



## **ST. XAVIER'S UNIVERSITY, KOLKATA**

**SYLLABUS FOR FOUR YEAR BACHELOR OF  
MANAGEMENT STUDIES  
(BMS)  
SEMESTER 1**

**Academic Year 2023-2024**

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## **Program Outcomes for B.M.S**

**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 centred 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

## **Principles of Management 1 Discipline Specific Core      4 Credits**

### **Course Outcomes:**

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

CO<sub>1</sub> : Remember and Understand an overview of management and its evolution.

CO<sub>2</sub> : Understand the functions of planning management, organization, leadership and control and its impact on the organization of the enterprise.

CO<sub>3</sub> : Assess the competencies and functions required to manage effectively in the contemporary business environment.

CO<sub>4</sub> : Analyze and understand the evolving business environment, and the role of ethics, social responsibility and environmental issues in today's business environment.

CO5: Required to think critically and strategically about management theories and issues, which will enable them to develop (apply) their decision-making and analytical skills.

Module No	Module Name	Topic(s)	Description	No of hours allotted	Marks allotted	Credit of each module	Associated course outcome (CO)
1	Introduction to Management:	Management – An Emerging Profession,	Introduction and overview	2	6%	.05	CO1
		Definition, Nature, Scope, Purpose, and characteristics of Management,					
		Functions, roles, skills of an effective Manager					
2	Evolution of Management Thought:	Classical Theory, Scientific Management	Theories and approaches of management	3	6%	.075	CO <sub>1</sub> , CO <sub>2</sub>
		Management Process or Administrative Management					
		Bureaucracy, Behavioural Science Approach, Quantitative Approach, Systems Approach, Contingency Approach, Operational Approach					
3	Planning:	Types of Plans	Planning and its essentials	3	10%	.075	CO <sub>2</sub> , CO <sub>4</sub>
		Planning Process					
		Introduction to Strategic Management, Types of Strategies					
		Understanding environment of business: Environmental appraisal – Industry Analysis - Porter’s Model of competitive advantage,					

		analysis of organisational resources and capabilities					
4	Forecasting and Premising:	Introduction to Forecasting, Essential Components in Business Forecasting, Determinants of Business Forecasts, Benefits of Forecasting, Techniques of Forecasting, Limitations of Forecasting	Business forecasting	4	8%	.1	CO2, CO4, CO5
5	Decision-making:	Introduction, Components of Decision-making, Decision-making Process, Group Decision-making, Creativity Problem-solving	Process and types of decision making	4	8%	.1	CO4 CO5
6	Management by Objectives and Styles of Management:	Core Concepts of MBO, Characteristics of Management by Objectives, Process of MBO, Defining the Goal, Action Plan, Final Review, Benefits of Management by Objectives, Limitations of Management by Objectives, Styles of Management, American Style of Management, Japanese Style of Management, Indian Style of Management	MBO and its applications	4	8%	.1	CO3, CO4, CO5
7	Organizing and Directing:	Introduction, Organizational Design, Hierarchical	Organizing and Directing	4	10%	.1	CO2, CO3, CO4

		Systems , Organization Structure,					
		Types of Organization Structure, Formal and Informal Organization,					
		Factors Determining Span of Management, Centralization and Decentralization,					
		Span of control, Understanding authority and responsibility,					
		Principles of Delegation, Authority, Developing a culture of Innovation and performance					
8	Staffing and Coordination:	Introduction, Human Resource Management,	Staffing and Coordination	4	10%	.1	CO2 CO5
		Recent Trends in HRM, Technology in HRM, Economic Challenges, Workforce Diversity,					
		Concept of Coordination, Need for Coordination, Importance of Coordination, Principles of Coordination, Coordination Process, Types of Coordination					
		Issues and Systems Approach to Coordination,					
		Techniques of Coordination					
9	Career Development	Introduction, Concept and	Career analytics	4	10%	.10	CO <sub>1</sub> , CO <sub>5</sub>

	Strategy:	Elements of Career, Overview of Career Development, Significance and Advantages of Career Development, Objectives of Career Development, Types of Career Development Programmes, Different Stages or Cycles of Career Development Process, Career Anchors, Steps in the Career Planning Process					
10	Organizational Communication:	Communication in Organizations: Introduction, Importance of Communication in the Workplace; Understanding Communication Process, Barriers to Communication, Use of tone, language and styles in Communication, Role of Perception in influencing communication, Role of culture in communication	Communication process in organization	4	8%	.10	CO2, CO5
11	Change management:	Concept of change, change as a natural process, Importance & Causes of change – social, economic, technological,	Recent changes in management	4	8%	.10	CO2,CO4, CO5

		organizational, Developing a climate for learning, Concept of learning organizations Challenges of Contemporary Business: Role of Ethics, Corporate social responsibility, and environmental issues					
Total				40	100%		

