



Smt. Chandibai Himathmal Mansukhani College (Autonomous)



(Affiliated to the University of Mumbai)

University College Code : 217-JD Office : T14

Principal : Dr. Manju Lalwani Pathak

Ref. No: CHM (A) AC/02/2026-27

Date: 27th June, 2026

CIRCULAR

The immediate attention of all concerned is invited to this Office Circular No. CHM (A) AC 11/2026 dated 19th June, 2026 regarding Choice Based and Credit Based Syllabus (CBCS), of Smt. CHM College (Autonomous), under the guidelines of University of Mumbai, as per Academic Framework of NEP 2020, for all subjects of T.Y.BA in English SEM-V and SEM-VI.

This is in continuation with curriculum approved by Academic Council for all the subjects of F.Y.BA in English (SEM-I), S.Y.BA in English (SEM-III) and F.Y. BA in English (SEM-II) & S.Y.BA in English (SEM – IV) vide Circular Reference Numbers CHM (A) AC/C/01/2025 dated 18th June, 2025, CHM (A) AC/C/01A/2025 dated 21st July 2025 and CHM (A) AC/C/02/2025 dated 20th November, 2025 respectively.

It is hereby communicated that the recommendations of the curriculum designed by the Ad-hoc Board of studies in English coordinated by the Dean, Faculty of Languages in the meeting of Academic Council held on 20th June, 2026 have been approved.

In accordance, therewith, the syllabus as per the CBCS, has been brought into force with effect from the Academic Year 2026-27 for T.Y.BA in English, in continuation with syllabus of F.Y.BA in English and S.Y.BA in English of 2025-2026 (updated), and accordingly the same is attached for reference and is available on the College's website www.chmcollege.in

Ulhasnagar – 421003

27th June 2026

Dr. Manju Lalwani Pathak

Principal & Chairperson, Academic Council

Copy forwarded for information to:

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

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 develop 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.

**Smt. Chandibai Himathmal Mansukhani College (Autonomous),
Ulhasnagar
Programme Outcomes (POs)- Faculty of Arts**

On completion of Graduation in Arts, the learner will be able to:

PO1. Disciplinary Knowledge

Demonstrate comprehensive knowledge of the chosen discipline, their concepts, theories, methods, and its interdisciplinary applications.

PO2. Communication Skills

Communicate ideas effectively in oral, written, digital, and interpersonal contexts using appropriate language and communication skills.

PO3. Critical Thinking and Problem Solving

Analyse issues critically, apply logical reasoning, and develop appropriate solutions to real-life and discipline-specific problems.

PO4. Research with Digital Competence

Apply scientific inquiry and basic research skills to collect, analyse, interpret, and present information using appropriate methods and evidence. Use digital technologies, information resources, relevant AI tools, and media responsibly for learning, research, communication, and professional development.

PO5. Ethics and Professional Values

Demonstrate ethical behaviour, integrity, constitutional values, social responsibility, and respect for diversity in personal and professional life.

PO6. Leadership and Teamwork

Work collaboratively in diverse teams, demonstrate leadership qualities, and contribute effectively to achieving common goals.

PO7. Social, Cultural and Environmental Responsibility

Demonstrate empathy, appreciate cultural diversity, engage in community service, and promote environmental sustainability.

PO8. Employability and Entrepreneurship

Apply disciplinary knowledge and transferable skills to pursue higher education, employment, entrepreneurship, and other professional opportunities.

PO9. Lifelong Education

Engage in self-directed lifelong education for continuous personal and professional development.

PROGRAMME SPECIFIC OUTCOME (PSOs)

PSO 1: Expertise Demonstration

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

PSO 2: Mastery of the Discipline

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

PSO 3: Proficiency in Language and Research

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

PSO 4: Critical and Analytical Skills

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

PSO 5: Information Synthesis and Communication

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

PSO 6: Research Competence

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



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

Bachelor of Arts
(English)
(Aided Course)

Semester – I

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

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

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

Semester- I

Title: Introduction to Literatures in English - I

**Vertical - 1
Major Subject - 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:	<p>“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.</p> <p>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.</p> <p>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.</p>
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	<p>Course Objectives:</p> <p>CO(A)1: Acquire foundational knowledge of the major literary genres- poetry, drama, and prose and their historical development.</p> <p>CO(A)2: Understand and apply basic literary terms and concepts for analyzing texts.</p>	

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

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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”

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”

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

- George Herbert, “Easter Wings”
- William Carlos Williams, “The Red Wheelbarrow”
- Wole Soyinka, “Telephone Conversation“(Unconventional)
- Lewis Carroll, “Jabberwocky”

NB. Students are required to make use of Claude AI as an academic support tool for poetry analysis, including thematic interpretation, identification of poetic devices, close reading, and critical appreciation of prescribed poems.

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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	Mar ks
Q. 1	a) Short Notes: 3 out of 5 (150–200 words each) Unit – I OR b) 1 Long Answer (500–600 words) Unit – I	15
Q. 2	(a) Short Notes: 3 out of 5 (150–200 words each) – Unit 2 OR (b) 1 Long Answer (500–600 words) – Unit 2	15

Q. 3	(a) Short Notes: 3 out of 5 (150–200 words each) – Unit 3 OR (b) 1 Long Answer (500–600 words) – Unit 3	15
Q. 4	(a) Short Notes: 3 out of 5 (150–200 words each) – Unit 4 OR (b) 1 Long Answer (500–600 words) – Unit 4	15
		60

NB: Students are required to use Perplexity AI as a research-support tool for the completion of their projects/assignments. They are expected to utilize the platform for literature search, source exploration, idea development, and academic inquiry, while ensuring originality, critical evaluation, and proper ethical use of AI-assisted content.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Research based assignment or project	30
2.	Class room Participation attendance & Presentation:	10
	Total	40

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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.

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| | <ol style="list-style-type: none">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. |
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**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**



HSNC Board's

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14



Estd. Year
1965

Faculty of Interdisciplinary

Vertical 3: List of Open Elective Skill Based Courses for First Year: Semester - I

Sr. No.	Nomenclature of the Paper
1	Basic Computer Skills for Digital Age
2	Visual Design and Digital Tools : A Foundation For Animation
3	Basic Tools of AI for Economics and Education
4	Communicative English
5	Urbanization and Real Estate: Concepts and Contemporary Scenarios
6	Business of Travel and Tours
7	Managing Family Wealth Through Family Office
8	Web Designing Essentials: HTMLI and CSS Styling Techniques
9	Basics of Nutrition
10	Lessons of Reel Making
11	Performing Arts
12	Data Analysis with Excel
13	Political Communication and Media Skills
14	Stress Management-I
15	Social Media and Communication
16	Mushroom Cultivation: Training and Trading
17	Yoga and Fitness
18	Basic Perfumeries Course (Level-I)
19	Soft Skills for Corporate Readiness
20	Beautician : Strategic Business Planning
21	Current Trends of Fashion Design: Financial Perspective
22	Basics of Accounting-I
23	Digital Marketing
24	Online Trading in Stock Market
25	Event Management Course in Sindhi



**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	<p>Course Objectives:</p> <p>CO(A)1: To introduce students to the art and technique of creative writing across a range of forms.</p> <p>CO(A)2: To help students understand the difference between various genres and formats of writing, including digital and hybrid forms.</p> <p>CO(A)3: To train students in the use of literary devices, narrative techniques, and stylistic variations.</p> <p>CO(A)4: To provide opportunities for hands-on writing and revision based on feedback and peer review.</p>	

	<p>CO(A)5: To enable students to explore their voice and imagination in both personal and professional contexts.</p>
<p>8</p>	<p>Course Outcomes: Students will be able to</p> <p>CO-1: Identify and apply key elements of literary expression in both traditional and modern forms.</p> <p>CO-2: Distinguish among different genres such as poetry, flash fiction, and life writing.</p> <p>CO-3: Compose original pieces that demonstrate a command over creative writing techniques and tools.</p> <p>CO-4: Evaluate and revise their own creative work through critical reflection and peer feedback.</p> <p>CO-5: Recognize the relevance of creative writing skills in contemporary careers and media landscapes.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: A) Fundamentals of Creative Writing:</p> <ul style="list-style-type: none"> • Meaning and Significance of Creative Writing • Verse as a Creative form • Research for Creative Writing <p>B) Elements of Verse:</p> <ul style="list-style-type: none"> • Poetic Devices • Elements of Style • Grammar and Non-grammar <p>UNIT II: Poetry, Voice, and Digital Expression</p> <p>A) Playing with Poetry</p> <ul style="list-style-type: none"> • Free Verse, Haiku, and List Poems • Spoken Word and Performance Poetry • Found Poems, Erasure, and Visual Poetry <p>B) Writing for the Digital Age</p> <ul style="list-style-type: none"> • Micro-writing: Captions, Tweets, and Taglines • Scriptwriting for Reels and Podcasts • Building a Mini Portfolio: Blog Entry, Poem, and Short Story <p>NB: Students are required to make use of AI-enabled creative writing tools such as Claude AI, Sudowrite, or equivalent platforms for idea generation, story development, drafting, editing, and creative experimentation as part of project and assignment work. The use of AI should support originality, imagination, ethical academic practice, and the development of students’ creative writing skills.</p>

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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 and Submission of an Original Poem or Short Story, developed with the support of an AI-enabled creative writing tool, accompanied by a written commentary reflecting on the creative process, thematic choices, stylistic decisions, and the ethical use of AI in the development of the work.	15
Total		20

11

REFERENCES:

- Addonizio, Kim. *Ordinary Genius: A Guide for the Poet Within*. W. W. Norton, 2009.
- Atwan, Robert, editor. *The Best American Essays of the Century*. Houghton Mifflin, 2000.
- Bugeja, Michael J. *The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide*. Writer's Digest Books, 1994.
- Burroway, Janet. *Imaginative Writing: The Elements of Craft*. 5th ed., Pearson, 2019.
- Coval, Kevin. *A People's History of Chicago*. Haymarket Books, 2017.
- Egri, Lajos. *The Art of Dramatic Writing*. Touchstone, 2004.
- Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. Vintage Books, 1991.
- Glazier, Loss Pequeño. *Digital Poetics: The Making of E-Poetries*. University of Alabama Press, 2002.
- 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 Course. *The Ultimate Guide to Writing Blog Posts That Convert*. KopywritingCourse.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.

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:	<p>CO(A)1: To introduce students to digital writing and communication in the context of social media and blogs.</p> <p>CO(A)2: To train students in creating, managing, and promoting of personal and professional blogs.</p> <p>CO(A)3: To help students understand content planning, branding, and digital identity.</p>

	<p>CO(A)4: To equip students with basic knowledge of SEO, analytics, and platform-specific strategies.</p> <p>CO(A)5: To foster ethical and responsible engagement on digital platforms.</p>
<p>8</p>	<p>Course Outcomes: Students will be able to</p> <p>CO-1: Understand the fundamentals of social media and blogging, including platform-specific dynamics.</p> <p>CO-2: Build and manage a blog and engaging social media presence.</p> <p>CO-3: Demonstrate proficiency in creating optimized, relevant, and engaging digital content.</p> <p>CO-4: Analyze audience data and adjust strategies accordingly.</p> <p>CO-5: Demonstrate ethical and mindful use of digital platforms for personal and professional growth.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Foundations of Social Media and Blogging:</p> <ul style="list-style-type: none"> • Understanding Social Media, Blogging, and Digital Content Ecosystems • Evolution of Digital Communication: From Blogs and Forums to AI-Driven Content Creation and Influencer Culture • Contemporary Blogging Platforms: WordPress, Medium, Substack, Ghost, and AI-Assisted Publishing Tools • Microblogging and Short-Form Communication: Instagram Threads, X (Twitter), LinkedIn, Mastodon, and Emerging Platforms • Ethics, Digital Privacy, Algorithmic Influence, Misinformation, and Digital Well-being in Social Media Communication • Introduction to AI Tools for Blog Writing and Social Media Content Creation (Writesonic, ChatGPT, Copy.ai) <p>UNIT II: Communicating via Social Media and Blogging:</p> <ul style="list-style-type: none"> • 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)	15
Q. 2	Q.2: Essay Type 1 out of 2 (Unit 2)	15
Total		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Attendance and Classroom participation	05
2.	Blog Writing on a Given Topic: Students may make use of AI-enabled writing tools such as Writesonic for content ideation, drafting, and language refinement. Evaluation shall be based on content quality, originality, creativity, relevance, effective digital communication, and ethical use of AI tools.	15
Total		20

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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.
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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.

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

**First Year B. A.
Department of English
(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 the Course:	<p><i>Communication Skills in English</i> 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.</p> <p>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.</p>
2	Vertical 4	Ability Enhancement Course
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: To develop functional proficiency in English by focusing on the core LSRW skills for personal, academic, and professional communication.</p> <p>CO(A)2: To introduce learners to professional contexts where English communication is essential (interviews, presentations, digital interactions).</p> <p>CO(A)3: To equip students to comprehend and interpret a variety of texts with analytical and critical insight.</p> <p>CO(A)4: To familiarize learners with digital communication tools and netiquette for effective virtual communication.</p>	

<p>8</p>	<p>Course Outcomes: Student will be able to</p> <p>CO-1: Apply LSRW skills effectively in academic, social, and professional settings.</p> <p>CO-2: Demonstrate fluency and clarity in speaking and writing, with appropriate tone and register.</p> <p>CO-3: Interpret written and audio-visual texts from various domains with a critical understanding.</p> <p>CO-4: Prepare professional documents and communicate using contemporary digital platforms with confidence.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Listening and Reading for Academic and Professional Purposes</p> <p>1. Understanding Communication in Context:</p> <ul style="list-style-type: none"> ● 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) <p>2. Listening Skills:</p> <ul style="list-style-type: none"> ● 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 <p>3. Reading Skills:</p> <ul style="list-style-type: none"> ● 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 <p>Texts: Passages from industry reports, editorials, HR communications, NGO newsletters, and workplace scenarios.</p> <p>UNIT II: Speaking and Writing for Employability (15 Lectures)</p> <p>1. Speaking Skills:</p>

- 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

Question No	Nature of Questions	Marks
Q. 1	Short Notes (Attempt any 3 out of 5) - Unit 1 OR Attempt Essay Type question. (1 out of 2) - Unit 1	15
Q. 2	Short Notes (Attempt any 3 out of 5) - Unit 2 OR Attempt Essay Type question. (1 out of 2) - Unit 2	15
	Total	30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Writing Assignment: Students are required to draft a job application letter along with a resume using the following AI assistance: Canva Resume Builder, Resume.oi, Zety, Novopresume, Rezi etc OR Prepare an effective LinkedIn profile for professional networking and career opportunities	15

2.	Attendance: Attendance percentage will be evaluated to award marks.	05
	Total	20

11

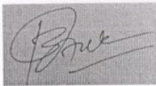

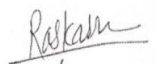
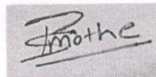
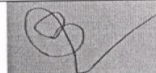

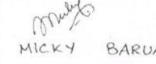
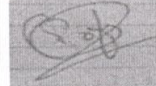
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1. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 3rd ed., Oxford UP, 2015.
2. Kaul, Asha. *Effective Business Communication*. 2nd ed., PHI Learning, 2015.
3. Lesikar, Raymond V., et al. *Business Communication: Connecting in a Digital World*. 13th ed., McGraw-Hill Education, 2014.
4. Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. 12th ed., Cengage Learning, 2021.
5. Rizvi, M. Ashraf. *Effective Technical Communication*. Tata McGraw-Hill, 2005.
6. Eberhard, Jane, et al. *Developing Academic Literacy: A Handbook for International Students*. Palgrave Macmillan, 2022.
7. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford UP, 2013.
8. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
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11. Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster, 2004.
12. Jones, Leo. *Cambridge Advanced Communication Skills*. Cambridge UP, 1989.
13. Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge UP, 2006.
14. Thill, John V., and Courtland L. Bovee. *Excellence in Business Communication*. 13th ed., Pearson, 2017.
15. Anderson, Paul V. *Technical Communication: A Reader-Centered Approach*. 9th ed., Cengage Learning, 2017.
16. Crystal, David. *English as a Global Language*. 2nd ed., Cambridge UP, 2003.
17. Palfrey, John, and Urs Gasser. *Born Digital: Understanding the First Generation of Digital Natives*. Basic Books, 2016.

	<p>18. Locker, Kitty O., and Donna Kienzler. <i>Business and Administrative Communication</i>. 11th ed., McGraw-Hill Education, 2018.</p>
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	<p>19. Cambridge University Press. <i>English for the Workplace: A Resource Book for Communication Skills</i>. Cambridge UP, 2016.</p>
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Syllabus Committee:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Kailas Aute	Professor & Head, Dept. of English, Smt. CHM College	
2.	Prof. (Dr.) B. R. Hiramani,	(VC Nominee, University of Mumbai) Pancham Khemraj College, Sawantwadi	
3.	Prof. (Dr.) Vikas Raskar	(Subject Expert outside University) Hutatma Rajguru Mahavidyalay, Rajguru Nagar, Khed, (Affiliated to Savitribai Phule University)	
4.	Prof. (Dr.) Prashant Mothe	(Subject Expert outside University) Aadarsh Mahavidyalay, Umerga, Dharashiv, (Affiliated to Dr. Baba Saheb Ambedkar Marathwada University)	
5.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	
6.	Ms. Sana Khan	Asst. Professor, Dept. of English, Smt. CHM College	
7.	Dr. Micky Barua	Faculty Vidyalankar Institute of technology, Alumni Member	 MICKY BARUA
8.	Ms. Sofy Verghese	Accenture, Industry Representative	

Name & Signature of the Ad-hoc BoS Chairperson: Prof. (Dr.) Kailas Aute



Name & Signature of the Dean: Prof. (Dr.) Nitin Arekar



Smt
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: CHMSINIAEC

Sr. No.	Heading	Particulars
1	Description the Course:	Communication is the core component of 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. Innovative approaches like critical thinking, creative mind, and use of technology will lead to communicating and participating with 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
7	Course Objectives: After successful completion of this course: CO(A) 1: The learner will get understanding of communication skills. CO(A) 2: The learner will understand how to accurate the pronunciation of special words in Sindhi CO(A) 3: The learner will improve the conversation skill in Sindhi. CO(A) 4: The learner will become best communicator in Sindhi language	
8	Course Outcomes: Student will be able to CO1: Know the basic special features of Sindhi language. CO2: Understand communication skills. CO3: Knowing the conversation with businessmen and customers CO4: Know the etiquettes with parents, relatives, friends and others in effective way	

Syllabus

UNIT I: Fundamental of Sindhi Communication

- Introduction of Communication skills 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

Syllabus

यूनित १: सिंधी राबते जो बुनियाद

- संचारी भाषा: वाक्फियत
- भाषा जी अहमियत
- भाषा जा बुनियादी पहलू
१) किस्म, २) भाषा जो किरदार, ३) भाषा मे तबदीलियूं, ४) भाषा जा अहिसासाती पहलू ५) बोली ऐ नई पीड़ी
६) बोली ऐ जदीद टेकनालाजी
- नई तैलीमी नीति ऐं बोलियुन जी अहमियत
- असां जी सिंधी बोली

यूनित २: अमली राबतो (असराइतो गालाइण जो तरीको)

- राबते जी अहमियत
- राबते जा किस्म
१) जिबानी राबतो, २) गैर जिबानी राबतो, ३) लिख्त राबतो ४) डिजीटल राबतो राबते मां फायदा
- राबते में रंडकुं
- बेहतर राबते जा तरीका
- ग्राहकन सां सिंधी बोलीअ मे गुफ्तगू
- कारोबार में सिंधी गालाइण

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

Question No	Nature of Questions	Marks
Q1.A)	Objective Type Questions (Unit- I)	05
Q1.B)	Attempt ANY 2 out of 4- (5 marks each) (Unit-I)	10
Q2.A)	Objective Type Questions (Unit- II)	05
Q2.B)	Attempt ANY 2 out of 4- (5 marks each) (Unit-II)	10
Total		30
Internal Examination: Continuous Evolution - 20 marks		Total 30

	Assessment / evaluation	Marks
1.	Written assignment on any one of the following topics 1) Draft a Notice and Report writing in Sindhi 2) Simulate dialogues such as interview, daily conversation and public speaking in Sindhi (Students are required to use AI assistance in the preparation of their drafts. Eg: Microsoft Copilot, Google Gemini, Google voice Typing tool)	15
2.	Class Attendance and Participation	05
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	
2.	Mrs. Komal Totani	Assistant Teacher, Smt. CHM College	

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

Name & Signature of the Dean: (Dr. Nitin Arekar)_____

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

First Year

Semester - I

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

**Vertical - 5
VEC Subject - 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 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 Lectures/Discussions/Presentations/Case Studies, etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To introduce about ecosystems, biodiversity and to make aware for the need of conservation.</p> <p>CO(A)2: To sensitize students towards environmental concerns, issues, and impacts of human population.</p> <p>CO(A)3: To analyze the impact of human population growth and development activities on the environment, including issues related to displacement, disaster response, and rehabilitation.</p> <p>CO(A)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.</p>
8	Course Outcomes:	<p>Student will be able to</p> <p>CO1: Explain the interrelationships within ecosystems and analyze energy flow and succession, using examples from various ecological zones.</p> <p>CO2: Critically evaluate biodiversity levels and conservation strategies, applying knowledge of endemic species, threats, and ecological services to real-world scenarios.</p> <p>CO3: Assess the socio-environmental implications of population growth, displacement, and disasters, incorporating case studies to understand sustainable development challenges.</p> <p>CO4: Demonstrate an understanding of environmental ethics and advocacy, by interpreting the influence of cultural values, environmental movements, and communication strategies on sustainability.</p>

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:
 - Forest ecosystem
 - Grassland ecosystem
 - Desert ecosystem
 - 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).

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Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

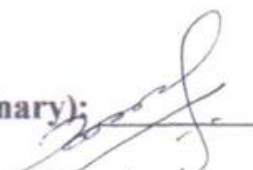
Attempt any 3 out of 4 questions.

Question No	Nature of Questions	Marks
Q1	Theory based on Unit I	10
Q2	Theory based on Unit I	10
Q3	Theory based on Unit II	10
Q4	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	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Carson, R. (2002). <i>Silent Spring</i>. Houghton Mifflin Harcourt. 2. Gadgil, M., & Guha, R. (1993). <i>This Fissured Land: An Ecological History of India</i>. University of California Press. 3. Gleeson, B., & Low, N. (Eds.). (1999). <i>Global Ethics and Environment</i>. Routledge. 4. Gleick, P. H. (1993). <i>Water in Crisis</i>. Pacific Institute for Studies in Development, Environment & Security; Stockholm Environment Institute; Oxford University Press. 5. Sodhi, N. S., Gibson, L., & Raven, P. H. (Eds.). (2013). <i>Conservation Biology: Voices from the Tropics</i>. John Wiley & Sons. 6. Thapar, V. (1998). <i>Land of the Tiger: A Natural History of the Indian Subcontinent</i>. 7. Warren, C. E. (1971). <i>Biology and Water Pollution Control</i>. W. B. Saunders. 8. Wilson, E. O. (2006). <i>The Creation: An Appeal to Save Life on Earth</i>. W. W. Norton. 9. Harper, Charles L. (2017). <i>Environment and Society: Human Perspectives on Environmental Issues</i> (6th Edition). Routledge. 10. Rajagopalan, R. (2011). <i>Environmental Studies: From Crisis to Cure</i>. Oxford University Press. 11. Harris, Frances (2012). <i>Global Environmental Issues</i> (2nd Edition). Wiley-Blackwell.
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Name & Signature of the Dean & Ad-hoc BoS Chairperson (Interdisciplinary):


Dr. Nitin Arekar



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

First Year

Semester - I

Title: Indian Knowledge System

**Vertical - 5
IKS Subject - 2 Credits**

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

Title: Indian Knowledge System
Course Code: CHMIKSI

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the Indian Knowledge System (IKS), emphasizing its historical depth, cultural relevance, and interdisciplinary value. Rooted in the context of Indian civilization, it explores the holistic development of knowledge from ancient to pre-modern times, including contributions in medicine, mathematics, logic, linguistics, governance, arts, and sciences. By revisiting the traditional education systems and intellectual heritage of India, the course encourages learners to connect ancient insights with contemporary disciplines. It aims to enhance awareness, foster appreciation of indigenous wisdom, and reveal the interconnectedness of various streams of knowledge, aligning with the goals of the NEP 2020.
2	Vertical 5	IKS
3	Type & Teaching Methods	Theory + Practicum Lectures/Discussions/Presentations/Case Studies, etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To sensitize the students about context in which they are embedded i.e. Indian culture and civilization including its Knowledge System and Tradition. CO(A)2: To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. CO(A)3: To help to study the enriched scientific Indian heritage. CO(A)4: To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	
8	Course Outcomes: Student will be able to CO1: Understand and appreciate the rich Indian Knowledge Tradition. CO2: Understand the contribution of Indians in various fields. CO3: Experience increase subject-awareness and self-esteem. CO4: Develop a comprehensive understanding of how all knowledge is ultimately intertwined.	

Syllabus

UNIT I: Introduction

- **Introduction to IKS** (What is knowledge System, Characteristic Features of Indian Knowledge System)
- **Why IKS?** (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)
- **Scope of IKS** (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)
- **Tradition of IKS** (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)
- **Relevant sites in the vicinity of the Institute** (Water Management System at Kanheri, Temple Management of Ambernath, etc.)

UNIT II

- Medicine (Ayurveda)
- Alchemy
- Mathematics
- Logic
- Art of Governance (Arthashastra)

UNIT III (Select Any FIVE out of the following)

- Aesthetics
- Town Planning
- Strategic Studies
- Krishi Shastra
- Vyakaran & Lexicography
- Natyashastra
- Ancient Sports
- Astronomy
- Yoga and Wellbeing
- Linguistics
- Chitrasutra
- Architecture
- Taxation
- Banking
- Trade and Commerce

10**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 all questions.

Question No	Nature of Questions	Marks
Q1	Attempt any two out of five	06
Q2	Attempt any three out of five	12
Q3	Attempt any three out of fifteen	12
TOTAL		30


Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Class test during lectures (MCQ / Short notes / Match the pairs / Puzzles)	10
2.	Participation in Workshop / Conference / Seminar / Case Study / Field Visit / Certificate Course / Project presentation / Viva	10
TOTAL		20

11**REFERENCES:**

1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa.
2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banarasidas, Delhi 1958.
3. History of Chemistry in Ancient India & Medieval India, P. Ray- Indian Chemicals Society, Calcutta 1956.
4. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965.
5. MacDonnell A.A- History of Sanskrit literature.
6. Winternitz M- History of Indian Literature Vol. I, II.
7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol' I.
8. Ramkrishna Mission- cultural heritage of India Vol' I, II.
9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III.
10. Keith A.B- History of Sanskrit literature.

