



HYDERABAD (SIND)
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 Sociology SEM - I & SEM - V respectively.

It is hereby communicated that the recommendations of the syllabus made by the Ad-hoc Board of Studies in Sociology coordinated by the Dean, Faculty of Social Sciences in the meeting of Academic Council held on 23rd May, 2025 vide item No. 4.4, 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 Social Sciences
- 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
(Sociology)
(Aided Course)

Semester – I

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

PREAMBLE

The Department of Sociology is proud to present a curriculum that reflects the dynamic and evolving nature of the discipline. As a representative of the social sciences, our department is committed to fostering critical thinking, social awareness, and academic excellence among students. Sociology, as the scientific study of society and social behavior, enables students to explore the complex web of human relationships, institutions, culture, and structures. It encourages learners to question the obvious, appreciate diversity, and understand the forces that shape our everyday lives. Through this syllabus, we aim to introduce students to foundational sociological concepts, classical and contemporary thinkers, and pressing social issues. Our goal is to equip students with the knowledge and skills to analyse society with sensitivity, develop informed perspectives, and contribute meaningfully to an inclusive and equitable world.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Ability to acquire a comprehensive knowledge in Sociology and theoretical understanding of the subject.

PSO2: Ability to understand Sociology of rural societies, environment, gender, and industry.

PSO3: Ability to identify social issues in connection with women's violence, population, poverty, environmental degradation.

PSO4: Ability to interact with people of various strata in the society while doing their project work.

PSO5: Ability to get acquainted with the ethical principles and moral values.

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

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

Semester- I

Title: Introduction to Sociology

**Vertical - 1
Major Subject - 4 Credits**

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

Title: Introduction to Sociology
Course Code- CHMSOCI1

Sr. No.	Heading	Particulars
1	Description of the Course:	This course offers a foundational introduction to the discipline of sociology, exploring its basic concepts, theories, and methods. It familiarizes students with the sociological perspective and its relevance in understanding human society, culture, social institutions, and processes of change. Through the study of topics such as socialization, stratification, roles, norms, and values, the course encourages critical thinking about social life and contemporary issues. It aims to equip students with the tools to analyze everyday social phenomena and appreciate the diversity and complexity of social realities.
2	Vertical 1	Major
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: 1. To acquaint students with the basic concepts in Sociology. 2. To familiarize students with the theoretical background of different concepts. 3. To equip students with basic understanding regarding structure of society. 4. To make the students aware of the application of sociological concepts in everyday life situations. 5. To create a foundation for and foster interest in further study in Sociology.	
8	Learning Outcomes: Students should be able to... LO1: Understand the basic concepts in Sociology. LO2: Know the theoretical background of different concepts LO3: Understand the basic societal structure and organization. LO4: Apply Sociological concepts to understand various phenomena in day-to-day life. LO5: Feel interested and motivated to pursue further study in the field of Sociology	

Syllabus

UNIT I. Emergence of Sociology

1. Meaning, Nature and Scope of Sociology.
2. Relationship between sociology and other social sciences
3. Careers in Sociology

UNIT II. Pioneers of Sociology

1. Auguste Comte (Law of 3 stages)
2. Herbert Spencer (Organic analogy)
3. Emile Durkheim (Division of Labor)
4. Karl Marx (Conflict)
5. Harriet Martineau (Early Feminist Perspective)

Unit III. Social Institutions

1. Marriage: Patterns in Marriage; Endogamy, Exogamy, Monogamy, Polygamy, Patterns of Descent: Patrilineal, Matrilineal, Bilateral
2. Family: Functions of the Family, Variations in family structure: Traditional and contemporary
3. Religion: Meaning and functions of religion Types: Magic, Sect and Cult, Totemism, Naturism, Animism, Monotheism, Polytheism

UNIT IV. Introduction to Society and Culture

1. Definition and functions of Society, Social Groups.
2. Evolution of society: Hunting and gathering, Agrarian, Industrial
3. Post- industrial: - Network society, Risk society.
4. Culture: - Meaning, Characteristics, Elements of culture, Ethnocentrism Sub Culture/Counterculture, Popular Culture.

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt any 4 out of 6 questions.

Question No	Nature of Questions	Marks
Q1	Theory	15
Q2	Theory	15
Q3	Theory	15
Q4	Theory	15
Q5	Theory	15
Q6	Theory	15
		Total 60

Note:

1. Equal Weightage is to be given to all the modules.
2. 15 marks question may be subdivided into 8 marks + 7 marks with Internal options
3. Use of simple calculator is allowed in the examination.

