

“Role of Community Engagement Activities towards Developing Human Resource Professionals: An Exploratory Study of Leading Management Institutions of India With Reference to National Education Policy, 2020”

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Abstract

The prime aim of Management education is to develop right managers for the National and International Business scene. But it also seems obvious in today's business industries that a company's treatment and understanding of its employees is instrumental to its success. It is the need of the hour that the organizations must not forget to inculcate a sense of social consciousness among the employees. The recent B-Schools are trying to teach their students a sense of moral responsibility towards their society and environment keeping in mind today's business requirement. Socially conscious employees help their respective organizations to build resilient business that foster stronger leadership, cooperative and collaborative attitude and good customer service. This paper will try to highlight the different community engaging activities conducted by reputed management institutions nationwide with a special focus on one particular institution in eastern part of India. Apart from that this paper will also try to pin point the main aim of higher-education according to National Education Policy, 2020 along with the positive impact of these kind of activities upon the budding Human Resource Professionals.

INTRODUCTION:

Community Engagement is people working together to affect positive change. Generally, activities under community engagement have a wide spectrum ranging from light outreach to deeply transformative long-term engagement that changes the ways we think and act (Gaskell & Collette, 2016).

Community engagement can take place on the basis of relation-building model (help to bring community together and develop stronger bonds and peer feeling) or community education model (educating a particular section of community through instructional methods to make them aware about certain issues) or direct service model (providing help to a group in need) (Australian Catholic University, 2007).

It is really pertinent in 21st century to focus on how an employee's behaviour and motivation play a vital part in increasing an organization's productivity. Managers have to display high levels of confidence, skill and judgement to make confident decisions and hold partners and staffs to account keeping in mind the commitment of the present generation towards society (SOIL - Institute of Management, 2008).

National Education Policy, 2020 is also trying to highlight that focus the importance of involvement of community engaging activities in higher-education. According to NEP, 2020 the aim of Higher Educational Institutions (HEIs) is manifold. To sum it up, the purpose is to develop holistic individuals with their personal accomplishments along with their productive and meaningful contribution to the society. The leading B-Schools in India should train their students in such a way so that they can work towards the empowerment of the deprived section which in turn will shape their destiny. If the students are exposed to different social organizations and its functioning than they will get first-hand training on the expectations of the respondents as well as the staff members. These kinds of exposures will build their ethical and moral character and will make them 'industry ready' professionals (University Grants Commission, 2020). There are different management schools which offer an atmosphere where the students can engage in critical thinking, spirit of inquiry and scientific temper. Students are nurtured with the values of selflessness, devotion and service to the underprivileged section of society. This will help the budding professionals to become empathetic leaders which social sensitivity and business acumen that transform them into leaders of tomorrow (Butcher, Labone, & Howard, 2001). If the management students are exposed to varying forms of community engagement activities then it is presumed that they are better prepared to deal with complex problems at workplace (University Grants Commission, 2020).

Hence, it is very vital for leading management institutions to include different community engaging activities where the budding professionals can excel their knowledge and talent acquisition.

Statement of the Research Problem:

There are very few management institutions which made it compulsory for the students to keep themselves engaged in different social oriented activities in line with their Vision and Mission. It gives special emphasis on genuine and skill-based engagement of students to Outreach Activities.

The leading management institutions provide the students opportunity to undergo two to three months training during their Summer Internship Programme (SIP). There they learn how to interact with professionals in workforce setting through the development of essential soft skills like time management, adaptability, problem-solving and team work. Along with SIP exposure the students also get experience of working in community which help the students to develop their intellectual property linked with the sense of social responsibilities.

But it is the need of the hour that the management students must be professionally trained to work for the development and empowerment of the community. The students must get proper structured theoretical orientation of courses like Professional Social Work, Social Justice, Human Rights etc. so that it becomes easy for the budding Human Resource Professional to understand the ground reality of community development. The students need to be made aware and sensitive towards the concept of sustainability and empowerment of the marginalized. In today's business world, the major aim of community engagement is to be tied to the end goal of the business objective for community building. It is pertinent to develop and nurture the sense of 'belongingness' in the community which results employee's retention and brand loyalty. Without engagement, the members/employees would gradually lose the connection resulting in increased attrition (Butcher, Egan, & Ralph, 2008).

