



HYDERABAD (SINDU)
NATIONAL COLLEGIATE BOARD

HSNC Board's

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code : 217-JD Office : T14



Estd. 1965

Principal : Dr. Manju Lalwani Pathak

Ref No: CHM (A) AC/C/01/2025

Date: 18th June 2025

CIRCULAR

The immediate attention of all concerned is invited to this office Circular No. CHM (A) AC 05/2025 dated 19th May, 2025 regarding the Choice Based and Credit Based Syllabus (CBCS) for all subjects of F.Y.B.A & T.Y.B.A. in English SEM - I & SEM - V respectively.

It is hereby communicated that the recommendations of the syllabus made by the Ad-hoc Board of Studies in English coordinated by the Dean, Faculty of Languages in the meeting of Academic Council held on 23rd May, 2025 vide item No. 3.1, have been accepted and subsequently passed.

In accordance, therewith, the syllabus as per the CBCS has been brought into force with effect from the academic year 2025 - 2026 and accordingly the same is attached for reference and is available on the College's website www.chmcollege.in

Ulhasnagar - 421 003

18th June, 2025

Dr. Manju Lalwani Pathak

Principal & Chairperson, Academic Council

Copy forwarded for information to:-

- 1) The Dean, Faculty of Languages
- 2) The Chairperson, Ad-hoc Board of Studies.
- 3) The Controller of Examination.
- 4) The Registrar



HSNC Board's
Smt. Chandibai Himathmal Mansukhani College, Ulhasnagar
(Autonomous)
Affiliated to the University of Mumbai

Bachelor of Arts
(English)
(Aided)

Semester – I

Choice Based and Credit Based syllabus
as per NEP 2020 with effect from the
Academic Year 2025-2026

PREAMBLE

The Bachelor of Arts (B.A.) in English is a comprehensive program designed to respond to the increasing global prominence of the English language and the vast corpus of literature composed in and translated into English. As English continues to serve as a dominant medium for communication, education, and cultural exchange—especially in the digital age the program seeks to engage with the dynamic and diverse interests of a growing global community of English language and literature enthusiasts.

In today's interconnected and multicultural world, English functions as a shared linguistic space that facilitates cross-cultural dialogue and understanding. This global convergence underscores the importance of a curriculum that is inclusive, critical, and responsive to contemporary social and academic needs.

The B.A. (English) program offers students a unique opportunity to explore world cultures through a wide range of literary genres and periods, from classical to contemporary, across regions and languages. The curriculum not only emphasizes literary appreciation and analysis but also fosters ethical awareness, intercultural sensitivity, and social responsibility.

In addition to literary inquiry, the program is committed to developing critical thinking, ethical reasoning, and inclusive perspectives. It encourages students to reflect on and engage with issues related to gender, caste, class, race, nationality, and language. Through rigorous academic training and a humanistic approach, the program aims to prepare graduates who are not only proficient in English studies but also thoughtful, informed, and responsible global citizens.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PO 1: Expertise Demonstration

Demonstrate in-depth knowledge of English literary studies, literary theory, language usage, and pedagogy.

PO 2: Mastery of the Discipline

Critically engage with and evaluate major theories, methodologies, and practices within English studies.

PO 3: Proficiency in Language and Research

Display high proficiency in academic English and research methodologies relevant to literary and language studies.

PO 4: Critical and Analytical Skills

Apply refined critical thinking and analytical reasoning in the interpretation and assessment of literary texts.

PO 5: Information Synthesis and Communication

Analyze multifaceted issues, synthesize knowledge from a range of sources, and communicate insights effectively across formats and technologies.

PO 6: Research Competence

Formulate significant research questions, select appropriate materials, and produce original, well-documented research in line with academic standards.

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**First Year B. A.
(English)**

Semester- I

Title: Introduction to Literatures in English - I

**Vertical - 1
Major Course - 4 Credits**

**with effect from
Academic Year 2025-2026**

Title: Introduction to Literatures in English-I**Course Code: CHMENG11**

Sr. No.	Heading	Particulars
1	Description of the Course:	“Introduction to Literatures in English-I” is a foundational course that offers students a broad and inclusive engagement with key literary texts and traditions from diverse historical periods and geographical regions. The course is designed to acquaint students with the major genres of literature poetry, drama, and prose and introduce them to essential literary terms, themes, and modes of interpretation. Through a curated selection of texts written originally in English or translated into English, students will explore a range of human experiences, cultural identities, and aesthetic expressions. Emphasis is placed on reading literature as a critical practice one that reflects, challenges, and shapes social realities. The course provides a platform for students to develop a nuanced understanding of how literature responds to issues such as power, identity, gender, race, nation, and language. Positioned at the intersection of tradition and transformation, this course not only builds literary competence but also fosters critical thinking, ethical awareness, and intercultural literacy skills that are vital in an increasingly interconnected global society.
2	Vertical 1	Major
3	Type	Theory+Practicum (Teaching Methods: Lecture/ Discussion/ Reading sessions/ Poetry recitation /Seminar/ Literature Review etc.)
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: 1. Acquire foundational knowledge of the major literary genres- poetry, drama, and prose and their historical development. 2. Understand and apply basic literary terms and concepts for analyzing texts. 3. Engage with representative texts from different cultures, periods, and traditions written in or translated into English.	