Name & Signature of the Dean & Adhoc BoS Chairperson (Interdisciplinary):


(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**

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

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

First Year

Semester- I

Title: Cocurricular Course I

**Vertical - 6
Cocurricular Course - 2 Credits**

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

Title: Cocurricular Course - I

Course Code: CHMCCI6

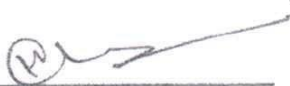
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement and experiential learning. Students are encouraged to explore their interests and talents by engaging in cultural, social, literary, sports, extension, or club-based events conducted by the college throughout the academic year.</p> <p>Participation will be recorded and assessed based on involvement, initiative, team spirit, creativity, and consistency. The aim is to nurture essential life skills such as leadership, communication, collaboration, and responsibility in a supportive, informal setting.</p> <p>This non-theory course offers students the opportunities and the freedom to learn beyond the classroom and grow into well-rounded individuals, contributing positively to campus life and society.</p>
2	Vertical 6	Cocurricular Course (Mandatory)
3	Type Teaching Methods	Non Theory Participation, Report Writing, Presentation etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To inculcate a spirit of active participation in cultural, social, environmental, and creative activities. 2. To enhance personal and interpersonal skills through real-life experiences and teamwork. 3. To foster a sense of responsibility, leadership, and community engagement among students. 4. To develop self-confidence and emotional well-being through creative expression and collaboration. 5. To integrate classroom learning with experiential learning for holistic growth.
8	Learning Outcomes:	<p>By the end of the course, students will be able to:</p> <p>LO1: Participate meaningfully in diverse co-curricular activities and reflect on their learning experiences.</p> <p>LO2: Demonstrate improved communication, leadership, and teamwork skills.</p> <p>LO3: Exhibit increased awareness of social responsibility and civic engagement.</p> <p>LO4: Build confidence through creative, cultural, and intellectual expressions.</p> <p>LO5: Maintain a portfolio or activity log to track participation and personal development.</p>

9	Syllabus																											
	Unit I - Suggested Areas of Participation in the activities: <ul style="list-style-type: none"> • Cultural Events: Drama, dance, music, literary events, debates, etc. • Social Outreach: Blood donation, awareness campaigns, cleanliness drives. • Clubs & Societies: Photography, quiz, environment club, shram club, etc. • Sports & Fitness: College tournaments, yoga, marathons, fitness challenges. • Institutional Events: Foundation Day, Annual Day, College Festivals, Intercollegiate events. • National Festivals: Independence Day, Republic Day etc. Unit II - Program Specific Topics <ul style="list-style-type: none"> • Workshops/Seminars: Report Writing, Personality Development, Soft Skills, Leadership Talks. • Speak, Show, Shine: Presentation / Poster Presentation / Viva and Learning Experience Mode of Evaluation: <ul style="list-style-type: none"> • Faculty Coordinator: To guide and evaluate student progress. • Participation Proof: Certificates, photos, attendance records. • Reflective Journal: Minimum 2-3 pages summarizing experiences, learning, and growth. • Final Viva/Presentation: 5-minute talk on poster presentation and on overall learning. 																											
10	Scheme of Examination and Assessment Pattern Based on 3 approved Activities Semester End External - 30 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Activity No</th> <th style="width: 65%;">Nature of Activities</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Title of Approved Activity - 1</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Title of Approved Activity - 2</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Title of Approved Activity - 3</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> Internal Examination: Continuous Evaluation – 20 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 85%;">Assessment / Evaluation</th> <th style="width: 10%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Reflective journal</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Presentation/ poster presentation/viva</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Activity No	Nature of Activities	Marks	1.	Title of Approved Activity - 1	10	2.	Title of Approved Activity - 2	10	3.	Title of Approved Activity - 3	10	Total		30		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20
Activity No	Nature of Activities	Marks																										
1.	Title of Approved Activity - 1	10																										
2.	Title of Approved Activity - 2	10																										
3.	Title of Approved Activity - 3	10																										
Total		30																										
	Assessment / Evaluation	Marks																										
1.	Reflective journal	10																										
2.	Presentation/ poster presentation/viva	10																										
Total		20																										

Suggested Readings:

- How to Win Friends and Influence People
- The 7 Habits of Highly Effective People
- Thinking, Fast and Slow
- Leaders Eat Last
- Talk Like Ted

Name & Signature of the Principal & Chairperson, Academic Council:


 Dr. Manju Lalwani Pathak





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

Bachelor of Arts
(English)
(Aided)

Semester – II

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

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

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

Semester- II

Title: Introduction to Literatures in English: II

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

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

Title: Introduction to Literatures in English: II
Course Code: CHMENGIII

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>The course builds upon the foundation of <i>Introduction to Literatures in English – II</i> and aims to deepen learners’ engagement with prose forms- particularly short stories and essays- across global literary traditions. Aligned with the vision of the National Education Policy (NEP) 2020, the course integrates aesthetic appreciation with analytical rigor, nurturing critical, creative, and ethical sensibilities among learners. Through a curated selection of texts from diverse cultural contexts, students will explore the evolution of human thought, emotion, and social consciousness as reflected in literature.</p> <p>The course also emphasizes research, reflective writing, and interdisciplinary connections, enabling students to appreciate literature as both an art form and a mode of understanding lived experiences in a globalized world.</p>
2	Vertical 1	Major
3	Type	Theory+ Practicum (Teaching Methods: Lecture/ Discussion/ Reading sessions/ Role Play /Seminar/ Literature Review etc.)
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>By the end of the course, learners will be able to:</p> <p>CO(A)1: To acquaint learners with representative forms of short stories and essays across global traditions.</p> <p>CO(A)2: To develop the ability to analyze structure, narrative voice, style, and thematic depth in prose.</p> <p>CO(A)3: To enhance skills of interpretation, argumentation, and academic writing through textual engagement.</p> <p>CO(A)4: To cultivate critical and creative thinking by exploring contemporary issues- gender, identity, class, ecology, and technology- through literary discourse.</p>

	CO(A)5: To promote interdisciplinary awareness by relating literary expression to historical, cultural, and philosophical frameworks.
8	<p>Course Outcomes: Upon successful completion, learners will be able to:</p> <p>CO-1: Identify and distinguish key forms and stylistic features of short stories and essays.</p> <p>CO-2: Apply critical approaches in interpreting literary texts across different contexts.</p> <p>CO-3: Exhibit improved communication and presentation skills through analysis and discussion.</p> <p>CO-4: Conduct independent research and connect literature with broader socio-cultural discourses.</p> <p>CO-5: Demonstrate empathy, ethical awareness, and a nuanced understanding of human experience through literature.</p>
9	<h2>Syllabus</h2>
	<p>UNIT I: Short Stories from the West 15 hours</p> <ol style="list-style-type: none"> 1. Ernest Hemingway – <i>A Clean, Well-Lighted Place</i> 2. Katherine Mansfield – <i>The Garden Party</i> 3. O. Henry – <i>The Last Leaf</i> <p>Focus: Realism, irony, and the human condition in modern Western storytelling.</p>
	<p>UNIT II: Short Stories from India 15 hours</p> <ol style="list-style-type: none"> 1. R.K. Narayan – “An Astrologer’s Day” 2. Khushwant Singh – “The Portrait of a Lady” 3. Anita Desai – “A Devoted Son” <p>Focus: Indian social life and moral imagination- exploring family bonds, faith, irony, and the subtle interplay between tradition and modernity.</p>
	<p>UNIT III: Classical and Modern Essays 15 hours</p> <ol style="list-style-type: none"> 1. Francis Bacon – <i>Of Studies</i> 2. George Orwell – <i>Shooting an Elephant</i> 3. Rebecca Solnit – <i>Men Explain Things to Me</i> <p>Focus: From aphoristic wisdom to social critique and feminist reflection.</p>
	<p>UNIT IV: Indian and Contemporary Essays 15 hours</p> <ol style="list-style-type: none"> 1. A.P.J. Abdul Kalam – <i>My Vision for India</i> 2. Sudha Murthy – <i>How I Taught My Grandmother to Read</i> 3. Arundhati Roy – <i>The End of Imagination</i> (abridged version) <p>Focus: Nation-building, ethics, education, and social justice in Indian prose.</p>

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
Q. 1	a) Short Notes: 3 out of 5 (150–200 words each) Unit – I OR b) 1 Long Answer (500–600 words) Unit – I	15
Q. 2	(a) Short Notes: 3 out of 5 (150–200 words each) – Unit 2 OR (b) 1 Long Answer (500–600 words) – Unit 2	15
Q. 3	(a) Short Notes: 3 out of 5 (150–200 words each) – Unit 3 OR (b) 1 Long Answer (500–600 words) – Unit 3	15
Q. 4	(a) Short Notes: 3 out of 5 (150–200 words each) – Unit 4 OR (b) 1 Long Answer (500–600 words) – Unit 4	15
		60

Internal Examination: Continuous Evaluation - 40 marks

NB: Students are required to use Perplexity AI as a research-support tool for the completion of their projects/assignments. They are expected to utilize the platform for literature search, source exploration, idea development, and academic inquiry, while ensuring originality, critical evaluation, and proper ethical use of AI-assisted content.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Research based assignment or project	30
2.	Class room Participation attendance & Presentation:	10
	Total	40

REFERENCES:

1. Abrams, M. H. *A Glossary of Literary Terms*. 10th ed., Cengage Learning, 2014.
2. Bacon, Francis. *Of Studies*. 1597. In *The Essays*, edited by John Pitcher, Penguin Classics, 1985.
3. Bond, Ruskin. *Collected Short Stories*. Penguin Books, 2016.
4. Desai, Anita. "A Devoted Son." In *Games at Twilight and Other Stories*, Vintage, 1998.
5. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell, 1996.
6. Hemingway, Ernest. "A Clean, Well-Lighted Place." In *The Complete Short Stories of Ernest Hemingway: The Finca Vigía Edition*, Scribner, 1987.
7. Kalam, A. P. J. Abdul. *Ignited Minds: Unleashing the Power Within India*. Penguin Books, 2002.
8. Khushwant Singh. "The Portrait of a Lady." In *The Collected Stories of Khushwant Singh*, Penguin Books, 2005.
9. Lodge, David. *The Art of Fiction*. Penguin Books, 2011.
10. Mansfield, Katherine. "The Garden Party." In *The Garden Party and Other Stories*, Wordsworth Classics, 1996.
11. Murthy, Sudha. *How I Taught My Grandmother to Read and Other Stories*. Penguin Books, 2004.
12. Narayan, R. K. "An Astrologer's Day." In *An Astrologer's Day and Other Stories*, Indian Thought Publications, 1947.
13. O. Henry [William Sydney Porter]. "The Last Leaf." In *The Four Million*, Doubleday, 1906.
14. Orwell, George. "Shooting an Elephant." In *Essays*, Penguin Modern Classics, 2000.
15. Roy, Arundhati. "The End of Imagination." In *The Algebra of Infinite Justice*, Penguin Books, 2002.
16. Solnit, Rebecca. *Men Explain Things to Me*. Haymarket Books, 2014.
17. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Routledge, 2015.
18. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP, 2006.

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

First Year B. A.

Semester- II

**Vertical - 2
(Minor)**

Not Applicable

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

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

First Year B. A.

Semester- II

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

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



HSNC Board's

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14



Faculty of Interdisciplinary

Vertical 3: List of Open Elective Skill Based Courses for First Year: Semester – II

Sr. No.	Nomenclature of the Paper
1	Cyber and Digital Safety
2	Audio -Video Editing Foundation for Graphics Design and Basics of Animation II
3	Basic Tools of AI for Economics and Education - II
4	English for Professional and Corporate World
5	Urbanisation and Real Estate
6	Business of Travel and Tours-II
7	Managing Family Wealth through Family Office
8	Interactive Web Design using Java Script
9	Basics of Nutrition II
10	Reels Production and Creator Branding
11	Performing Art
12	Data Analysis with Advanced Excel
13	Advanced Political Communication and Media Skills
14	Stress Management
15	Social Media and Society Identity, Power and Digital Citizenship
16	Mushroom Cultivation Training and Trading Level
17	Yoga and Fitness II
18	Basic Perfumery Course (Level-II)
19	Soft Skills II-Personal and Interpersonal Effectiveness
20	Beautician - Strategic Business Planning-II
21	Current Trends of Fashion Designing- Financial Perspective Level-II
22	Basic Accounting-II
23	Digital Marketing II
24	Online Trading and Stock Market-II
25	Event Management Course in Sindhi



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

First Year B. A.

Semester- II

**Vertical - 4
(Vocational Skill Course)
2 Credits**

Title of the Course: Creative Writing II

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

Title: Creative Writing: II
Course Code: CHMENGII3

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>This course introduces learners to the craft of writing fiction and drama with a focus on creativity, structure, and audience engagement. It blends traditional forms of storytelling with emerging genres such as screenwriting, short-form digital fiction, and audio scripts.</p> <p>Students will learn to create plots, build characters, and write dialogues while exploring the creative process from idea generation to finished work. The course nurtures confidence, originality, and adaptability, equipping learners with practical skills relevant to publishing, theatre, film, and new-media writing.</p>
2	Vertical 4	VSC
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To familiarize learners with the elements, forms, and techniques of creative writing for fiction and drama.</p> <p>CO(A)2: To guide students through the process of developing ideas into structured creative pieces.</p> <p>CO(A)3: To introduce contemporary trends in fiction, theatre, film, and digital storytelling.</p> <p>CO(A)4: To enhance students' ability to revise, critique, and present their own creative work.</p> <p>CO(A)5: To encourage writing as a lifelong skill for professional and personal expression.</p>

8	<p>Course Outcomes: After successful completion of this course, learners will be able to:</p> <p>CO-1: Identify and apply the key components of narrative and dramatic writing.</p> <p>CO-2: Create original works of fiction or drama with well-defined plots, characters, and dialogues.</p> <p>CO-3: Demonstrate awareness of the creative process- planning, drafting, revising, and editing.</p> <p>CO-4: Adapt storytelling techniques to contemporary platforms such as podcasts, web series, and short films.</p> <p>CO-5: Present and evaluate creative works using critical feedback and peer review.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT- I 15 hours</p> <p>1.1. Elements and Forms</p> <ul style="list-style-type: none"> • <i>Fiction:</i> Plot, Setting, Character, Dialogue, Point of View, Tone, and Theme • <i>Drama:</i> Conflict, Scene, Stage Directions, Subtext, Dramatic Irony, Monologue • <i>Emerging Forms:</i> Flash Fiction, Micro-Drama, Scriptwriting for Digital Platforms <p>1.2. The Creative Process</p> <ul style="list-style-type: none"> • Idea Generation: Theme hunting, spark creation, observation, research • Pre-Writing: Brainstorming, outlining, and character sketches • Writing: Structuring scenes/chapters, pacing, and dialogue creation • Rewriting: Editing, feedback incorporation, and polishing drafts <p>Learning Focus: Understanding creativity as a process - from concept to composition - and applying it to fiction and drama using current media and cultural contexts.</p> <p>UNIT II: Practice of Writing Fiction and Drama 15 hours</p> <p>2.1. Writing Fiction:</p> <ul style="list-style-type: none"> • Anecdote • Flash Fiction / Microfiction • Short Story • Novella (Concept Draft) • Narrative for Visual Media (Web Series / Film Outline) <p>2.2. Writing Drama:</p> <ul style="list-style-type: none"> • Skit / Street Play • One-Act Play • Monologue / Soliloquy • Radio Play / Podcast Script

- Screenwriting (Basic Scene and Dialogue Draft)

Learning Focus:

NB: Students are required to make use of AI-enabled creative writing tools such as Claude AI, Sudowrite, or equivalent platforms for idea generation, story development, drafting, editing, and creative experimentation as part of project and assignment work. The use of AI should support originality, imagination, ethical academic practice, and the development of students' creative writing skills.

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 (Any 3 out of 5) on Unit 1 and 2	15
Q. 2 (A)	Practical Question: Write an anecdote, scene, or dialogue on any one of the given topics	08
Q. 2 (B)	Reflective Question: Write briefly about your own creative writing process or experience	07
Total		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment/evaluation	Marks
1.	Write an original anecdote or short story on a theme of your choice, followed by a brief reflective commentary on your creative writing process. Students may make ethical use of AI tools such as ChatGPT, Writesonic, Google Gemini, or Microsoft Copilot for brainstorming, language enhancement, and structural guidance. Evaluation will be based on originality, creativity, narrative effectiveness, reflective insight, and responsible use of AI tools.	15
2.	Classroom Participation : Involvement in discussions, critiques, and peer review	05
Total		20

11

REFERENCES:

1. Abrams, M. H. *A Glossary of Literary Terms*. 10th ed., Cengage, 2014.
2. Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge UP, 2002.
3. Bell, James Scott. *How to Write Dazzling Dialogue*. Compendium Press, 2014.
4. Bell, Julia, and Paul Magrs, editors. *The Creative Writing Coursebook*. Macmillan, 2001.

5. Clark, Roy Peter. *Writing Tools: 55 Essential Strategies for Every Writer*. Little, Brown, 2008.
6. Goldberg, Natalie. *Writing Down the Bones*. Shambhala, 1986.
7. King, Stephen. *On Writing: A Memoir of the Craft*. Scribner, 2000.
8. Ueland, Brenda. *If You Want to Write*. General Press, 2019.
9. Zinsser, William. *On Writing Well*. HarperCollins, 2006.
10. Earnshaw, Steven, editor. *The Handbook of Creative Writing*. Edinburgh UP, 2007.
11. McKee, Robert. *Story: Substance, Structure, Style and the Principles of Screenwriting*. Methuen, 2010.

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

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

**Semester- II
Title of the Course: English at Workplace
Vertical - 4
Syllabus for Two Credit Course
(Skill Enhancement Course)**

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

Title: English at Workplace
Course Code: CHMENGII4

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>English has become the global language of business, technology, and diplomacy. This course, <i>English at Workplace</i>, is designed to enhance learners' professional communication competence- oral, written, and digital-so they can interact effectively in corporate, public, and entrepreneurial environments.</p> <p>It equips learners with practical skills for meetings, presentations, business correspondence, and online professionalism, while emphasizing intercultural communication, emotional intelligence, and ethics at work.</p>
2	Vertical 4	SEC- English at Workplace
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: To train learners to communicate confidently and professionally in workplace settings.</p> <p>CO(A)2: To develop pronunciation, vocabulary, and grammar appropriate for formal and semi-formal contexts.</p> <p>CO(A)3: To enable learners to handle meetings, presentations, negotiations, and virtual interactions effectively.</p> <p>CO(A)4: To enhance business writing, email etiquette, and digital communication skills.</p> <p>CO(A)5: To foster professionalism, courtesy, and cultural awareness in global workplaces.</p>	

8	<p>Course Outcomes: Students will be able to</p> <p>CO-1: Use English at the workplace with accuracy, fluency, and confidence.</p> <p>CO-2: Apply effective communication techniques in meetings, interviews, presentations, and virtual collaborations.</p> <p>CO-3: Draft professional documents such as reports, proposals, and business emails.</p> <p>CO-4: Demonstrate business etiquette, diplomacy, and cross-cultural competence.</p> <p>CO-5: Exhibit employability skills suited for contemporary corporate and public-sector environments.</p>
9	<p style="text-align: center;">Syllabus</p> <p>Unit I – Spoken English for Professional Settings (15 Hours)</p> <ul style="list-style-type: none"> • Pronunciation, stress, and intonation for clarity • Telephone, video-call, and meeting etiquette • The Elevator Pitch – introducing yourself effectively • Conducting and participating in meetings • Giving and receiving feedback politely • Presentation skills – organizing and delivering a talk • Interview skills – preparing and responding to common questions <p>Focus: Confidence building, interpersonal skills, and effective speaking for professional contexts.</p> <p>Unit II – Written English for the Workplace (15 Hours)</p> <ul style="list-style-type: none"> • Writing professional emails and memos • Drafting notices, agendas, minutes, and reports • Writing job applications, résumés, and cover letters • Using polite, gender-neutral, and diplomatic language • Handling complaints and refusals tactfully • Avoiding common grammatical errors <p>Focus: Developing clear, concise, and correct written communication for workplace needs.</p>

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 – 3 out of 5 (from Unit I) OR Essay Type – 1 out of 2 (from Unit I)	15
Q. 2	Short Notes – 3 out of 5 (from Unit II) OR Essay Type – 1 out of 2 (from Unit II)	15
Total		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Students may make ethical and responsible use of AI-enabled tools such as <i>Writesonic</i> for professional writing support and content development, and <i>Speechify</i> for pronunciation improvement, spoken English practice, and communication enhancement for the completion of internal assignments. Assessment shall be based on originality, effective communication, practical application of skills, and responsible use of AI tools. Assignment: Writing task – résumé, email, or report	15
2.	Class Attendance and Participation	05
Total		20

11

REFERENCES:

1. Barduhn, Susan, and Tim Bowen. *English for Everyone: Business English Course Book*. DK Publishing, 2017.
2. Canavor, Natalie. *Business Writing Today: A Practical Guide*. Sage, 2019.
3. Mascull, Bill. *Business Vocabulary in Use*. Cambridge UP, 2004.
4. Mehra, Shital Kakkar. *Business Etiquette: A Guide for the Indian Professional*. HarperCollins, 2012.
5. Raman, Meenakshi, and Sangeeta Sharma. *Professional English*. OUP, 2019.
6. Whitby, Norman. *Business Benchmark Pre-Intermediate to Intermediate*. Cambridge UP, 2013.
7. Williams, Erica. *Presentations in English: Find Your Voice as a Presenter*. Macmillan, 2008.

Useful Online Resources:

- | | |
|--|---|
| | <ul style="list-style-type: none">• https://learnenglish.britishcouncil.org/business-english• https://www.businessenglishpod.com• https://www.engvid.com/topic/business-english |
|--|---|

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

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

**Semester- II
Vertical - 5**

Ability Enhancement Course (AEC) - 2 Credits

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

Title: English for Academic and Professional Communication

Course Code: CHMARTAECII

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>The course English for Academic and Professional Communication is designed to enhance learners' linguistic proficiency, analytical ability, and communication competence required in both academic and workplace environments. It integrates <i>language, critical thinking, and digital literacy</i> to prepare students for real-world contexts where effective expression and interpretation are key.</p> <p>Through practice-based learning, learners will refine their <i>listening, speaking, reading, and writing (LSRW)</i> skills, while developing clarity, coherence, and confidence in diverse communicative situations. The course also emphasizes <i>academic writing conventions, interpersonal communication, and digital fluency</i> to help learners adapt to global and multicultural professional scenarios.</p> <p>By the end of the course, students will demonstrate proficiency in structured academic writing, articulate verbal communication, and informed critical expression.</p>
2	Vertical 5	AEC: “English for Academic and Professional Communication”
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To strengthen learners' ability to communicate effectively in academic and professional contexts. CO(A)2: To develop proficiency in writing structured, formal, and purpose-driven texts.	

	<p>CO(A)3: To enhance oral and interpersonal communication through practice-oriented sessions.</p> <p>CO(A)4: To build critical awareness of digital and media communication practices.</p> <p>CO(A)5: To promote confidence, accuracy, and creativity in both written and spoken English.</p>
8	<p>Course Outcomes: After completing this course, learners will be able to:</p> <p>CO-1: Communicate ideas effectively using academic and professional registers of English.</p> <p>CO-2: Demonstrate clarity, fluency, and coherence in verbal and written communication.</p> <p>CO-3: Apply academic writing conventions such as tone, structure, citation, and logical flow.</p> <p>CO-4: Engage critically with texts, visuals, and digital media for interpretation and response.</p> <p>CO-5: Exhibit professional etiquette, teamwork, and intercultural competence in communication.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Communication for Academic Excellence 15 hours</p> <p>1.1. Foundations of Effective Communication</p> <ul style="list-style-type: none"> • Elements and barriers of communication • Verbal and non-verbal communication strategies • Listening skills and note-taking techniques <p>1.2. Academic Discourse and Expression</p> <ul style="list-style-type: none"> • Reading for comprehension and analysis • Structuring paragraphs and developing arguments • Paraphrasing, summarizing, and synthesizing ideas <p>1.3. Oral and Presentation Skills</p> <ul style="list-style-type: none"> • Group discussions, debates, and public speaking • Seminar presentations and peer feedback • Active listening and responding in academic dialogue <p><i>Learning Emphasis: Building precision, articulation, and critical response in academic contexts.</i></p> <p>UNIT II: Communication for Professional Development 15 hours</p> <p>2.1. Professional Writing and Documentation</p> <ul style="list-style-type: none"> • Report writing • Writing proposals, memos, and meeting minutes <p>2.2. Workplace and Digital Communication</p> <ul style="list-style-type: none"> • Cross-cultural and team communication in professional spaces • Business and technical communication essentials • Writing for online platforms: blogs, LinkedIn, and professional networking <p>2.3. Media and Visual Literacy</p>

- Interpreting advertisements, infographics, and social media content
- Writing captions, press notes, and short formal posts

Learning Emphasis: Application of communication skills in real-world and digital professional settings.