Professional Education must include ethical education as well as importance of public purpose. It becomes an integral part of the overall higher education system. There are many reputed B-Schools in the eastern part of our country which offers management education with a specific purpose. They believe that exposure of management students to the social reality of the country is part and parcel of management education (Singhal, 2021).

They are leaving no stones unturned to develop management professional with a 'difference'. They believe that management education is incomplete without social consciousness which initiate the practice of educating students (the budding professionals) to cultivate them to be good, thoughtful, well-rounded, creative and socially conscious professionals (Jobling & Nanere, 2007).

Review of Literature:

International Institute of Management Sciences, Kolkata (IIMS) is providing management education since 1979. With the aim of providing greater help to the societies, they are running different programmes pertaining to do Corporate Social Work. IIMS in collaboration with International Institute of Research and Application is conducting research on 'Fortification of Jari Work at Uluberia, Howrah, West Bengal'. As a part of societal contribution, this kind of exposure will help the management students to become industry ready (Corporate Social Work, 2022).

IIM, Indore also gave special focus on social sensitivity. Through its ambit, IIM (Indore) did take some notable initiatives like Indore Marathon, Rural Immersion Programme and most important PRAGATI. The Marathon is organized with the sole purpose of raising awareness about a poignant social issue. IIM Indore has adopted different primary and middle government schools to improve their education and infrastructure. One very important event named 'Jagruti' aimed to increase the feeling of inclusion of underprivileged children of the nearby villages. Under PRAGATI, certain events like career counselling for school students, Human Library, Blood Donation Drive, Cleanliness Drive and Tree Plantation Drive, iHelp and many more are included (The Indian Institute of Management Indore, 1996).

IIM, Ranchi is toying with the idea of starting a course on community-based rehabilitation (CBR) at one renowned NGO of the city working for the welfare of special children. The management trainees will get hands-on training in preparing project reports, managing finances etc. IIM is also planning to start a course on NGO management (The Telegraph, 2022).

IIM, Sambalpur undertakes sustainable intervention towards improvement of the Sambalpuri Handloom Weaver's Community. Despite the masterwork and popularity of this age-old handloom sector of West Odisha, the MSME sectors in general and handloom sector, in particular, have been suffering from difficulties such as having access to appropriate infrastructural facilities, credit linkages and marketing facilities. This created a serious threat to the socio-economic life of the traditional weaver communities. IIM, Sambalpur conducted a study project in the Bargarh District of Odisha to understand the need of the Sambalpuri Handloom Weaver's Community, challenges faced and interventions required for the development of the community (The Indian Institute of Management Sambalpur, 2021)

IIM, Raipur undertakes different CSR activities as the way through which a company achieves a balance between its stakeholder's expectations and economic, environmental and social objectives. They have one CSR Club named

KARTAVYA, which is a body of students of IIM who strive towards building a nation with corporate ethics. As a part of Kartavya, students develop a sense of responsibility towards society. At the same time, it inculcates in them the spirit of to work in teams and handle difficult situations. This in turn, motivates the future corporates to fight against the prevalent social challenges. This is a substantial value addition to the students, apart from the satisfaction gained by their meaningful societal contribution. They also strive to inculcate social responsibility and ethical leadership among the budding managers (Indian Institute of Management Raipur, 2010).

IIM, Bangalore, in line with their vision of valuing and striving for social impact have a Social Impact Club named 'VIKASANA' where the MBA students showcased their respective creativity through display and sale of their artwork. The proceeds from the sale of paintings have been donated to an NGO (SREE TRUST) (Indian Institute of Management Bangalore, 2021).

Bhavisya, the social initiatives committee of IIM, Lucknow is run by the students to make a difference. The main aim of this initiative is to raise awareness about recent social issues among the students and also to inspire them to actively engage in projects that directly benefit the society at large. Bhavisya has more than 6000 beneficiaries through its activities like Evening school, medical camps, community visits etc. (IIM Lucknow, 1994).

