



St. Xavier's University, Kolkata

**SYLLABUS FOR FOUR YEAR
Bachelor of COMMERCE
(B.Com)
SEMESTER I**

ACADEMIC YEAR: 2023-2024

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PROGRAMME OUTCOMES:

PO1 - Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2 - Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3 - Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4 - Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5 - Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6 - Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7 - Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

FINANCIAL ACCOUNTING -I

[Course type: Discipline Specific Core / Major]

[4 CREDITS]

Course Outcomes (CO):

After completing this course, the student will be able to -

CO1. Recall the basic concepts and terminologies associated with Financial Accounting.

CO2. Outline and illustrate the generally accepted accounting principles.

CO3. Utilize the accounting standards notified in India, in determining the accounting treatment of various transactions.

CO4. Distinguish between the various accounting policies and estimates suitable for the determination of business income.

CO5. Compile the financial statements of businesses and not-for-profit entities.

Course Content:

Module No	Module Name	Topic(s)	Description	No. of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome
I	Introduction	Accounting as an Information System	Theoretical Framework	6	15%	0.6	CO1, CO2
		Users of Financial Accounting Information and their needs					
		Qualitative Characteristics of Accounting Information					
		Functions, Advantages and Limitations of Accounting.					
		Branches of Accounting					
		Bases of Accounting					
		GAAP					
		Ethics in Accounting					
II	Recording of Transactions	Journal	Accounting Process	12	25%	1.00	CO1, CO2
		Ledger					
		Trial Balance (including adjustments)					
		Rectification of					

		Errors					
III	An Introduction to AS & Ind AS	Concept, Benefits & Process of Formulation of AS and Ind AS Convergence	Accounting Standards	3	5%	0.2	CO3
IV	Concepts for determination of business income	Meaning & Significance of Inventory Valuation System- Periodic and Perpetual Method FIFO & Weighted Average Method	Accounting for Inventory	6	10%	0.4	CO4
		Nature & Accounting concept of Depreciation Methods of Computing Depreciation (SLM & DBM) Disposal of Depreciable Assets	Accounting for Plant, Property & Equipment	9	10%	0.4	
		Revenue Recognition		3	5%	0.2	
V	Final Accounts	Capital & Revenue Expenditure and Receipts	Financial Health	3	5%	0.2	CO4,CO5
		Final Accounts of Sole Proprietorship Business		12	15%	0.6	
		Final Accounts of Not-for Profit Organizations		6	10%	0.4	

Suggested Readings:

Text Books:

1. Hanif and Mukherjee - Financial Accounting –McGraw –Hill Education India Pvt.Ltd
2. M.C Shukla and T. S Grewal – Advanced Accountancy, S. Chand, New Delhi
3. Maheswari and Maheswari –Financial Accounting, Himalaya Publishing Co.
4. R.L. Gupta and M. Radhaswamy – Advanced Accountancy, Sultan Chand, New Delhi
5. A. Basu – Financial Accounting, TEE DEE Publication, Kolkata.
6. D.S. Rawat – Student’s Guide to Accounting Standard, Taxman, New Delhi

7. Accounting Standard – Issued by ICAI / www.icai.org

CO-PO Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M						
CO2	H	M					
CO3	H	L					
CO4	M						M
CO5	M	H					M

* H means High relevance, M means Medium relevance, L means Low relevance

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	50	20%	20	
Other Component	Group	05	5%	05	
Attendance	Individual	05	5%	05	
Total				30	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage	Scale Value (B)	PO (Rubrics)
End Semester	Individual	100	70%	70	

Full Marks (A + B) = 100 Pass Marks 40

MICROECONOMICS

[Course type: MINOR]

[4 CREDITS]

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify basic economic problems and describe the interaction of individuals and firms in the market.

CO2: Understand demand and consumer behavior and the choices made by agents under different economic conditions to reach equilibrium.

CO3: Apply economic reasoning to solve business problems.

CO4: Analyze the production side of the economy and the producer's equilibrium.