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 (3 out of 5) on <i>Unit I</i> OR Essay-Type Question (1 out of 2) on <i>Unit I</i>	15
Q. 2	Short Notes (3 out of 5) on <i>Unit II</i> OR Essay-Type Question (1 out of 2) on <i>Unit II</i>	15
Total		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance and Participation	05
Total		20


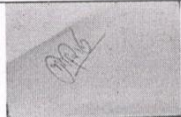

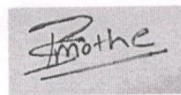
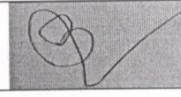
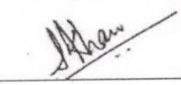
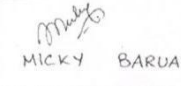

11

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| | <ol style="list-style-type: none"><li data-bbox="331 191 1528 268">7. Carter, Ronald, and Michael McCarthy. <i>Cambridge Grammar of English</i>. Cambridge UP, 2006.<li data-bbox="331 296 1073 331">8. Jones, Leo. <i>Working in English</i>. Cambridge UP, 2005.<li data-bbox="331 359 1528 436">9. Garner, Bryan A. <i>HBR Guide to Better Business Writing</i>. Harvard Business Review Press, 2013.<li data-bbox="331 464 1419 531">10. McCarthy, Michael, and Felicity O'Dell. <i>English Collocations in Use: Advanced</i>. Cambridge UP, 2017. |
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Syllabus Committee:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Kailas Aute	Professor & Head, Dept. of English, Smt. CHM College	
2.	Prof. (Dr.) B. R. Hiramani,	(VC Nominee, University of Mumbai) Pancham Khemraj College, Sawantwadi	
3.	Prof. (Dr.) Vikas Raskar	(Subject Expert outside University) Hutatma Rajguru Mahavidyalay, Rajguru Nagar, Khed, (Affiliated to Savitribai Phule University)	
4.	Prof. (Dr.) Prashant Mothe	(Subject Expert outside University) Aadarsh Mahavidyalay, Umerga, Dharashiv, (Affiliated to Dr. Baba Saheb Ambedkar Marathwada University)	
5.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	
6.	Ms. Sana Khan	Asst. Professor, Dept. of English, Smt. CHM College	
7.	Dr. Micky Barua	Faculty Vidyalankar Institute of technology, Alumni Member	 MICKY BARUA
8.	Ms. Sofy Verghese	Accenture, Industry Representative	

Name & Signature of the Ad-hoc BoS Chairperson: Prof. (Dr.) Kailas Aute



Name & Signature of the Dean: Prof. (Dr.) Nitin Arekar





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

**Bachelor of Commerce/
Arts/Science/ SFC
(Sindhi)**
(AEC – Ability Enhancement Course)
(Aided Course)

Semester – II

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

PREAMBLE

The Bachelor of Commerce (B.Com.) in Sindhi is a comprehensive program designed to develop Sindhi language. Language is the soul of Literature. Sindhi is medium of Communication, Education and Cultural exchange. Curriculum is designed specially in digital age.

Language enriches literature. This curriculum is prepared according to Social, Cultural and Academic needs. The B.Com. Sindhi subject offers students a unique opportunity to explore and widened Sindhi Culture through a wide range of literary programs. The curriculum not only emphasizes literary appreciation and analysis but also fosters ethical awareness, intercultural sensitivity and social responsibility.

The program is committed to developing critical thinking, ethical reasoning and inclusive perspectives. It encourages students to reflect and engage with communication in Sindhi, expertise in Business and Employment Creative work, meditation and listening, use of visual tails, expertise of asking questions, knowledge of different languages through communication.

Language allows us to share our ideas, thoughts, feelings and emotions with others through communication. There is a special contribution of the ideal citizen in nation building. It plays crucial role in creating civilized society.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO-1 Students will understand the communication skills and role of language in communication.

PSO-2 Students will be able to talk effectively in Sindhi language with friends, relatives and Business customers.

PSO-3 Students will understand aspects of language.

PSO-4 Students will be able to understand the Importance of communication, and they will communicate in different ways i.e. verbal, non-verbal, written and Digital methods.

Smt
Smt. Chandibai Himathmal Mansukhani College
(Autonomous)

First Year

Semester- II

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: CHMSINIIAEC

Sr. No.	Heading	Particulars
1	Description the Course:	Communication is the core component of 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. Innovative approaches like critical thinking, creative mind, and use of technology will lead to communicating and participating with 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
7	Course Objectives: After successful completion of this course: CO(A) 1: The learner will get understanding of communication skills. CO(A) 2: The learner will understand how to accurate the pronunciation of special words in Sindhi CO(A) 3: The learner will improve the conversation skill in Sindhi. CO(A) 4: The learner will become best communicator in Sindhi language	
8	Course Outcomes: Student will be able to CO1: Know the basic special features of Sindhi language. CO2: Understand communication skills. CO3: Knowing the conversation with businessmen and customers CO4: Know the etiquettes with parents, relatives, friends and others in effective way	

Communication Skills in Sindhi**UNIT I: Everyday & Professional Communication in Sindhi**

- Daily Life Conversation Skills: Greetings and introductions, asking for information, making requests/giving instructions, small talk in simple Sindhi
- Workplace & Business Communication: Customer interaction, Office enquiries, permissions, complaints, Bank/shop/travel conversation, Basic telephone conversation, Short Event Reports

UNIT II: Digital & Modern Communication in Sindhi

- Email & Message Writing: Professional emails, WhatsApp/SMS etiquette, Announcements, reminders
- Product and Promotive Communication: Short ads, Taglines & slogans, Simple product description, Pitch Presentation, Interview / Communication for Market

Syllabus

Communication Skills in Sindhi

यूनिट १: रोज़मरह जी जिंदगी में गुफ्तगू (सिंधीअ में):

- वाकुफ़ियत ड़ियण ऐ ज़ाण हासुल करण, वैंती मोकिलण, अर्ज करण, हिदायतूं ड़ियण, सौली सिंधीअ में ग़ालाईण.
- कम करण वारी जग़ह ते राबतो ऐ कारोबारी राबतो: ग्राहकनि सा गुफ्तगू, ऑफिस में पूछताछ, परमीशन, शिकायत पत्र, बैंक जे करमचारियुनि सा गुफ्तगू, ग्राहकनि सा ग़ालिहाइणि, बेसिक टेलीफोनिक संवादु, नंडे जशन जी रिपोर्ट.

यूनिट २: डिजिटल ऐ आधुनिक संवादु (सिंधी में):

- ईमेल ऐ मैसेज लिखण, पेशेवर ईमेल, वाट्सप ऐ समसे (Message) जा शिष्टाचार (Etiquettes), घोषणा याद ड़ियारण वारो नोट (Reminders),
- उत्पाद ऐ प्रचार प्रसार संवादु, नंडो विज्ञापन (Small Ads), टैगलाइन ऐ स्लोगन सौलो उत्पाद वर्णन.
- पिच प्रिन्टेशन, इंटरव्यू, मार्केट रिसर्च जे लाइ संवादु.

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		
	Question No	Nature of Questions	Marks
	Q1.A)	Objective Type Questions (Unit- I)	05
	Q1. B)	Attempt ANY 2 out of 4- (5 marks each) (Unit-I)	10
	Q2.A)	Objective Type Questions (Unit- II)	05
	Q2. B)	Attempt ANY 2 out of 4- (5 marks each) (Unit-II)	10
	Total		30
Internal Examination: Continuous Evolution - 20 marks			
		Total 30	
	Assessment / evaluation	Marks	
1.	Written assignment on any one of the following topics 1) Draft a formal letter and formal E_mail in Sindhi 2) Write a conversation between Customer and Shopkeeper, Nurse and patient. (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Powtoon, Elicit)	15	
2.	Class Attendance and Participation	05	
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		

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

Name & Signature of the Dean: (Dr. Nitin Arekar) _____

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

First Year B. A.

Semester- II

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

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

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

First Year

Semester- II

Title: Cocurricular Course I

**Vertical - 6
Cocurricular Course - 2 Credits**

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

Title: Cocurricular Course - I

Course Code: CHMCCI6

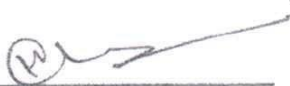
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement and experiential learning. Students are encouraged to explore their interests and talents by engaging in cultural, social, literary, sports, extension, or club-based events conducted by the college throughout the academic year.</p> <p>Participation will be recorded and assessed based on involvement, initiative, team spirit, creativity, and consistency. The aim is to nurture essential life skills such as leadership, communication, collaboration, and responsibility in a supportive, informal setting.</p> <p>This non-theory course offers students the opportunities and the freedom to learn beyond the classroom and grow into well-rounded individuals, contributing positively to campus life and society.</p>
2	Vertical 6	Cocurricular Course (Mandatory)
3	Type Teaching Methods	Non Theory Participation, Report Writing, Presentation etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To inculcate a spirit of active participation in cultural, social, environmental, and creative activities. 2. To enhance personal and interpersonal skills through real-life experiences and teamwork. 3. To foster a sense of responsibility, leadership, and community engagement among students. 4. To develop self-confidence and emotional well-being through creative expression and collaboration. 5. To integrate classroom learning with experiential learning for holistic growth.
8	Learning Outcomes:	<p>By the end of the course, students will be able to:</p> <p>LO1: Participate meaningfully in diverse co-curricular activities and reflect on their learning experiences.</p> <p>LO2: Demonstrate improved communication, leadership, and teamwork skills.</p> <p>LO3: Exhibit increased awareness of social responsibility and civic engagement.</p> <p>LO4: Build confidence through creative, cultural, and intellectual expressions.</p> <p>LO5: Maintain a portfolio or activity log to track participation and personal development.</p>

9	Syllabus																											
	Unit I - Suggested Areas of Participation in the activities: <ul style="list-style-type: none"> • Cultural Events: Drama, dance, music, literary events, debates, etc. • Social Outreach: Blood donation, awareness campaigns, cleanliness drives. • Clubs & Societies: Photography, quiz, environment club, shram club, etc. • Sports & Fitness: College tournaments, yoga, marathons, fitness challenges. • Institutional Events: Foundation Day, Annual Day, College Festivals, Intercollegiate events. • National Festivals: Independence Day, Republic Day etc. Unit II - Program Specific Topics <ul style="list-style-type: none"> • Workshops/Seminars: Report Writing, Personality Development, Soft Skills, Leadership Talks. • Speak, Show, Shine: Presentation / Poster Presentation / Viva and Learning Experience Mode of Evaluation: <ul style="list-style-type: none"> • Faculty Coordinator: To guide and evaluate student progress. • Participation Proof: Certificates, photos, attendance records. • Reflective Journal: Minimum 2-3 pages summarizing experiences, learning, and growth. • Final Viva/Presentation: 5-minute talk on poster presentation and on overall learning. 																											
10	Scheme of Examination and Assessment Pattern Based on 3 approved Activities Semester End External - 30 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Activity No</th> <th style="width: 65%;">Nature of Activities</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Title of Approved Activity - 1</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Title of Approved Activity - 2</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Title of Approved Activity - 3</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> Internal Examination: Continuous Evaluation – 20 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 85%;">Assessment / Evaluation</th> <th style="width: 10%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Reflective journal</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Presentation/ poster presentation/viva</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Activity No	Nature of Activities	Marks	1.	Title of Approved Activity - 1	10	2.	Title of Approved Activity - 2	10	3.	Title of Approved Activity - 3	10	Total		30		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20
Activity No	Nature of Activities	Marks																										
1.	Title of Approved Activity - 1	10																										
2.	Title of Approved Activity - 2	10																										
3.	Title of Approved Activity - 3	10																										
Total		30																										
	Assessment / Evaluation	Marks																										
1.	Reflective journal	10																										
2.	Presentation/ poster presentation/viva	10																										
Total		20																										

Suggested Readings:

- How to Win Friends and Influence People
- The 7 Habits of Highly Effective People
- Thinking, Fast and Slow
- Leaders Eat Last
- Talk Like Ted

Name & Signature of the Principal & Chairperson, Academic Council:


 Dr. Manju Lalwani Pathak





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

Bachelor of Arts
(English)
(Aided)

Semester – III

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

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

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

Semester- III

**Title: Introduction to Literatures in English –
Drama- I**

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

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

Title: Introduction to Literatures in English- Drama -I
Course Code: CHMENGIII1

Sr. No.	Heading	Particulars
1	Description of the Course:	Drama, as both a literary form and performative art, offers profound insights into the cultural, psychological, and sociopolitical dimensions of human life. Evolving through centuries, it has taken on diverse forms shaped by historical, technological, and ideological transformations. This course is designed to introduce students to the fundamentals of dramatic theory and genres by examining select Indian and Western plays. Special emphasis is placed on the intersections of performance, text, and context, enabling students to appreciate drama not only as literature but also as a vibrant medium of expression and critique. Through reading, discussion, and performance-based activities, learners will explore the transformative power of theatre and its continuing relevance in contemporary society.
2	Vertical 1	Major
3	Type	Theory+Practicum (Teaching Methods: Lecture/ Discussion/ Reading sessions/ Role Play /Seminar/ Literature Review etc.)
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	<p>Course Objectives:</p> <p>CO (A)-1: To introduce learners to drama as a literary genre and a multimodal art form.</p> <p>CO (A)-2: To familiarize learners with major traditions of Indian drama through the thematic and stylistic study of selected plays.</p> <p>CO (A)-3: To develop an understanding of Western drama through the study of representative plays reflecting the evolution of dramatic forms and concerns.</p> <p>CO (A)-4: To cultivate critical awareness of drama as a reflection and critique of social, cultural, political, and psychological realities.</p> <p>CO (A)-5: To enhance learners' analytical, interpretative, and creative skills through the reading, review, performance, and adaptation of dramatic texts.</p>	

8	<p>Course Outcomes: Students will be able to:</p> <p>CO- 1 Understand and articulate the key elements of drama as both written text and live performance</p> <p>CO -2 Critically examine Indian dramatic traditions across classical, modern, and contemporary phases</p> <p>CO-3 Evaluate the evolution of Western drama, identifying key stylistic innovations and ideological shifts</p> <p>CO-4 Interpret dramatic texts as complex reflections of gender, class, power, and cultural identity</p> <p>CO- 5 Demonstrate the ability to write critical reviews, perform excerpts, and creatively reinterpret dramatic scenes or themes</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Dramatic Traditions and Forms (15 hours)</p> <ol style="list-style-type: none"> 1. Definition and Evolution of Tragedy <ul style="list-style-type: none"> – Greek Theatre and Concepts from Aristotle’s <i>Poetics</i> – The Three Unities, Hamartia, Catharsis, Plot, Character, Setting – Important playwrights: Aeschylus, Sophocles, Euripides 2. Concepts from Natyashastra: <ul style="list-style-type: none"> – <i>Natyotpatti, Abhinaya, Rasa theory, Bhava</i> – Theatre architecture, structure of Sanskrit drama – Playwrights: Kalidasa, Bhavabhuti, Sudraka 3. Introduction to Comedy: <ul style="list-style-type: none"> – Classical Greek Comedy – Shakespearean Comedy – Comedy of Manners, Sentimental Comedy – Modern Absurdist Comedy (e.g., Beckett, Ionesco) 4. Problem Plays / Drama of Ideas: <ul style="list-style-type: none"> – Features and evolution – Playwrights: Henrik Ibsen, Bernard Shaw – Introduction to Feminist Drama (e.g., Caryl Churchill) <p>UNIT II: Tragedy – Forms, Structures, and Cultural Expressions 15 hours</p> <ul style="list-style-type: none"> • Kalidasa: <i>Shakuntala</i> <li style="text-align: center;">OR • Sophocles: <i>Oedipus Rex</i> <p>UNIT III: Comedy – Wit, Romance, and Social Satire 15 hours</p> <ul style="list-style-type: none"> • William Shakespeare: <i>A Midsummer Night’s Dream</i> <li style="text-align: center;">OR • Oscar Wilde: <i>The Importance of Being Earnest</i> <p>UNIT IV: Problem Plays: Gender, Power, and Social Critique 15 hours</p> <ul style="list-style-type: none"> • Vijay Tendulkar: <i>Kamala</i> <li style="text-align: center;">OR • Henrik Ibsen: <i>A Doll’s House</i>

10

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	(a) Short Notes, 3 out of 5 (in 150-200 words each) (Unit 1) OR (b) Long Answer Question, 1 out of 2 (in 500-600 words) (Unit 1)	15
Q2	(a) Short Notes, 3 out of 5 (in 150-200 words each) (Unit 2) OR (b) Long Answer Question, 1 out of 2 (in 500-600 words) (Unit 2)	15
Q3	(a) Short Notes, 3 out of 5 (in 150-200 words each) (Unit 3) OR (b) Long Answer Question, 1 out of 2 (in 500-600 words) (Unit 3)	15
Q4	(a) Short Notes, 3 out of 5 (in 150-200 words each) (Unit 4) OR (b) Long Answer Question, 1 out of 2 (in 500-600 words) (Unit 4)	15
Total		60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1	Class room Participation & Presentation: Role Play, Monologue/ Dialogue enacting	10
2	<p>AI Integration for Assignment Completion: Students may make ethical and responsible use of AI-enabled tools such as Writesonic for idea generation, content structuring, language refinement, and creative drafting, and ChatGPT for brainstorming, critical analysis support, dialogue development, and conceptual guidance during the completion of assignments. Assessment shall prioritize originality, critical insight, creative expression, analytical depth, and responsible use of AI tools.</p> <p>Assignment: Suggested Topics- (Any One) Critical Review of a Stage Performance</p> <ul style="list-style-type: none"> • Watch a live or recorded performance of a play (from or beyond the syllabus). • Write a 750–1000-word critical review, focusing on aspects such as direction, acting, set design, themes, and audience 	30

		engagement.		
		<p>Comparative Character Study</p> <ul style="list-style-type: none"> • Select one major character from an Indian play and one from a Western play • Compare their roles, struggles, and resolutions in a 500-word essay, highlighting themes such as gender, agency, or identity. <p>Playwriting Assignment</p> <ul style="list-style-type: none"> • Write a 10–12 dialogue scene (approx. 800–850 words) on a contemporary issue (e.g., gender roles, environmental crisis, class conflict). • Include a brief note (150–200 words) on how your play reflects modern dramatic techniques or ideas. 		
			Total	40
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Adishesiah, Siân, and Louise LePage, editors. <i>Twenty-First Century Drama: What Happens Now</i>. Palgrave Macmillan, 2016. 2. Aristotle. <i>Poetics</i>. Translated by Malcolm Heath, Penguin Classics, 1996. 3. Bhagat, Datta. <i>Routes and Escape Routes</i>. Translated by Santosh Bhoomkar, Seagull Books, 2003. 4. Bharata. <i>The Natyashastra</i>. Translated by Manomohan Ghosh, The Royal Asiatic Society of Bengal, 1959. 5. Bhat, G. K. <i>Tragedy and Sanskrit Drama</i>. Popular Prakashan, 1974. 6. Billington, Michael. <i>State of the Nation: British Theatre Since 1945</i>. Faber and Faber, 2007. 7. Birch, Dinah, editor. <i>The Oxford Companion to English Literature</i>. Oxford UP, 2009. 8. Boulton, Marjorie. <i>The Anatomy of Drama</i>. Routledge, 2015. 9. Brooks, Cleanth, and Robert B. Heilman. <i>Understanding Drama</i>. Creative Media Partners, 2018. 10. Churchill, Caryl. <i>Top Girls</i>. Methuen Drama, 1982. 11. Dattani, Mahesh. <i>Collected Plays Volume I</i>. Penguin Books India, 2000. 12. Esslin, Martin. <i>The Theatre of the Absurd</i>. Vintage Books, 2004. 13. Fischer-Lichte, Erika. <i>The Transformative Power of Performance: A New Aesthetics</i>. Routledge, 2008. 14. Innes, Christopher. <i>Modern British Drama: 1890–1990</i>. Cambridge UP, 1992. 15. Ionesco, Eugène. <i>The Bald Soprano and Other Plays</i>. Translated by Donald M. Allen, Grove Press, 1958. 16. Karnad, Girish, Badal Sircar, and Vijay Tendulkar. <i>Three Modern Indian Plays: Tughlaq; Evam Indrajit; Silence! The Court Is in Session</i>. Oxford UP, 2023. 17. Kalidasa. <i>Shakuntala</i>. Translated by Arthur W. Ryder, Dover Publications, 2003. 			

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

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

Semester- III

**Title: Introduction to Literatures in English –
Drama- II**

**Vertical - 1
Major Course - 2 Credits**

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

Title: Introduction to Literatures in English- Drama -II
Course Code: CHMENGIII2

Sr. No.	Heading	Particulars
1	Description of the Course:	This course adopts a project-based learning approach to explore dramatic literature through critical inquiry and research-led practice. Students will engage with plays and performance traditions from the Renaissance to modern times, across both Western and Indian contexts. The course aims to foster hands-on exploration through research-based projects, encouraging interdisciplinary perspectives and creative interpretation of dramatic forms. Students will investigate key movements, playwrights, and dramaturgical practices through experiential learning, culminating in a structured research project or dissertation that reflects analytical and contextual understanding.
2	Vertical 1	Major
3	Type	Project-Based Course: (Teaching Methods: Project work / Research Supervision / Workshops / Peer Review / Field Study / Performance Analysis)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO (A)-1: To encourage independent inquiry into dramatic texts, traditions, and performance practices through project-based learning.</p> <p>CO (A)-2: To develop research, analytical, and presentation skills through the systematic exploration of dramatic literature.</p> <p>CO (A)-3: To promote comparative, contextual, and thematic approaches to the study of selected plays, playwrights, and dramatic movements.</p> <p>CO (A)-4: To enable learners to undertake, document, and present an independent mini-dissertation following established academic research practices.</p>

8	<p>Course Outcomes: Students will be able to</p> <p>CO-1 Undertake independent research projects based on dramatic texts and performance traditions.</p> <p>CO-2 Apply literary and performance theories to analyze dramatic forms and conventions.</p> <p>CO-3 Critically evaluate cultural, historical, and social contexts of drama across regions and periods.</p> <p>CO-4 Compose a well-structured dissertation or project report demonstrating academic writing and critical inquiry.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Project-Based Exploration of Drama and Performance (15 Hours)</p> <p>Students will choose one topic under faculty guidance and pursue a research-based project culminating in a written report/dissertation and viva presentation. Project types may include:</p> <ul style="list-style-type: none"> • Textual Analysis • Performance Critique • Intercultural Dramaturgy • Adaptation Studies • Theatre and Society • Feminist and Gender-Based Readings • Visual Culture and Stagecraft • Archival Research and Oral Histories <p>Suggested Project Categories & Topics (<i>Indicative List</i>):</p> <p>A. Textual and Thematic Analysis</p> <ol style="list-style-type: none"> 1. The Politics of Power in <i>The Duchess of Malfi</i> 2. Justice and Corruption in <i>Volpone</i> 3. Satire in Restoration and Modern Drama 4. Representation of Gender in Postcolonial Indian Plays <p>B. Cultural and Performance Studies</p> <ol style="list-style-type: none"> 1. Street Theatre in India: A Tool for Social Awareness 2. Folk Dramatic Forms: Comparative Study of Tamasha and Yakshagana 3. Urban vs. Rural Stagecraft in Contemporary Indian Theatre <p>C. Global Theatre Movements</p>

1. Theatre of the Absurd: Beckett, Ionesco, and Contemporary Relevance
2. Expressionist Techniques in Modern Drama
3. The Influence of Parsi Theatre on Indian Urban Drama

D. Gender and Performance

1. Women-Centric Narratives in Indian Theatre
2. Feminist Re-readings of Canonical Plays
3. Role of Female Playwrights in Contemporary Theatre

E. Interdisciplinary Projects

1. Adapting Shakespeare for the Indian Stage
2. Visual Design and Semiotics in Stage Performance
3. Media and Theatre: A Study of Digitised Performances

Note: Please note that additional project topics will also be provided by the course instructors in alignment with the core themes of the syllabus and the broader scope of English literature as a major subject. These topics will reflect diverse critical perspectives, cultural contexts, and interdisciplinary approaches to drama.

UNIT II: Dissertation Writing and Research Methodology

(15 Hours)

This unit equips students with foundational tools to undertake and present research in dramatic literature.

- Topics Covered:
- Introduction to Research in Humanities and Performing Arts
- Selecting a Topic and Formulating a Research Question
- Literature Review and Source Evaluation
- Citation, Referencing (MLA style), and Avoiding Plagiarism
- Structuring the Dissertation (Title Page, Abstract, Introduction, Chapters, Conclusion, Bibliography)
- Writing and Editing the Final Report
- Attaching plagiarism check report
- Presentation and Viva Guidelines

Guidelines for Writing the Project / Dissertation

1. General Instructions

- **Project Length:** 15,00–2,000 words (excluding bibliography and appendices)
- **Language:** English (formal academic style)
- **Font & Format:** Times New Roman, 12 pt, 1.5 line spacing, justified text
- **Margins:** 1 inch on all sides
- **Submission Format:** Printed copy (spiral bound) and a soft copy (PDF/Word)
- **Deadline:** As specified by the department/project guide

2. Project Structure

Each project/dissertation must include the following components:

A. Preliminary Pages

- **Title Page**
Include title, student's name, roll number, class, course title, name of the institution, name of the guide, and date of submission.
- **Declaration by the Student**
A statement affirming originality of the work and absence of plagiarism.
- **Certificate from the Guide**
Certifying that the project was carried out under their supervision and guidance.
- **Acknowledgements** (*Optional*)
A brief note thanking those who supported the project.
- **Table of Contents**
List of sections with page numbers.

B. Main Body of the Project

1. Introduction (Approx. 300–400 words)

- Brief introduction to the topic
- Importance of the study
- Research question(s) or objectives
- Overview of the structure

2. Literature Review / Theoretical Framework (Approx. 200–300 words)

- Summary of critical texts or theories relevant to the chosen topic
- Definitions and concepts used
- Overview of key thinkers or critics

3. Analysis/Discussion (Approx. 500–1000 words)

- Detailed critical analysis of the selected play(s), theme(s), performance(s), or movement
- Application of relevant theoretical frameworks
- Comparative insights (if applicable)
- Use of quotations from primary and secondary sources with proper citation

4. Conclusion (Approx. 200–300 words)

- Summary of key findings
- Final thoughts or implications
- Suggestions for further research (optional)

C. End Matter

- **Works Cited / Bibliography**
 - ✓ Follow **MLA (Modern Language Association)** 9th edition format.
 - ✓ Include all books, articles, websites, and sources referred to.
- **Appendices (If any)**
Include interview transcripts, questionnaires, images, or performance stills (only if relevant).

3. Formatting & Referencing

- Follow **MLA 9th Edition** citation style:
 - ✓ **In-text citations:** (Author Last Name Page Number) e.g., (Beckett 42)
 - ✓ **Works Cited Example:**

- Beckett, Samuel. *Waiting for Godot*. Faber and Faber, 2006.
- Avoid footnotes unless absolutely necessary.
- Use quotation marks for shorter quotes; block format for longer ones (over 4 lines).
- Cite all sources; plagiarism will lead to disqualification or re-evaluation.

10

AI Integration for Project Completion:

Students may make ethical and responsible use of AI-enabled tools such as ChatGPT for research guidance, topic selection, research question formulation, literature review support, conceptual clarification, academic structuring, and viva preparation, and Consensus AI for locating scholarly research articles, reviewing academic literature, and identifying relevant peer-reviewed sources for the project/dissertation. The use of AI tools must support the research process ethically; however, the final submission must demonstrate the student’s original critical analysis, proper citation practices, academic integrity, and compliance with plagiarism regulations.