	4. Explore the interrelation between literature and social, political, historical, and cultural contexts. 5. Develop critical reading, interpretation, and discussion skills through close textual analysis and class participation. 6. Cultivate sensitivity to diverse voices and perspectives represented in literary texts.
8	Learning Outcomes: Students will be able to LO-1: Literary Knowledge: Demonstrate a foundational understanding of key literary genres and forms, along with the ability to recognize their conventions and variations. LO-2: Analytical Competence: Apply basic literary terminology and interpretive strategies to analyze a range of literary texts. LO-3: Contextual Awareness: Examine how literature reflects and responds to its historical, cultural, and political contexts. LO-4: Critical Thinking: Demonstrate the ability to engage in close reading, critical analysis, and articulate well-reasoned interpretations of texts. LO-5: Communication and Expression: Effectively express literary insights and arguments in both oral and written forms using academic conventions. LO-6: Ethical and Intercultural Sensitivity: Recognize and appreciate diverse cultural narratives and ethical issues embedded in literary discourse.

Syllabus

UNIT I: Echoes in Form: Sonnets and Odes

- William Shakespeare, Sonnet 18, "Shall I Compare Thee to a summer's Day?"
- Elizabeth Barrett Browning, Sonnet 43 (from Sonnets from the Portuguese)
- John Keats, "Ode to a Nightingale"
- Claude McKay, "America"

UNIT II: Songs of Loss and Legend: Elegies and Ballads

- Walt Whitman, "O Captain! My Captain!"
- Ben Jonson, "On My First Son"
- Sarojini Naidu, "The Queen's Rival"
- W. H. Auden, Funeral Blues

UNIT III: Voices Unveiled: Dramatic Monologues and Myths

- Robert Browning, "My Last Duchess"
- Margaret Atwood, "Siren Song"
- Judith Wright, "Eve to Her Daughters"
- Carol Ann Duffy, "Medusa"

UNIT IV: Poetry Unbound: Experiments and Innovations (Other Forms)

- George Herbert, "Easter Wings"
- e. e. cummings, "i carry your heart within me(i carry it in)"
- William Carlos Williams, "The Red Wheelbarrow"
- Wole Soyinka, "Telephone Conversation"(Unconventional)
- Lewis Carroll, "Jabberwocky"

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

External Examination: Semester End External - 60 marks Time: 2:00 hours

Format of Question Paper

All questions are compulsory:

Question No	Nature of Questions	Marks
Q1	Objective Type – Fill in the Blanks/MCQs (All Units)	12
Q2	Essay Type – Attempt 1 out of 2 (Unit 1)	12
Q3	Essay Type – Attempt 1 out of 2 (Unit 2)	12
Q4	Essay Type – Attempt 1 out of 2 (Unit 3)	12
Q5	Short Notes – Attempt 2 out of 3 (Unit 4)	12
	Total	60

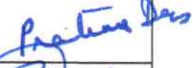
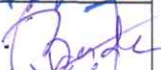
Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Class Test – Online	20
2.	Class room Participation & Presentation: Select any one poem and present it in class. Your presentation should include a recitation of the poem, followed by a brief analysis of 3–4 minutes.	10
3.	Assignment: on the given literary topic	10
	Total	40

11**REFERENCES:**

1. Auden, W. H. "Funeral Blues". "Collected Shorter Poems: 1927–1957", Faber & Faber, 1966.
2. Atwood, Margaret. "Siren Song". "Selected Poems: 1965–1975", Oxford University Press, 1976.
3. Browning, Elizabeth Barrett. "Sonnet 43". "Sonnets from the Portuguese", Chapman and Hall, 1850.
4. Carroll, Lewis. "Jabberwocky". "Through the Looking-Glass, and What Alice Found There", Macmillan, 1871.
5. Duffy, Carol Ann. "Medusa". "The World's Wife", Picador, 1999.
6. Jonson, Ben. "On My First Son". "Ben Jonson: The Complete Poems", edited by George Parfitt, Penguin Classics, 1996.
7. Keats, John. "Ode to a Nightingale". "The Complete Poems of John Keats", edited by Jack Stillinger, Harvard University Press, 1982.
8. McKay, Claude. "America". "Harlem Shadows", Harcourt, Brace and Company, 1922.
9. Naidu, Sarojini. "The Queen's Rival". "The Golden Threshold", John Lane, 1905.
10. Shakespeare, William. "Sonnet 18: 'Shall I compare thee to a summer's day?'". "The Sonnets", edited by Stephen Booth, Yale University Press, 1977.
11. Whitman, Walt. "O Captain! My Captain!". "Leaves of Grass", David McKay, 1892.
12. Williams, William Carlos. "The Red Wheelbarrow". "Collected Poems: Volume I, 1909–1939", edited by A. Walton Litz and Christopher MacGowan, New Directions, 1986.
13. Wright, Judith. "Eve to Her Daughters". "Collected Poems: 1942–1970", Angus & Robertson, 1971.

Department of English:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Pratima Das	Head & Professor, Dept. of English, Smt. CHM College	
2.	Prof. (Dr.) Kailas Aute	Professor, Dept. of English, Smt. CHM College	
3.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	
4.	Ms. Sana Karale	Asst. Professor, Dept. of English, Smt. CHM College	

Name & Signature of the Ad hoc BoS Chairperson: Prof. (Dr). Pratima Das Pratima Das

Name & Signature of the Dean: Prof. (Dr). Pratima Das Pratima Das

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**First Year B. A.
(English)**

Semester- I

**Vertical – 2
Minor**

Not Applicable

**with effect from
Academic Year 2025-2026**

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

First Year B. A.