### Suggested Reading:

1. Stephen P. Robbins, David A. Decenzo, 2016. Fundamentals of Management, Pearson Education, 9th Edition
2. Harold Koontz, O'Donnell and Heinz Wehrich, 2012. Essentials of Management. New Delhi, 9th edition, Tata McGraw Hill
3. Management Fundamentals: Concepts, Applications, & Skill Development, 6th edition, Sage. 2014
4. Richard L. Daft, Principles Of Management, Cengage Learning. 2009
5. Robbins, Management, 9th edition Pearson Education. 2008

### CO – PO Mapping:

CO/PO	PO1 (Critical thinking)	PO2 (Effective Communication)	PO3 (Social Interaction)	PO4 (Effective citizenship)	PO5 (Ethics)	PO6 (Environment and Sustainability)	PO7 (Self-directed and Life-long Learning)
CO1	H					M	
CO2	H					H	
CO3			H	H			
CO4			M		M	M	
CO5	H						H

### CIA Plan (out 50 marks)

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	Individual/Group	05	5%	05	CO3, CO4
Attendance	Individual	05	5%	05	

<b>Total</b>	<b>30</b>	
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**END SEMESTER EXAMINATION**

<b>Evaluation Components</b>	<b>Mode</b>	<b>Full Marks</b>	<b>% Weightage</b>	<b>Scale Value (B)</b>	<b>PO (Rubrics)</b>
End Semester	Individual	100	70%	<b>70</b>	CO1, CO2, CO3, CO4, CO5

**A+ B = 100 Pass Marks 40**

**[Business Economics-I], [4 credits, Minor**

**Course Outcomes (CO):**

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

**CO1:** Identify basic economic problems and the average and marginal concepts in economic decision making.



**CO2:** Understand the different economic concepts and principles involved in producer behaviour, system of national income accounts and determination of national income.

**CO3:** Apply economic concepts and principles to solve for producer's equilibrium as well as equilibrium level of national income and its different components

**CO4:** Analyze the producer's equilibrium, circular flow of national income and different factors that determine the level of equilibrium national income in the Keynesian model.

**CO5:** Evaluate the effectiveness of fiscal and monetary policies in the Keynesian model of determination of national income .

**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	10	16%	0.64	CO1
II	Production	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	Producer Behaviour	12	20%	0.8	CO2, CO3, CO4

		combination of resources, the expansion path, returns to scale.					
III	Cost	Different concepts of short run and long run cost (with examples); derivation of short run and long run cost curves, <u>Shapes of average fixed cost, average variable cost and average total cost curves.</u> Relation between AC & MC; Economies and Diseconomies of Scale	Cost Concepts	8	14%	0.56	CO2, CO3, CO4
IV	National Income Accounting	Concept and measurement of GDP, NDP, GNP and PDI. Real vs. Nominal GDP, Circular Flow of Income	System of National Income Accounts	10	16%	0.64	CO2, CO3, CO4
V	Simple Keynesian Model	Simple Keynesian Model of Economic Determination, Income multipliers, paradox of thrift	Determination of Equilibrium National Income with Only Commodity Market	8	14%	0.56	CO2, CO3, CO4

VI	IS-LM Model	Effect of interest rate on autonomous spending –IS curve. Income, interest rate and money demand function-LM curve Economy's general equilibrium in terms of IS-LM model Effectiveness of Fiscal and Monetary Policy in the IS-LM Model with specific reference to crowding out and liquidity trap	Determination of Equilibrium National Income and Interest Rate with Commodity and Money Markets	12	20%	0.8	CO2, CO3, CO4,CO5
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### Suggested Readings

- Mankiw, Gregory N., Aswin, A., M. Taylor. Business Economics, (2019) Cengage Learning - UK.
- Pindyck, Robert S., Rubinfeld, Daniel L. Microeconomics, (2017) Pearson education (8<sup>th</sup> ed.)
- Froyen, Richard T. Macroeconomics: Theories and Policies, 10e (2013), Pearson Education India
- Mukherjee, Sampat. Macroeconomics: A Global Text, 2<sup>nd</sup> Edition (2021), Global Net Publication