Scheme of Examination and Assessment Pattern

Dissertation – 50 Marks

	Assessment / evaluation	Marks
	Relevance and Originality of Topic	05
	Research and Critical Engagement	10
	Organization, Structure, and Presentation	10
	Language, Style, and Clarity Proper Referencing and Academic Integrity	10
	Viva – Voce	15
	Total	50

11

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

Second Year B. A.

Semester- III

**Vertical - 2
Minor Course - 2 Credits**

Not Applicable

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

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

Second Year B. A.

Semester- III

**Vertical - 3
Open Elective - 2 Credits**

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

Faculty of Interdisciplinary

Vertical 3: List of Open Elective Skill Based Courses for Second Year: Semester – III

Sr. No.	Nomenclature of the Paper
1	Data Analysis And Visualization Using Excel
2	2D Animation And Motion Graphics
3	Advance Tools Of AI For Economics And Education - I
4	English For Journalism And Advertising
5	Urbanization And Real Estate: Infrastructure, Technology And Urban Change
6	Tourism Marketing
7	Managing Family Wealth Through Family Office-III
8	Responsive & Modern Web Designing
9	Basics Of Nutrition -3
10	Reel Making For Media And Social Change
11	Preforming Art- Dance-3
12	Data Analysis With Excel And Power BI
13	Digital Political Strategy, AI And Public Engagement Skills
14	Psychology Of Personal Relationship-I
15	Introduction To Sociology And Digital Society
16	Mushroom Cultivation Training And Trading Level 3
17	Yogasanas: Intermediate Series
18	Perfumery Course Level 3
19	Workplace And Professional Skills
20	Beautician: Strategic Business Planning III
21	Current Trends In Fashion Designing: Financial Perspective Level 3
22	Basics Of Accounting-III
23	Digital Marketing -III
24	Advanced Trading Strategies In Stock Market



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

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

Semester- III

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

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

Title: English for Competitive Exams
Course Code: CHMENGIII4

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>In the 21st century, the imperative for learners to fortify their English language skills is paramount, especially when gearing up for competitive exams. English serves as the global language, facilitating communication across diverse cultures and borders. Proficiency in English is not merely a prerequisite for success in competitive exams but also a gateway to enhanced career opportunities in a globalized job market. Many competitive exams, whether for academic admissions or employment assessments, emphasize English language proficiency as a crucial criterion. Moreover, as technological advancements continue to shape our world, English has become the dominant language on the internet and in the realm of technology, making it essential for individuals to navigate the digital landscape. Beyond practical considerations, a strong command of English enhances critical thinking, communication skills, and the ability to analyse information that is often evaluated in competitive exams. The importance of English proficiency extends beyond exams; it is integral to academic excellence, global collaboration and effective participation in international discussion. Ultimately, as learners prepare for the challenges of the 21st century, the reinforcement of English language skills emerges as a foundational and transformational endeavor that opens doors to a myriad of opportunities on a global scale. This course is designed for aspirants appearing in competitive exams such as IBPS, UPSC, MPSC, and others where English proficiency is a crucial evaluation criterion. Whether one is a beginner looking to build a strong foundation or an advanced learner aiming for mastery, this course caters to diverse proficiency levels.</p>
2	Vertical 4	Skill Enhancement Course
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks

7	<p>Course Objectives:</p> <p>CO (A)-1: To develop learners’ understanding of the basic structure of English through the study of sentences, phrases, and clauses.</p> <p>CO (A)-2: To enhance learners’ spelling accuracy and contextual vocabulary for effective communication.</p> <p>CO (A)-3: To provide a comprehensive understanding of the fundamental concepts and principles of English grammar.</p> <p>CO (A)-4: To develop learners’ writing and language skills through the practice of essay writing, paragraph writing, and translation.</p>
8	<p>Course Outcomes: Students will be able to</p> <p>CO-1: Understand sentences, phrases and clauses to identify their components.</p> <p>CO-2: Demonstrate improved spelling accuracy and contextual vocabulary application.</p> <p>CO-3: Compose and construct grammatically accurate sentences in various contexts.</p> <p>CO-4: Comprehend the composition of essay writing, paragraph writing and translation.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: A: Introduction to Basics of English 15 hours</p> <ul style="list-style-type: none"> • Sentence and its Components (parts of speech) • Subject-Verb Agreement • Types of Clauses • Active and Passive Voice • Direct and Indirect Speech • Tenses • Types of sentences • Punctuation Marks • Sentence/Paragraph Coherence and Logical Ordering <p>B: Vocabulary and Word Usage</p> <ul style="list-style-type: none"> • Synonyms and Antonyms, Homonyms, homophones (focus on spelling) • Idioms & Phrases • One word substitution • Digital Vocabulary (emails, apps, tech terms) • Commonly Confused Words & Words from Current Affairs <p>UNIT II: Comprehension and Composition 15 hours</p> <ul style="list-style-type: none"> • Reading Comprehension • Information Transfer

- Paragraph Writing
- Precis Writing
- Formal Email Writing (official, complaint, inquiry)
- Essay Writing on Contemporary Issues (climate change, AI, digital literacy, women's rights, etc.)

AI Integration for Internal Assessment:

Students may make ethical and responsible use of AI-enabled tools such as **Google Gemini** for vocabulary building, comprehension practice, essay structuring, grammar clarification, and competitive exam-oriented language preparation, and **QuillBot** for paraphrasing practice, sentence restructuring, vocabulary enhancement, and improving clarity in written assignments. These AI tools are intended to support learning, language development, and exam preparedness. However, assessment shall prioritize originality, independent learning, critical thinking, language accuracy, and responsible use of AI tools.

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	Objective-type questions (any 15 out of 20) (Unit 1)	10
Q. 2	A) Comprehension of passage (Unit 2)	10
	B) Precis writing (Unit 2)	10
	OR	
	B) Essay Writing (Unit 2)	
	Total	30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Assignment: Vocabulary Enhancement Project for Competitive Exams. Compile a glossary of 100 important words relevant to competitive examinations, including synonyms, antonyms, one-word substitutions, idioms, homophones, and commonly confused words with meanings and example sentences.	15
2.	Class Attendance and Participation	05
	Total	20

REFERENCES:

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

Second Year B. A.

Semester- III

Title: Communication Skills in English

**Vertical - 5
AEC - 2 Credits**

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

Title: Communication Skills in English
Course Code: CHMBAAECIII

Sr. No.	Heading	Particulars
1	Description the Course:	<p><i>Communication Skills in English</i> 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.</p> <p>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.</p>
2	Vertical 4	Ability Enhancement Course
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO (A)-1: To develop learners' proficiency in the core language skills of listening, speaking, reading, and writing for effective personal, academic, and professional communication.</p> <p>CO (A)-2: To familiarize learners with professional communication contexts, including interviews, presentations, and digital interactions.</p> <p>CO (A)-3: To enhance learners' ability to comprehend, interpret, and critically analyse a variety of written and spoken texts.</p> <p>CO (A)-4: To develop learners' digital communication skills by introducing them to online communication tools and the principles of netiquette.</p>	

<p>8</p>	<p>Course Outcomes: Student will be able to:</p> <p>CO-1: Apply LSRW skills effectively in academic, social, and professional settings.</p> <p>CO-2: Demonstrate fluency and clarity in speaking and writing, with appropriate tone and register.</p> <p>CO-3: Interpret written and audio-visual texts from various domains with a critical understanding.</p> <p>CO-4: Prepare professional documents and communicate using contemporary digital platforms with confidence.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Listening and Reading for Academic and Professional Purposes</p> <p>1. Understanding Communication in Context:</p> <ul style="list-style-type: none"> ● 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) <p>2. Listening Skills:</p> <ul style="list-style-type: none"> ● 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 <p>3. Reading Skills:</p> <ul style="list-style-type: none"> ● 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 <p>Texts: Passages from industry reports, editorials, HR communications, NGO newsletters, and workplace scenarios.</p>

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

Question No	Nature of Questions	Marks
Q. 1	Short Notes (Attempt any 3 out of 5) - Unit 1 OR Attempt Essay Type question. (1 out of 2) - Unit 1	15
Q. 2	Short Notes (Attempt any 3 out of 5) - Unit 2 OR Attempt Essay Type question. (1 out of 2) - Unit 2	15
	Total	30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Writing Assignment: Students are required to draft a job application letter along with a resume using the following AI assistance: Canva Resume Builder, Resume.oi, Zety, Novopresume, Rezi etc OR Prepare an effective LinkedIn profile for professional networking and career opportunities	15
2.	Attendance: Attendance percentage will be evaluated to award marks.	05
	Total	20

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| | <ol style="list-style-type: none">14. Thill, John V., and Courtland L. Bovee. <i>Excellence in Business Communication</i>. 13th ed., Pearson, 2017.15. Anderson, Paul V. <i>Technical Communication: A Reader-Centered Approach</i>. 9th ed., Cengage Learning, 2017.16. Crystal, David. <i>English as a Global Language</i>. 2nd ed., Cambridge UP, 2003.17. Palfrey, John, and Urs Gasser. <i>Born Digital: Understanding the First Generation of Digital Natives</i>. Basic Books, 2016.18. Locker, Kitty O., and Donna Kienzler. <i>Business and Administrative Communication</i>. 11th ed., McGraw-Hill Education, 2018.19. Cambridge University Press. <i>English for the Workplace: A Resource Book for Communication Skills</i>. Cambridge UP, 2016. |
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

**Second Year BA/BCom/BSc/SFC
(Marathi)**

Semester- III

**Vertical -5
Ability Enhancement Course (AEC) -2 Credits**

**with effect from
Academic Year 2026-2027**

Title: लेखन कौशल्ये – १ (कार्यालयीन लेखनव्यवहार आणि पत्रव्यवहार)

COURSE CODE: CHMAECMARIII

Sr. No.	Heading	Particulars
1	Description the Course:	(कार्यालयीन लेखनव्यवहार आणि पत्रव्यवहार) लेखन ओळख ते लेखन कौशल्य हा बराच मोठा प्रवास आहे. वाचन आणि लेखनाच्या सरावाने, लेखन कौशल्य विकसित करता येते. बहुतेक वेळा आपण मिळवलेले ज्ञान हे लिखित स्वरूपात मांडावे लागते. त्यासाठी आपण लेखन कौशल्याचे योग्य उपयोजन करतो. लेखने म्हणजे मजकूर तंतोतंत उतरवणे नव्हे. एखादे निवेदन, वृत्त, निबंध, पुस्तकाची टिपणे, अर्ज यांसाठी लेखन आवश्यक असते. कार्यालयीन पत्रव्यवहार, कार्यवृत्ते, नोंदी, जाहिरात, टिप्पणी ही सर्व उपयोजित लेखन कौशल्ये आहेत. कार्यालयीन पत्रव्यवहार करणे हे एक वेगळ्या प्रकारचे कौशल्य आहे. त्यातील काही उपयोजन कौशल्यांचा विचार या अभ्यासपत्रिकेत अपेक्षित आहे. कार्यालयीन लेखन व्यवहार आणि पत्रव्यवहार या अभ्यासपत्रिकेत शिकविला जाईल.
2	Vertical 5	Ability Enhancement Course
3	Type	Theory
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	50 Marks
7	Course Objectives:	CO1: कार्यालयीन लेखन व्यवहार स्वरूप समजावून सांगणे. CO2: कार्यालयीन पत्रव्यवहाराचे स्वरूप समजावून सांगणे., CO3: प्रभावी कार्यालयीन लेखनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे,
8	Learning Outcomes:	प्रस्तुत अभ्यासक्रम शिकल्यानंतर: LO1: विद्यार्थ्यांना कार्यालयीन लेखन व्यवहाराचे स्वरूप समजेल, LO2: विद्यार्थ्यांना कार्यालयीन पत्रव्यवहाराचे स्वरूप समजेल. LO3: प्रभावी कार्यालयीन लेखनासाठी आवश्यक असणाऱ्या तंत्रांचा विद्यार्थ्यांना परिचय होईल.

Syllabus

9

UNIT I कार्यालयीन लेखनव्यवहार

१. जाहीर निवेदन आणि माहितीपत्रक
२. इतिवृत्त लेखन
३. टिप्पणी लेखन

(६० मिनिटांच्या १५ तासिका, श्रेयांकन १)

(सूचना : विद्यार्थ्यांमध्ये उपरोक्त कार्यालयीन लेखन व्यवहार व पत्रव्यवहार करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)

UNIT II: कार्यालयीन पत्रव्यवहार

१. कार्यालयीन/प्रशासनिक पत्र
२. नोकरीसाठी अर्जलेखन
३. पत्रात्मक लेखन: नवी रूपे (शुभेच्छा, निमंत्रण)

(६० मिनिटांच्या १५ तासिका, श्रेयांकन-१)

(सूचना : विद्यार्थ्यांमध्ये उपरोक्त कार्यालयीन लेखन व्यवहार व पत्रव्यवहार करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

hours

Format of Question Paper

All questions are compulsory:

Q. No	Nature of Questions	Marks
Q1	Essay type question on Module 1	10
Q2	Essay type question on Module 2	10
Q6	MCQs 15 out of 20, 10 MCQs on each module	10
		Total 30

Internal Examination: Continuous Evaluation - 20 marks

	Project and presentation / Viva	Marks
1.	<ul style="list-style-type: none">AI च्या साहाय्याने जाहीर निवेदन आणि माहितीपत्रक तयार करणे. त्यामध्ये शीर्षक, उद्दिष्ट, कार्यक्रमाचे वेळापत्रक, संपर्क इत्यादींची आकर्षक मांडणी करणे.AI साधने वापरून सभेचे Audio/Video नुसार इतिवृत्त तयार करणे.	20

		<p>त्यानंतर विद्यार्थ्यांनी त्यात आवश्यक ती सुधारणा करणे.</p> <ul style="list-style-type: none"> ● AI चा वापर करून कार्यालयीन टिप्पणी तयार करणे. त्यातील भाषा, रचना, औपचारिकता इत्यादींचे परीक्षण करून सुधारित टिप्पणी तयार करणे. ● AI साधनांच्या माध्यमातून प्रशासनिक पत्रांचे विविध नमुनारूप तयार करणे. भाषेची औपचारिकता तपासणे. ● AI साधनांच्या साहाय्याने नोकरीसाठी अर्ज तयार करणे. दिलेल्या जाहिरातीवर आधारित Cover Letter तयार करणे. ● विविध प्रसंगांसाठी AI साधनांच्या आधारे निमंत्रणपत्र व शुभेच्छापत्र तयार करणे. <p>AI साधने: ChatGPT, Google Gemini, Claude, Perplexity AI, NotebookLM, Canva, CapCut, InVideo, Grammarly, QuillBot, Whisper, ElevenLabs</p>		
				Total 20
11	<p>संदर्भ ग्रंथ (Reference Books) :</p> <ol style="list-style-type: none"> १. प्रशासनिक लेखन, भाषा संचालनालय, महाराष्ट्र शासन, मुंबई, १९६६ २. भाषिक सर्जन आणि उपयोजन, राजन गवस, अरुण शिंदे, गोमटेश्वर पाटील, दर्या प्रकाशन, पुणे, २०१२ ३. परब प्रकाश, व्यावहारिक मराठी, मिथुन प्रकाशन, डोंबिवली पूर्व, मुंबई, १९८९ ४. नाईक सदानंद, राजभाषा मराठी, व्यावहारिक मराठी, प्रका-नागरी सेवा प्रबोधिनी, मुंबई, २००२ ५. तावरे स्नेहल (संपा.), व्यावहारिक मराठी, स्नेहवर्धन प्रकाशन, पुणे, चौथी आवृत्ती, २०११ ६. केतकी मोडक, संतोष शेणई, सुजाता शेणई (संपा.), उपयोजित मराठी, पद्मगंधा प्रकाशन, २०१२ ७. नसीराबादकर ल. रा., व्यावहारिक मराठी, भाषा विकास संशोधन संस्था, कोल्हापूर २०२३ 			

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

**Second Year B.A
(Hindi)**

Semester – III

Title : हिंदी भाषा : कौशल के आधार

**Vertical - 5
Ability Enhancement Course 2 Credits**

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

Title : हिंदी भाषा : कौशल के आधार

Course Code : CHMAECHINIII

Sr.No.	Heading	Particulars
1.	Description of the Course :	विद्यार्थियों के लिए हिंदी एक सामान्य भाषा होने के साथ विशेष भाषा तब बन जाती है जब वह हिंदी के माध्यम से अपने कौशल में अभिवृद्धि करें, हिंदी के माध्यम से रोजगार के कई अवसरों को प्राप्त करें, इस दृष्टि से पाठ्यक्रम अत्यंत लाभवर्धक और उपयोगी सिद्ध होगा, हिंदी भाषा में कौशल विकास की असीम संभावनाएं हैं और कौशल के विभिन्न आयाम जुड़े हुए हैं जो अलग – अलग दिशाओं में देखे जा सकते हैं, पाठ्यक्रम विद्यार्थियों में लेखन, वाचन कौशल की अभिवृद्धि करने के साथ रोजगारपरक अवसर प्रदान करता है।
2.	Vertical : 5	AEC
3.	Type : Teaching Method	Theory + Practicum Lecture / Discussion / Presentation / Self Study, etc.
4.	Credit :	2 Credits
5.	Hours Allotted :	30 Hours
6.	Marks Allotted :	50 Marks
7.	Course Objectives : CO(A)1 : विद्यार्थियों को लेखन, वाचन कौशल का ज्ञान देना एवं रोजगार के अवसरों से जोड़ना। CO(A)2 : विद्यार्थियों को लेखन, वाचन कौशल से परिचय करते हुए अभिव्यक्ति की शैलियों का विकास करना। CO(A)3 : विद्यार्थियों को भाषण कला के विविध रूपों को समझाना, मौलिकता में अभिवृद्धि लाना एवं विशेषज्ञता दिलाना। CO(A)4 : विद्यार्थियों को श्रवण कौशल की विशेषताओं से परिचय कराते हुए श्रवण कौशल के लाभों से अवगत कराना।	

8.	<p>Course Outcomes :</p> <p>CO1 : विद्यार्थियों का लेखन, वाचन कौशल के ज्ञान प्राप्ति के साथ मौलिक अभिव्यक्ति में बदलाव आएगा ।</p> <p>CO2 : विद्यार्थियों का लेखन, वाचन कौशल द्वारा मानसिक विकास होगा, पठन शक्ति, शैली का विकास होगा ।</p> <p>CO3 : विद्यार्थियों को लेखन, भाषण कौशल से भषिक – शक्ति, शैलियों का संवर्धन होगा विशेषज्ञता आएगी ।</p> <p>CO4 : विद्यार्थियों को लेखन, वाचन, श्रावण, भाषण कौशल की विशेषताओं और उपयोगिता का ज्ञान प्राप्त होगा ।</p>
9.	Syllabus
	UNIT I : हिंदी भाषा कौशल के आधार
	<p>1.1 लेखन कौशल का अर्थ एवं स्वरूप लेखन कौशल की उपयोगिता एवं महत्व</p> <p>1.2 लेखन कौशल की विधियाँ एवं विशेषताएँ</p> <p>1.3 वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ</p> <p>1.4 वाचन कौशल की उपयोगिता एवं विधियाँ</p>
	UNIT II : हिंदी भाषा कौशल के आधार
	<p>2.1 भाषण कौशल का अर्थ एवं स्वरूप</p> <p>2.2 भाषण कौशल का महत्व एवं उपयोगिता</p> <p>2.3 भाषण कौशल की विधियाँ एवं विशेषताएँ</p> <p>2.4 श्रवण कौशल का अर्थ, स्वरूप एवं विशेषताएँ</p> <p>2.5 श्रवण कौशल का महत्व एवं उपयोगिता</p>

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

मूल्यांकन प्रारूप	इकाई	अंक
बाह्य मूल्यांकन		
प्रश्न 1 : चार प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर लिखिए ।	इकाई 1	15
प्रश्न 2 : चार प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर लिखिए ।	इकाई 2	15 □
कुल अंक		30

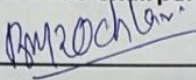
मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
<ul style="list-style-type: none"> ● AI Writing Tools की सहायता से हिंदी लेखन कौशल का अभ्यास, भाषा-संपादन, व्याकरण सुधार, सारांश लेखन एवं रचनात्मक लेखन करना। ● AI की सहायता से दिए गए विषयों पर भाषण, लेख, संवाद एवं लघु-प्रस्तुति तैयार करना तथा भाषा, शैली एवं प्रभावशीलता का विश्लेषण करना। ● AI Voice Tools का उपयोग करके हिंदी वाचन, भाषण, उच्चारण, स्वर, गति एवं प्रवाह का अभ्यास करना तथा AI आधारित Feedback प्राप्त करना। ● AI Speech-to-Text एवं Text-to-Speech Tools की सहायता से श्रवण एवं वाचन कौशल विकसित करना तथा उच्चारण की शुद्धता का अभ्यास करना। ● AI की सहायता से Reading Comprehension, प्रश्नोत्तर, शब्दार्थ, शब्दावली (Vocabulary) एवं भाषा-अभ्यास गतिविधियाँ तैयार करना। ● AI आधारित Mock Interview, Group Discussion तथा Public Speaking गतिविधियों के माध्यम से भाषण एवं संप्रेषण कौशल विकसित करना। ● AI की सहायता से हिंदी Podcast, Audio Narration एवं Listening Exercises तैयार करना तथा श्रवण कौशल का मूल्यांकन करना। 	20
कुल अंक	20

11.	संदर्भ ग्रंथ सूची – <ol style="list-style-type: none"><li data-bbox="343 168 1316 212">1. हिंदी भाषा शिक्षण के विविध आयाम – प्राध्यापक डॉ. राठौर, किनले एडिशन<li data-bbox="343 224 869 268">2. अभिनव पत्र लेखन – डॉ. अनिल सिंह<li data-bbox="343 280 1276 324">3. हिंदी के व्यावहारिक रूप – डॉ. संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई<li data-bbox="343 336 1197 380">4. हिंदी भाषा लेखन कौशल – गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड
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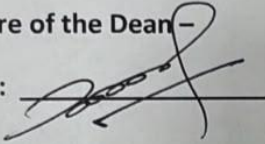
Bos in Hindi :

Sr No	Name of the Faculty	Designation and College
1.	Dr. Bhavna M.Rochlani	I/C HOD Asst. Professor CHM College Ulhasnagar
2.	Dr. Ajeet Kumar Rai	Associate Professor KC College Mumbai
3.	Dr. Santosh Motwani	Associate Professor RKT College Ulhasnagar

Name & Signature of the Ad-hoc BoS Chairperson -

Dr. Bhavna M. Rochlani : 

Name & Signature of the Dean -

Dr. Nitin Arekar : 



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

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

Semester- III

Title: Field Project

**Vertical - 6
Major Course - 2 Credits**

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

Title: Beyond the Curtain: Field Project in Dramatic Practice

Course Code: CHMENGIII5

Sr. No.	Heading	Particulars
1	Description of the Course:	<p><i>Beyond the Curtain: Field Project in Dramatic Practice</i> is a practicum-based extension of <i>Introduction to Literature: Drama – I</i>, designed to cultivate experiential learning in the field of English Studies with a particular focus on drama. While traditional classroom instruction introduces students to dramatic forms, genres, and critical frameworks, this course invites them to step beyond the confines of the text and engage with drama as a living, evolving cultural practice.</p> <p>Aligned with the NEP 2020 and outcome-based education principles, the course emphasizes field inquiry into how drama functions in everyday life—as performance, pedagogy, protest, storytelling, and community expression. Students will explore diverse theatrical contexts by attending live performances, interacting with local artists and dramatists, observing rehearsal processes, analyzing performance spaces, or investigating the educational and social functions of theatre.</p> <p>Through hands-on engagement, students will develop core research skills, including project proposal writing, ethical fieldwork, data collection, reflective journaling, and academic reporting. The course fosters interdisciplinary awareness and encourages critical thinking about the intersections between dramatic art, cultural identity, and social discourse.</p> <p>Ultimately, this field-based practicum enables students to bridge theory and practice—transforming their understanding of drama from a static literary form into a dynamic, performative, and socially embedded mode of communication. It prepares students to become insightful observers, ethical researchers, and confident communicators within both academic and public spheres.</p>
2	Vertical 6	Beyond the Curtain: Field Project in Dramatic Practice
3	Type	Theory + Practicum Teaching Methods: Lectures, experiential learning, field visits,

		guided observation, group discussions, reflective journaling, mentoring sessions, project-based learning, and student presentations.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO (A)-1: To enable learners to apply literary and dramatic concepts to real-life cultural and theatrical contexts.</p> <p>CO (A)-2: To develop learners' ability to conduct ethical, short-term field research using appropriate research methods and tools.</p> <p>CO (A)-3: To enhance learners' skills in analysing and interpreting dramatic performances, spaces, and practices within their social and cultural contexts.</p> <p>CO (A)-4: To strengthen learners' academic writing, field documentation, and critical presentation skills.</p> <p>CO (A)-5: To integrate experiential fieldwork with academic learning for personal, professional, and scholarly development.</p>	
8	<p>Course Outcomes: Students will be able to</p> <p>CO1: Design and conduct a field-based project related to dramatic literature and performance.</p> <p>CO2: Apply knowledge of drama and theatre to real-world cultural and community settings.</p> <p>CO3: Collect, document, and analyze data through observation, interviews, and interaction.</p> <p>CO4: Produce a structured and reflective field report.</p> <p>CO5: Communicate findings through oral presentations and academic formats with clarity and insight.</p>	
9	<p>Syllabus</p> <p>UNIT: Foundations of Field Research and Planning 15 hours</p> <ol style="list-style-type: none"> 1. Introduction to Field-Based Research in English Studies 2. Exploring Project Areas: Theatre, Performance, Community Drama, Drama-in-Education 	

3. Designing Research Tools: Observation Checklists, Interview Guides, Survey Forms
4. Field Ethics: Informed Consent, Respect for Artistic Work, Cultural Sensitivity
5. Drafting a Research Proposal (250–300 words)
6. Maintaining a Reflective Field Journal

UNIT II: Field Engagement, Documentation, and Final Report

15 hours

1. Field Work Execution: Observing plays, interacting with performers/directors, visiting theatres or drama clubs
2. Data Collection and Analysis
3. Reflective Writing: Observations, Emotions, Cultural Insights
4. Final Report Writing (1000–1200 words): Report Structure, Style, Referencing
5. Oral Presentation or Viva Voce on Field Experience

• **Suggested Field Project Topics :**

1. Observing Street Theatre as a Form of Social Commentary
2. Interviews with Local Theatre Practitioners on Classical vs. Modern Drama
3. A Visit to a Rehearsal Session: Understanding the Making of a Play
4. Documenting the Impact of School Plays on Student Confidence
5. Language Use in Bilingual Performances: A Study of Code-Switching
6. The Role of Props and Costumes in Amateur Theatre
7. Women's Voices in Local Drama Clubs: A Field Observation
8. Analysing a Religious or Folk Performance through a Dramatic Lens
9. Community-Based Theatre and Its Role in Education
10. Theatrical Adaptations of Myth in Local Performances
11. Attending a College Drama Competition: Themes and Trends
12. Observing English Language Plays in Multilingual Contexts
13. Youth Theatre and Issues of Identity: Interviews and Reflections
14. Performing Shakespeare: Challenges Faced by Regional Groups
15. Participatory Theatre as a Tool for Social Awareness
16. Backstage Narratives: Conversations with Technicians and Stage Managers
17. Digital Platforms and Virtual Drama: A Study of Online Performances
18. Interpreting Body Language and Movement in Non-Verbal Drama
19. Theatre as Resistance: Case Study of a Protest Performance
20. Archiving Oral Narratives in Local Dramatic Traditions
21. Performing Caste and Class: A Study of Representation in Local Theatre
22. Analysis of Set Design and Symbolism in a Recent Production
23. The Use of Humour and Satire in Political Plays
24. Observing Drama in Education Settings: Drama as a Pedagogic Tool
25. Mapping the Role of Audience in Shaping a Theatrical Experience

AI Integration for Project Completion:

Students may make ethical and responsible use of AI-enabled tool **NotebookLM** for organizing research notes, synthesizing field observations, summarizing interview data, identifying patterns, and supporting academic documentation during the completion of the field project. AI tools should be used only as academic support mechanisms and not as substitutes for original fieldwork, independent observation, or critical analysis. Final submissions must demonstrate authentic engagement, original insights, ethical research practice, and academic integrity.