In order to meet the twin objectives of inculcating a sense of social responsibility in its students and to make a difference in the society in the form of initiatives that culminate in social development, Social Service Group (SSG) was formed in IIMK. SSG conducts social initiatives on behalf of the student community at IIMK to connect students with the local society in unique ways. The initiatives taken by SSG range from Expressions, an event exclusively for the support staff; Painting Auction, where paintings made by small children are auctioned; Wish Tree, an event to fulfill the wishes of orphanage children with participation of IIMK student community; Joy of Giving, where gifts are distributed to the support staff from the donations of the outgoing batch; Books Donation; Clothes Donation and Blood Donation Camp. The Flagship event under SSG is DISHA, an educational initiative through which students selected from various schools in Kozhikode attend personality development classes conducted by IIMK students at campus. Moreover, SSG also conducts a general health checkup camp for the entire IIMK fraternity called 'AAROGYA'. SSG believes in the adage 'Charity Begins at Home', involving the students in giving back to the society, inculcating a sense of social responsibility (Indian Institute of Management Kozhikode, 1997).

University of Pittsburgh School of Social Work and the Joseph M. Katz Graduate School of Business jointly offers a degree program i.e., MBA/MSW to provide students with a unique combination of professional social work knowledge, techniques and skills with incomparable strength in management decision-making, team work and leadership. Due to increasingly competitive market, different NGOs are giving due emphasis on management education such as human resource, data analytics, market and economic analysis, marketing and financial management and evidence-based strategic planning. As philanthropic organizations become more concerned about their accountability and utility of financial supports provided to various human service organizations, they are beginning to evaluate nonprofits beyond program outcomes or average cost per client to more advanced assessments, such as cost-efficiency and effectiveness and cost-benefit ratio (University of Pittsburgh - School of Social Work, 2022).

It was concluded from the literature survey that all reputed management institutes concentrates towards EMPOWERMENT OF THE MARGINALISED through different teaching-learning pedagogy. But the students are not exposed to sound body of knowledge which will enrich them to undertake different social welfare oriented activities in a professional way. It is the need of the hour that all management institutions must take fruitful initiatives to teach their students relevant theory courses which will help the young minds to think out of the box and also enable them to empower the targeted group (Ellin Lolis Consulting, 2022).

Specific Objectives of the Community Engaging activities according to National Education Policy, 2020:

- Integrate theory and practical knowledge in order to improve the quality of teaching-learning in management institutions.
- Grow leadership ability among the students and harness their skills of problem solving and decision making.
- Develop the humanistic value commitment of students affecting their outlook towards larger dimensions of society.
- Propose effective steps toward 'putting the last first' by transforming the quality of life among the marginalised section of society (University Grants Commission, 2020).

Objectives of the Study:

1. To navigate whether the basic aim of National Education Policy, 2020 is being taken care by the leading management institutions of the country.
2. To study the different community engaging activities undertaken by reputed management institutions in India.
3. To navigate the role of community engagement towards bringing radical social transformation in the attitude of the budding management professionals and help them to become industry ready.

Research methodology:

The researcher undergone descriptive research design with the aim of obtaining the information about the community engagement activities conducted by different reputed management institutions in India. The information was collected primarily from secondary research and empirical evidence was collected (primary data) from one reputed management college in the eastern part of country. The researcher selected the college with the help of snowball sampling. The researcher contacted the Director of that institute and interacted with the students of that institution. Purposive Sampling technique was used to select student respondents. Out of 520 students, 150 students were selected as sample size. A semi-structured Interview Schedule was administered to gather relevant information and case studies of some target group was also conducted to collect some very specific information. The most serious limitation of the study is due to confidentiality the researcher was not allowed to disclose the name of the institution from where she collected empirical data. She will use the name 'Action in Progress'.

Description of the target population (community)/ universe and sample:

- Inmates of residential orphanages.
- Visually impaired children and adolescents.
- Differently-abled children.
- Geriatric population.
- Children of Outreach Schools.
- Students of Minority Schools.
- Children living in Slums.
- Rural Population

Theoretical Framework/Conceptual Framework used if any:

There are very few B-Schools which offer different core theory courses like Professional Social Work, Social Justice and Action etc. as part of Course Curriculum. Some ethical Management Institutions are enriching their students about the diverse methods of Professional Social Work (like Case Work, Group Work, and Community Organisation skills (like Observation, Listening, Problem-solving, Decision-Making) and principles (like Principle of Individualisation, Acceptance, Communication, Confidentiality, Non-judgmental attitude etc.). Those institutions expect its students to grow as a holistic individual. Hence it is essential that an identified set of appropriate skills and values need to be incorporated in the personality of the budding professionals. The students of management institutions will become well trained and their approach towards the community engaging activities will be more realistic and outcome-based.