CO5: Evaluate different types of market structures and the strategies adopted by firms involved in these markets with different degrees and levels of competition.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
I	Basics	Reading and working with graphs; basics of slope; rules of differentiation, basics of partial and total differentiation – related applications. Concept of scarcity and choice, opportunity cost; Basic economic problems.	Fundamentals	12	20%	0.8	CO1

II	Demand, Supply & Elasticity of Demand, Consumer Behaviour (Ordinal Utility)	<p>Basic demand and supply analysis; Elasticity of demand: price, income and cross elasticity; elasticity and its relationship with total and marginal revenue.</p> <p>Ordinal utility analysis of consumer behavior; Budget line and indifference curve, consumer equilibrium; Income consumption curve and Engel Curve, Price consumption curve and derivation of demand curve; Consumer's Surplus.</p>	Demand Side	12	20%	0.8	CO2, CO3
III	Production and Cost	<p>Total, average and marginal product curves, Three stages of production – Law of Variable Proportion; Production isoquants, marginal rate of technical substitution, economic region of production, Isocost lines, optimal combination of resources, the expansion path, returns to scale.</p> <p>Different concepts of short run and long run cost (with examples); derivation of short run and long run cost curves, Relation between AC & MC; Economies and Diseconomies of Scale and the shape of the long run average cost.</p>	Cost and Supply Side	12	20%	0.8	CO3, CO4
IV	Perfect Competition	Features; Equilibrium of the firm and the industry in the short-run; Short-run and Long-run supply curve of a firm & industry;	Perfectly Competitive Market Structure	9	15%	0.6	CO3, CO5

		Constant, Increasing and Decreasing-Cost Industry;					
V	Monopoly	Sources of monopoly power; Absence of supply curve; Short-run equilibrium; Long-run equilibrium in monopoly market; Measurement of market power; Inefficiency under Monopoly; Degrees of Price Discrimination; Basic concept of Natural Monopoly	Monopoly Market Structure	9	15%	0.6	CO3, CO5
VI	Imperfect Competition	Equilibrium in the short run and the long run under Monopolistic Competition; Excess Capacity in the long run Oligopolistic interdependence: Non-Collusive behavior - basics of simultaneous move games, sequential move games; Collusive behavior - basics of Cartel Pricing.	Monopolistic Competition and Basics of Oligopoly	6	10%	0.4	CO3, CO5

Suggested Readings

- Maddala, G.S and Miller, E. Microeconomics Theory and Applications, (2017) Tata McGraw Hill.
- Varian, Hal R. Intermediate Microeconomics: a Modern Approach, (2010) Springer - India (8th ed.).
- Gupta, G. S. Managerial Economics, (2011) McGraw Hill (2nd ed.).
- Mankiw, Gregory N., Aswin, A., M. Taylor. Business Economics, (2019) Cengage Learning - UK.
- Pindyck, Robert S., Rubinfeld, Daniel L. Microeconomics, (2017) Pearson education (8th ed.).
- Salvator, D., Rastogi, S.K. Managerial Economics: Principles and Worldwide Applications, (2019) Oxford University Press (8th ed.).
- Lipsey, R. and Chrystal, A. Economics, (2020) Oxford University Press (14th ed.).
- Koutsoyiannis, A. Modern Microeconomics, (1979) Macmillan Education (2nd ed.).

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			H			M	H
CO2		L	H			H	H
CO3	H		H			M	M
CO4			H			H	
CO5	H		H		M	H	H

* H means High relevance, M means Medium relevance, L means Low relevance

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	50	20%	20	
Other Component	Group	05	5%	05	
Attendance	Individual	05	5%	05	
Total				30	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage	Scale Value (B)	PO (Rubrics)
End Semester	Individual	100	70%	70	CO1, CO2, CO4, CO5

Full Marks (A + B) = 100

Pass Marks 40

INTRODUCTION TO HUMAN RIGHTS

[Course type: Multidisciplinary]

[3 CREDITS]

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Recall the history, concept and classification of human rights and other related concepts.

CO2: Understand diverse human rights issues and their violations.

CO3: Develop empathy for vulnerable groups.

CO4: Analyse the role of different instruments and agencies in protecting and promoting human rights.

CO5: Evaluate the role of national and international bodies in protecting and promoting human rights.