10**Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

Semester End Evaluation: 30 Marks Final Project Submission**Submission Format:**

Word Count: 1500–2000 words, Type: Field Project Report

Submission Mode: Typed, double-spaced, properly formatted (with cover page, headings, and references)

Component	Marks
Structure and Organization	05
Field Data and Interpretation	10
Language and Clarity	05
Critical Insight and Originality	05
Referencing and Presentation	05
	Total : 30 Marks

Internal Examination: Viva Voce - 20 marks

Purpose: To assess the student’s engagement with the field project, clarity of thought, depth of understanding, and ability to reflect critically on the process and outcomes.



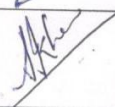
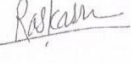
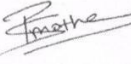
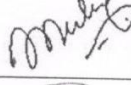

	Assessment / evaluation Benchmarks	Marks
1.	Understanding of the Project Theme and Objectives	05
2.	Clarity in Methodology and Field Experience	05
3.	Analysis and Interpretation of Findings	05
4.	Reflective Insight, Communication, and Confidence	05
	Total	20

11**REFERENCES:**

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Department of English:

Sr. No	Name of the Faculty	Designation and College	Signature
2.	Prof. (Dr.) Kailas Aute	Professor & Head, 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	
5.	Prof. (Dr.) Vikas Raskar	(Subject Expert outside University) Hutatma Rajguru Mahavidyalay, Rajguru Nagar, Khed, (Affiliated to Savitribai Phule University)	
6.	Prof. (Dr.) Prashant Mothe	(Subject Expert outside University) Aadarsh Mahavidyalay, Umerga, Dharashiv, (Affiliated to Dr. Baba Saheb Ambedkar Marathwada University)	
7.	Dr. Micky Barua	(Alumni Member) Faculty, Vidyalankar Institute of technology	
8.	Ms. Sofy Verghese	(Industry Representative) Accenture	

Name & Signature of the Ad hoc BoS Chairperson: Prof. Dr. Kailas Aute



Name & Signature of the Dean: Prof. Dr. Nitin Arekar



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

First Year

Semester- III

Title: Cocurricular Course I

**Vertical - 6
Cocurricular Course - 2 Credits**

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

Title: Cocurricular Course - I

Course Code: CHMCCI6

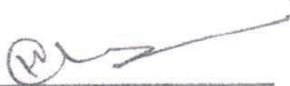
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement and experiential learning. Students are encouraged to explore their interests and talents by engaging in cultural, social, literary, sports, extension, or club-based events conducted by the college throughout the academic year.</p> <p>Participation will be recorded and assessed based on involvement, initiative, team spirit, creativity, and consistency. The aim is to nurture essential life skills such as leadership, communication, collaboration, and responsibility in a supportive, informal setting.</p> <p>This non-theory course offers students the opportunities and the freedom to learn beyond the classroom and grow into well-rounded individuals, contributing positively to campus life and society.</p>
2	Vertical 6	Cocurricular Course (Mandatory)
3	Type Teaching Methods	Non Theory Participation, Report Writing, Presentation etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To inculcate a spirit of active participation in cultural, social, environmental, and creative activities. 2. To enhance personal and interpersonal skills through real-life experiences and teamwork. 3. To foster a sense of responsibility, leadership, and community engagement among students. 4. To develop self-confidence and emotional well-being through creative expression and collaboration. 5. To integrate classroom learning with experiential learning for holistic growth.
8	Learning Outcomes:	<p>By the end of the course, students will be able to:</p> <p>LO1: Participate meaningfully in diverse co-curricular activities and reflect on their learning experiences.</p> <p>LO2: Demonstrate improved communication, leadership, and teamwork skills.</p> <p>LO3: Exhibit increased awareness of social responsibility and civic engagement.</p> <p>LO4: Build confidence through creative, cultural, and intellectual expressions.</p> <p>LO5: Maintain a portfolio or activity log to track participation and personal development.</p>

9	Syllabus																											
	Unit I - Suggested Areas of Participation in the activities: <ul style="list-style-type: none"> • Cultural Events: Drama, dance, music, literary events, debates, etc. • Social Outreach: Blood donation, awareness campaigns, cleanliness drives. • Clubs & Societies: Photography, quiz, environment club, shram club, etc. • Sports & Fitness: College tournaments, yoga, marathons, fitness challenges. • Institutional Events: Foundation Day, Annual Day, College Festivals, Intercollegiate events. • National Festivals: Independence Day, Republic Day etc. Unit II - Program Specific Topics <ul style="list-style-type: none"> • Workshops/Seminars: Report Writing, Personality Development, Soft Skills, Leadership Talks. • Speak, Show, Shine: Presentation / Poster Presentation / Viva and Learning Experience Mode of Evaluation: <ul style="list-style-type: none"> • Faculty Coordinator: To guide and evaluate student progress. • Participation Proof: Certificates, photos, attendance records. • Reflective Journal: Minimum 2-3 pages summarizing experiences, learning, and growth. • Final Viva/Presentation: 5-minute talk on poster presentation and on overall learning. 																											
10	Scheme of Examination and Assessment Pattern Based on 3 approved Activities Semester End External - 30 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Activity No</th> <th style="width: 65%;">Nature of Activities</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Title of Approved Activity - 1</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Title of Approved Activity - 2</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Title of Approved Activity - 3</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> Internal Examination: Continuous Evaluation – 20 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 70%;">Assessment / Evaluation</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Reflective journal</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Presentation/ poster presentation/viva</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Activity No	Nature of Activities	Marks	1.	Title of Approved Activity - 1	10	2.	Title of Approved Activity - 2	10	3.	Title of Approved Activity - 3	10	Total		30		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20
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1.	Reflective journal	10																										
2.	Presentation/ poster presentation/viva	10																										
Total		20																										

Suggested Readings:

- How to Win Friends and Influence People
- The 7 Habits of Highly Effective People
- Thinking, Fast and Slow
- Leaders Eat Last
- Talk Like Ted

Name & Signature of the Principal & Chairperson, Academic Council:


 Dr. Manju Lalwani Pathak





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

Bachelor of Arts
(English)
(Aided)

Semester – IV

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

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

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

Semester- IV

Title: Introduction to Literatures in English:

Novel – I

Vertical - 1

Major Course - 4 Credits

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

Title: Introduction to Literatures in English: Novel – I
Course Code: CHMENGIV1

Sr. No.	Heading	Particulars
1	Description of the Course:	This course introduces students to the evolution of the English novel—from its early narrative experiments to modernist transformations. Through representative works, learners will understand how form, style, and theme evolved across centuries. The course emphasizes key elements of narrative—plot, setting, character, point of view, and structure—while situating each novel in its social, cultural, and historical context. Students will engage in close textual reading, genre analysis, and theoretical interpretation using models such as Greimas’ <i>Actantial Model</i> and Friedman’s <i>Modes of Narration</i> .
2	Vertical 1	Major
3	Type	Theory+Practicum (Teaching Methods: Lecture/ Discussion/ Reading sessions/ Role Play /Seminar/ Literature Review etc.)
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	<p>Course Objectives: By the end of the course, learners will be able to:</p> <p>CO (A)-1: To introduce learners to the English novel as a major literary form by examining its essential features and narrative structures.</p> <p>CO (A)-2: To familiarize learners with the historical development of the English novel through the study of representative texts from the eighteenth to the twentieth century.</p> <p>CO (A)-3: To develop learners’ understanding of narrative and critical theories by applying the concepts of Greimas, Friedman, and Booth to the analysis of fictional texts.</p> <p>CO (A)-4: To enhance learners’ analytical, interpretative, and critical reading skills through contextual, thematic, and formal study of novels.</p>	

8	<p>Course Outcomes: Upon successful completion, learners will be able to:</p> <p>CO-1: Identify and explain core components of the novel- plot, setting, character, narration, and structure.</p> <p>CO-2: Demonstrate understanding of the historical evolution and genre diversity of the English novel.</p> <p>CO-3: Critically analyse narrative techniques and perspectives using relevant theoretical frameworks.</p> <p>CO-4: Produce informed, coherent, and contextually grounded responses to literary texts.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Elements and Types of the Novel (15 hours)</p> <p>1.1: Elements of the Novel</p> <ul style="list-style-type: none"> • Definition, Plot, and Setting • Characters: Round and Flat • Narrative Perspective: First Person and Third Person Narration • Distance and Point of View in Fiction (Wayne C. Booth; Norman Friedman) <p>1.2: Major Types of Novels</p> <ul style="list-style-type: none"> • Realist Novel • Gothic Novel • Bildungsroman • Allegorical Novel • Stream-of-Consciousness Novel <p>UNIT II: The Beginnings of the English Novel (18th Century) 15 hours</p> <ul style="list-style-type: none"> • <i>Gulliver's Travels</i> by Jonathan Swift <li style="text-align: center;">OR • <i>Robinson Crusoe</i> by Daniel Defoe <p>UNIT III: The Victorian Novel (19th Century) 15 hours</p> <ul style="list-style-type: none"> • <i>Jane Eyre</i> by Charlotte Brontë <li style="text-align: center;">OR • <i>David Copperfield</i> by Charles Dickens <p>UNIT IV: The Modern Novel (20th Century) 15 hours</p> <ul style="list-style-type: none"> • <i>Animal Farm</i> by George Orwell <li style="text-align: center;">OR • <i>To the Lighthouse</i> by Virginia Woolf

AI Integration for Internal Assessment and Academic Learning:

Students may make ethical and responsible use of AI-enabled tools such as **Google Gemini** for concept clarification, literary interpretation, thematic exploration, presentation preparation, and academic writing support, and **Perplexity AI** for locating scholarly information, comparative literary references, contextual research, and supporting analytical assignments. AI tools are intended to strengthen literary understanding, research engagement, and academic communication; however, assessment shall prioritize original critical thinking, independent textual analysis, academic integrity, and responsible use of AI technologies.

10**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.	a) Short Notes: 3 out of 5 (150–200 words each) – <i>Unit 1 A</i> OR b) 1 Long Answer (500–600 words) – <i>Unit 1B</i>	15
Q2	(a) Short Notes: 3 out of 5 – <i>Unit 2</i> OR (b) 1 Long Answer – <i>Unit 2</i>	15
Q3	(a) Short Notes: 3 out of 5 – <i>Unit 3</i> OR (b) 1 Long Answer – <i>Unit 3</i>	15
Q4	(a) Short Notes: 3 out of 5 – <i>Unit 4</i> OR (b) 1 Long Answer – <i>Unit 4</i>	15
	Total	60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Attendance & Class Participation: Based on regular attendance, active involvement in discussions, and overall classroom engagement.	10
2.	Research Project / Assignment with Presentation (30 Marks): Students shall undertake a research project or analytical assignment on prescribed literary texts, authors, themes, or narrative concepts from the syllabus, followed by an oral presentation/viva based on their work. Students may make ethical and responsible use of AI-enabled tools such as Consensus AI for locating peer-reviewed scholarly sources,	30

		literature review support, and academic research exploration, and Google Gemini for idea development, academic structuring, content refinement, and presentation preparation. The activity is intended to strengthen research aptitude, analytical writing, literary interpretation, academic communication, and presentation skills. Assessment shall prioritize originality, critical engagement, textual analysis, academic integrity, effective presentation, and responsible use of AI tools.	
		Total	40
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Austen, Jane. <i>Pride and Prejudice</i>. Edited by Vivien Jones, Penguin Classics, 2003. 2. Bakhtin, Mikhail. <i>The Dialogic Imagination: Four Essays</i>. University of Texas Press, 1981. 3. Barthes, Roland. <i>S/Z</i>. Translated by Richard Miller, Hill and Wang, 1974. 4. Booth, Wayne C. "Distance and Point of View in Fiction." <i>The Theory of the Novel</i>, edited by Philip Stevick, Free Press, 1967. 5. Brontë, Charlotte. <i>Jane Eyre</i>. Edited by Margaret Smith, Oxford UP, 2008. 6. Defoe, Daniel. <i>Robinson Crusoe</i>. Penguin Classics, 2003. 7. Dickens, Charles. <i>David Copperfield</i>. Edited by Nina Burgis, Oxford UP, 2008. 8. Eagleton, Terry. <i>The English Novel: An Introduction</i>. Wiley-Blackwell, 2005. 9. Forster, E. M. <i>A Passage to India</i>. Penguin Classics, 2005. 10. —. <i>Aspects of the Novel</i>. Harcourt, 1927. 11. Friedman, Norman. "Point of View in Fiction." <i>The Theory of the Novel</i>, edited by Philip Stevick, Free Press, 1967. 12. Genette, Gérard. <i>Narrative Discourse: An Essay in Method</i>. Translated by Jane E. Lewin, Cornell UP, 1980. 13. Greimas, Algirdas Julien. "Actants, Actors, and Figures." <i>On Meaning: Selected Writings in Semiotic Theory</i>, University of Minnesota Press, 1987. 14. James, Henry. <i>The Art of the Novel: Critical Prefaces</i>. Edited by Richard P. Blackmur, Scribner's, 1934. 15. Leavis, F. R. <i>The Great Tradition: George Eliot, Henry James, Joseph Conrad</i>. Chatto and Windus, 1948. 16. Lodge, David. <i>The Art of Fiction</i>. Penguin Books, 1992. 17. Lubbock, Percy. <i>The Craft of Fiction</i>. Jonathan Cape, 1921. 18. Lukács, Georg. <i>The Historical Novel</i>. Merlin Press, 1962. 19. Mullan, John. <i>How Novels Work</i>. Oxford UP, 2006. 20. Said, Edward W. <i>Culture and Imperialism</i>. Vintage Books, 1994. 21. Swift, Jonathan. <i>Gulliver's Travels</i>. Edited by Robert DeMaria Jr., Penguin Classics, 2003. 22. Watt, Ian. <i>The Rise of the Novel: Studies in Defoe, Richardson, and Fielding</i>. University of California Press, 1957. 23. Woolf, Virginia. <i>To the Lighthouse</i>. Edited by Mark Hussey, Oxford UP, 2006. 24. —. "Modern Fiction." <i>The Common Reader</i>. Hogarth Press, 1925. 		

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

Second Year B. A.

Semester- IV

**Vertical - 1
Project Based - 2 Credits**

**Introduction to Literatures in
English: Novel – II**

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

Title: Introduction to Literatures in English: Novel – II
Course Code: CHMENGIV2

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>This Project based course is designed to help learners connect theoretical concepts of the novel with real-world literary, cultural, and critical contexts through independent research based on secondary data sources.</p> <p>Learners will explore how novels reflect or reshape social realities, ideologies, and artistic movements by engaging with literary criticism, academic essays, author interviews, online archives, and digital literary databases.</p> <p>This project encourages analytical inquiry, critical reading, and comparative thinking - essential competencies under NEP-2020's focus on experiential and research-oriented learning.</p>
2	Vertical 1	Project-Based: Introduction to Literature in English – <i>Novel – II</i>
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours (Project Based)
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO (A)-1: To develop learners' research literacy through engagement with journals, critical essays, reviews, archives, and other scholarly sources.</p> <p>CO (A)-2: To enable learners to apply theoretical and historical perspectives on the novel to literary debates and cultural contexts.</p> <p>CO (A)-3: To strengthen learners' independent analytical thinking and academic writing skills through research-based inquiry.</p> <p>CO (A)-4: To familiarize learners with academic documentation practices, including MLA 9th Edition, and the ethical use of information.</p>	

	<p>CO (A)-5: To promote interdisciplinary understanding by relating the novel to fields such as history, media, psychology, and gender studies.</p>
<p>8</p>	<p>Course Outcomes: After successful completion of this course, learners will be able to:</p> <p>CO-1: Connect literary study with broader research and cultural analysis.</p> <p>CO-2: Apply critical reading and writing techniques to evaluate novels.</p> <p>CO-3: Conduct literature-based research using credible digital and print sources.</p> <p>CO-4: Develop organized, citation-compliant academic writing.</p> <p>CO-5: Demonstrate independent and reflective literary inquiry.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT-I Nature of the Field Project (Secondary Data Based)</p> <p>This project does not require primary data collection (such as surveys or interviews). Instead, students will undertake a desk-based research project that draws upon published, reliable secondary data, including:</p> <ul style="list-style-type: none"> • Literary criticism, journal articles, and essays • Author biographies and interviews • Online repositories such as <i>Project Gutenberg</i>, <i>JSTOR</i>, <i>Google Scholar</i>, <i>Sahapedia</i>, and <i>Digital Humanities archives</i> • Critical introductions from editions of the prescribed novels • Newspaper or magazine reviews of adaptations and cultural responses <p>UNIT II: Orientation on Suggested Topics</p> <p>Learners may select one topic in consultation with the course instructor.</p> <p>A. Thematic and Historical Studies</p> <ol style="list-style-type: none"> 1. The Evolution of the English Novel from Realism to Postmodernism 2. Representations of Colonial and Postcolonial Identity in R. K. Narayan’s <i>The Guide</i> 3. Travel, Trade, and Empire in Daniel Defoe’s <i>Robinson Crusoe</i> 4. The Gothic Tradition and Victorian Anxiety in Bram Stoker’s <i>Dracula</i> 5. Partition Memory and Graphic Narratives in <i>Chhotu: A Tale of Partition and Love</i> <p>B. Conceptual and Comparative Studies</p> <ol style="list-style-type: none"> 6. The Role of the Narrator and Narrative Perspective in the 19th-Century Novel 7. The Construction of the Hero in Colonial and Postcolonial Fiction 8. The Rise of the Indian English Novel: Cultural Translations and Identity

9. Women, Gender, and Moral Conflict in the English Novel
10. Metafiction and Storytelling in Contemporary Indian English Narratives

C. Contextual and Adaptation Studies

11. Cinema and the Novel: Adaptation of *Dracula* or *The Guide*
12. Digital Humanities and the Mapping of Novelistic Spaces
13. Visual Storytelling and the Graphic Novel Tradition in India
14. The Novel and the Nation: Imagining Modern India through Fiction

Methodology (Suggested Framework)

Each learner shall undertake a **secondary data-based field project** and prepare a **project report of approximately 1,200–1,500 words**. The report should demonstrate analytical engagement, structured writing, and academic integrity.

- **Title Page**
 - ✓ Include: project title, student's full name, roll number, class, department, and academic year.
 - ✓ Use a clear, professional layout (Times New Roman, 14 pt bold for the title).
- **Introduction**
 - ✓ Present a concise overview of the topic and its significance.
 - ✓ Explain the **rationale** behind choosing the novel/theme.
 - ✓ Define the **objectives** and scope of the study.
 - ✓ Establish the connection between the topic and the broader literary or cultural framework.
- **Literature Review / Secondary Data Base**
 - ✓ Summarize existing research, critical interpretations, or theoretical perspectives related to the chosen topic.
 - ✓ Consult at least **five credible secondary sources** (books, journals, research papers, or digital archives).
 - ✓ Critically analyze how earlier scholars have approached the subject.
 - ✓ Highlight the **research gap** or unique angle your study addresses.

- **Analysis / Discussion**

- ✓ Present the **core interpretation** of the chosen novel or theme using insights drawn from secondary data.
- ✓ Apply relevant **theoretical frameworks** such as postcolonialism, feminism, narratology, or ecocriticism.
- ✓ Integrate **textual evidence** and references from critics or theorists.
- ✓ Analyze how the text reflects its **historical, social, and cultural context**.
- ✓ Maintain logical coherence, analytical depth, and academic tone.

- **Conclusion**

- ✓ Summarize the main arguments and findings.
- ✓ Reflect on the broader implications of the analysis for literary or cultural understanding.
- ✓ Suggest possible areas for further research or interpretation.

- **Works Cited**

- ✓ Provide a complete list of all sources used in **MLA 9th Edition format**.
- ✓ Include at least **five scholarly references** (books, journal articles, or credible digital resources).
- ✓ Ensure consistency in citation style and formatting.

- **Optional Components**

- ✓ Students may include **charts, tables, visuals, or concept maps** to illustrate character relationships, thematic progression, or comparative data.
- ✓ Use these visual elements judiciously to enhance clarity, not to replace textual discussion.

- **Formatting Guidelines**

- ✓ Font: Times New Roman, 12 pt; Spacing: 1.5 lines; Margins: 1 inch on all sides.
- ✓ Word Limit: 1,200–1,500 words (excluding Works Cited).
- ✓ Maintain academic language, coherence, and paragraph transitions.
- ✓ Avoid plagiarism by citing all borrowed ideas or quotations.

AI Integration for Project-Based Learning:

Students may make ethical and responsible use of AI-enabled tools such as **Consensus AI** for locating peer-reviewed scholarly articles, literature review support, and identifying credible

academic sources, and **Elicit AI** for research discovery, summarizing academic papers, organizing secondary sources, and developing research insights for the completion of the project. AI tools are intended to support academic inquiry, literature-based research, source analysis, and project organization; however, the final submission must reflect the student’s original interpretation, critical analysis, proper citation practices, academic integrity, and responsible use of AI technologies.

10

Scheme of Examination and Assessment Pattern
 Project Evaluation Framework for 50 marks
External Examination: Semester End Project Submission

Component	Description	Marks
Written Project Report	Individual submission (printed)	30
Viva-Voce / Oral Presentation	In-person or digital interaction before the panel	20
	Total	50

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21. Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2008.
22. Probyn, Clive T. *English Fiction of the Eighteenth Century*. Addison-Wesley Longman, 1987.
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24. Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton UP, 1977.
25. Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. Routledge, 1987.
26. Thieme, John. *Postcolonial Con-Texts: Writing Back to the Canon*. Continuum, 2001.
27. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding*. Chatto & Windus, 1957.
28. Waugh, Patricia. *Metafiction: The Theory and Practice of Self-Conscious Fiction*. Methuen, 1984.
29. Williams, Raymond. *The English Novel from Dickens to Lawrence*. Chatto & Windus, 1970.
30. Wood, James. *How Fiction Works*. Farrar, Straus and Giroux, 2008.

Digital and Online Resources

1. **Project Gutenberg** – <https://www.gutenberg.org>
(Access to classic novels and early critical writings.)
2. **JSTOR** – <https://www.jstor.org>
(Peer-reviewed literary criticism and scholarly essays.)

3. **Google Scholar** – <https://scholar.google.com>
(Academic research and cross-disciplinary studies.)
4. **Sahapedia** – <https://www.sahapedia.org>
(Cultural and literary documentation in the Indian context.)
5. **National Digital Library of India (NDLI)** – <https://ndl.iitkgp.ac.in>
(Repository for open-access academic materials.)
6. **AI for Good Foundation** – <https://ai4good.org>
(Digital literacy and AI-assisted research tools.)
7. **UNESCO Open Access Repository** – <https://unesdoc.unesco.org>
(Resources on education, culture, and sustainable development.)