Semester- I

**Vertical - 3
Open Elective (OE) - 2 Credits**

**with effect from
Academic Year 2025-2026**

OPEN ELECTIVES (OE)

For First Year BA

(English, Marathi, Hindi, Sindhi, Economics, Political Science,
Psychology, Sociology, Geography, History, BAMMC)

Students are required to select any one OE subject from the list below

Sr. No.	Subject Name
1.	Renewable Energy
2.	Perfumeries
3.	Data Analysis in Excel
4.	Mushroom Cultivation : Training and Trading
5.	Essential Skills for Pet Rearing and Grooming
6.	Basics of Nutrition
7.	Basic Computer Skills for Digital Age
8.	Web Designing Essentials: HTML and CSS Styling Techniques
9.	Visual Design and Digital Tools : A Foundation for Animation
10.	Yoga and Fitness
11.	Basic Accounting
12.	Soft Skills for Corporate Readiness
13.	Business Statistics and SPSS
14.	Beautician : Strategic Business Planning
15.	Current Trends of Fashion Design: Financial Perspective
16.	Digital Marketing
17.	Managing Family Wealth through Family Office
18.	Online Trading in Stock Market



**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**First Year B. A.
(English)**

Semester- I

**Vertical – 4
(VSC- Vocational Skill Course) - 2 Credits
(SEC- Skill Enhancement Course)- 2 Credits**

**with effect from
Academic Year 2025-2026**

Title: Creative Writing-I
Course Code: CHMENG13

Sr. No.	Heading	Particulars
1	Description of the Course:	This course is designed to introduce learners to the fundamentals and evolving practices of creative writing in English. It explores the relationship between creativity, expression, and form by guiding students through traditional and contemporary literary modes. Through structured modules and practice-based learning, students will develop the confidence and competence to write across genres, including poetry, micro-fiction, flash memoirs, and experimental forms. In a world driven by narrative, creativity is essential for communication, innovation, and identity-building. This course emphasizes creativity not only as an aesthetic pursuit but also as a transferable skill for careers in content creation, publishing, advertising, media, and beyond.
2	Vertical 4	Vocational Skill Course
3	Type	Theory+ Practicum (Teaching Methods: Lecture/ Discussion/ Reading Sessions/ Open Mic participation/ Writing from prompts/ Screening of podcasts/ Literature Review/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: 1. To introduce students to the art and technique of creative writing across a range of forms. 2. To help students understand the difference between various genres and formats of writing, including digital and hybrid forms. 3. To train students in the use of literary devices, narrative techniques, and stylistic variations. 4. To provide opportunities for hands-on writing and revision based on feedback and peer review. 5. To enable students to explore their voice and imagination in both personal and professional contexts.	

8	Learning Outcomes: Students will be able to LO-1: Identify and apply key elements of literary expression in both traditional and modern forms. LO-2: Distinguish among different genres such as poetry, flash fiction, and life writing. LO-3: Compose original pieces that demonstrate a command over creative writing techniques and tools. LO-4: Evaluate and revise their own creative work through critical reflection and peer feedback. LO-5: Recognize the relevance of creative writing skills in contemporary careers and media landscapes.
9	Syllabus UNIT I: A) Fundamentals of Creative Writing: • Meaning and Significance of Creative Writing • Verse as a Creative form • Research for Creative Writing B) Elements of Verse: • Poetic Devices • Elements of Style • Grammar and Non-grammar UNIT II: Poetry, Voice, and Digital Expression A) Playing with Poetry • Free Verse, Haiku, and List Poems • Spoken Word and Performance Poetry • Found Poems, Erasure, and Visual Poetry B) Writing for the Digital Age • Micro-writing: Captions, Tweets, and Taglines • Scriptwriting for Reels and Podcasts • Building a Mini Portfolio: Blog Entry, Poem, and Short Story

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

External Examination: Semester End External - 30 marks Time: 1:00 hour

Format of Question Paper

All questions are compulsory:

Question No	Nature of Questions	Marks
Q. 1	Short Notes – Answer any two out of four questions in approximately 150 words each. (Questions will be based on theoretical and conceptual aspects from Unit I and Unit II.)	20
Q. 2	Practical/Creative Writing Task – Short story writing or self-composed poem, on any of the given two topics or prompts.	10
Total		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Active Classroom Participation	05
2.	Recitation & Submission of an Original Poem with a Written Commentary on the Creative Process and Choices.	10
3.	Narration of Short Story / Presentation of of Mini Portfolio with Viva Voce on Creative Intent	05
Total		20

11

REFERENCES:

1. Addonizio, Kim. *Ordinary Genius: A Guide for the Poet Within*. W. W. Norton, 2009.
2. Atwan, Robert, editor. *The Best American Essays of the Century*. Houghton Mifflin, 2000.
3. Bugeja, Michael J. *The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide*. Writer's Digest Books, 1994.
4. Burroway, Janet. *Imaginative Writing: The Elements of Craft*. 5th ed., Pearson, 2019.
5. Coval, Kevin. *A People's History of Chicago*. Haymarket Books, 2017.
6. Egri, Lajos. *The Art of Dramatic Writing*. Touchstone, 2004.
7. Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. Vintage Books, 1991.
8. Glazier, Loss Pequeño. *Digital Poetics: The Making of E-Poetries*. University of Alabama Press, 2002.
9. Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. 2nd ed., Shambhala, 2016.
10. Gornick, Vivian. *The Situation and the Story: The Art of Personal Narrative*. Farrar, Straus and Giroux, 2002.