Course Content:

Modules	Topic	Sub-topic	Description	No of Hours	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
1.	Introduction to Human Rights	Human Rights and issues of Social Justice; Definition, Nature and Classification of Human rights; Principles of Natural Justice	An understanding of Human Rights and Social justice	5	20%	0.6	CO1
2.	Historical Perspective of Human Rights	Evolution of the concept of Human Rights as an International Endeavour; Evolution of Human Rights Movements in India; Role of NHRC	Evolution of Human Rights internationally and in India	5	10%	0.3	CO1

3.	Contemporary Issues of Human Rights	Human Cloning, Surrogacy and IVF; Life-Saving Technologies: Organ Transplant and Sale Euthanasia; Rights of the people with HIV/AIDS; Emerging Issues and Concerns related to LGBTQIA+; Commercial Sex Workers; Migrant Workers and Human Rights; Ethnic Issues and Human Rights; Human Rights Violations of	Issues and violations of Human Rights in contemporary times.	15	25%	0.75	CO2&CO3
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		Refugees; Displaced Persons & Human Rights Right to Environment v/s Right to Development; Custodial Violence and Police Atrocities;					
4.	International Instruments for Protection of Human Rights	International Bill of Human Rights: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights,1966, International Covenant on Economic, Social and Cultural Rights,1966 Human Rights in Armed Conflict and Rights of Refugees: Geneva Conventions on International Humanitarian Law, 1949 Convention on the Elimination of all forms of Racial Discrimination,1965 Convention on the Elimination of All Forms of Discrimination Against Women CEDAW,1979; Beijing Declaration and Platform for Action,1995 Convention against	International conventions on Human Rights	15	25%	0.75	CO4

		Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984; Convention on the Rights of Persons with Disabilities 2006; Declaration on the Rights of Indigenous People (UN,2007); Convention on the Rights of Older Persons					
5.	Human Rights: Role of Judiciary, International agencies and NGO's	Judicial response to violation of Human Rights; Problems of Enforcement of Human Rights; Role of International Agencies in Promoting Human Rights: Amnesty International, UN High Commissioner for Human Rights, International Criminal Court, International Court of Justice; Role of NGO's in Promoting Human Rights	The role of judiciary and other International agencies in protecting and promoting Human Rights	5	20%	0.6	CO4,CO5

Suggested Readings

- Ahuja, V.K. (2019). Human Rights: Contemporary Issues. Eastern Book Company: India.
- Alston, Philip, and Frederic Megret, eds. (2014), The United Nations and Human Rights: A Critical Appraisal. Second Edition. Oxford University Press.
- Basuttill J. &Blsekburn R., (1997). Human Rights for the 21st Century. London Prentice Hall.
- Bhattacharji, A. (1997). Social Justice and the Indian Constitution. Indian Institute of Advanced Studies: Shimla.
- Biswal.T. (2006). Human Rights – Gender and Environment. Vira Publications. New Delhi.
- Ferguson, L et al 2004, Globalization, Global Justice and Social Work, London: Routledge T&F.

- Government of India, (1987). Encyclopedia of Social Work in India (Vol 1-4). New Delhi: Ministry of Information & Broadcasting.
- Jaiswal P.S. &Jaiswal N., 1996, Human Rights and the Law, New Delhi, Aplt Publishing Corporation.
- John S, 2001,(Ed.) Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India, Pune: National Centre for Advocacy Studies.
- Pandit, V.L.(2000).Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies.
- Pathak B., (1997).Social Justice and Development of Weaker Section. New Delhi, Inter India Publication.
- SanajoabarN.(1994).Human Rights: Principles, Practices and Abuse, New Delhi, Onson Publication.
- Subramanium S., (1997).Human Rights: International Challenges. New Delhi, Manas Publication, Vol.I. &II.