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

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

Semester- IV

**Vertical – 3
Open Elective (OE): 2 Credits**

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



HSNC Board's

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14



Estd. Year
1965

Faculty of Interdisciplinary

List of Skill Based Open Electives for Second Year: Semester – IV

Sr. No.	Semester IV Subject
1	Digital Interface, Web Design And Publishing
2	3D Modeling And Character Animation Fundamentals
3	Advance Tools Of AI For Economics And Education - II
4	English For Leadership and Strategic Communication
5	Urbanization And Real Estate: Applied Urban Planning, Design And Sustainable Cities
6	Travel Agency And Tour Operators Business
7	Managing Family Wealth Through Family Office-IV
8	Advanced Web Designing & Portfolio Development
9	Basics Of Nutrition - 4
10	Reel Strategy And Influencer Management
11	Preforming Art- Dance-4
12	Data Analysis Project Based Approach
13	Strategic Political Communication, Digital Governance And AI-Driven Public Engagement Skills
14	Psychology Of Personal Relationship-II
15	Digital Society And Social Change
16	Mushroom Cultivation Training And Trading Level 4
17	Pranayama And Yogic Breathing Practices
18	Perfumery Course Level 4
19	Career Launchpad: Communication And Employability Skills
20	Beautician: Strategic Business Planning -IV
21	Current Trends In Fashion Designing: Financial Perspective Level 4
22	Basics Of Accounting-IV
23	Digital Marketing -IV
24	Online Trading For Investment Management



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

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

Semester- IV

**Vertical – 4
(VSC- Vocation Skill Course)- 2 Credits**

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

Title: Critical Reading of Texts – I
Course Code: CHMENGIV4

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>The course Critical Reading of Texts – I introduces learners to the art and discipline of interpreting a wide range of literary and non-literary texts. It emphasizes <i>close reading</i>, <i>critical thinking</i>, and <i>contextual interpretation</i>—skills essential for academic and professional success in the humanities and beyond.</p> <p>Through analytical engagement with fiction, poetry, prose, and visual narratives, learners develop an understanding of how language, structure, and ideology shape meaning. The course integrates foundational theoretical concepts and practical strategies for textual interpretation, argumentation, and critique.</p> <p>By the end of the course, learners will be able to read critically, interpret independently, and communicate insights effectively—laying the foundation for advanced literary study, research, and professional communication.</p>
2	Vertical 4	VSC: Critical Reading of Texts – I
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO (A)-1: To develop learners’ analytical competence in interpreting, evaluating, and critiquing literary and non-literary texts across diverse genres.</p> <p>CO (A)-2: To enhance learners’ close reading skills by examining language, imagery, structure, style, and rhetorical techniques.</p> <p>CO (A)-3: To foster independent interpretation by encouraging evidence-based analysis and critical reasoning.</p>	

	<p>CO (A)-4: To introduce learners to foundational literary theories for understanding how texts construct meaning and reflect ideology.</p> <p>CO (A)-5: To strengthen learners’ academic writing, oral communication, and interpretative skills through critical discussion and analytical writing.</p>
<p>8</p>	<p>Course Outcomes: Students will be able to</p> <p>CO-1: Demonstrate advanced analytical skills by critically engaging with literary and non-literary texts using appropriate interpretive frameworks.</p> <p>CO-2: Apply close reading strategies to identify and evaluate tone, structure, rhetorical patterns, and figurative language.</p> <p>CO-3: Contextualize texts within historical, cultural, and ideological frameworks to understand how meaning is constructed.</p> <p>CO-4: Develop independent and creative interpretations supported by evidence-based reasoning.</p> <p>CO-5: Exhibit clarity, coherence, and sophistication in academic writing and oral presentations.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Foundations of Critical Reading and Interpretation 15 hours</p> <p>1.1. Understanding Critical Reading</p> <ul style="list-style-type: none"> • Meaning, scope, and importance of critical reading • Reading for comprehension vs. reading for interpretation • Active vs. passive reading strategies <p>1.2. Techniques of Close Reading</p> <ul style="list-style-type: none"> • Identifying key themes, motifs, and patterns • Analyzing tone, diction, syntax, and imagery • Recognizing narrative perspective and authorial intent <p>1.3. Literary and Rhetorical Devices</p> <ul style="list-style-type: none"> • Figurative language: metaphor, irony, symbolism, allusion • Rhetorical tools: argumentation, persuasion, and logical appeals • The shaping of meaning through figurative and stylistic choices <p>1.4. Reading Across Genres</p> <ul style="list-style-type: none"> • Distinguishing between fiction, non-fiction, poetry, and visual texts • Comparative analysis of literary and non-literary writing • Evaluating the aesthetic, moral, and ideological dimensions of texts <p>UNIT II: Critical Reading of Poetry and Prose 15 hours</p> <p>2.1. Reading Poetry: Techniques of Interpretation</p> <ul style="list-style-type: none"> • Elements of poetic form: meter, rhyme, rhythm, and structure

- Major forms: Sonnet, Ode, Ballad, Free Verse
- Sound and meaning: alliteration, assonance, consonance, and rhyme
- Figurative language: imagery, symbolism, and metaphor
- Contextual reading: the relation between poetic expression and cultural background

2.2. Reading Prose: Techniques of Interpretation

- Elements of prose: plot, setting, character, and theme
- Narrative techniques: first-person, third-person, unreliable narrator
- Stylistic analysis: tone, diction, and structure
- Analyzing essays and non-fiction: argumentation, persuasion, exposition
- Contextual reading: ideology, perspective, and authorial stance

NB: AI Integration for Internal Assessment and Academic Learning:

Students may make ethical and responsible use of AI-enabled tools such as **Claude AI** for textual interpretation support, idea development, comparative analysis, critical writing assistance, and structured academic argumentation, and **Perplexity AI** for contextual research, literary background exploration, scholarly source discovery, and conceptual clarification while completing critical reading assignments. AI tools are intended to enhance analytical engagement, interpretive skills, and academic communication; however, assessment shall prioritize original interpretation, evidence-based analysis, critical thinking, academic integrity, and responsible use of AI technologies.

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 (3 out of 5) on <i>Unit I</i> OR Essay-Type Question (1 out of 2) on <i>Unit I</i>	15
Q. 2	Short Notes (3 out of 5) on <i>Unit II</i> OR Essay-Type Question (1 out of 2) on <i>Unit II</i>	15
Total		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Assignment: Critical essay or interpretation of a selected poem or prose text.	15
2.	Class Attendance and Participation	05
Total		20

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REFERENCES:

1. Abrams, M. H. *A Glossary of Literary Terms*. 11th ed., Cengage, 2015.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017.
3. Booth, Wayne C. *The Rhetoric of Fiction*. 2nd ed., University of Chicago Press, 1983.
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7. Forster, E. M. *Aspects of the Novel*. Harcourt, 1927.
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10. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 3rd ed., Routledge, 2015.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

Second Year B. A.

Semester- IV

Vertical – 5

Ability Enhancement Course (AEC) -2 Credits

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

Title: English for Academic and Professional Communication

Course Code: CHMBAAECIV

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>The course English for Academic and Professional Communication is designed to enhance learners’ linguistic proficiency, analytical ability, and communication competence required in both academic and workplace environments. It integrates <i>language, critical thinking, and digital literacy</i> to prepare students for real-world contexts where effective expression and interpretation are key.</p> <p>Through practice-based learning, learners will refine their <i>listening, speaking, reading, and writing (LSRW)</i> skills, while developing clarity, coherence, and confidence in diverse communicative situations. The course also emphasizes <i>academic writing conventions, interpersonal communication, and digital fluency</i> to help learners adapt to global and multicultural professional scenarios.</p> <p>By the end of the course, students will demonstrate proficiency in structured academic writing, articulate verbal communication, and informed critical expression.</p>
2	Vertical 5	AEC: “English for Academic and Professional Communication”
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO (A)-1: To strengthen learners’ ability to communicate effectively in academic and professional contexts.</p> <p>CO (A)-2: To develop learners’ proficiency in writing structured, formal, and purpose-driven texts.</p>	

	<p>CO (A)-3: To enhance learners’ oral, interpersonal, and presentation skills through practice-oriented communication activities.</p> <p>CO (A)-4: To build learners’ critical awareness of digital communication tools, media practices, and professional communication ethics.</p> <p>CO (A)-5: To promote confidence, accuracy, and creativity in both written and spoken English.</p>
<p>8</p>	<p>Course Outcomes: After completing this course, learners will be able to:</p> <p>CO1: Communicate ideas effectively using academic and professional registers of English. CO2: Demonstrate clarity, fluency, and coherence in verbal and written communication. CO3: Apply academic writing conventions such as tone, structure, citation, and logical flow. CO4: Engage critically with texts, visuals, and digital media for interpretation and response. CO5: Exhibit professional etiquette, teamwork, and intercultural competence in communication.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Communication for Academic Excellence 15 hours</p> <p>A. Foundations of Effective Communication</p> <ul style="list-style-type: none"> • Elements and barriers of communication • Verbal and non-verbal communication strategies • Listening skills and note-taking techniques <p>B. Academic Discourse and Expression</p> <ul style="list-style-type: none"> • Reading for comprehension and analysis • Structuring paragraphs and developing arguments • Paraphrasing, summarizing, and synthesizing ideas <p>C. Oral and Presentation Skills</p> <ul style="list-style-type: none"> • Group discussions, debates, and public speaking • Seminar presentations and peer feedback • Active listening and responding in academic dialogue <p><i>Learning Emphasis: Building precision, articulation, and critical response in academic contexts.</i></p> <p>UNIT II: Communication for Professional Development 15 hours</p> <p>A. Professional Writing and Documentation</p>

- Report writing
- Writing proposals, memos, and meeting minutes

B. Workplace and Digital Communication

- Cross-cultural and team communication in professional spaces
- Business and technical communication essentials
- Writing for online platforms: blogs, LinkedIn, and professional networking

C. Media and Visual Literacy

- Interpreting advertisements, infographics, and social media content
- Writing captions, press notes, and short formal posts

Learning Emphasis: Application of communication skills in real-world and digital professional settings.

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 (Attempt any 3 out of 5) - Unit 1 OR Attempt Essay Type question. (1 out of 2) - Unit 1	15
Q. 2	Short Notes (Attempt any 3 out of 5) - Unit 2 OR Attempt Essay Type question. (1 out of 2) - Unit 2	15
	Total	30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance and Participation	05
	Total	20

REFERENCES:

1. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. Oxford UP, 2022.
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4. Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford UP, 2019.
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8. Jones, Leo. *Working in English*. Cambridge UP, 2005.
9. Garner, Bryan A. *HBR Guide to Better Business Writing*. Harvard Business Review Press, 2013.
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**Smt. Chandibai Himathmal Mansukhani
College**

(Autonomous)

Second Year B.A

(Hindi)

Semester – IV

Title : हिंदी भाषा : व्यावहारिक प्रयोग

Vertical - 5

AEC – 2 Credits

with effect from

Academic Year 2025-2026

Title : हिंदी भाषा : व्यावहारिक प्रयोग**Course Code : CHMAECHINIV**

Sr.No.	Heading	Particulars
1.	Description of the Course :	<p>भाषा का जीवन में सदैव महत्व रहा है, जीवन और भाषा का चोली – दामन का संबंध है, जब हमारी भाषा मधुर और सार्थक होती है तो श्रेता पर विशिष्ट प्रभाव पड़ता है, भाषा का यदि सही और सार्थक रूप से प्रयोग किया जाए तो मुनष्य जीवन में कहीं भी असफल नहीं हो सकता है, इसी भाषा के माध्यम से हम सभी को अपनी ओर आकर्षित भी करते हैं, वर्तमान युग में रोजगार में बहुत से क्षेत्र भाषा से जुड़े हुए हैं, जिसके माध्यम से विद्यार्थी इनका लाभ ग्रहण कर सकते हैं, भाषाई क्षमता हमारे विचारों की संवाहक होती है, आज डिजिटल युग में अभिव्यक्ति के कई माध्यमों का प्रसार हुआ है, इन माध्यमों में भाषा ही सशक्त तत्व है जो आपकी अभिव्यक्ति को पूरे जगत को अवगत कराती है, भाषा का महत्व हर समय, हर माध्यम में रहा है, परंतु भाषा का सार्थक रूप का प्रयोग आज बहुत आवश्यक है। आज हिंदी अंतरराष्ट्रीय स्तर पर प्रयोग में लाई जा रही है, तकनीक, सूचना प्रौद्योगिकी सोशल मीडिया, राजनीति की भाषा हिंदी बन चुकी है, जीवन में कई क्षेत्रों में व्यावहारिक स्तर पर हमें अपनी भाषा के लिखित स्वरूप के कार्यों को करना होता है और ऐसे में कार्य-दक्षता महत्व रखती है, हिंदी भाषा में व्यावहारिक प्रयोग को केंद्र में रखकर और इन्हीं पहलुओं को ध्यान में रखते हुए इस पाठ्यक्रम का गठन किया गया है, हम हिंदी भाषा को सही और शुद्ध रूप में प्रयोग कर अभिव्यक्ति को सफल बनाए और बिना व्याकरण के यह संभव नहीं है, इस दृष्टि से पाठ्यक्रम सर्वाधिक लाभकारी सिद्ध होगा</p>
2.	Vertical : 5	AEC
3.	Type : Teaching Methods :	Theory + Practium Lecture / Discussion / Presentation / Self Study, etc.

4.	Credit :	2 Credits (1 Credit = 15 Hours for Theory)
5.	Hours Allotted :	30 Hours
6.	Marks Allotted :	50 Marks
7.	Course Objectives : CO(A)1: विद्यार्थियों को राजभाषा हिंदी का विधिवत ज्ञान प्रदान करना । CO(A)2: विद्यार्थियों को राजभाषा हिंदी के संवैधानिक महत्त्व से परिचित करवाना । CO(A)3: विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना । CO(A)4: विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिन्हों आदि का ज्ञान प्रदान करना ।	
	Course Outcomes : CO1 : विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा, एवं दक्षता प्राप्त होगी । CO2 : विद्यार्थियों को राजभाषा हिंदी के संवैधानिक महत्त्व की जानकारी प्राप्त होगी । CO3 : विद्यार्थियों को हिंदी – संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध, व्यावहारिक रूप का ज्ञान होगा । CO4 : विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिन्हों आदि का ज्ञान प्राप्त होगा ।	
9.	Syllabus	
	UNIT I :	
	1. हिंदी भाषा – सामान्य परिचय	
	2. राजभाषा हिंदी – संवैधानिक महत्त्व	
	3. वर्णमाला – स्वर एवं व्यंजन	
	4. शब्द भेद – सामान्य परिचय (संज्ञा आदि)	
	UNIT II :	
	1. वाक्य – सामान्य परिचय	
	2. वर्तनी – शुद्धता का प्रयोग एवं सावधानियाँ	
	3. कारक एवं विराम चिन्ह	
	4. निबंध लेखन – (सामाजिक निबंध, आत्मकथात्मक निबंध, समसामायिक निबंध)	

10.

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

External Examination : Semester End External – 30 Marks Time : 1:00 Hours

Format of Question Paper

All Questions are Compulsory

मूल्यांकन प्रारूप	इकाई	अंक
बाह्य मूल्यांकन		
प्रश्न 1 : चार प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर लिखिए ।	इकाई 1	15
प्रश्न 2 : चार प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर लिखिए ।	इकाई 2	15
	कुल अंक	30

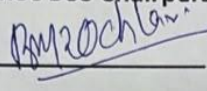
मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
<ul style="list-style-type: none"> AI की सहायता से हिंदी भाषा, राजभाषा हिंदी एवं उसके संवैधानिक महत्व पर शोध, सारांश एवं डिजिटल प्रस्तुति (Presentation) तैयार करना। AI Grammar एवं Writing Tools का उपयोग करके वर्णमाला, शब्द-भेद, वाक्य-रचना, कारक, विराम-चिह्न तथा वर्तनी शुद्धता का अभ्यास करना एवं त्रुटियों का विश्लेषण करना। AI की सहायता से हिंदी व्याकरण पर आधारित प्रश्नसंच (Question Bank), Quiz तथा Interactive अभ्यास-पत्र तैयार करना। AI Writing Tools का उपयोग करके सामाजिक, आत्मकथात्मक एवं समसामयिक विषयों पर निबंध लेखन करना तथा AI द्वारा तैयार निबंध और विद्यार्थी द्वारा लिखे गए निबंध का तुलनात्मक विश्लेषण करना। AI की सहायता से कठिन शब्दों के अर्थ, पर्यायवाची, विलोम, शब्दावली तथा सरल भाषा में व्याख्या तैयार करना। AI Voice Tools का उपयोग करके शुद्ध उच्चारण, वाचन एवं मौखिक अभिव्यक्ति का अभ्यास करना तथा उच्चारण संबंधी Feedback प्राप्त करना। 	20
कुल अंक	20

11.	संदर्भ ग्रंथ सूची – <ol style="list-style-type: none">1. बाबूराम सक्सेना – सामान्य भाषा विज्ञान, हिंदी साहित्य सम्मेलन, प्रयाग ।2. कामताप्रसाद गुरू – हिंदी व्याकरण, लोकभारती प्रकाशन, इलाहाबाद ।3. आचार्य देवेन्द्र नाथ शर्मा – भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली ।4. भाषा विज्ञान एवं भाषा शास्त्र – कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी ।5. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद ।
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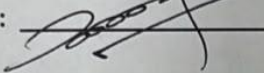
Bos in Hindi :

Sr No	Name of the Faculty	Designation and College
1.	Dr. Bhavna M.Rochlani	I/C HOD Asst. Professor CHM College Ulhasnagar
2.	Dr. Ajeet Kumar Rai	Associate Professor KC College Mumbai
3.	Dr. Santosh Motwani	Associate Professor RKT College Ulhasnagar

Name & Signature of the Ad-hoc BoS Chairperson -

Dr. Bhavna M. Rochlani : 

Name & Signature of the Dean -

Dr. Nitin Arekar : 



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

**Second Year BA/BCom/BSc/SFC
(Marathi)**

Semester- IV

**Vertical -5
Ability Enhancement Course (AEC) -2 Credits**

**with effect from
Academic Year 2026-2027**

Title: लेखन कौशल्ये - २ (महाजालावरील लेखन)

COURSE CODE: CHMAECMARIII

Sr. No.	Heading	Particulars
1	Description the Course:	<p>राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Wholistic Development) भर देते. या धोरणात सर्वांगीण विकासाचा भाग म्हणून क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course) या स्तंभांतर्गत भाषिक कौशल्य अभ्यासक्रमाचा समावेश करण्यात आला आहे. कला, वाणिज्य व विज्ञान या विद्याशाखांमध्ये अध्ययन करणाऱ्या विद्यार्थ्यांना तिसऱ्या सत्रामध्ये 'आधुनिक भारतीय भाषां'चे अध्ययन अनिवार्य करण्यात आले आहे. सदर क्षमता वर्धन अभ्यासक्रमाचे स्वरूप प्रामुख्याने भाषाकेंद्री असावे, असेही राष्ट्रीय शैक्षणिक धोरणात नमूद करण्यात आले आहे. विद्यार्थ्यांना विविध प्रकारच्या भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे, तसेच ती कौशल्ये आत्मसात करण्याची संधी विद्यार्थ्यांना उपलब्ध करून देणे, ही या अभ्यासक्रमाची महत्त्वाची उद्दिष्टे आहेत. ही उद्दिष्टे लक्षात घेऊन 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेची आखणी करण्यात आली आहे.</p> <p>आंतरमहाजाल हे एकविसाव्या शतकातील अत्यंत प्रभावी साधन आहे. जगभरातील संगणक एकमेकांशी जोडले जाऊन त्यांचे जाळे तयार झाले आहे. विविध सामाजिक माध्यमस्थळांवर स्वतःचे खाते (अकाउंट) तयार करणे आणि त्यावर मराठी भाषा व देवनागरी लिपीतून लिहिणे, ही समकालीन संपर्क व्यवहारातील आवश्यक बाब झाली आहे. यास अनुसरून आपल्या अभिव्यक्तीला व्यासपीठ मिळवून देणारी अनुदिनी (ब्लॉग) तयार करणे, विकिपीडियावर भोवतालातील भाषा, साहित्य, संस्कृतीशी निगडित माहितीपर व विश्लेषणात्मक नोंदी लिहिणे, सामाजिक माध्यमस्थळांवरील आपल्या खात्यावर सातत्याने अभ्यासपूर्ण लेखन करणे, स्वक्षमतेशी निगडित समाजगट / आभासी कट्टे (कम्युनिटी ग्रुप) तयार करणे, या बाबींसाठी आवश्यक सामाजिक माध्यमस्थळ साक्षरता आणि मराठी भाषा व देवनागरी लिपीतून लिहिण्याची क्षमता 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये निर्माण होईल.</p>
2	Vertical 5	Ability Enhancement Course
3	Type	Theory
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	50 Marks

7	<p>Course Objectives:</p> <p>CO1: महाजालावरील लेखन कौशल्याचे स्वरूप समजावून सांगणे.</p> <p>CO2: महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक असणाऱ्या तंत्रांचा परिचय करून देणे.</p> <p>CO3: नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट करणे.</p> <p>CO4: विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित करणे.</p>
8	<p>Learning Outcomes:</p> <p>प्रस्तुत अभ्यासक्रम शिकल्यानंतर:</p> <p>LO1: विद्यार्थ्यांना महाजालावरील लेखन कौशल्याचे स्वरूप समजेल.</p> <p>LO2: विद्यार्थ्यांना महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक तंत्रांचा परिचय होईल.</p> <p>LO3: विद्यार्थ्यांना नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट होईल.</p> <p>LO4: विद्यार्थ्यांमध्ये विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरी लिपीचा वापर करून लेखन (भाग - १)</p> <p>१. माध्यम साक्षरता</p> <p>२. अनुदिनी (ब्लॉग) लेखन</p> <p>३. विकिपीडियावरील लेखन</p> <p>(६० मिनिटांच्या १५ तासिका, श्रेयांकन १)</p> <p>(सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)</p> <p>UNIT II: सामाजिक माध्यमस्थळांवर मराठी भाषा व देवनागरी लिपीचा वापर करून लेखन (भाग - २)</p> <p>१. फेसबुक, इन्स्टाग्राम, एक्स यांवरील लेखन</p> <p>२. समाज गट (कम्युनिटी ग्रुप), आभासी कट्टे यांवरील लेखन</p> <p>(६० मिनिटांच्या १५ तासिका, श्रेयांकन-१)</p> <p>(सूचना : विद्यार्थ्यांमध्ये उपरोक्त सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित होतील या दृष्टीने शिक्षकांनी सराव करून घ्यावा.)</p>

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

hours

Format of Question Paper

All questions are compulsory:

Q. No	Nature of Questions	Marks
Q1	Essay type question on Module 1	10
Q2	Essay type question on Module 2	10
Q6	MCQs 15 out of 20, 10 MCQs on each module	10
		Total 30

Internal Examination: Continuous Evaluation - 20 marks

	Project and presentation / Viva	Marks
1.	<ul style="list-style-type: none"> विकिपीडियासाठी माहिती संकलन, संदर्भ व्यवस्थापन, तथ्य पडताळणी Fact Checking tool तयार करणे आणि लेख तयार करणे. AI साधने वापरून Facebook, Instagram आणि X (Twitter) साठी मराठीतील पोस्ट, Caption, Hashtags आणि Content Calendar तयार करणे. AI Copywriting Tools चा वापर करून सामाजिक माध्यमांसाठी आकर्षक व लक्षित (Targeted) मजकूर तयार करणे. AI साधनाच्या सहाय्याने Social Media Content चे भाषा विश्लेषण, शुद्धलेखन तपासणी आणि देवनागरी लिपीतील लेखन सुधारणा करणे. AI साधनाच्या सहाय्याने Community Groups आणि Virtual Discussion Platforms साठी माहितीपूर्ण पोस्ट, जनजागृती मोहीम आणि संवादात्मक मजकूर तयार करणे. AI Image Generation आणि Video Tools च्या सहाय्याने सामाजिक माध्यमांसाठी Creative Campaign तयार करणे. Blog, Wikipedia आणि Social Media Content यांची AI-assisted comparative analysis करून प्रभावी डिजिटल लेखनाचा अभ्यास करणे. <p>AI साधने: ChatGPT, Google Gemini, Claude, Perplexity AI, NotebookLM, Canva, CapCut, InVideo, Grammarly, QuillBot, Whisper, ElevenLabs</p>	20
		Total 20

11

संदर्भ ग्रंथ (Reference Books) :

१. मराठी व्याकरण आणि लेखन, विनायक गंधे व मीरा जोशी, निराली प्रकाशन, पुणे, २०१२.
२. उपयोजित मराठी, (संपा.) केतकी मोडक व अन्य, पद्मगंधा प्रकाशन, पुणे, २०१२.
३. मराठी भाषिक कौशल्य विकास, (संपा.) पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, धुळे, २०१८.
४. व्यावहारिक मराठी, ल. रा. नसिराबादकर, भाषा विकास संशोधन संस्था, कोल्हापूर, २०२३.
५. *Aayushi International Interdisciplinary Research Journal* (ISSN 2349-638x) Peer Reviewed Journal www.aiirjournal.com

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

Second Year B. A.

Semester- IV

**Vertical – 6
Field Project (FP) - 2 Credits**

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

Title: Field Project: Critical Approaches to the English Novel

Course Code: CHMENGIV5

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>This Field Project course provides students with an opportunity to explore the novel as a literary form through independent, secondary-data-based research. The course is designed to develop critical understanding of narrative traditions, thematic concerns, historical contexts, literary techniques, and cultural representations found in English novels from the 18th century to the contemporary period.</p> <p>Students will engage with critical essays, scholarly databases, reviews, author interviews, book histories, and digital humanities resources to produce a structured academic project. The course emphasises research skills, analytical thinking, academic writing, and presentation abilities, enabling learners to apply theoretical knowledge to practical research-oriented tasks.</p>
2	Vertical 6	Field Project: Critical Approaches to the English Novel
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO (A)-1: To introduce learners to the evolution, structure, and significance of the novel as a major literary genre.</p> <p>CO (A)-2: To familiarize learners with research methodologies and the effective use of secondary sources in literary studies.</p> <p>CO (A)-3: To develop learners' ability to analyse themes, characterization, narrative techniques, symbols, and socio-historical contexts in selected English novels.</p> <p>CO (A)-4: To enable learners to apply appropriate literary theories and scholarly references in the critical evaluation of literary texts.</p>

	<p>CO (A)-5: To strengthen learners’ academic writing, research documentation, and referencing skills through structured project work.</p> <p>CO (A)-6: To enhance learners’ oral communication and presentation skills through the effective defence of research findings in a viva-voce.</p>
<p>8</p>	<p>Course Outcomes: After completing this course, learners will be able to:</p> <p>CO-1: Demonstrate an understanding of major trends and themes in English novels.</p> <p>CO-2: Conduct independent, structured research using authoritative secondary sources.</p> <p>CO-3: Apply literary theories and critical methods to analyse novels.</p> <p>CO-4: Organise research findings into a well-written project with proper citations and references.</p> <p>CO-5: Present and justify their interpretations confidently during viva-voce.</p> <p>CO-6: Develop transferable skills in research, communication, critical reasoning, and academic presentation.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>This Course introduces learners to the research process, methodology, academic writing conventions, and essential tools required to undertake a secondary-data-based field project in novel studies.</p> <p>1.1 Understanding the Nature and Scope of the Field Project</p> <ul style="list-style-type: none"> • Meaning of a secondary-data-based research project • Difference between primary and secondary research • Importance of field projects in literary studies • Learning outcomes and expectations • Overview of novel studies: themes, contexts, narrative forms <p>1.2. Introduction to Research Methodology in Literary Studies</p> <ul style="list-style-type: none"> • What constitutes a research problem in literature • Identifying and refining a research topic • Formulating research questions and objectives • Hypothesis (if applicable) and direction of inquiry • Types of literary research: thematic, stylistic, comparative, historical, theoretical, cultural <p>1.3. Sources of Secondary Data</p> <ul style="list-style-type: none"> • Scholarly books, monographs, critical essays • Journals (JSTOR, Project Muse, EPW, etc.) • Author biographies, interviews, letters • Digital archives: Project Gutenberg, Internet Archive, British Library resources • Literary encyclopedias, companions, handbooks • Book reviews, reception histories, adaptation studies <p>1.4. Tools and Techniques for Literary Research</p> <ul style="list-style-type: none"> • Note-making strategies: paraphrasing, summarising, annotating

- Using keywords and Boolean operators for database search
- Using digital tools (Google Scholar alerts, reference managers)
- Character mapping, thematic coding, timeline building
- Strategies for effective reading and text analysis

(Suggested Topics for Field Projects)

(Students may select one topic in consultation with the course instructor.)

