



National University of Sciences & Technology (NUST)  
School of Electrical Engineering and Computer Science (SEECs)  
Department of Electrical Engineering

### CSL-402 Community Service Learning (CSL)

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|--|---|
| <b>Course Code:</b> CSL-402                    | <b>Semester:</b> Spring 2024  |
| <b>Credit Hours:</b> 0-1                       | <b>Prerequisite Codes:</b> -  |
| <b>Instructor:</b> Dr. Noshawan Shoaib         | <b>Discipline:</b> EE   |
| <b>Office:</b> A-102 (RIMMS Building)          | <b>E-mail:</b> <a href="mailto:noshawan.shoaib@seecs.edu.pk">noshawan.shoaib@seecs.edu.pk</a> |
| <b>Lecture Days:</b> Thursday (2-5 PM)         | <b>Class:</b> EE  |
| <b>Class Room:</b> RIMMS Seminar Hall          | <b>Consulting Hours:</b> Monday/Wednesday (3-4:30 PM) or via email                            |
| <b>Knowledge Group:</b> Electrical Engineering | <b>Updates on LMS:</b> Weekly   |

#### Course Description:

NUST Community Service Learning Course CSL-402 (0-1) is being offered to all NUST students. The course comprises 18 hours of theoretical work (workshops & seminars) and 30 hours of field work. During field work, students are required to complete at least two different assignments. Students are expected to propose an activity either independently or at a philanthropist organization/location of their choice. All field assignments are to be undertaken after approval of respective faculty in charge of the course.

#### Course Learning Outcomes:

| CLO | Description   | BT Level | PLOs |
|-----|---|----------|------|
|     | After the completion of the course:   |          |      |
| 1.  | Students will become <b>familiar</b> with various areas of community service (such as <b>community</b> service learning, community service development and community service empowerment), and become <b>aware of</b> relevant ongoing philanthropic activities in the community and <b>social</b> consciousness. | C2       | 6    |
| 2.  | Students will be able to provide different <b>sustainable</b> development approaches to address local or global community challenges.   | C2       | 7    |
| 3.  | Students will <b>develop</b> sense of responsibility, compassion and empathy towards society and through different community service projects <b>contribute</b> to have a discernible <b>impact</b> on the community.   | A2       | 11   |

#### Mapping of CLOs to Program Learning Outcomes

| PLOs/CLOs                               | CLO1 | CLO2 | CLO3 |
|---|------|------|------|
| PLO 1 (Engineering Knowledge)           |      |      |      |
| PLO 2 (Problem Analysis)                |      |      |      |
| PLO 3 (Design/Development of Solutions) |      |      |      |
| PLO 4 (Investigation)                   |      |      |      |
| PLO 5 (Modern tool usage)               |      |      |      |
| PLO 6 (The Engineer and Society)        | √    |      |      |
| PLO 7 (Environment and Sustainability)  |      | √    |      |
| PLO 8 (Ethics)                          |      |      |      |
| PLO 9 (Individual and Team Work)        |      |      |      |
| PLO 10 (Communication)                  |      |      |      |
| PLO 11 (Project Management)             |      |      | √    |
| PLO 12 (Lifelong Learning)              |      |      |      |



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**Guest Speaker / Guest Lectures:**

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Various Guest speakers will be invited in different workshops or faculty advisor will conduct all the workshops

**Assessment Modules, Weightages, and Mapping to CLOs**

| Assessments/CLOs                                 | Weightage (%) | CLO1 | CLO2 | CLO3 |
|--|---------------|------|------|------|
| Quiz from the content of all Workshops Conducted | 20            | √    | √    |      |
| Project 01                                       | 40            |      | √    | √    |
| Project 02                                       | 40            |      | √    | √    |

**Books:**

**Text Book:**

1. An Introduction to Human Services (9th Edition), 2019, Marianne R. Woodside and Tricia McClam
2. A Practical Guide for Integrating Civic Responsibility into the Curriculum (2nd Edition), 2006, Community College Press Washington DC USA by Karla Gottlieb and Gail

**Reference**

**Books:**

1. Trainer's Manual of Community Based Disaster Risk Management NDMA- Pakistan by Mariser Palencia. (Available at : <https://cms.ndma.gov.pk/storage/app/public/publications/October2020/J73yRKAaN8IkRkZS4zKg.pdf> )
2. Basic First Aid Manual by State Management Authority, Shillong. (Available at : [https://msdma.gov.in/publications/Basic\\_First\\_Aid\\_Manual\\_English.pdf](https://msdma.gov.in/publications/Basic_First_Aid_Manual_English.pdf) )
3. Social Investment Manual by Technical University Munich, Germany. (Available at <https://www.ficompass.eu/sites/default/files/publications/SocialInvestmentManual.pdf>)
4. 12 steps to a Compassionate Life, 2010 by Karen Armstrong