CO-PO mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	PO1						
CO2	PO1						
CO3	PO1	PO2	PO3		PO5		
CO4	PO1						
CO5	PO1						
CO6		PO2	PO3	PO4			PO7

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	50	20%	20	CO1, CO2
Other Component (based on assignment / presentation / activity sheets, etc.)	Individual/ Group	05	5%	05	
Attendance	Individual	05	5%	05	
Total				30	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (B)	PO (Rubrics)
End Semester	Individual	100	70%	70	CO1, CO2, CO3, CO4

Full Marks (A + B) = 100 Pass Marks 40

COMMUNICATIVE ENGLISH-I

[Ability Enhancement - AEC]

[2 CREDITS]

Course Outcomes (CO):

After completing this course, the student will be able to -

- CO1. To make the students understand communicative competence and demonstrate his/her verbal and non-verbal communication ability.
- CO2. To make the students analyse and conduct independent surveys, collect data, prepare and present reports and projects.
- CO3. To apply effective business correspondence with brevity and clarity. Learn the process of acquiring a job with special reference to prepare a resume.
- CO4. To evaluate the process of writing error free while making an optimum use of vocabulary & grammar leading to lifelong learning.
- CO5. To create and enhance employability and prepare students for the challenges they face while communicating in English in any work space.

Course Content

Module No	Module Name	Topic(s)	Description	No. of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome
I	Theory & Grammar	Theory of Communication	Fundamentals and Process of Communication	7.5	25%	0.5	CO1, CO4
			Types of Communication				
			Skills for Effective Communication				
			Causes of Mis-Communication				
		Accurate Grammatical Usage	Sentence Structure and Verbs (Classification)				
			Infinitive & Gerund, Tense				
	Voice						

			Idioms & Phrasal Verbs, Punctuation marks.				
II	English Composition	Composition	Reflective, Descriptive, Narrative Argumentative Compositions	15	50%	1.00	CO2, CO3, CO5
		Summarising	Method, Samples and Exercise				
		Précis	Method, Samples and Exercise				
		Article Writing	Types, Method and Exercise				
		Blog Writing	Techniques, Samples and Exercise				
		Documenting and Note Making	Guidelines, Styles and Exercise				
III	Speaking	Personal Interview	Types of Interviews	7.5	25%	0.5	CO3,CO5
			Methods and Preparation for Interviews				
			Mock Interviews				
		Public Speaking	Structuring and Methods				
			Presentations				

Suggested Readings:

Text Books:

- Fluency in English - Part II, Oxford University Press, 2006.
- Business English, Pearson, 2008.
- Language, Literature and Creativity, Orient Blackswan, 2013.
- A Practical English Grammar, A.J. Thomson, A.V. Martinet, Oxford University Press
- A Handbook of English Grammar and Usage, D. Thakur, Bharati Bhawan Publication
- Function in English- Jon Blundell et al, OUP
- Oxford Practice Grammar, John Eastwood, Oxford University Press

CO-PO Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H	H					
CO2		H	H				
CO3							H
CO4		M	H				H
CO5				L			H

** H means High relevance, M means Medium relevance, L means Low relevance

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	25	20%	10	CO1, CO2, CO3
Other Component	Individual/ Group	2.5	5%	2.5	
Attendance	Individual	2.5	5%	2.5	
Total				15	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (B)	PO (Rubrics)
End Semester	Individual	50	70%	35	CO1, CO2, CO3, CO4

Full Marks (A + B) = 50

Pass Marks 20

PERSONALITY DEVELOPMENT

[Course type: **Skill Enhancement**]

[3 CREDITS]

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify strengths, weaknesses, opportunities and challenges related to their personal capabilities for effectively managing conflict and stress.

CO2: Understand life skills as a perfect blend of knowledge and behaviour, attitudes and work ethics to respond effectively to demands and challenges of daily life.

CO3: Apply group dynamic techniques in the context of organizational culture to gain a deeper understanding of how to make team building more pro-active and efficient.

CO4: Evaluate inter-personal relations and analyze the barriers to effective communication.

CO5: Develop a leadership style that is uniquely theirs by effectively using their soft skills.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
I	Personality & Personality Development: Fundamentals	Define Personality & Why Personality Development? Determinants of Personality Development Types of Personality (including activities)	Orientation	5	20%	0.6	CO1
II	Self Management	Motivation Conflict Management Time Management Stress Management (including activities)	Personal Competence	20	40%	1.2	CO1, CO2
III	Social Skill Development	Inter-personal Relations & Communication Group Dynamics Team Building Leadership Holistic Well-being (including activities)	Techniques in Personality Development	20	40%	1.2	CO3, CO4, CO5

Suggested Readings

- Mukherjee, S. (2021). *Personality Development Studies for Leadership: Foundation Course*. St. Xavier's University, Kolkata (1st ed.).
- Agarwal, R. & Tandon, A. (2012). *Personality Development & Leadership*. Oxford Book Company (1st ed.).
- Mitra, B. K. (2016). *Personality Development And Soft Skills*. Oxford University Press, India (2nd ed.).