2.1. Thematic and Conceptual Studies

1. Representation of colonial and postcolonial identities in selected novels.
2. Gender, power, and agency in Victorian and modernist novels.
3. Depiction of childhood, education, and bildungsroman traditions.
4. Class conflict and social realism in 19th-century fiction.
5. Memory, trauma, and identity in contemporary novels.
6. Nature, ecology, and environmental consciousness in modern fiction.

2.2. Author-Centric Studies

1. The narrative universe of Charles Dickens: Themes and techniques.
2. The feminist imagination in the works of Virginia Woolf.
3. R. K. Narayan’s portrayal of Indian middle-class life.
4. Jane Austen’s critique of society, marriage, and class.

2.3. Genre-Based Studies

1. Gothic elements and psychological complexity in selected novels.
2. Modernist experimentation with narrative form.
3. Postmodern narrative strategies and metafiction.
4. Satire and allegory in early English novels.

2.4. Comparative Studies

1. Colonial encounters in English and Indian novels.
2. Bildungsroman across two literary traditions.
3. Adaptations: Novel to film – A comparative narrative study.

2.5. Research-Oriented Topics (Digital/Archival)

1. Evolution of the English novel through book covers, illustrations, and editions.
2. Reception histories: How critics and readers responded to a chosen novel over decades.
3. Digital humanities: Mapping character networks using online tools.



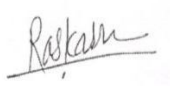
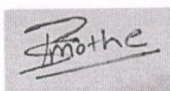
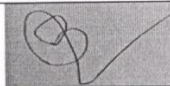
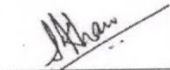
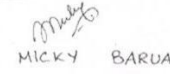

AI Integration for Field Project Completion:

Students may make ethical and responsible use of AI-enabled tools such as **Elicit AI** for academic literature discovery, research question development, summarizing scholarly sources, and organizing secondary research materials, and **Zotero** (AI-assisted reference management support) for source organization, citation management, bibliography generation, and maintaining academic documentation in MLA style during the completion of the field project. AI and digital research tools are intended to support scholarly inquiry, academic writing, and research efficiency; however, the final project must reflect the student’s original critical interpretation, independent analysis, proper academic integrity, and responsible use of research technologies.

10	Scheme of Examination and Assessment Pattern		
	A. Written Project Report – 30 Marks		
	Component	Marks	Description
	Research Depth & Use of Secondary Sources	10	Quality of scholarly references, relevance of sources, depth of reading.
	Analysis & Interpretation	10	Original insights, thematic clarity, literary analysis.
	Structure, Language & Academic Writing	05	Organisation, coherence, grammar, academic tone.
	Citation & Documentation (MLA 9th/Latest Edition)	05	Accuracy of in-text citations and Works Cited page.
	B. Viva-Voce Examination – 20 Marks		
	Component	Marks	Description
	Understanding of Topic & Research	10	Clarity of concepts, familiarity with novel, theory, and criticism.
Presentation Skills	05	Confidence, articulation, organization of oral presentation.	
Response to Questions	05	Ability to defend arguments and respond critically.	
11	REFERENCES:		
	1. Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . 11th ed., Cengage Learning, 2015.		
	2. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . 4th ed., Manchester UP, 2017.		
	3. Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i> . Oxford UP, 2011.		
	4. Eagleton, Terry. <i>Literary Theory: An Introduction</i> . 2nd ed., Blackwell, 1996.		
	5. Selden, Raman, et al. <i>A Reader's Guide to Contemporary Literary Theory</i> . 5th ed., Pearson Longman, 2005.		
	6. Booth, Wayne C. <i>The Rhetoric of Fiction</i> . 2nd ed., U of Chicago P, 1983.		
	7. Forster, E. M. <i>Aspects of the Novel</i> . Harcourt, 1927.		
	8. Friedman, Norman. "Point of View in Fiction." <i>PMLA</i> , vol. 70, no. 5, 1955, pp. 1160–84.		
	9. Genette, Gérard. <i>Narrative Discourse: An Essay in Method</i> . Translated by Jane E. Lewin, Cornell UP, 1980.		
10. James, Henry. <i>The Art of the Novel</i> . Scribner, 1934.			

11. Lodge, David. *The Art of Fiction*. Vintage, 2011.
12. Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson, and Fielding*. Chatto & Windus, 1957.
13. Gibaldi, Joseph. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
14. Gocsik, Karen, et al. *Writing about Literature*. W. W. Norton, 2013.
15. Greetham, Bryan. *How to Write Better Essays*. 5th ed., Palgrave Macmillan, 2019.
16. Lye, John. "Some Issues in Literary Interpretation and Theory." Brock University, 2010.
17. Flick, Uwe. *An Introduction to Qualitative Research*. 6th ed., Sage, 2018.
18. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. 2nd ed., Routledge, 2002.
19. Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale UP, 1979.
20. Said, Edward W. *Culture and Imperialism*. Vintage, 1994.
21. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, U of Illinois P, 1988, pp. 271–313.
22. Iyengar, K. R. Srinivasa. *Indian Writing in English*. 5th ed., Sterling, 2018.
23. Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1982.
24. Paranjape, Makarand. *Indian English Literature since 1947*. Creative Books, 1993.

Syllabus Committee:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Kailas Aute	Professor & Head, Dept. of English, Smt. CHM College	
2.	Prof. (Dr.) B. R. Hiramani,	(VC Nominee, University of Mumbai) Pancham Khemraj College, Sawantwadi	
3.	Prof. (Dr.) Vikas Raskar	(Subject Expert outside University) Hutatma Rajguru Mahavidyalay, Rajguru Nagar, Khed, (Affiliated to Savitribai Phule University)	
4.	Prof. (Dr.) Prashant Mothe	(Subject Expert outside University) Aadarsh Mahavidyalay, Umerga, Dharashiv, (Affiliated to Dr. Baba Saheb Ambedkar Marathwada University)	
5.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	
6.	Ms. Sana Khan	Asst. Professor, Dept. of English, Smt. CHM College	
7.	Dr. Micky Barua	Faculty Vidyalkar Institute of technology, Alumni Member	 MICKY BARUA
8.	Ms. Sofy Verghese	Accenture, Industry Representative	

Name & Signature of the Ad-hoc BoS Chairperson: Prof. (Dr.) Kailas Aute :



Name & Signature of the Dean: Prof. (Dr.) Nitin Arekar



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

First Year

Semester- IV

Title: Cocurricular Course I

**Vertical - 6
Cocurricular Course - 2 Credits**

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

Title: Cocurricular Course - I

Course Code: CHMCCI6

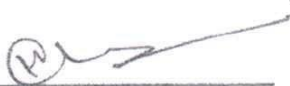
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement and experiential learning. Students are encouraged to explore their interests and talents by engaging in cultural, social, literary, sports, extension, or club-based events conducted by the college throughout the academic year.</p> <p>Participation will be recorded and assessed based on involvement, initiative, team spirit, creativity, and consistency. The aim is to nurture essential life skills such as leadership, communication, collaboration, and responsibility in a supportive, informal setting.</p> <p>This non-theory course offers students the opportunities and the freedom to learn beyond the classroom and grow into well-rounded individuals, contributing positively to campus life and society.</p>
2	Vertical 6	Cocurricular Course (Mandatory)
3	Type Teaching Methods	Non Theory Participation, Report Writing, Presentation etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To inculcate a spirit of active participation in cultural, social, environmental, and creative activities. 2. To enhance personal and interpersonal skills through real-life experiences and teamwork. 3. To foster a sense of responsibility, leadership, and community engagement among students. 4. To develop self-confidence and emotional well-being through creative expression and collaboration. 5. To integrate classroom learning with experiential learning for holistic growth.
8	Learning Outcomes:	<p>By the end of the course, students will be able to:</p> <p>LO1: Participate meaningfully in diverse co-curricular activities and reflect on their learning experiences.</p> <p>LO2: Demonstrate improved communication, leadership, and teamwork skills.</p> <p>LO3: Exhibit increased awareness of social responsibility and civic engagement.</p> <p>LO4: Build confidence through creative, cultural, and intellectual expressions.</p> <p>LO5: Maintain a portfolio or activity log to track participation and personal development.</p>

9	Syllabus																											
	Unit I - Suggested Areas of Participation in the activities: <ul style="list-style-type: none"> • Cultural Events: Drama, dance, music, literary events, debates, etc. • Social Outreach: Blood donation, awareness campaigns, cleanliness drives. • Clubs & Societies: Photography, quiz, environment club, shram club, etc. • Sports & Fitness: College tournaments, yoga, marathons, fitness challenges. • Institutional Events: Foundation Day, Annual Day, College Festivals, Intercollegiate events. • National Festivals: Independence Day, Republic Day etc. Unit II - Program Specific Topics <ul style="list-style-type: none"> • Workshops/Seminars: Report Writing, Personality Development, Soft Skills, Leadership Talks. • Speak, Show, Shine: Presentation / Poster Presentation / Viva and Learning Experience Mode of Evaluation: <ul style="list-style-type: none"> • Faculty Coordinator: To guide and evaluate student progress. • Participation Proof: Certificates, photos, attendance records. • Reflective Journal: Minimum 2-3 pages summarizing experiences, learning, and growth. • Final Viva/Presentation: 5-minute talk on poster presentation and on overall learning. 																											
10	Scheme of Examination and Assessment Pattern Based on 3 approved Activities Semester End External - 30 marks <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Activity No</th> <th style="width: 60%;">Nature of Activities</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Title of Approved Activity - 1</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Title of Approved Activity - 2</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Title of Approved Activity - 3</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> Internal Examination: Continuous Evaluation – 20 marks <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 70%;">Assessment / Evaluation</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Reflective journal</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Presentation/ poster presentation/viva</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Activity No	Nature of Activities	Marks	1.	Title of Approved Activity - 1	10	2.	Title of Approved Activity - 2	10	3.	Title of Approved Activity - 3	10	Total		30		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20
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Total		30																										
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1.	Reflective journal	10																										
2.	Presentation/ poster presentation/viva	10																										
Total		20																										

Suggested Readings:

- How to Win Friends and Influence People
- The 7 Habits of Highly Effective People
- Thinking, Fast and Slow
- Leaders Eat Last
- Talk Like Ted

Name & Signature of the Principal & Chairperson, Academic Council:


 Dr. Manju Lalwani Pathak





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

**Bachelor of Arts
(English)
(Aided)**

Semester – V

**Choice Based and Credit Based syllabus
with effect from the Academic Year 2026-2027**

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

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

Semester- V

Title: Structure of Modern English Language

Vertical – 1 Major Mandatory

**with effect from
Academic Year 2026-2027**

Title: Structure of Modern English Language

Course Code: CHMENGVI

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>This course introduces students to the structure of Modern English through a systematic study of its core linguistic components. It familiarises learners with basic concepts in language and linguistics, explores morphology and morphological analysis, examines word formation and grammatical categories, introduces phonology with practical training in phonetic transcription, and focuses on grammatical analysis, enabling students to analyse sentence structure and usage with clarity and precision. Overall, the course equips learners with essential analytical skills for the study of the English language and linguistics.</p> <p>The course is highly relevant for students pursuing careers in teaching, linguistics, content development, editing, publishing, and communication-related fields. The analytical skills gained through transcription, morphological, and grammatical analyses are valuable in industries such as education, media, corporate communication, language training, and digital content creation. With the growing demand for language specialists in areas such as curriculum design, assessment, AI-driven language technologies, and academic research, this course also lays a solid foundation for advanced studies and emerging language-based professions.</p>
2	Vertical 1	Major
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/Worksheets/ Reference cards/ Language games etc.
4	Credit	4 Credits

5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: To enable learners to understand the structural, semantic, pragmatic, and sociolinguistic dimensions of language</p> <p>CO(A)2: To develop learners' ability to understand and analyse word-formation processes and sound patterns by applying morphological and phonological concepts to spoken and written language data.</p> <p>CO(A)3: To enable learners to understand and analyse grammatical structures at the phrase level and their role in sentence formation.</p> <p>CO(A)4: To develop learners' ability to understand and systematically analyse clause structures in simple and complex sentences using grammatical principles.</p>	
8	<p>Course Outcomes: Student will be able to</p> <p>CO-1: Explain the structural, semantic, pragmatic, and sociolinguistic dimensions of language.</p> <p>CO-2: Apply morphological and phonological concepts to analyse word-formation processes and sound patterns in spoken and written language data</p> <p>CO-3: Analyse grammatical structures at the phrase level and their role in sentence formation.</p> <p>CO-4: Analyse clause structures in simple and complex sentences using grammatical principles.</p>	
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Basic Concepts and Terms</p> <ul style="list-style-type: none"> ● Organs of Speech: Classification and functions of organs of speech ● Grammatical Categories: Tense, Aspect, Case, and Mood ● Syntax: Surface Structure, Deep Structure, Lexical and Structural Ambiguity ● Semantics: Denotative and Connotative meaning; Collocation; Semantic Roles (agent and theme); Lexical Relations (synonymy, antonymy, hyponymy, meronymy) ● Pragmatics: Speech Act theory (locutionary, illocutionary, and perlocutionary acts); Types of Speech Acts (assertives, directives, commissives, expressives, declaratives); Deixis <p>UNIT II: Phonology and Morphology</p> <ul style="list-style-type: none"> ● Phonemic Transcription: transcribing words using the International Phonetic Alphabet (IPA) ● Morphological analysis: morphological analysis using the concept of morphemes (free and bound morphemes, roots, prefixes, suffixes - inflectional and derivational) <p>UNIT III: Phrasal Analysis</p> <ul style="list-style-type: none"> ● Phrasal Structure: identifying the structure of noun phrases, adjective phrases, adverb phrases, prepositional phrases, and genitive phrases ● Verb Phrases: identifying the structure of verb phrases (main verbs and auxiliary verbs, tense, 	

aspect, voice, and modality

UNIT IV: Clause Analysis

- **Clause Analysis of Simple Sentences:** identifying the S,P,O,C,A structure of the sentence and the form and function of its constituents (including head words and modifiers)
- **Clause Analysis of Complex Sentences:** identifying the S, P, O, C, A structure of the sentence and the form and function of the Subordinate Clause in it (NCl, ACI, RCl, CCl, and PCl)

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1.	Short notes: any 3 out of 5 (Unit- 1)	15
Q2. A	Morphological analysis (Unit 2. A)	10
Q2. B	Phonemic transcription of words (Unit 2. B) : 05 Marks	05
Q3. A	Analysis of Phrases (Unit 3. A)	10
Q3. B	Analysis Verb Phrases (Unit 3. B)	05
Q4. A	Analysis of Simple Sentences (Unit 4.A)	07
Q4. B	Analysis of Complex Sentences (Unit 4.B) :	08

Claude AI: Students may use Claude AI as an AI-assisted learning tool to explore and apply concepts related to phonetics, phonology, morphology, syntax, semantics, and pragmatics. The tool can support phonemic transcription, morphological analysis, phrase structure analysis, clause analysis, and the understanding of grammatical and linguistic concepts through guided practice and feedback. Students are expected to critically evaluate the AI-generated responses and demonstrate independent analytical skills in assignments, class tests, and classroom discussions while adhering to academic integrity guidelines.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Assignment: 15 Marks (Module 1)	15
2.	Class Test: 15 Marks (Module 2 and/or Module 3)	15
3.	Attendance and Classroom Participation	10
	Total	40

11

Text Book:

- Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Macmillan, 1981.
- Leech, Geoffrey, et al. English Grammar for Today: A New Introduction. London, 1982. (Part B; Chapters 2-6)

REFERENCES:

- Aitchison, Jean. Linguistics. Teach Yourself Series. Hodder and Stoughton, 1983.
- Crystal, David. Dictionary of Linguistics and Phonetics. Blackwell, 1980 rpt. 1995.
- Huddleston, Rodney D, and Geoffrey K. Pullum. A Student's Introduction to English Grammar. Cambridge, 2005.
- Jeffries, Lesley. Discovering Language: The Structure of Modern English. Palgrave Macmillan, 2006.
- Levinson, S. C. Pragmatics. Cambridge University Press, 1983.
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- Trask, Robert Lawrence. Key Concepts in Language and Linguistics. Psychology Press, 1999.
- Yule, George. The Study of Language: An Introduction. CUP, 2006.
- Tallerman, Maggie. Understanding Syntax. London, 2005.

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

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

Semester- V

Title: Literary Criticism- I

Vertical – 1 Major Mandatory

**with effect from
Academic Year 2026-2027**

Title: Literary Criticism – I
Course Code: CHMENG V2

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>The course ‘Literary Criticism I’ presents the historical journey of literary criticism from classical antiquity to the early twentieth century. It covers the evolution of critical thought by covering the teachings of Aristotle’s Poetics through classical, neoclassical, Romantic, Victorian, and formalist traditions. The course examines how key ideas about literature, aesthetics, authorship, imagination, and interpretation have evolved across historical periods and cultural contexts. Alongside Western critical traditions—from Aristotle to early modern critics—the course familiarizes students with major Indian theories such as Rasa and Vakrokti, highlighting indigenous aesthetic frameworks and their relevance to literary analysis.</p> <p>The course equips students with analytical and writing skills relevant to academic study, teaching, research, and cultural analysis.</p>
2	Vertical 1	Major
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/Seminar/worksheets/Application of theory on texts/ Literature Review etc.
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: To introduce learners to the evolution and development of literary theory and criticism from classical to contemporary times.</p> <p>CO(A)2: To develop a theoretical framework for interpreting and critiquing literary texts.</p> <p>CO(A)3: To enhance skills in textual analysis through exposure to various schools of critical thought.</p> <p>CO(A)4: To train learners to apply theoretical concepts to both canonical and non-canonical texts.</p>	

8	<p>Course Outcomes: Student will be able to</p> <p>CO-1: Demonstrate a sound understanding of key concepts and movements in literary criticism.</p> <p>CO-2: Contextualize literary theories within broader socio-political and historical frameworks.</p> <p>CO-3: Analyze literary texts using appropriate critical approaches.</p> <p>CO-4: Apply critical concepts to varied literary and cultural texts for interpretation and evaluation.</p> <p>CO-5: Construct well-informed, research-oriented arguments in literary analysis</p>
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9	<h2>Syllabus</h2>
	<p>Unit I: Conceptual Background</p> <ul style="list-style-type: none"> • Literary Criticism (Nature, Scope and Function) • Role of a Critic • Theory of Imitation • Negative Capability • Fancy and Imagination • Affective and Intentional Fallacy <p>Unit II: Indian Literary Critical Thought</p> <ul style="list-style-type: none"> • The Theory of Rasa: S. N. Dasgupta: • Theory of Poetry: Vakrokti: S. K. Kuntaka <p>Unit III: Essays of Western Critical Thought</p> <ul style="list-style-type: none"> • Preface to Lyrical Ballad - William Wordsworth • Tradition and Individual Talent- T.S. Eliot <p>Unit IV: Critical Approaches</p> <ul style="list-style-type: none"> • Biographical Criticism • Psychoanalytical Approach

10	<p>Scheme of Examination and Assessment Pattern</p> <p>Paper – 100 Marks</p> <p>External Examination: Semester End External - 60 marks Time: 2 hours</p> <p>Format of Question Paper</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Question No</th> <th style="text-align: center;">Nature of Questions</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1.</td> <td>Short Notes (3 out of 5) – Unit I 15 marks</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2.</td> <td>Essay-type Question (1 out of 2) – Unit II</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q3.</td> <td>Essay-type Question (1 out of 2) – Unit III</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q4.</td> <td>Essay-type Question (1 out of 2) – Unit IV</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">60</td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1.	Short Notes (3 out of 5) – Unit I 15 marks	15	Q2.	Essay-type Question (1 out of 2) – Unit II	15	Q3.	Essay-type Question (1 out of 2) – Unit III	15	Q4.	Essay-type Question (1 out of 2) – Unit IV	15	Total		60
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Q4.	Essay-type Question (1 out of 2) – Unit IV	15																	
Total		60																	

Elicit: Students may use **Elicit** as an AI-powered academic research assistant to explore concepts and theories related to literary criticism and critical theory. The tool can assist in locating scholarly sources, reviewing critical arguments, identifying key theoretical perspectives, and supporting the preparation of written assignments and text-based applications. Elicit is particularly useful for researching topics such as Rasa Theory, Vakrokti, literary criticism, critical approaches, and the works of major critics and theorists. Students are expected to critically evaluate the information obtained and integrate it into their own original analysis while adhering to academic integrity and citation practices.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Short Written Assignment	15
2.	Text-based Application	15
3.	Attendance and Classroom Participation	10
	Total	40

11

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- Enright, D.J. and Chickera, Ernst De. (Ed.) English Critical Texts. Delhi: Oxford University Press, 1962. Lodge,
- David and Nigel Wood (Ed.) Modern Criticism and Theory: A Reader (Second edition). New Delhi: Pearson, 1988.
- Ramaswami S. and V.S. Seturaman (Ed.) English Critical Tradition: An Anthology of English Literary Criticism. New Delhi: Trinity Press, 1986.
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- Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester- V

Title: Indian Classics in Context

**Indian Knowledge Systems (IKS): Major - Project
Based**

**with effect from
Academic Year 2026-2027**

Title: Indian Classics in Context (Project Based)

Course Code: CHMENGV3

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>This project-based course introduces learners to the rich intellectual, ethical, spiritual, and cultural traditions embedded in Indian Knowledge Systems (IKS). Through the study of selected chapters from the <i>Mahabharata</i>, Warli myths, Buddhist narratives, Jataka tales, <i>Manache Shlok</i>, Kabir's poetry, and the Vari tradition, students will explore the relevance of Indian classical wisdom in contemporary life.</p> <p>The course emphasizes experiential learning, critical reflection, community engagement, and the practical application of values and life strategies derived from Indian classical texts. Learners will undertake individual or group projects that connect classical knowledge systems with present-day personal, social, environmental, and ethical concerns.</p>
2	Vertical 1	Major- IKS
3	Type	Project Based
	Teaching Methods	Discussion/ Seminar/worksheets/Screening of movies/ Literature Review etc.
4	Credit	2 Credits
5	Lectures allotted	30 Lectures
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To introduce learners to Indian epics, myths, gathas, and devotional traditions as foundational sources of Indian Knowledge Systems.</p> <p>CO(A)2: To develop critical understanding of the philosophical, ethical, and cultural dimensions of Indian classics.</p> <p>CO(A)3: To encourage learners to apply insights from classical texts to contemporary life situations.</p>

	<p>CO(A)4: To foster experiential and reflective learning through project-based activities.</p> <p>CO(A)5: To promote appreciation of India's diverse cultural traditions and indigenous knowledge systems.</p>
8	<p>Course Outcomes: Student will be able to:</p> <p>CO-1 Analyze ethical and philosophical ideas represented in Indian classical texts.</p> <p>CO-2 Evaluate the contemporary relevance of Indian Knowledge Systems.</p> <p>CO-3 Apply principles derived from classical texts to real-life challenges and decision-making.</p> <p>CO-4 Conduct independent inquiry and field-based research related to Indian cultural traditions.</p> <p>CO- 5 Present findings effectively through written reports, presentations, and creative projects.</p>
9	<p style="text-align: center;"><u>Syllabus</u></p> <p>Students shall undertake one literature-based project on any prescribed text or theme from the syllabus.</p> <p>A: Areas of Literary Investigation</p> <p>A. Textual Analysis : Students may focus on:</p> <ul style="list-style-type: none"> • Character Analysis • Theme-based Study • Symbolism and Imagery • Narrative Techniques • Literary Representation of Values • Myth and Meaning • Philosophy and Literature • Comparative Literary Study <p>B. Research-Based Literary Project: Students shall prepare a project based on:</p> <ul style="list-style-type: none"> • Close reading of a prescribed text • Review of scholarly articles and critical essays • Literary interpretation and analysis • Personal critical observations <p>Suggested Project Topics:</p> <ul style="list-style-type: none"> • The Narrative Structure of Adi Parva in the Mahabharata. • Representation of Heroism and Destiny in Adi Parva. • Literary Significance of Origin Myths in Kansari – The Lane Goddess. • Tribal Worldview and Nature in Warli Mythology. • Symbolism in Maravijayo (Defeat of Mara) from Buddha Carita. • The Journey of Enlightenment in The Buddha Carita. • Moral Instruction in the Jataka Tales. • Literary Representation of Wisdom in The Vedabbha Mantra Story. • The Concept of Forbearance in Buddhist Narratives.

- Ethical Teachings in Selected Manache Shlok.
- Literary Features of Manache Shlok.
- Mysticism and Spirituality in Kabir's Poetry.
- Social Equality in Kabir's Dohas.
- Poetic Language and Symbolism in Kabir.
- The Vari Tradition as Cultural Narrative.
- Bhakti Literature and Collective Identity in Maharashtra.
- Literary Representation of Devotion in Vari Pilgrimage: Bhakti, Being and Beyond.
- Concept of Self-Realisation in Kabir and Buddha.
- Ethical Values in the Jataka Tales and Manache Shlok.
- Myth, Epic, and Spiritual Narrative in Indian Classical Literature.
- Comparative Study of Bhakti Traditions in Kabir and Vari Literature.
- Human Values in Mahabharata and Buddhist Literature.

Project Structure

Chapter I: Introduction

Topic and rationale

Objectives

Scope of study

Chapter II: Textual Background

Author/Text introduction

Historical and literary context

Chapter III: Literary Analysis

Detailed discussion of selected theme/character/narrative

Chapter IV: Contemporary Relevance

Relevance of the text in modern society

Chapter V: Conclusion

Findings and observations

References

MLA (9th Edition) Style

10

Scheme of Examination and Assessment Pattern **External Project Submission : - 50 marks**

Parameters of Evaluation	Marks
• Research Project Writing	30
• Viva Voce	20
Total	50

Students may use **Google NotebookLM** as an AI-powered learning and research tool to organize readings, summarize classical texts, generate study notes, and explore key themes related to Indian Knowledge Systems. The tool can assist learners in understanding the philosophical, ethical, cultural, and spiritual dimensions of texts such as the *Mahabharata*, *Jatakas*, *Manache Shlok*, Kabir's poetry, and writings on the Vari tradition. It may also support the preparation of oral and multimedia presentations, reflective assignments, and comparative analyses of classical wisdom in contemporary contexts. Students are expected to critically engage with the texts and demonstrate independent interpretation while adhering to academic integrity guidelines.