Internal Examination: Continuous Evolution - 40 marks

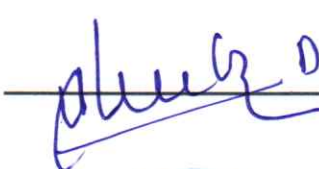
	Assessment / evaluation	Marks
1.	Assignments.	20
2.	Classroom Presentation.	10
3.	Book Review/Essay Submission/Movie Review/Class Test.	10
	Total	40

11 REFERENCES

1. Dasgupta and Saha (2012) An introduction to Sociology, Pearson
2. Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers
3. Harlambos M. and Heald R M(2009) Sociology: Themes and Perspectives; New Delhi, Oxford University Press
4. Julia Jary and David Jary (2005) Dictionary of Sociology; Collins Marshall Gordon, Dictionary of Sociology; New Delhi, Oxford University Press.
5. Macionis, John (2005) Sociology(10th edition); Prentis Hall Schaefer Richard T (2006) Sociology: A Brief Introduction(6th edition) New Delhi, Tata McGraw Hill publication
6. Schaffer and Lamm (1998) Sociology (6th edition) McGraw Hill Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press

Department of Sociology

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Pradeep Gangurde	Associate Professor & Head Department of Sociology	

Name & Signature of the Ad-hoc BoS Chairperson: Name & Signature of the Dean:  Dr. Prashant Kelkar.

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

First Year B. A.

Semester- I

**Vertical - 2
Minor Course**

Not Applicable

**With effect from the
Academic Year 2025-2026**

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

**First Year B. A.
Semester- I**

**Vertical – 3
Open Elective Course**

**With effect from the
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.
(Sociology)**

Semester- I

Vertical - 4

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

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

Title: Climate Change and Sustainability

Course Code- CHMSOCI3

Sr. No.	Heading	Particulars
1	Description of the Course:	This course discovers the scientific, social, economic, and political dimensions of climate change and sustainability. It provides students with a foundational understanding of the causes and consequences of global climate change, including the roles of greenhouse gases, energy systems, and land use. The course also examines strategies for mitigation and adaptation, sustainable development goals (SDGs), and the transition to a low-carbon economy.
2	Vertical 4	Vocational skill course (VSC)
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: 1. Understand the relationship between nature, environment, and society. 2. Learn the meaning of sustainability, development, and climate change. 3. Get familiar with the 17 Sustainable Development Goals (SDGs) and their importance for India. 4. Explore key environmental thinkers like Ramachandra Guha and Vandana Shiva	
8	Learning Outcomes: Students should be able to... LO1: Students will explain how society and environment are connected. LO2: They will understand the concepts of sustainability, development, and climate change. LO3: Students will recognize the significance of the SDGs for India. LO4: They will gain knowledge of environmental scholars and their contributions.	

Syllabus

Unit 1: Expanding Concepts and Theories

- Nature, environment and linkages with Sociology, Defining sustainability, development and climate change.
- Sustainable Development Goals (SDGs) – Introduction to the 17 UN goals and their relevance to India.
- Environmental Sociology Thinkers – Brief intro to scholars like Ramachandra Guha, Vandana Shiva.

Unit 2: Case Studies & Contemporary Issues

- From the regions: Tsunami, 26/7 Mumbai floods, Earthquakes
- Urbanization and Climate Impact – Smart cities vs. sustainable cities, urban floods
- Global challenges: Water and Soil, GM foods, Global warming
- Climate Refugees & Migration.

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

External Examination: Semester End External - 50marks Time: 2:00 hours

Format of Question Paper

Attempt any 2 out of 3 questions.

Question No	Nature of Questions	Marks
Q1	Theory	15
Q2	Theory	15
Q3	Theory	15
Total		30

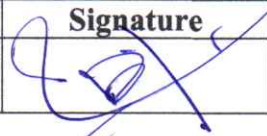
Internal Examination: Continuous Evolution - 20 marks

	Assessment / evaluation	Marks
1.	Classroom Presentation.	10
2.	Book Review/Essay Submission/Movie Review/Class Test.	10
	Total	20

REFERENCES

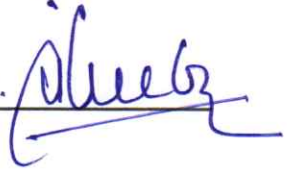
- 11
1. Environmental Sociology” by Michael Mayerfeld Bell – Gives a global overview in simple terms.
 2. “Sociology and the Environment” by Michael Redclift – Good for development and climate discussions
 3. UNESCO Video – What is Sustainable Development? (YouTube) – Easy animated explainer.
 4. Down To Earth Articles – Good for Indian case studies and contemporary examples.
 5. Guha’s article: “The Environmentalism of the Poor” (PDF versions available online).
 6. Shiva’s article: “Staying Alive: Women, Ecology and Development”.
 7. United Nations SDG Official Website (India Section)
 8. NITI Aayog SDG India Index Report – For India’s progress on SDGs.
 9. SDGs Explained for Students – UNICEF India (YouTube)
 10. Ramachandra Guha lectures (YouTube)
 11. Vandana Shiva TED Talks
 12. Ramachandra Guha – “Environmentalism: A Global History”
 13. Vandana Shiva – “Soil Not Oil” or “Staying Alive”

Department of Sociology

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Pradeep Gangurde	Associate Professor & Head Department of Sociology	

Name & Signature of the Ad-hoc BoS Chairperson: _____

Name & Signature of the Dean: _____

Dr. Prashant Kelkar. 



