



**St. Xavier's University, Kolkata**

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

**ACADEMIC YEAR: 2026-2027**

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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 Inventory Record 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	20	20%	20	
Other Component	Group	05	5%	05	
Attendance	Individual	05	5%	05	
<b>Total</b>				<b>30</b>	

#### END SEMESTER EXAMINATION

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

**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 &amp; 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; Constant, Increasing and Decreasing-Cost	Perfectly Competitive Market Structure	9	15%	0.6	CO3, CO5

		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 (8<sup>th</sup> ed.).
- Gupta, G. S. Managerial Economics, (2011) McGraw Hill (2<sup>nd</sup> ed.).
- 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.).
- Salvator, D., Rastogi, S.K. Managerial Economics: Principles and Worldwide Applications, (2019) Oxford University Press (8<sup>th</sup> ed.).
- Lipsey, R. and Chrystal, A. Economics, (2020) Oxford University Press (14<sup>th</sup> ed.).
- Koutsoyiannis, A. Modern Microeconomics, (1979) Macmillan Education (2<sup>nd</sup> 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	20	20%	20	
Other Component	Group	05	5%	05	
Attendance	Individual	05	5%	05	
<b>Total</b>				<b>30</b>	

### END SEMESTER EXAMINATION

Evaluation Components	Mode	Full Marks	% Weightage (in 100 marks)	Scale Value (B)	PO (Rubrics)
End Semester	Individual	70	70%	<b>70</b>	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 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	Issues and violations of Human Rights in contemporary times.	15	25%	0.75	CO2&CO3
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### 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.
- Basuttil 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, Appt 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.

- 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	PO7
CO1	H						
CO2	H						
CO3				H			
CO4	H	M	M		H		
CO5	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	20	20%	20	CO1, CO2



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	10	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	35	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 (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

<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	20	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

<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	70	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"><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	16	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.
- 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 (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.).
- 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

<b>Evaluation Components</b>	<b>Mode</b>	<b>Full Marks</b>	<b>% Weightage (in 50 marks)</b>	<b>Scale Value (A)</b>	<b>PO (Rubrics)</b>
CIA Written Test (WT)	Individual	10	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

<b>Evaluation Components</b>	<b>Mode</b>	<b>Full Marks</b>	<b>% Weightage (in 50 marks)</b>	<b>Scale Value (B)</b>	<b>PO (Rubrics)</b>
End Semester	Individual	35	70%	<b>35</b>	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-Community Engagement Jesuit Service Learning in India Initiatives taken by St. Xavier's	University-Community Engagement	5	20%	0.4	<b>CO1, CO2</b>

		University, Kolkata for Community Development: A Case Study					
4.	<b>Field Visits and Institution Visits</b>	<p>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)</p>	Sites for Field Visits	5	10%	0.2	<b>CO2</b>
5.	<b>Practices for Service Learning and University-Community Engagement</b>	<p>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 early childhood care and nutrition among parents,</p>	Practicing Service Learning	25	40%	0.8	<b>CO3, CO4</b>

		<p>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> <p>*Engaging children and adolescent with initiatives relating to Life Skill</p>					
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		Education, extracurricular activities like art, dance, singing, initiating plantation drives *Providing services to children, person with special need, elderly persons in institutions and difficult circumstances *Organizing and participating in Health and Blood donation camps, at the community level *Initiating or participating in activities relating to neighbourhood learning					
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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:

### CIA Plan (A)

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (A)	PO (Rubrics)
CIA Written Test (WT)	Individual	-	-	-	
Other Components	Individual/Group	2.5	5%	2.5	
Attendance	Individual	2.5	5%	2.5	
<b>Total</b>				<b>5</b>	

### FIELD WORK (B)

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (A)	PO (Rubrics)
Field Work	Individual	25	50	25	
<b>Total</b>				<b>25</b>	

### END SEMESTER EXAMINATION (C)

Evaluation Components	Mode	Full Marks	% Weightage (in 50 marks)	Scale Value (B)	PO (Rubrics)
Theory	Individual	20	40%	20	CO1, CO2, CO3, CO4

**Full Marks (A + B + C) = 50**

**Pass Marks : CIA + End Semester [Theory] (A + C) = 10 and**

**Field Work (C) = 10 [Total 20 marks]**

**(Total- 20)**

=====**\*\*\*End of Page\*\*\***=====