- | | |
|--|---|
| | <ol style="list-style-type: none">11. Hoover, Paul, editor. <i>Postmodern American Poetry: A Norton Anthology</i>. 2nd ed., W. W. Norton, 2013.12. Karr, Mary. <i>The Art of Memoir</i>. Harper, 2015.13. Kopywriting Kourse. <i>The Ultimate Guide to Writing Blog Posts That Convert</i>. KopywritingKourse.com, 2020.14. Kuebrich, David. <i>Writing for the Digital Age: How to Create Content That Gets Noticed</i>. Self-Published, 2018.15. Lamott, Anne. <i>Bird by Bird: Some Instructions on Writing and Life</i>. Anchor Books, 1995.16. McIntyre, Shelly. <i>The Art of Micro-Writing: The Craft of Writing for Social Media</i>. Content Creators Press, 2020.17. McKee, Robert. <i>Dialogue: The Art of Verbal Action for Page, Stage, and Screen</i>. Twelve, 2016.18. Oliver, Mary. <i>A Poetry Handbook</i>. Harcourt, 1994.19. Smith, Grant Faulkner. <i>The Art of Brevity: Crafting the Very Short Story</i>. University of New Mexico Press, 2023.20. Thomas, James, et al., editors. <i>Flash Fiction International: Very Short Stories from Around the World</i>. W. W. Norton, 2015. |
|--|---|

Title: Social Media and Blog Writing

Course Code: CHMENG14

Sr. No.	Heading	Particulars
1	Description of the Course:	In today's hyper-connected world, social media and blog platforms are vital tools for communication, self-expression, and brand building. Whether used for personal growth, creative sharing, or strategic business communication, these platforms demand clear, impactful, and authentic content. This course introduces learners to the dynamic ecosystem of social media and blogging, enabling them to harness these tools for professional, academic, and entrepreneurial advancement. Emphasizing digital writing, content creation, audience engagement, personal branding, ethical practices, and monetization, the course prepares learners to become agile communicators in a fast-evolving digital landscape. With a focus on SEO, analytics, visual storytelling, and responsible usage, this Skill Enhancement Course cultivates practical expertise to thrive in today's local and global digital economy.
2	Vertical 4	SEC- Skill Enhancement Course
3	Type	Theory+ Practicum (Teaching Methods: Lecture/ Discussion/ Creating individual Podcasts, Blogs, YouTube Channels, etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: 1. To introduce students to digital writing and communication in the context of social media and blogs. 2. To train students in creating, managing, and promoting of personal and professional blogs. 3. To help students understand content planning, branding, and digital identity. 4. To equip students with basic knowledge of SEO, analytics, and platform-specific strategies. 5. To foster ethical and responsible engagement on digital platforms.	

8	Learning Outcomes: Students will be able to LO-1: Understand the fundamentals of social media and blogging, including platform-specific dynamics. LO-2: Build and manage a blog and engaging social media presence. LO-3: Demonstrate proficiency in creating optimized, relevant, and engaging digital content. LO-4: Analyze audience data and adjust strategies accordingly. LO-5: Demonstrate ethical and mindful use of digital platforms for personal and professional growth.
9	Syllabus UNIT I: Foundations of Social Media and Blogging: • Understanding Social Media and Blog Ecosystems • Evolution of Digital Communication: From Forums to Influencers • Niche Blogging: Identifying Purpose and Passion Areas • Blogging Platforms in 2025: WordPress, Substack, Medium, Ghost • Introduction to Search Engine Optimization (SEO) and Keywords • Rise of Microblogging: Instagram Threads, Mastodon, LinkedIn • Articles: Ethics, Privacy, and Digital Well-being in Social Media Use UNIT II: Communicating via Social Media and Blogging: • How to Start a Blog • Optimizing Social Media Profiles • Creating Compelling Content: Written and Audio-visual • Effective SEO Strategies • Audience Building Strategies • Methods for Monetizing Blogs • Responding to Audience Feedback • Developing a Comprehensive Social Media Strategy

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

External Examination: Semester End External - 30 marks Time: 1:00 hour

Format of Question Paper

All questions are compulsory:

Question No	Nature of Questions	Marks
Q. 1	Q.1: Essay Type 1 out of 2 (Unit 1)	10
Q. 2	Q.2: Essay Type 1 out of 2 (Unit 2)	10
Q. 3	Q. 3: Short Notes 2 out of 4 (Unit 1 & 2)	10
Total		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Assessment based on regular attendance, active involvement in class discussions, responsiveness, and contribution to peer learning.	05
2.	A written or practical task focused on real-world application of social media and blog writing skills. Evaluation will consider content quality, creativity, relevance, and adherence to guidelines. Suggested Topics: Creating individual Podcasts, Blogs, You tube Channels	10
3.	Individual or group presentation on a relevant topic, evaluated based on clarity, content, structure, use of multimedia, and delivery skills.	05
Total		20

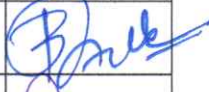
11

REFERENCES:

1. Addonizio, Kim. *Ordinary Genius: A Guide for the Poet Within*. W. W. Norton, 2009.
2. Atwan, Robert, editor. *The Best American Essays of the Century*. Houghton Mifflin, 2000.
3. Bugeja, Michael J. *The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide*. Writer's Digest Books, 1994.
4. Burroway, Janet. *Imaginative Writing: The Elements of Craft*. 5th ed., Pearson, 2019.
5. Coval, Kevin. *A People's History of Chicago*. Haymarket Books, 2017.
6. Egri, Lajos. *The Art of Dramatic Writing*. Touchstone, 2004.
7. Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. Vintage Books, 1991.
8. Glazier, Loss Pequeño. *Digital Poetics: The Making of E-Poetries*. University of Alabama Press, 2002.
9. Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. 2nd ed., Shambhala, 2016.

10. Gornick, Vivian. *The Situation and the Story: The Art of Personal Narrative*. Farrar, Straus and Giroux, 2002.
11. Hoover, Paul, editor. *Postmodern American Poetry: A Norton Anthology*. 2nd ed., W. W. Norton, 2013.
12. Karr, Mary. *The Art of Memoir*. Harper, 2015.
13. Kopywriting Kourse. *The Ultimate Guide to Writing Blog Posts That Convert*. KopywritingKourse.com, 2020.
14. Kuebrich, David. *Writing for the Digital Age: How to Create Content That Gets Noticed*. Self-Published, 2018.
15. Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.
16. McIntyre, Shelly. *The Art of Micro-Writing: The Craft of Writing for Social Media*. Content Creators Press, 2020.
17. McKee, Robert. *Dialogue: The Art of Verbal Action for Page, Stage, and Screen*. Twelve, 2016.
18. Oliver, Mary. *A Poetry Handbook*. Harcourt, 1994.
19. Smith, Grant Faulkner. *The Art of Brevity: Crafting the Very Short Story*. University of New Mexico Press, 2023.
20. Thomas, James, et al., editors. *Flash Fiction International: Very Short Stories from Around the World*. W. W. Norton, 2015.

Department of English:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Pratima Das	Head & Professor, Dept. of English, Smt. CHM College	
2.	Prof. (Dr.) Kailas Aute	Professor, Dept. of English, Smt. CHM College	
3.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	
4.	Ms. Sana Karale	Asst. Professor, Dept. of English, Smt. CHM College	

Name & Signature of the Ad hoc BoS Chairperson: Prof. (Dr.) Pratima Das 

Name & Signature of the Dean: Prof. (Dr.) Pratima Das 

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

First Year B. A.

Semester- I

Vertical – 5

**Ability Enhancement Course (AEC) -2 Credits
Value Education Course (VEC) - 2 Credits**

**with effect from
Academic Year 2025-2026**

**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**First Year B. A.
(AEC- Ability Enhancement Course)**

Semester- I

Title: Communication Skills in English

**Vertical - 5
AEC - 2 Credits**

**with effect from
Academic Year 2025-2026**

Title: Communication Skills in English**Course Code: CHMARTAECI**

Sr. No.	Heading	Particulars
1	Description of the Course:	Communication Skills in English is an Ability Enhancement Course designed to strengthen learners' foundational skills in English language communication, which is essential for academic success and professional competence in a globalized world. This course equips first-year undergraduate students with core competencies in Listening, Speaking, Reading, and Writing (LSRW), integrating traditional and digital forms of communication. By using a skill-based and learner-centric approach, the course develops not just linguistic ability but also confidence, clarity, and creativity in expression. Emphasis is placed on real-life application and employability, such as drafting professional documents, preparing for interviews, and speaking effectively in diverse social and work-related settings. The course also introduces learners to digital communication etiquette and strategies for enhancing their English proficiency through independent learning.
2	Vertical 5	AEC- Ability Enhancement Course
3	Type	Theory+ Tutorial (Teaching Methods: Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ Listening exercises etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: 1. To develop functional proficiency in English by focusing on the core LSRW skills for personal, academic, and professional communication. 2. To introduce students to professional contexts where English communication is essential (interviews, presentations, digital interactions). 3. To equip students to comprehend and interpret a variety of texts with analytical and critical insight.	

	4. To familiarize students with digital communication tools and netiquette for effective virtual communication.
8	Learning Outcomes: Students will be able to LO-1: Apply LSRW skills effectively in academic, social, and professional settings. LO-2: Demonstrate fluency and clarity in speaking and writing, with appropriate tone and register. LO-3: Interpret written and audio-visual texts from various domains with a critical understanding. LO-4: Prepare professional documents and communicate using contemporary digital platforms with confidence.
9	Syllabus UNIT I: Listening and Reading for Academic and Professional Purposes 1. Understanding Communication in Context: • Role of English in professional and global contexts • Modes of communication: Verbal, Non-verbal, Visual, and Digital • Characteristics of professional communication (clarity, brevity, tone, audience awareness) 2. Listening Skills: • Listening to professional conversations (e.g., meetings, interviews, news reports) • Identifying tone, emphasis, and implied meaning • Listening for argument, perspective, and intent • Activities: Note-taking, summarizing, identifying key takeaways 3. Reading Skills: • Reading job advertisements, email threads, and formal reports • Identifying purpose and structure in professional texts • Inference and contextual meaning • Grammar Focus: Prepositions, Modal verbs, Sentence transformation, Error correction, Collocations <i>Texts: Passages from industry reports, editorials, HR communications, NGO newsletters, and workplace scenarios.</i> UNIT II: Speaking and Writing for Employability (15 Lectures) 1. Speaking Skills: • Group Discussions: Types, format, participation strategies • Mock Interviews: Responding to commonly asked questions, body language, tone • Role Plays: Customer service dialogue, workplace communication, formal introductions • Presentation Skills: Structure, visual aids, delivery techniques 2. Writing Skills: • Email Etiquette: Writing formal and Semi-formal emails • Cover Letters and Resumes: Targeted for specific job roles