### 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

<b>CO4</b>			H			H	
<b>CO5</b>	H		H		M	H	H

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

### CIA Plan

<b>Evaluation Components</b>	<b>Mode</b>	<b>Full Marks</b>	<b>% Weightage (in 100 marks)</b>	<b>Scale Value (A)</b>	<b>PO (Rubrics)</b>
CIA Written Test (WT)	Individual	50	20%	20	CO1, CO2
Other Component	Individual/Group	05	5%	05	CO3, CO4
Attendance	Individual	05	5%	05	
<b>Total</b>				<b>30</b>	

### END SEMESTER EXAMINATION

<b>Evaluation Components</b>	<b>Mode</b>	<b>Full Marks</b>	<b>% Weightage</b>	<b>Scale Value (B)</b>	<b>PO (Rubrics)</b>
End Semester	Individual	100	70%	<b>70</b>	CO1, CO2, CO3, CO4, CO5

**A+ B = 100 Pass Marks 40**

## Introduction to Human Rights

Interdisciplinary Course

(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.

Sl. No	Topic	Sub-topic	Description	No ofHours	Marks allotted	Credit of each Module	Associated Course Outcome (CO)
1.	Introduction to Human Rights	Human Rights and issues of Social Justice; Definition, Nature andClassification of Human rights; Principles of Natural Justice	An understanding of Human Rights and Social justice	5	20%	0.4	CO1
2.	Historical Perspective of Human Rights	Evolution of the concept of Human Rights as an International Endeavor; Evolution of Human Rights Movements in India; Role of NHRC	Evolution of Human Rights internationally and in India	5	10%	0.2	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%	1	<b>CO2&amp;CO3</b>
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		Refugees; Displaced Persons & Human Rights Right to Environment v/s Right to Development; Custodial Violence and Police Atrocities;					
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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%	1	<b>CO4</b>
		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%	0.4	CO4,CO5
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### Suggested Readings:

1. Ahuja, V.K. (2019). *Human Rights: Contemporary Issues*. Eastern Book Company: India.
2. Alston, Philip, and Frederic Megret, eds. (2014), *The United Nations and Human Rights: A Critical Appraisal*. Second Edition. Oxford University Press.
3. Basuttill J. & Blsekburn R., (1997). *Human Rights for the 21st Century*. London Prentice Hall.
4. Bhattacharji, A. (1997). *Social Justice and the Indian Constitution*. Indian Institute of Advanced Studies: Shimla.
5. Biswal.T. (2006). *Human Rights – Gender and Environment*. Vira Publications. New Delhi.
6. Ferguson, L et al 2004, *Globalization, Global Justice and Social Work*, London: Routledge T&F.
7. Government of India, (1987). *Encyclopedia of Social Work in India (Vol 1-4)*. New Delhi: Ministry of Information & Broadcasting.



8. *Jaiswal P.S. & Jaiswal N., 1996, Human Rights and the Law, New Delhi, Aplt Publishing Corporation.*
9. *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.*
10. *Pandit, V.L.(2000).Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies.*
11. *Pathak B., (1997).Social Justice and Development of Weaker Section. New Delhi, Inter India Publication.*
12. *SanajoobarN.(1994).Human Rights: Principles, Practices and Abuse, New Delhi, Onson Publication.*
13. *Subramaniam S., (1997).Human Rights: International Challenges. New Delhi, Manas Publication, Vol.I. &II.*

#### CO-PO mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO 7
CO1	H						
CO2	H						
CO3				H			
CO4	H	M	M		H		
CO5	H				H		

#### 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	
<b>Total</b>				<b>30</b>	

### END SEMESTER EXAMINATION

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

## Communicative English I

[2 credits]      [Ability Enhancement Course - AEC]

### Course Outcomes (CO):

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

- CO1. To make the students understand communicative competence. To 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.

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				
II I	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:

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *A Practical English Grammar*, A.J. Thomson, A.V. Martinet, Oxford University Press
5. *A Handbook of English Grammar and Usage*, D. Thakur, Bharati Bhawan Publication

6. *Function in English*- Jon Blundell et al, OUP

7. *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*

### CIA Plan

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	30	10%	5	
Other Component	Group	10	5%	2.5	
Attendance	Individual	10	5%	2.5	
<b>Total</b>				<b>10</b>	

### END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage	Scale Value (B)	PO (Rubrics)
End Semester	Individual	50	80%	<b>40</b>	

**Full Marks (A + B) = 50 Pass Marks 20**

## Personality Development

[Personality Development], [3 credits, 100 marks]