Additional Readings

- Hurlock, E. B. (2017). *Personality Development*. Tata McGraw Hill, New Delhi (Indian Edition).
- Onkar, R. M. (2014). *Personality Development and Career Management: A Pragmatic Perspective*. S. Chand Publishing, New Delhi (3rd revised ed.).
- Gallagher, K. (2010). *Skills Development*. Oxford University Press, India (Indian Edition).
- Mangal, S.K. (2018). *Educational Psychology*. Tondon Publications, Ludhiana.
- Morgan, C. & King, R. (2017). *Introduction To Psychology*. McGraw Hill Education - 7th ed. (Indian Edition).

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		M		H		H
CO2	H	M	H	M	H	M	H
CO3	H	H	H	M	H		M
CO4		H	H	M	M		H
CO5	H	H	H	H	H	H	H

* H means high relevance, M means medium relevance, L means low relevance

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	50	20%	20	CO1, CO2
Other Component (based on assignment / presentation / activity sheets, etc.)	Individual/ Group	05	5%	05	
Attendance	Individual	05	5%	05	
Total				30	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (B)	PO (Rubrics)
End Semester	Individual	100	70%	70	CO1, CO2, CO3, CO4

Full Marks (A + B) = 100 Pass Marks 40

INTER-RELIGIOUS STUDIES FOR GLOBAL CITIZENSHIP

[Course type: Common Value Added]

[2 CREDITS]

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Identify the value system in different religions and understand their basic philosophy required for global citizenship.

CO2: Understand the meaning of spirituality.

CO3: Analyze the morals and ethics in different religious scriptures and learn from the life stories of Gurus, Mystics, Saints and Philosophers.

CO4: Explain the need for inter-religious dialogue and apply the same in relation to social change.

CO5: Develop an attitude of care and empathy for all and the environment.

Course Content:

Module No.	Module Name	Topic(s)	Description	No of Hours allotted	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
I	Academic Study of Religion	<ul style="list-style-type: none">• Religion, a Global Human Activity• Religion in Indian Education System• Essentials of Religion and Spirituality	Overview and Motivation	4	20%	0.4	CO1, CO2
II	The Global Religious Landscape	<ul style="list-style-type: none">• Hinduism• Islam• Christianity• Buddhism• Jainism• Sikhism• Zoroastrianism	A Study of Major Religious Groups	16	40%	0.8	CO1, CO2, CO3
III	Religious Pluralism and Dialogue	<ul style="list-style-type: none">• Rationale for Global Spread of Religious Diversity• The Importance of Inter-religious Dialogue for Global Citizenship• Different Kinds of Dialogue	Inter-Religious Dialogue	8	30%	0.6	CO4
IV	Reflections			2	10%	0.2	CO5

Suggested Readings

- Romus, D. John (2023). Religious Studies for Global Citizenship: Foundation Course, St. Xavier's University, Kolkata.
- Kassam, M. (Ed.). (2017). The Religions of India : A Microcosm of World Religions. Manohar Publications, India.
- Gaus, R. (2021). Global (Citizenship) Education as inclusive and diversity learning in Religious Education. Journal of Religious Education, 69(2), 179-192.
- Alles D., Gregory (2010). Religious Studies: A Global View. Routledge, UK (1st ed.).
- Dalal, R. (2014). The Religions of India: A Concise Guide to Nine Major Faiths. Penguin, India.
- Cavallin, C., Sander, Å., Sitharaman, S. (2020). The Future of Religious Studies in India. Routledge, India (1st ed.).
- Raj S.J., J. Felix (2022). Tides: Story Bank. St. Xavier's University Kolkata Alumni Association, Kolkata.
- Raj S.J., J. Felix (2020). Waves: Story Bank. St. Xavier's University Kolkata Alumni Association, Kolkata.

CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M		H	H	H		H
CO2	H		H	H			H
CO3	M		H	H	H		H
CO4	M	M	H	H			H
CO5			H	H	M	H	H

* H means high relevance, M means medium relevance, L means low relevance

Evaluation Plan:

CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	25	20%	10	CO1, CO2, CO3
Other Component	Individual/Group	2.5	5%	2.5	
Attendance	Individual	2.5	5%	2.5	
Total				15	

END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (B)	PO (Rubrics)
End Semester	Individual	50	70%	35	CO1, CO2, CO3, CO4

Full Marks (A + B) = 50

Pass Marks 20

SERVICE LEARNING: COMMUNITY SERVICE

[Course type: Common Value Added]

[2 CREDITS]

Course Outcomes (CO):

At the end of this course, students will be able to

CO1: Understand the concept of service learning.

CO2: Critically think and identify community problems.

CO3: Work more collaboratively with others on various social issues.

CO4: Organize, initiate, participate or contribute to community based programmatic interventions

Sl. No	Topic	Sub-topic	Description	No of Hours	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
1.	Meaning and Scope of Service Learning	Understanding Service Learning: Its Philosophy and Purpose, Models of Service Learning: Project Model, Charity Model, Social Justice Model	Concept of Service Learning	5	15%	0.3	CO1
2.	Understanding Social Issues	Understanding Social Issues: Poverty related issues, Issues of Marginalized sections, Health related issues, Environmental concerns	Understanding Social Issues	5	15%	0.3	CO1, CO2
3.	Understanding University-Community Engagement	History of Service Learning in the context of Indian universities Best Practices of University-Community Engagement Jesuit Service Learning in India	University-Community Engagement	5	20%	0.4	CO1, CO2

		Initiatives taken by St. Xavier's University, Kolkata for Community Development: A Case Study					
4.	Field Visits and Institution Visits	Anganwadi Centres School: Primary and High Schools Health Centres Panchayat Library Youth Club Self-Help Groups Block Development Office Post Office Places of Historical Importance NGO visit (*Visits should be followed by report writing, presentation and discussion)	Sites for Field Visits	5	10%	0.2	CO2
5.	Practices for Service Learning and University-Community Engagement	In collaboration with community members like Village Panchayats, Parents, Educational Institutions (Heads, Teachers and Students), Anganwadis and Health Centres students will be engaged with any the following types of field based programmatic interventions. * Organizing or participating in awareness generation programme relating to various social issues like	Practicing Service Learning	25	40%	0.8	CO3, CO4

		<p>early childhood care and nutrition among parents, importance of education and digital literacy among community members, good habits among primary school children, life skills and menstrual hygiene among secondary school students, environmental issues among community members, gender based violence</p> <p>*Supplementary educational support for children in elementary education that includes conducting remedial classes, and providing tutorial support to low performing students, promote joyful teaching and learning methods</p> <p>*Engaging with initiatives/activities relating to skill development and livelihood generation for rural youth and women through vocational training courses, career counseling, conducting training programmes on soft skills and digital literacy, personality development</p>				
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		<p>*Engaging children and adolescent with initiatives relating to Life Skill Education, extracurricular activities like art, dance, singing, initiating plantation drives</p> <p>*Providing services to children, person with special need, elderly persons in institutions and difficult circumstances</p> <p>*Organizing and participating in Health and Blood donation camps, at the community level</p> <p>*Initiating or participating in activities relating to neighbourhood learning</p>					
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Suggested Readings:

1. Cress, Christine M., Collier, Peter J., Reitenauer, Viki L. (2005). *Learning Through Serving: A Student Guidebook for Service Across Disciplines*. Sterling Virginia.
2. Jacoby, B. (2010). *Service learning in higher education: concepts and practices*. Michigan: Jossey-Bass Publishers.
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CO-PO mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H						
CO2	H	M	M				
CO3		H	H	M	H		
CO4		H	H		H		M
CO5							
CO6							

* H means high relevance, M means medium relevance, L means low relevance

Evaluation Plan:

Practical	Theory	Pass Marks
Total Marks for Practical:25 (20 Marks- For practical/community level work, 5 Marks- For Report and Presentation)	Total Marks for Theory:25 (20 Marks:-For End Semester Examination, 5 Marks-For Attendance)	20

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