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**Course Breakdown:**

The course breakdown/schedule is as follow:

| Week No | Topics  | Delivery Method | Contact Hours | Hours of Learning | Assessment                  | Remarks / Notes  |
|---------|---|-----------------|---------------|-------------------|-----------------------------|--|
| 1       | Course Orientation and Deriving Inspirations for Community Service  | Lecture         | 3             | 3                 | Quiz                        |  |
| 2       | Community Service Project Management and Technological Advancement Impacting Community (Relevance of the School's Specialty with Community Service)               | Lecture         | 3             | 3                 | Quiz                        |  |
| 3       | Education for Sustainable Development.  | Lecture         | 3             | 3                 | Quiz                        |  |
| 4       | Students work on their Project Plans along with faculty for Assignment 1 (10 hours service-oriented projects) and submit online / hard copy (10 hours assignment) | Class Activity  | 3             | 3                 | Project Presentation / Viva | Project idea approved/ disapproved/ improved by faculty                |
| 5       | Disaster Preparedness and Response  | Lecture         | 3             | 3                 | Quiz                        |  |
| 6       | Basic First Aid and Fire Fighting   | Lecture         | 3             | 3                 | Quiz                        |  |
| 7       | Social Entrepreneurship   | Lecture         | 3             | 3                 | Quiz                        |  |
| 8       | Written Quiz  | _____           | 3             | 3                 | Quiz                        | Written quiz from all the taught five module is taken during this week |



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|----|--|--|---|---|-----------------------------|--|
| 9  | Students complete their Assignment 1 by doing field trips  | One to one interaction with project groups during class time regarding their project progress /queries | 3 | 3 | Project Presentation / Viva |  |
| 10 | Students complete their Assignment 1 by doing field trips  | One to one interaction with project groups during class time regarding their project progress/queries  | 3 | 3 | Project Presentation / Viva |  |
| 11 | Project 1 Presentation/ Viva   | Students are evaluated for their mandatory field project 1   | 3 | 3 |                             | Students are required to complete 10 hours of Community service oriented task. |
| 12 | Students work on their Project Plans along with faculty for Assignment 2 (20 hours development and empowerment projects) and submit via online/ hardcopy | Class Activity   | 3 | 3 | Project Presentation / Viva | Project idea approved/ disapproved/ improved by faculty                        |
| 13 | Students complete their Assignment 2 by doing field trips  | One to one interaction with project groups during class time regarding their project progress/queries  | 3 | 3 | Project Presentation / Viva |  |
| 14 | Students complete their Assignment 2 by doing field trips  | One to one interaction with project groups during class time regarding their                           | 3 | 3 | Project Presentation / Viva |  |



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|    |   |   |   |   |                             |  |
|----|---|---|---|---|-----------------------------|--|
|    |   | project progress/queries  |   |   |                             |  |
| 15 | Students complete their Assignment 2 by doing field trips | One to one interaction with project groups during class time regarding their project progress/queries | 3 | 3 | Project Presentation / Viva |  |
| 16 | Project 2 Presentation/ Viva                              | Students are evaluated for their mandatory field project 2  | 3 | 3 |                             | Students are required to complete 20 hours of Community service oriented task. |

#### Grading Policy:

**Quiz Policy:** There will be a one-time quiz in the course. The quiz will be conducted in the second OHT week (this may vary and can be conducted in anytime once all workshops are completed). The quiz content will be from all the workshops conducted in the course.

**Project Evaluation Policy:** In order to develop comprehensive understanding of the subject, two projects will be given. Late assignments will not be accepted / graded. The students are advised to do their projects in groups. Each project evaluation consists of multiple parameters, i.e. presentation, project report submission, individual contributions of each member of the group, quality of the project, etc. Copying of project reports is highly discouraged and violations will be dealt severely by referring any occurrences to the disciplinary committee.

**Plagiarism:** SEECS maintains a zero-tolerance policy towards plagiarism. While collaboration in this course is highly encouraged, you must ensure that you do not claim other people's work/ ideas as your own. Plagiarism occurs when the words, ideas, assertions, theories, figures, images, programming codes of others are presented as your own work. You must cite and acknowledge all sources of information in your project reports. Failing to comply with the SEECS plagiarism policy will lead to strict penalties including zero marks in projects and referral to the academic coordination office for disciplinary action.