Analysis of the data:

There are certain Management Institutions of Eastern part of India who is undergoing diverse community engaging activities adhering to its vision and mission. The Social Service Field Work, Rural Camps/Retreat etc. are fundamental credit-based courses of the management programme. It is the central mechanism for transmitting theoretical knowledge in to the practical level of work.

The students are sent to different non-profit and humanitarian organizations in and around their local place during the class hours where students receive hands on training for practical exposure. The enduring supervision provided both by the agency supervisor and the faculty in-charge enrich the students in becoming competent professional. The concerned faculty teaches courses like Professional Social Work and Social Justice and Social Action. The faculty provide theoretical orientation of different social work principles, techniques, methods, skills etc. to the students. The synchronization of theory and practice is essentially required to harmonize oneself in becoming an able professional. Social Service Field Work combines philosophy with action and integrates the understanding about people with methods of helping them. Thus, SSFW is learning through doing.

Community Engagement Activities conducted by Students of the Institution: A Glimpse

- First Meeting between Student Professionals and respondents (Clients) – ICE BREAKING SESSION.
- Academic support along with constant counselling.
- Teacher's Day Celebration, International Literacy Day, World Heart Day, World Soil Day, Human Rights Day, Indian Constitution Day, International Day of Persons with Disabilities, International Day of Education.
- UDAAN – Enabling clients to choose their career.
- DHYAN KA GYAN – Inculcating the practice of Yoga, Meditation and Mindful Silence.
- ATTITUDE OF GRATITUDE – Metacognition in Practice-Teaching (The Art of 'Thinking Right').
- Social Anxiety in Children – Creating awareness and solutions.
- Importance of Soft Skills – Overall Personality Development.
- Gandhian Principles – Teach them Peace, Justice, Non-Violence, Honesty and Integrity.
- Regulations of EMOTIONS – To equip them with necessary Emotional Quotient and Mental Strength.
- Using DIKSHA (Government of India initiative for Online Learning) to help the respondents to learn English.
- Digital Citizenship.
- Chinese Whisper – Communication game to make students understand importance of communication.

- Group Discussion by respondents – Online education better than offline education.
- SWOT Analysis of students in light of upcoming exams and discussions about their strength and weaknesses.
- Motivational story telling on Uniqueness and Opportunities. The Students shared their life experiences in order to motivate the respondents for their upcoming board exams.
- Celebrated World Day of Social Justice. Importance of Voting Rights.
- Awareness drive on Freedom vs. Liberty vs. Independence (On occasion of Birth Anniversary of US 16th President Abraham Lincoln) – An anecdotal explanation of Liberty by a quote of Mr. Lincoln – YOUR RIGHTS END WHERE MY NOSE BEGIN).
- Sensitization about recent social problems of society. How to deal them practicing MINDFULNESS?
- Importance of Yoga and Meditation. The students made them aware about GOOD TOUCH and BAD TOUCH.
- Extempore by respondents (clients) based on topics taught to them during online sessions. Awarded best performer.
- Personality development session and clapping game.
- World Braille Day etc.

Therefore, the main purpose of this kind of exposure is to practically orient the budding human resource professionals about the real-life situation / challenges of life and also to ground them with Human Management skills like communication, organization, leadership and team building, interpersonal communication, Physical fitness, etc.

In doing this the students are following different techniques, principles and methods of Professional Social Work and Social Justice/Social Action so that the leadership ability among the students will develop through harnessing their skills of problem solving and decision making.

Some insightful case studies of respondents:

The main objective of these community engaging activities is to HELP THE PERSON TO HELP THEMSELVES.

Case Study 1: Shruti (name changed) is 14 years old, she started working as a house help and a baby sitter in the neighbourhood from a very young age. She lost her father when she was 4. He was a rickshaw puller and a sole bread winner for the family. His demise took a huge toll on the family and in order to provide for the family's financial needs both Shruti and her mother took up several part-time jobs as house help. Shruti is in 8th grade in the outreach programme of a reputed school in Ranchi. During classroom interaction, it was found that Shruti hardly spoke up in class or any of the sessions. She was very timid and reluctant in socializing with others. Consequently, this affected her studies and her social relationships.