**Skill Enhancement Course]**

### 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	<ul style="list-style-type: none"> <li>• Define Personality &amp; Why Personality Development?</li> <li>• Determinants of Personality Development</li> <li>• Types of Personality (including activities)</li> </ul>	Orientation	1 2 2 <b>5</b>	20%	0.6	CO1
II	Self Management	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Conflict Management</li> <li>• Time Management</li> <li>• Stress Management (including activities)</li> </ul>	Personal Competence	3 4 4 9 <b>20</b>	40%	1.2	CO1, CO2

III	Social Skill Development	<ul style="list-style-type: none"> <li>• Inter-personal Relations &amp; Communication</li> <li>• Group Dynamics</li> <li>• Team Building</li> <li>• Leadership</li> <li>• Holistic Well-being (including activities)</li> </ul>	Techniques in Personality Development	5 4 4 4 3 <b>20</b>	40%	1.2	CO3, CO4, CO5
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### Suggested Readings

- Mukherjee, S. (2021). *Personality Development Studies for Leadership: Foundation Course*. St. Xavier's University, Kolkata (1<sup>st</sup> ed.).
- Agarwal, R. & Tandon, A. (2012). *Personality Development & Leadership*. Oxford Book Company (1<sup>st</sup> ed.).
- Mitra, B. K. (2016). *Personality Development And Soft Skills*. Oxford University Press, India (2<sup>nd</sup> 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 (3<sup>rd</sup> 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 - 7<sup>th</sup> 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	
<b>Total</b>				<b>30</b>	

### **END SEMESTER EXAMINATION**

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

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

### **Inter-Religious Studies for Global Citizenship**

Course Code [**Inter-Religious Studies for Global Citizenship**], [2 credits, **50** marks],  
[Semester I],  
[Nature: **Value Added Course**]

#### **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.

**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:**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic(s)</b>	<b>Description</b>	<b>No of Hours allotted</b>	<b>Marks allotted</b>	<b>Credit of each Module</b>	<b>Associated Course Outcome (CO)</b>
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I	Academic Study of Religion	<ul style="list-style-type: none"> <li>• Religion, a Global Human Activity</li> <li>• Religion in Indian Education System</li> <li>• Essentials of Religion and Spirituality</li> </ul>	Overview and Motivation	4	20%	0.4	CO1, CO2
II	The Global Religious Landscape	<ul style="list-style-type: none"> <li>• Hinduism</li> <li>• Islam</li> <li>• Christianity</li> <li>• Buddhism</li> <li>• Jainism</li> <li>• Sikhism</li> <li>• Zoroastrianism</li> </ul>	A Study of Major Religious Groups	4 4 4 1 1 1 1 1 <b>16</b>	40%	0.8	CO1, CO2, CO3
III	Religious Pluralism and Dialogue	<ul style="list-style-type: none"> <li>• Rationale for Global Spread of Religious Diversity</li> <li>• The Importance of Inter-religious Dialogue for Global Citizenship</li> <li>• Different Kinds of Dialogue</li> </ul>	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.
- 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 (1<sup>st</sup> 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 (1<sup>st</sup> ed.).

..... more can be added by the Faculty/School/Department

### Proposed CO-PO Mapping:

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

### 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	
<b>Total</b>				<b>15</b>	

### 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.	<b>Meaning and Scope of Service Learning</b>	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	<b>CO1</b>
2.	<b>Understanding Social Issues</b>	Understanding Social Issues: Poverty related issues, Issues of Marginalized sections, Health related issues, Environmental concerns	Understanding Social Issues	5	15%	0.3	<b>CO1, CO2</b>
3.	<b>Understanding University-Community Engagement</b>	History of Service Learning in the context of Indian universities Best Practices of University-	University-Community Engagement	5	20%	0.4	<b>CO1, CO2</b>

		Community Engagement Jesuit Service Learning in India Initiatives taken by St. Xavier's University, Kolkata for Community Development: A Case Study					
4.	<b>Field Visits and Institution Visits</b>	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 <b>(*Visits should be followed by report writing, presentation and discussion)</b>	Sites for Field Visits	5	10%	0.2	<b>CO2</b>
5.	<b>Practices for Service Learning and University-Community Engagement</b>	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	Practicing Service Learning	25	40%	0.8	<b>CO3, CO4</b>

		<p>of field based programmatic interventions.</p> <p>* Organizing or participating in awareness generation programme relating to various social issues like 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</p>				
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		<p>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> <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.
3. Lavery, S., Chambers, D. and Cain, G. (2018). *Service Learning: Enhancing Inclusive Education*.
4. Speck, B.W., & Hoppe, S.L. (2004). *Service-learning: History, Theory and Issues*. Connecticut: Greenwood Publishing Group.

**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:**



<b>Practical</b>	<b>Theory</b>	<b>Pass Marks</b>
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