Title: Sociology of Ageing
Course Code- CHMSOCI4

Sr. No.	Heading	Particulars
1	Description of the Course:	This skill enhancement course provides students with an introduction to the field of gerontology—the study of ageing and the elderly. It explores the biological, psychological, and cultural dimensions of ageing, aiming to build awareness and sensitivity toward the experiences of older adults.
2	Vertical 4	Skill Enhancement course (SEC)
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: 1. To understand the basic concepts of ageing and gerontology. 2. To explore the biological and psychological changes that come with ageing. 3. To learn how different cultures' view and treat the elderly. 4. To understand the role of the state, media, and policies in elderly care.	
8	Learning Outcomes: Students should be able to... LO1: Students will be able to define ageing and explain the importance of gerontology. LO2: They will understand the physical and mental aspects of ageing. LO3: Students will discuss cultural perceptions and social attitudes toward the elderly. LO4: They will gain knowledge about elder care policies, elder abuse, and the role of media in supporting the aged.	

9

Syllabus**Unit 1:- Introduction to ageing and gerontology.**

- Concepts: Ageing and gerontology
- Biological and Psychological Aspects of Ageing.
- Cultural Perceptions of Ageing.

Unit 2 :- Role of the state in elderly care

- Policies and programmes for aged people
- Elder Abuse: Forms, Causes and Prevention.
- Role of media towards elderly.
- National Policy on aged population

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

External Examination: Semester End External - 50marks Time: 2:00 hours

Format of Question Paper

Attempt any 2 out of 3 questions.

Question No	Nature of Questions	Marks
Q1	Theory	15
Q2	Theory	15
Q3	Theory	15
		Total-30

Internal Examination: Continuous Evolution - 20 marks

	Assessment / evaluation	Marks
1.	Classroom Presentation.	10
2.	Book Review/Essay Submission/Movie Review/Class Test.	10
	Total	20

11 REFERENCES

1. Ageing and Society by Moneer Alam – Indian perspective, good for UG level.
2. Introduction to Gerontology by Jill Quadagno – Clear and beginner-friendly (global view).
3. HelpAge India – Definitions, reports, real-life stories.
4. WHO Ageing Page – Key terms and global data.
5. Khan Academy – Biology of Ageing (YouTube)
6. Psychological Changes with Age – Psychology Today (basic article)
7. Human Ageing by H.L. Kaila – Indian academic reference, includes bio-psycho content.
8. Readings:
9. Aging and the Indian Culture” – Articles from Economic & Political Weekly (EPW).
10. Ageing in Different Cultures” – Global & Indian Comparison – PDF available on Research Gate.
11. TEDx Talk – How Different Cultures See Ageing
12. UN Video on Elder Abuse Prevention
13. National Policy on Older Persons (1999) – Government of India PDF.
14. Senior Citizen Welfare Schemes – Ministry of Social Justice and Empowerment
15. Help Age India Annual Reports – Full of data on implementation of policies.
16. HelpAge India Elder Abuse in India Report (2023)
17. WHO: Elder Abuse Factsheet

Department of Sociology

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Pradeep Gangurde	Associate Professor & Head Department of Sociology	

Name & Signature of the Ad-hoc BoS Chairperson: _____

Name & Signature of the Dean: _____

Dr. Prashant Kelkar. 



**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><tr><th>Question No</th><th>Nature of Questions</th><th>Marks</th></tr><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></td><td style="text-align: right;">Total</td><td>30</td></tr></table> Internal Examination: Continuous Evaluation - 20 marks <table><tr><th></th><th>Assessment / evaluation</th><th>Marks</th></tr><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></td><td style="text-align: right;">Total</td><td>20</td></tr></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

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 पहल
 - 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) जिबानी राबतो, ii) गैर जिबानी राबतो, iii) लिखत राबतो iv) डिजीटल राबतो
- राबते मां फायदा
- राबते में रंडकूं
- बेहतर राबते जा तरीका
- ग्राहकन सां सिंधी बोलीअ मे गुफ्तगू

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>Komal</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

OJT, FP, CEP, CC, RP

Not Applicable

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