	• Writing Minutes of Meeting and Notices • Report Writing: Internship/Workplace reports • Grammar Focus: Sentence connectors, Subject-verb agreement, Active/Passive voice Tasks: • Drafting a formal job application with resume • Writing professional emails and LinkedIn summaries • Preparing and presenting a 2-minute speech																														
10	Scheme of Examination and Assessment Pattern Paper – 50 Marks External Examination: Semester End External - 30 marks Time: 1:00 hour Format of Question Paper All questions are compulsory: <table border="1"><thead><tr><th>Question No</th><th>Nature of Questions</th><th>Marks</th></tr></thead><tbody><tr><td>Q. 1</td><td>Short Notes (Attempt any 2 out of 4) (Unit 1)</td><td>10</td></tr><tr><td>Q. 2</td><td>Unseen Passage (200–250 words): - Content-based questions (6 marks) - Grammar (4 marks) (Unit 1)</td><td>10</td></tr><tr><td>Q. 3</td><td>Writing Skill Task (Attempt 1 out of 2) (e.g., Email, Cover Letter, Notice, Report) (Unit 2)</td><td>10</td></tr><tr><td align="right" colspan="2">Total</td><td>30</td></tr></tbody></table> Internal Examination: Continuous Evaluation - 20 marks <table border="1"><thead><tr><th></th><th>Assessment / evaluation</th><th>Marks</th></tr></thead><tbody><tr><td>1.</td><td>a) Performance in Activities: Includes individual/group presentations, formal/informal conversation practice, etc. Conducted in scheduled batches before Semester End Examination.</td><td>10</td></tr><tr><td>2.</td><td>b) Participation in Lectures: Based on classroom engagement and active response during Listening Skills and related tasks.</td><td>05</td></tr><tr><td>3.</td><td>c) Attendance: Attendance percentage will be evaluated to award marks.</td><td>05</td></tr><tr><td align="right" colspan="2">Total</td><td>20</td></tr></tbody></table>	Question No	Nature of Questions	Marks	Q. 1	Short Notes (Attempt any 2 out of 4) (Unit 1)	10	Q. 2	Unseen Passage (200–250 words): - Content-based questions (6 marks) - Grammar (4 marks) (Unit 1)	10	Q. 3	Writing Skill Task (Attempt 1 out of 2) (e.g., Email, Cover Letter, Notice, Report) (Unit 2)	10	Total		30		Assessment / evaluation	Marks	1.	a) Performance in Activities: Includes individual/group presentations, formal/informal conversation practice, etc. Conducted in scheduled batches before Semester End Examination.	10	2.	b) Participation in Lectures: Based on classroom engagement and active response during Listening Skills and related tasks.	05	3.	c) Attendance: Attendance percentage will be evaluated to award marks.	05	Total		20
Question No	Nature of Questions	Marks																													
Q. 1	Short Notes (Attempt any 2 out of 4) (Unit 1)	10																													
Q. 2	Unseen Passage (200–250 words): - Content-based questions (6 marks) - Grammar (4 marks) (Unit 1)	10																													
Q. 3	Writing Skill Task (Attempt 1 out of 2) (e.g., Email, Cover Letter, Notice, Report) (Unit 2)	10																													
Total		30																													
	Assessment / evaluation	Marks																													
1.	a) Performance in Activities: Includes individual/group presentations, formal/informal conversation practice, etc. Conducted in scheduled batches before Semester End Examination.	10																													
2.	b) Participation in Lectures: Based on classroom engagement and active response during Listening Skills and related tasks.	05																													
3.	c) Attendance: Attendance percentage will be evaluated to award marks.	05																													
Total		20																													
11	REFERENCES: 1. Anderson, Paul V. <i>Technical Communication: A Reader-Centered Approach</i>. 9th ed., Cengage Learning, 2017. 2. Bailey, Stephen. <i>Academic Writing: A Handbook for International Students</i>. 5th ed., Routledge, 2018. 3. Cambridge University Press. <i>English for the Workplace: A Resource Book for Communication Skills</i>. Cambridge UP, 2016. 4. Carnegie, Dale. <i>The Quick and Easy Way to Effective Speaking</i>. Pocket Books, 1990. 5. Covey, Stephen R. <i>The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change</i>. Simon & Schuster, 2004.																														