In order to help Shruti and enable her to help herself, the **Principle of Individualization** and the **Principle of Acceptance** was utilized. Shruti unlike her classmates was an introvert and very timid, her problems were different and specific. Fortunately Shruti was interested in Mathematics, thus, by helping her out solve the sums, gradually she developed the virtue of asking for help when in need and to seek out the answers to her problems. From a very tender Shruti experienced the harsh realities of worldliness, but through the **principle of social functioning** she was encouraged to accept her individuality and her various social roles. Being good at Mathematics, she helped her fellow classmates and also interacted with the teacher, thereby improved her social relationships.

Case Study 2:- Anushka (name changed) belonged to a lower – income family. She was registered as a student of 8th grade in the outreach programme of St. Xavier's School, Doranda, Ranchi. She hardly came to school. Her teachers tried contacting her but she avoided them. After staying home for a long time due to pandemic she seemed to have lost interest in studies and her parents were ignorant of the value of education. However, after obtaining her contact details from the Coordinator of the Outreach programme, I was able to establish meaningful relationship with the client. Anushka stated her problems which held her up from going to school, such as lack of transportation, as she lived quite far from the school; she used to be caught up with the household chores as all the members of her family left early for work. Through the Principles of Self Determination and Communication, she was made aware of her own problems and the resources she could avail. Although she lived far from school, but she was not alone, one of her classmates also lived in the same locality and through field work sessions they were introduced to each other and thus, she found a partner to go along. Gradually the outreach programme started the bus service and her attendance improved.

Case Study 3:- This is the story of client Y. Throughout the entire course of social work, I have noticed a marked change in him. He is a class 8 student. Initially I used to principle of communication to build a rapport with him initially. Gradually while I began with casework, I started to use the technique of direct interview to know more about my client. This was particularly a shy client and didn't open up initially. As the days passed by I had developed a meaningful relationship with him. Even though my client was a minor, he had a habit of driving a 2-wheeler when he is in his hometown. I immediately counselled him to stop riding the bike and wait till the time he becomes an adult. By further using the principle of individualization I also made sure that he gives up his habit of spitting around. By further diagnosis I came to know that why he behaves the way he behaves. By using the principle of social functioning, I came to under the terms to understand his situation. My client lacked a father figure in his life which fuelled up his insecurities. His home was in a remote location where there was no proper network so he lacked exposure to technical

advancements. Further in this journey I came to know that he was very much fond of English Language and wanted to have a grasp on this subject. I gave him tips to improve on the same. He had aspirations of joining the army and I told him about various exams to get there. I had noticed that even though he was shy, he was a very sharp child who was very attentive in all our sessions. Apart from this he had good artistic skills and was very fond of sketches and colouring. I have imparted him the knowledge of simple breathing exercises which might help him in his daily practices.

Case Study 4 - Switch off the button of Under Confidence.

Maya, (name changed) a girl studying in class 10th is extremely passionate about studies but also enjoyed singing, dancing and photography. She was low on confidence. She felt that her skills are not very polished and mediocre. She constantly felt that she should not speak up about her talents as she was never appreciated about it since her childhood. When asked about her hobbies she would often respond saying, “Kuch khaas nahi, bhaiya” (which means – nothing special, sir). She would often remain silent and not interact much. Her absenteeism on regular basis without informing seemed to be a warning sign.

She took time to open up. In order to make her comfortable, after a one-to-one conversation with the social worker and asking her to be present, she was there. She was appreciated for the times she attended as well as participated in learning and discussion. The social worker slowly dived into understanding the topics that interested her. This helped the social worker to realize her true potential. The interactions increased and steadily there was an increase in Maya's confidence. She also shared some personal concerns and issues which bogged her down and made her a bit under confident in her approach.

With the many tools and techniques used by the social worker, she began to realize her individualism with the various sessions held. The most impactful session was the Gandhi Jayanti session held on 2nd of October. The crux of the session was about how “one individual” can make a huge impact and difference in the society. She whole heartedly participated in the session without any restrictions or fear of being judged. She openly mentioned about her hobbies and the various opportunities she is looking for.

The social worker and his group encouraged her to take part in various activities of her school wherein she can showcase her talent. The old Maya would shy away from participating but the confident Maya has decided to participate in the competition and has enrolled for the same.