6. Crystal, David. *English as a Global Language*. 2nd ed., Cambridge UP, 2003.
7. Eberhard, Jane, et al. *Developing Academic Literacy: A Handbook for International Students*. Palgrave Macmillan, 2022.
8. Goleman, Daniel. *Working with Emotional Intelligence*. Bantam, 1998.
9. Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. 12th ed., Cengage Learning, 2021.
10. Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge UP, 2006.
11. Jones, Leo. *Cambridge Advanced Communication Skills*. Cambridge UP, 1989.
12. Kaul, Asha. *Effective Business Communication*. 2nd ed., PHI Learning, 2015.
13. Lesikar, Raymond V., et al. *Business Communication: Connecting in a Digital World*. 13th ed., McGraw-Hill Education, 2014.
14. Locker, Kitty O., and Donna Kienzler. *Business and Administrative Communication*. 11th ed., McGraw-Hill Education, 2018.
15. Palfrey, John, and Urs Gasser. *Born Digital: Understanding the First Generation of Digital Natives*. Basic Books, 2016.
16. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 3rd ed., Oxford UP, 2015.
17. Rizvi, M. Ashraf. *Effective Technical Communication*. Tata McGraw-Hill, 2005.
18. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford UP, 2013.
19. Thill, John V., and Courtland L. Bovee. *Excellence in Business Communication*. 13th ed., Pearson, 2017.

Department of English:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Pratima Das	Head & Professor, Dept. of English, Smt. CHM College	<i>Pratima Das</i>
2.	Prof. (Dr.) Kailas Aute	Professor, Dept. of English, Smt. CHM College	<i>B. Aute</i>
3.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	<i>A. Pandhare</i>
4.	Ms. Sana Karale	Asst. Professor, Dept. of English, Smt. CHM College	<i>S. Karale</i>

Name & Signature of the Ad hoc BoS Chairperson: Prof. (Dr). Pratima Das *Pratima Das*

Name & Signature of the Dean: Prof. (Dr). Pratima Das *Pratima Das*



**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

First Year

Semester- I

Title: Communication Skills in Sindhi

Vertical - 5

Ability Enhancement Course - 2 Credit

**with effect from
Academic Year 2025-2026**

Title: Communication Skills in Sindhi
COURSE CODE: CHMSINAEI

Sr. No.	Heading	Particulars
1	Description the Course:	Sindhi communication skills (B.Com.) Communication is the core component of the commerce and trade. In communication, language plays very significant role. If a student has mastered the skills of language, undoubtedly, he or she would be able to communicate in the best manner. In this course basic part of Sindhi language would be taught based on the NEP 2020. The innovative approach, likes critical thinking, creative mind, use of technology will lead to communicating and participating with the different groups. The vocabulary section would be given prominence. The course would be in the Devanagari script so that it can attract majority of the students. Even non-Sindhi students shall have opportunity to adopt this course.
2	Vertical 1	AEC – Ability Enhancement Course
3	Type	Theory+ Practicum (Teaching Method: Lecture/ Discussion/Reading)
4	Credit	2 credits (1 credit = 15 hours for theory or 30 hours of Practical work in a semester)
5	Hours allotted	30 Hours
6	Marks allotted	50Marks (50 Marks each)
7	Course Objectives: After successful completion of this course: 1. The learner will get understanding of communication skills. 2. The learner will understand how to accurate the pronunciation of special words in Sindhi 3. The learner will improve the conversation skill in Sindhi. 4. The learner will become best communicator in Sindhi language	
8	Learning Outcomes: Student will be able to LO1: Know the basic special features of Sindhi language. LO2: Understand the skills of communication. LO3: Knowing the conversation with businessmen and customers LO4: Know the etiquettes with parents, relatives, friends and others in effective way	

Syllabus

Unit I – Fundamental of Sindhi Communication

- Introduction of Communication skill through Pictorial Presentation
- Importance of Language
- Basic aspects of language
 - i) Types of Language. ii) Role of Language, iii) Changes in Language
 - iv) Non-violent aspects of language v) Language & New generation
 - vi) Language & Modern Technology
- New Education Policy (NEP) & Importance of language
- Sindhi language: (Special features of spoken Sindhi language with pronunciation through audio visual presentation)

Unit II – Functional Communication

- Importance of Communication
- Types of Communication (Presentation through video clips)
 - i) Verbal. ii) Non-verbal. iii) Written iv) Digital Communication
- Characteristics of Communication
- Obstacles in Communication of Sindhi Language
- Methods of Best Communication through role plays
- Spoken Sindhi in Business
- Conversation with customers and proprietors

यूनिट – 1

- स्मचारी भाषा : वाक्फियत
- भाषा जी अहमियत
- भाषा जा बुनियादी पहलू
 - i) किस्म, ii) भाषा जो किरदार, iii) भाषा मे तबदीलियूं iv) भाषा जा अहिसासाती पहलू v) भाषा ऐं नई नसल
- नई तैलीमी नीति ऐं बोलियुन जी अहमियत
- असां जी सिंधी बोली

यूनिट – 2

- राबते जी अहमियत
- राबते जा किस्म
 - i) जिवानी राबतो, ii) गैर जिवानी राबतो, iii) लिखत राबतो iv) डिजीटल राबतो
- राबते मां फायदा
- राबते में रंडकूं
- बेहतर राबते जा तरीका
- ग्राहकन सां सिंधी बोलीअ मे गुप्तगू

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

External Examination: Semester End External - 30 marks Time: 1:00 hour

Format of Question Paper

Attempt any 4 out of 6 questions.

Question No	Nature of Questions	Marks
Q1.	Objective Type – Fill in the Blanks / MCQs (Unit I0	15
Q2.	Question on reading skill (Unit II)	07
Q3.	Writing short story from outlines (Unit II)	08
		Total 30

Note:

1. Equal Weightage is to be given to all the modules.
2. Use of non-programmable scientific calculator is allowed in the examination.

Internal Examination: Continuous Evolution - 20 marks

	Assessment / evaluation	Marks
1.	Speaking Activities: (Presentation) Making presentations in the classroom	10
2.	Listening Activities: (Assignment) Listening to speeches, dialogues, announcement and summarizing them	10
Total		20

11

REFERENCE BOOKS:

1. Sanchari Basha – By Dr. Pushpa Kodwani
2. Sindhi Pahakaa – Dr. Jetly M.K.
3. Sindhi Muhavahra – By Hardwani Lachhman
4. Sindhi Adhyat mak Shabdhkesh – By Hardwani Lachhman
5. Acho Sindhi Sikhu – By Hardwani Lachhman

Syllabus Committee:

Sr No	Name of the Faculty	Designation and College	Signature
1.	Mrs. Kajal Ramchandani	H.O.D. of Jai Hind College	<i>Kajal</i>
2.	Mrs. Komal Totani	Assistant Teacher, Smt. CHM College	<i>Pratima</i>

Name & Signature of the BoS Chairperson: (Mrs. Kajal Ramchandani)

Kajal

Name & Signature of the Dean: (Dr. Pratima Das)

Pratima Das



**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

First Year

Semester- I

**Title: Environmental Management and
Sustainable Development-I**

**Vertical - 5
VEC- 2 Credits**

**with effect from
Academic Year 2025-2026**

Title: Environmental Management and Sustainable Development-I**Course Code: CHMVECI**

Sr. No.	Heading	Particulars
1	Description of the Course:	This course introduces students to the basics of environmental management and sustainable development. It explains how ecosystems work, the importance of biodiversity, and the need to protect our natural resources. Students will learn about different environmental problems, human impact on nature, and how to manage disasters. The course also covers Indian environmental movements, ethics, and the role of public awareness. Real-life examples and case studies help students understand the connection between nature and human communities in a simple and practical way.
2	Vertical 5	VEC
3	Type & Teaching methods	Theory + Practicum Lecture/Discussion/Presentation/Case study,etc
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: 1. To introduce about ecosystems, biodiversity and to make aware for the need of conservation. 2. To sensitize students towards environmental concerns, issues, and impacts of human population. 3. To analyze the impact of human population growth and development activities on the environment, including issues related to displacement, disaster response, and rehabilitation. 4. To foster awareness of environmental ethics and the role of cultural and social movements in shaping sustainable environmental practices through communication, policy, and activism.	
8	Learning Outcomes: Students will be able to LO1: Explain the interrelationships within ecosystems and analyze energy flow and succession, using examples from various ecological zones. LO2: Critically evaluate biodiversity levels and conservation strategies, applying knowledge of endemic species, threats, and ecological services to real-world scenarios. LO3: Assess the socio-environmental implications of population growth, displacement, and disasters, incorporating case studies to understand sustainable development challenges.	

	LO4: Demonstrate an understanding of environmental ethics and advocacy, by interpreting the influence of cultural values, environmental movements, and communication strategies on sustainability.									
9	Syllabus UNIT I: Ecosystems, Biodiversity and Conservation • Introduction, structure, and function of ecosystems; Energy flow: food chains, food webs and ecological succession. Case studies of the following: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) • Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns • India as a mega-biodiversity nation; Endangered and endemic species of India • Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. • Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value UNIT II: Human Communities and the Environment • Human population growth: Impacts on environment, human health and welfare. • Resettlement and rehabilitation of project affected persons; case studies. • Disaster management: floods, earthquake, cyclones and landslides. • Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. • Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. • Environmental communication and public awareness, case studies (e.g. CNG vehicles in Delhi).									
10	Assessment Pattern Scheme of Examination and Assessment Pattern Paper – 50 Marks External Examination: Semester End External - 30 marks Time: 1:00 hours Format of Question Paper Attempt any 3 out of 4 questions. <table><tr><th>Question No.</th><th>Nature of Questions</th><th>Marks</th></tr><tr><td>Q.1</td><td>Theory based on Unit I</td><td>10</td></tr><tr><td>Q.2</td><td>Theory based on Unit I</td><td>10</td></tr></table>	Question No.	Nature of Questions	Marks	Q.1	Theory based on Unit I	10	Q.2	Theory based on Unit I	10
Question No.	Nature of Questions	Marks								
Q.1	Theory based on Unit I	10								
Q.2	Theory based on Unit I	10								

Q.3	Theory based on Unit II	10
Q.4	Theory based on Unit II	10
		Total 30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Class Test, Creative writing/visits/role play (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Quiz)	10
2.	Project /Presentation / Viva/Group Discussion/Case study	10
		Total 20

11

REFERENCES :

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
6. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
8. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
9. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge.
10. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.
11. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley- Blackwell.

Name & Signature of the Dean & Ad-hoc BoS Chairperson (Interdisciplinary):

[Signature]
Dr. Nitin Arekar



**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

First Year B. A.

Semester- I

Vertical – 6

On-Job Training (OJT) - 2 Credits

Field Project (FP) - 2 Credits

Research Project (RP) - 2 Credits

Co-Curricular Course (CC) - 2 Credits

Community Engagement Program (CEP) – 2 Credits

Not Applicable

**with effect from
Academic Year 2025-2026**