Case Discussion -

As a growing person, it is essential to have someone back you up. We constantly look for encouragement and words of wisdom which will help us as individuals to gather confidence to aim and achieve our goals. Keeping the mind set of client's in mind it is important to design a programme which can make ends meet. In this case, it was of **primary importance to communicate with the client**. A direct one-to-one communication helped to identify the lack of confidence she was going through. She incorrectly accepted herself as an under confident individual and was not ready for a change. The principle of communication was established and this resulted in a **meaningful bond** and helping the client realizes her self-worth.

Applying the principle of **individualization**, I, as a social worker viewed and understood the problem of the client and in turn ensured a satisfactory way through which the client could deal with her problems after her confiding in me with the assurance of keeping every detail **confidential**. The various techniques like observing, listening, supporting, advising and explaining helped me to connect with the client.

In this way, due to the present **meaningful relationship between the client and social worker**, the past feelings of under confidence (lack of faith on one's skills and self-worth) of the client was dissolved which led to futuristic approach wherein the client broke the shell and actively participated in displaying her hobbies/skills. This enabled her to discover her self-worth.

Case Study 5: Being a student of professional social work we were taught that a social worker must have control in emotional involvement with the client however we observe one incident which made us realise the importance of this social work principle we had this one client name Diva Fozia a student of class 10th at MMK High School she used to attend every session and she was one of the most active student but slowly we realise that she was getting closer to one of the member of the group Jaya Kumari Gupta she got her number from our WhatsApp group and started texting her initially it was about the study and doubt but later it turned that she was sharing the reels and memes with Jaya tagged in it and she was also texting her didi I like you so much, and if Jaya was not present in any session then the girl used to leave the session or remain absolutely silent in the session, she started tagging Jaya on Instagram handle by saying the best person I know and also started sharing some personal stuff. Situation went to the extent that she started calling Jaya during the night and say used to feel so sad when Jaya do not pick the call or don't talk to her. Eventually we found that things were escalating and there lied the importance of the principle of control emotional Involvement. We internally decided to do something about it and I being a GL asked Jaya to Slowly start ignoring her if she is texting 10 times reply Only twice or thrice also one of us also talked to the client about it and we conducted one session on (how to use

social media effectively and cyber-crime) we told students not to share anyone personal info not to upload pictures anywhere, then the client understood it. We took few sessions and with the client but the client slowly got over this and then we asked Jaya to not to turn up in couple of session and some of us started interacting more with client so that she don't feel left out and it helped as she slowly got over the obsession which she had developed for Jay. It was one of the incidents & one of the major challenges, which we faced in our sessions but with skills and proper communication, & by utilising principle of confidence communication we overcome this situation.

From the above case-studies, it can be observed that with the help of different skills and principles of Professional Social Work, the problems of the respondents can be handled with effective strategies. Community engaging activities if backed by proper theoretical orientation can be of great value both for the underprivileged section as well as management professionals.

CONCLUSION:

This kind of activities is helping the students to become 'professionals with a difference'. While performing all the above-mentioned activities the budding management professional are continuously using different skills, principles, techniques, methods etc. taught to them in theory class.

- In this way, Institution 'Action in Progress' (name changed) is leaving no stone unturned to bridge the gap between theory and practice through these kinds of community engaging activities. It perhaps improving the quality of Teaching-Learning Process. They undertake engaging and experiential pedagogical learning initiatives to expose students of first year to social realities of local area. Students get opportunity to apply classroom theory in field realities.
- This kind of collaboration between B-School and local Villages/urban Centres as well as NGOs is eventually promoting the main objective of Unnat Bharat Abhijan. Our students are actually providing suggestions to the clients and the larger society through two-way communication process. The respondents are slowly becoming empowered to deal with their own problems and think productively about possible solutions.
- Through this exposure to social realities, management students are learning about local community, its problems and prospects. Though facilitating partnership between host institutions and local community, they are acquiring knowledge about the SOCIAL SIDE OF BUSINESS.
- Through this engagement, all the management programmes is continuously developing and revamping its Course Curriculum as well as Course Pedagogy to make it more Outcome Based.
- In order to sustain regular community engagement, this kind of linkages with local institutions is essentially required. This will develop deeper sensitization of students and faculties to the socio-economic realities of our nation.

Overall, the students are learning different management-oriented skills like team work, decision-making, leadership etc. during their involvement in field work.

Professional Development in Students:

- Event Organization.
- Problem-Solving and Decision-Making skill.
- Shared Responsibility.
- Establishing a good team rapport.
- Achieving team goals.
- Confidence.

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