11

Primary texts:

- Ásvaghoṣa. *The Buddha Carita, or The Life of Buddha*. Translated by Edward B. Cowell, New Delhi, 1894.
- Avellino, Remedios Com., and Ajay Dandekar, editors. *Mythos and Logos of the Warlis: A Tribal Worldview*. Concept Publishing Company, 1998.
- Das, Kabir. *One Hundred Poems of Kabir*. Translated by Rabindranath Tagore assisted by Evelyn Underhill, Macmillan Classic, 1915.
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- Shaw, Sarah. *The Jatakas-Birth Stories of the Bodhisatta*, Penguin Books India, 2006.
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Reference Books:

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- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017.
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- Coburn, Thomas B. *Encountering the Goddess: A Translation of the Devi-Mahatmya and a Study of Its Interpretation*. State U of New York P, 1991.
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- Rajagopalachari, C. *Mahabharata*. Bharatiya Vidya Bhavan, 2012.
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- Sambhus, Varada. *Vari Pilgrimage: Bhakti, Being and Beyond*. Indus Scrolls Press, 2023.
- Shah, Shalini. *The Making of Womanhood: Gender Relations in the Mahabharata*. Manohar Publishers, 2012.
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- Sukthankar, V. S. *On the Meaning of the Mahabharata*. Asiatic Society of Bombay and Motilal Banarsidass, 1998.
- Thapar, Romila. *Cultural Pasts: Essays in Early Indian History*. Oxford UP, 2000.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester- V

Title: Introduction to Translation Studies

Vertical – 1 Major Elective

**with effect from
Academic Year 2026-2027**

Title: Introduction to Translation Studies

Course Code: CHMENG V4

Sr. No.	Heading	Particulars
1	Description of the Course:	Translation Studies has acquired the status of an independent discipline and achieved greater significance in academic intellectual spheres and skill based job market. It is necessary to understand its definitions, nature, scope and limitations. This course is designed to develop a fundamental understanding of translation - as a process, a product and a discipline with theories and practice. There is a scope for translation in the Indian multi-lingual and multicultural context with multiple career opportunities in the field of translation and interpretation.
2	Vertical	Vertical – I Elective
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/Seminar/Reading Sessions/Screening of movies/Literature Review etc.
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives: CO(A)1: Introduce students to the concept of translation and the terminologies associated with translation activity. CO(A)2: Enable students to supplement their basic linguistic and cultural competencies with translation skills and knowledge in translation studies. CO(A)3: Familiarize students with the problems and issues of translation. CO(A)4: Prepare students to translate literary and non-literary texts from English into other Indian languages and vice-versa.	

8	<p>Course Outcomes: Student will be able to:</p> <p>CO-1: Prepare written, verbal, or multimedia texts from a written, verbal, or multimedia template that fulfils the defined goal in the target language or culture.</p> <p>CO-2: Demonstrate the practical translation skills of a high level whilst integrating practical with professional and theoretical insights.</p> <p>CO-3: Show acquaintance with the process and various theories of translation studies</p> <p>CO-4: Think through the problems of translation and use various techniques to tackle them.</p>																		
9	<p style="text-align: center;">Syllabus</p> <p>Unit 1: Important terms and concepts</p> <ol style="list-style-type: none"> 1) Translation 2) Transliteration 3) Source Language Text and Target Language Text 4) Loss and Gain in Translation 5) Tools of Translation 6) Qualities and Strategies of Translator 7) Subtitling and Dubbing <p>Unit 2: Theories of Translation</p> <ol style="list-style-type: none"> 1) Rabindranath Tagore’s Theory of Translation 2) Walter Benjamin, “The Task of the Translator” 3) Eugene Nida, ‘Formal and Dynamic Equivalence’ (pp.159-178) from the chapter ‘Principles of Correspondence’ in “Toward a Science of Translating” <p>Unit 3: Problems of Genre Translation</p> <ol style="list-style-type: none"> 1) Translation of Prose and fiction 2) Translation of Poetry 3) Translation of drama <p>Unit 4: Translated Fictional and Non-Fictional texts</p> <ol style="list-style-type: none"> 1) Marathi - तुकाराम गाथा (Any 5 abhangas) 2) English - Says Tuka, Translated by Dilip Chitre 3) Hindi – रेत समार्थी - Geetanjali Shree (First 3 chapters) English - Tomb of Sand translated by Daisy Rockwell 4) Annihilation of Caste (Pages 1-5) by Dr B. R. Ambedkar. (English to Marathi / Hindi) 																		
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">External Examination: Semester End External - 60 marks Time: 2 hours</p> <p style="text-align: center;">Format of Question Paper</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Question No</th> <th style="width: 65%;">Nature of Questions</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1.</td> <td>Short Notes (3 out of 5) – Unit I</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2.</td> <td>Essay-type Question (1 out of 2) – Unit II</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q3.</td> <td>Essay-type Question (1 out of 2) – Unit III</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q4.</td> <td>Essay-type Question (1 out of 2) – Unit IV</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">60</td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1.	Short Notes (3 out of 5) – Unit I	15	Q2.	Essay-type Question (1 out of 2) – Unit II	15	Q3.	Essay-type Question (1 out of 2) – Unit III	15	Q4.	Essay-type Question (1 out of 2) – Unit IV	15	Total		60
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Total		60																	

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Project: A project of 20 Marks to be given to the students. A Non-literary passage of about 500 words from Hindi or Marathi to be translated into English by the students. It should also include the introduction of the SL text, list of the problems faced and the loss and gains in the process of translation.	20
2.	Presentation on the project submitted	10
3.	Active involvement in discussions, responsiveness, and participation in classroom activities	10
	Total	40

Students may use **DeepL Translator** as an AI-assisted translation tool to support the translation of non-literary passages from Hindi or Marathi into English. The tool can assist in understanding linguistic structures, exploring alternative translations, identifying translation challenges, and refining translated texts. Students may also use it to reflect on issues such as equivalence, cultural nuances, loss and gain in translation, and the transfer of meaning across languages. The final translation, analysis, and reflection must demonstrate the student's own critical engagement and understanding of the translation

11

REFERENCES:

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<https://www.ntm.org.in/download/ttvol/volume3/ARTICLES/01%20%20Translation%20and%20Indian%20Literature%20%20%20Some%20Reflections%20%20M.%20Asaduddin.pdf>
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- Nida, Eugene A. Language, Structure, and Translation: Essays by Nida. Stanford: Stanford University Press, 1975.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester- V

Title: Structure of Modern English Language

Vertical: 2 Minor

**with effect from
Academic Year 2026-2027**

**Title: Structure of Modern English Language
(Minor)
Course Code: CHMENG5**

Sr. No.	Heading	Particulars
1	Description of the Course:	This course is designed to introduce students to the sounds and structures of the Modern English language. The course introduces discrete elements of the English language, such as sounds, syllables, words, phrases, and clauses. Overall, the course is designed to enable students to understand the formal aspects of language, develop a vocabulary to discuss its structure, adopt a methodical and scientific approach to the study of language, and increase confidence in their ability to use and describe language in all its varied dimensions.
2	Vertical 2	M2- (Minor)
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/ Seminar/ Reading Sessions/ Screening of movies/ Role play/ Literature Review etc.
4	Credit	2 Credits
5	Lectures allotted	30 Lectures
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To cultivate a sound understanding of the basic elements of the Modern English Language.</p> <p>CO(A)2: To familiarise learners with phonemic transcription.</p> <p>CO(A)3: To train learners in identifying elements such as phonemes, morphemes, words, phrases, clauses, and sentences.</p>

8	<p>Course Outcomes: Student will be able to:</p> <p>CO1: Articulate an understanding of the basic elements of the Modern English Language.</p> <p>CO2: Exhibit the ability to describe sounds in English using phonemic transcription.</p> <p>CO3: Display the ability to identify elements such as phonemes, morphemes, words, phrases, and clauses.</p>
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9	<h2>Syllabus</h2>
	<p>Unit 1: Phonology and Morphology</p> <p>A. Phonemic Transcription: transcribing words using the International Phonetic Alphabet (IPA)</p> <p>B. Morphological analysis: morphological analysis using the concept of morphemes (free and bound morphemes, roots, prefixes, suffixes - inflectional and derivational)</p> <p>Unit 2: Phrases and Clauses</p> <p>A. Structure of Phrases</p> <p>Phrases: identifying the structure of noun phrases, adjective phrases, adverb phrases, prepositional phrases, and genitive phrases</p> <p>Verb Phrases: identifying the structure of verb phrases (main verbs and auxiliary verbs, tense, aspect, voice, and modality)</p> <p>B. Structure of Clauses</p> <p>Identifying the S, P, O, C, A structure of the sentence and the form and function of its constituents (including head words and modifiers)</p>

10	<p>. Scheme of Examination and Assessment Pattern</p> <p>External Examination: Semester End External - 30 marks Time: 1 hour</p> <p>Format of Question Paper</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Question No</th> <th style="width: 65%;">Nature of Questions</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1.</td> <td>A. Morphological analysis B. Phonemic transcription of words</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2.</td> <td>A. Identifying the structure of phrases B. Identifying the structure of verb phrases</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 20 marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 75%;">Assessment / evaluation</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Written Test or Assignment on Unit 1 AND/OR Unit - 2</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Overall attendance (Percentage of learners' attendance in class to be considered)</td> <td style="text-align: center;">05</td> </tr> </tbody> </table>		Question No	Nature of Questions	Marks	Q1.	A. Morphological analysis B. Phonemic transcription of words	15	Q2.	A. Identifying the structure of phrases B. Identifying the structure of verb phrases	15	Total		30		Assessment / evaluation	Marks	1.	Written Test or Assignment on Unit 1 AND/OR Unit - 2	15	2.	Overall attendance (Percentage of learners' attendance in class to be considered)	05
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Linguix: Students may use **Linguix** as an AI-powered writing and language support tool to enhance their understanding of English grammar, morphology, syntax, and sentence structure. The tool can assist in identifying grammatical patterns, analyzing word formation processes, recognizing phrase and clause structures, and improving overall linguistic accuracy. It supports learners in developing analytical skills related to language study while encouraging critical evaluation of AI-generated suggestions. Students are expected to apply linguistic concepts independently and adhere to academic integrity guidelines in all assessed work.

11

Text Book:

- Leech, Geoffrey, et al. *English Grammar for Today: A New Introduction*. London, 1982. (Part B: Chapters 3,4, and 5)
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981

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- Yule, George. *The Study of Language: An Introduction*. CUP, 2006

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

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

Semester- V

Title: Critical Reading of Texts- II

Vocational Skill Course - VSC

**with effect from
Academic Year 2026-2027**

Title: Critical Reading of Texts - I
Course Code: CHMENG V6

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>The course, <i>Critical Reading of Texts II</i>, is designed to equip students with essential analytical skills for interpreting and evaluating a diverse range of literary and non-literary texts. Through close reading, critical engagement, and theoretical analysis, students will develop the ability to discern underlying themes, rhetorical strategies, and ideological frameworks that shape textual meaning.</p> <p>This course introduces concepts in literary criticism and textual interpretation, and the ability to construct well-reasoned arguments based on textual evidence. By engaging with texts from different historical and cultural contexts, students will cultivate a nuanced understanding of how language, structure, and perspective influence meaning and reader response. By the end of the course, students will be proficient in applying critical reading strategies, developing independent interpretations, and articulating sophisticated textual analyses in both written and oral discourse.</p> <p>This course serves as a component for advanced literary studies and research, preparing students for further academic inquiry and professional applications in fields requiring strong analytical and interpretative skills.</p>
2	Vertical 4	Vocational Skill Course (VSC)
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/ Seminar/ Reading Sessions/ Screening of movies/ Role play/ Literature Review etc.
4	Credit	2 Credits
5	Lectures allotted	30 Lectures
6	Marks allotted	50 Marks

7	<p>Course Objectives:</p> <p>CO(A)1: Develop Analytical Skills and close reading techniques aimed at independent interpretation. – Equip students with the ability to critically interpret and evaluate diverse texts across genres.</p> <p>CO(A)2: Introduce Critical Theories – Provide knowledge of literary and cultural theories to deepen textual engagement.</p> <p>CO(A)3: Strengthen Academic Writing and Discussion – Develop clear, coherent, and well-supported arguments in both written and oral forms.</p>
8	<p>Course Outcomes: Student will be able to:</p> <p>CO-1: Demonstrate Advanced Analytical Skills and Close Reading Techniques aimed at developing independent interpretation – Critically engage with and interpret literary and non-literary texts using appropriate theoretical frameworks.</p> <p>CO-2: Examine Texts in Context – Assess the influence of historical, social, and ideological factors on textual meaning.</p> <p>CO-3: Foster Intellectual Curiosity and Research Skills – Cultivate a deeper appreciation for critical inquiry and independent scholarship in literary studies.</p>
9	<p style="text-align: center;">Syllabus</p> <p>Unit 1: Text, Context and the Reader - Contextualizing the Text</p> <ul style="list-style-type: none"> • Historical and Political reading methods • Social and Cultural reading methods • Literary and Biographical reading methods <p>Unit 2: Critical Approaches to Reading</p> <p>1. Interpreting Themes and Motifs</p> <ul style="list-style-type: none"> • Love, Nature, Death, Violence, Time, Loss, Identity, Revenge, Nationalism, Spirituality • Recurrent motifs and intertextual references <p>2. Reading with Critical Approaches</p> <ul style="list-style-type: none"> • Psychoanalytic • Feminist • Marxist <p>3. Read the texts with the techniques and approaches studied (For practice in class)</p> <ul style="list-style-type: none"> • Poem • Prose

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Scheme of Examination and Assessment Pattern
External Examination: Semester End External - 30 marks Time: 1 hour
Format of Question Paper

Question No	Nature of Questions	Marks
Q1.	Essay Type (1 out of 2) based on Unit 1	15
Q2.	Essay Type (1 out of 2) based on Unit 2	15
	Total	30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Assignment: A structured academic task, such as an essay, critical analysis, or research-based submission.	10
2.	Critical Analysis of text	10
	Total	20

Perplexity AI: Students may use Perplexity AI as an AI-assisted research and learning tool to explore academic topics, gather relevant information, locate scholarly sources, and support critical analysis of literary and non-literary texts. The tool can assist in understanding key concepts, identifying critical perspectives, and developing evidence-based arguments for assignments and textual analysis. Students are expected to critically evaluate the information obtained and integrate it into their own original interpretation and analysis while adhering to academic integrity and citation practices.

11

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- Abrams, M. H. *A Glossary of Literary Terms*. 11th ed., Cengage, 2015.
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1. 4th ed., Manchester UP, 2017.
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- Booth, Wayne C. *The Rhetoric of Fiction*. 2nd ed., U of Chicago P, 1983.
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- Fish, Stanley. *Is There a Text in This Class? The Authority of Interpretive Communities*. Harvard UP, 1980.
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- Genette, Gérard. *Narrative Discourse: An Essay in Method*. Translated by Jane
1. E. Lewin, Cornell UP, 1980.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester- V

Vertical - 6

Title: Community Engagement Project (CEP)

**with effect from
Academic Year 2026-2027**

Title: Community Engagement Project (CEP)
Course Code: CHMENG V7

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>The Community Engagement Project (CEP) seeks to connect academic learning in English Language and Literature with meaningful community service. The course encourages learners to apply their knowledge of language, literature, communication, translation, creative writing, and cultural studies in real-life contexts. Through engagement with schools, libraries, community organizations, senior citizens, and local communities, students will develop social responsibility, communication skills, leadership qualities, and cultural sensitivity while promoting literacy, reading culture, and language awareness.</p> <p>The project integrates experiential learning, reflective practice, and community participation, enabling learners to understand the transformative role of language and literature in society.</p>
2	Vertical 6	CEP – Project Based
3	Type	Practicum / Project Based
4	Credit	2 Credits
5	Lectures allotted	30 hrs Community Engagement Project+15hrs Discussion + Survey+ Report Writing: 15hrs
6	Marks allotted	50 Marks
7	<p>Course Objectives</p> <p>CO(A)1: To develop students' ability to apply English language and literary knowledge in community settings.</p> <p>CO(A)2: To promote literacy, reading habits, and language awareness among diverse community groups.</p> <p>CO(A)3: To encourage social responsibility through meaningful community engagement.</p> <p>CO(A)4: To enhance communication, leadership, organizational, and interpersonal skills.</p> <p>CO(A)5: To foster appreciation of local cultures, oral traditions, and multilingual practices through documentation and analysis.</p>	

8	<p>Course Outcomes: students will be able to:</p> <p>CO- 1 Conducting English literacy programmes for school children in villages, housing societies, or community centres.</p> <p>CO-2 Organising spoken English and communication skills workshops for adolescents and adult learners.</p> <p>CO-3 Teaching functional English for everyday communication to senior citizens.</p> <p>CO-4 Designing vocabulary-building and reading-comprehension activities for school students.</p> <p>CO-5 Developing English learning materials for first-generation learners.</p>
9	<p style="text-align: center;">Syllabus Indicative Topics for Community Engagement Projects</p> <p>Language and Literacy Development</p> <ol style="list-style-type: none"> 1. Conducting English literacy programmes for school children in villages, housing societies, or community centres. 2. Organising spoken English and communication skills workshops for adolescents and adult learners. 3. Teaching functional English for everyday communication to senior citizens. 4. Designing vocabulary-building and reading-comprehension activities for school students. 5. Developing English learning materials for first-generation learners. <p>Literature and Reading Promotion</p> <ol style="list-style-type: none"> 6. Organising reading circles based on short stories, poems, folktales, and children's literature. 7. Conducting storytelling sessions in schools, libraries, and community centres. 8. Establishing community reading clubs and facilitating book discussions. 9. Organising literary appreciation programmes focusing on Indian Writing in English. 10. Conducting poetry-reading and poetry-recitation sessions to encourage literary engagement. <p>Translation and Multilingual Communication</p> <ol style="list-style-type: none"> 11. Translating public awareness materials from English into local languages and vice versa. 12. Preparing bilingual educational resources for community use. 13. Documenting and translating local folktales, proverbs, songs, and oral narratives. 14. Assisting local organisations in preparing English communication materials. <p>Creative Writing and Cultural Documentation</p> <ol style="list-style-type: none"> 15. Conducting creative writing workshops for school students. 16. Organising slogan-writing, essay-writing, and poetry-writing competitions on social themes. 17. Documenting oral histories of senior citizens and presenting them as narratives. 18. Recording and analysing local legends, myths, and cultural stories. 19. Creating community newsletters featuring local stories and achievements. <p>Literature and Social Awareness</p> <ol style="list-style-type: none"> 20. Organising readers' theatre performances based on literary texts.

21. Conducting street plays and storytelling programmes addressing social issues.
22. Using literature to promote awareness of environmental conservation, gender equity, health, and social justice.
23. Organising literary exhibitions showcasing authors, texts, and literary movements.
24. Conducting awareness **campaigns using poems, speeches, and literary excerpts.**

Language Research and Survey-Based Projects

25. Surveying language use and multilingual practices in local communities.
26. Studying reading habits among school students and community members.
27. Investigating attitudes toward English language learning in rural and urban communities.
28. Analysing language variation, code-switching, and bilingual communication in community settings.
29. Conducting needs assessment surveys for English language learning.
30. Studying the role of digital media in English language acquisition among youth.

Project Report Structure:

Chapter I: Introduction

- Background of the Project
- Objectives
- Scope and Significance

Chapter II: Review of Literature

- Relevant Studies
- Theoretical Framework

Chapter III: Methodology

- Community Profile
- Participants
- Activities Conducted
- Tools and Techniques Used

Chapter IV: Findings and Analysis

- Observations
- Data Interpretation
- Outcomes of the Project

Chapter V: Conclusion and Recommendations

- Major Findings
- Reflections
- Suggestions for Future Initiatives

References

(MLA 9th Edition)

Appendices

- Photographs
- Survey Forms
- Attendance Records
- Activity Materials
- Feedback Forms

Note:

The Community Engagement Project may be taken individual or in a group up to 5 students with proper guidance from Faculty.

Evaluation Pattern: - Evaluation during CEP Program involves two key components:
 External Evaluation 60%
 Internal Evaluation 40%

Evaluation Chart

(i) **External Project Evaluation (Marks 30)**

Criteria	Marks
<ul style="list-style-type: none"> • Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations 	15
<ul style="list-style-type: none"> • Overall Project Report Structure and Style 	5
<ul style="list-style-type: none"> • Presentation Skills & Communication 	10
Total	30

(ii) **Internal Evaluation by Guide (Marks 20)**

Criteria	Marks
<ul style="list-style-type: none"> • Attendance, Community interactions completion and interaction with Supervisor 	10
<ul style="list-style-type: none"> • Overall Report quality 	10
Total	20

Canva Magic Design : Students may use Canva Magic Design to create awareness posters, brochures, infographics, social media content, presentation materials, educational handouts, campaign visuals, and project reports. The tool supports effective communication of social messages and enhances the design and dissemination of community outreach materials. It can be used for activities such as health awareness campaigns, environmental education, literacy drives, consumer awareness programmes, and community-based events.

Google NotebookLM: Students may use Google NotebookLM to organize project materials, summarize field observations, document community interactions, analyze survey or interview data, and prepare project reports and presentations. The tool supports research, reflection, and effective documentation of community engagement activities while promoting responsible and ethical use of AI in academic work.

Reference Books

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- Freire, Paulo. *Education for Critical Consciousness*. New York: Continuum, 1973.
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- Dewey, John. *Experience and Education*. New York: Macmillan, 1938.
- Boyer, Ernest L. *The Scholarship of Engagement*. Princeton: Carnegie Foundation for the Advancement of Teaching, 1996.
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- Street, Brian V. *Literacy in Theory and Practice*. Cambridge: Cambridge University Press, 1984.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester- V



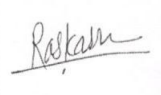
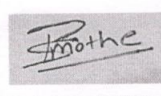
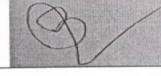
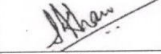
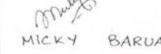

Vertical - 6

Title: CC – Curricular Course

Course Code: CHMCCV

**with effect from
Academic Year 2026-2027**

Syllabus Committee:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Kailas Aute	Professor & Head, Dept. of English, Smt. CHM College	
2.	Prof. (Dr.) B. R. Hiramani,	(VC Nominee, University of Mumbai) Pancham Khemraj College, Sawantwadi	
3.	Prof. (Dr.) Vikas Raskar	(Subject Expert outside University) Hutatma Rajguru Mahavidyalay, Rajguru Nagar, Khed, (Affiliated to Savitribai Phule University)	
4.	Prof. (Dr.) Prashant Mothe	(Subject Expert outside University) Aadarsh Mahavidyalay, Umerga, Dharashiv, (Affiliated to Dr. Baba Saheb Ambedkar Marathwada University)	
5.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	
6.	Ms. Sana Khan	Asst. Professor, Dept. of English, Smt. CHM College	
7.	Dr. Micky Barua	Faculty Vidyalankar Institute of technology, Alumni Member	 MICKY BARUA
8.	Ms. Sofy Verghese	Accenture, Industry Representative	

Name & Signature of the Ad-hoc BoS Chairperson: Prof. (Dr.) Kailas Aute



Name & Signature of the Dean: Prof. (Dr.) Nitin Arekar





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

Bachelor of Arts
(English)
(Aided)

Semester – VI

Choice Based and Credit Based syllabus
with effect from the Academic Year 2026-2027

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

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

Semester- VI

Title: 20th Century British Literature

Vertical – 1 Major Mandatory

**with effect from
Academic Year 2026-2027**

Title: 20th Century British Literature

Course Code: CHMENGVI1

Sr. No.	Heading	Particulars
1	Description of the Course:	This course offers an introduction to the drama, novel and poetry of 20 th Century British Literature. It explores the significant socio-political and cultural developments, and their impact on literature. Through selected representative works, the course highlights the themes, forms and techniques that defined 20 th Century British Literature.
2	Vertical 1	Major Mandatory Course
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/Seminar/ Screening of movies etc
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To introduce students to the socio-political impacts of the world wars and the rise of Modernism on British literary culture.</p> <p>CO(A)2: To familiarise students with the shift from traditional to experimental forms and techniques in 20th Century British drama, novel and poetry.</p> <p>CO(A)3: To enable students to develop analytical frameworks for understanding the prescribed texts.</p>
8	Course Outcomes: Student will be able to	<p>CO-1: Demonstrate an understanding the literary and ideological transition to Modernism in British literature through the various movements.</p> <p>CO-2: Identify and discuss the forms and techniques that characterise Modernist British literature.</p> <p>CO-3: Critically analyse and appreciate the drama, novel and poetry of the period.</p>

9

Syllabus

UNIT I: Background Topics

- Modernism
- Problem Play
- Theatre of the Absurd
- War Poetry
- Post- World War II novel
- Feminism and its impact on literature
- Postmodernism
- Decolonisation and postcolonial literature

UNIT II: Drama

- *Pygmalion* by George Bernard Shaw

UNIT III: Novel

- *Lord of the Flies* by William Golding

UNIT IV: Poetry

- W.B. Yeats: The Second Coming and Prayer for My Daughter
- T.S. Eliot: Preludes and Journey of the Magi
- Wilfred Owen: Dulce et Decorum Est and The Send-Off
- W.H. Auden: Musée des Beaux Arts and The Unknown Citizen

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1.	Short Notes (3 out of 5) – Unit I	15
Q2.	Essay-type Question (1 out of 2) – Unit II	15
Q3.	Essay-type Question (1 out of 2) – Unit III	15
Q4.	Essay-type Question (1 out of 2) – Unit IV	15
Total		60

Perplexity AI: Students may use Perplexity AI as a research and learning support tool to explore their assigned topics, gather relevant information, identify key concepts, and access scholarly sources for their written assignments and class presentations. Students are expected to critically evaluate the information obtained, synthesize it with their own insights, and ensure proper acknowledgment of AI-assisted research in accordance with academic integrity guidelines.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Attendance and Classroom Participation	10
2.	Written Assignment	20
3.	Class presentation	10
	Total-	40

11

Text Book:

- Golding, William *Lord of the Flies* 1999 India: Penguin Random House
- Shaw, G.B. *Pygmalion*, 2003, India: Penguin Classics.

REFERENCES:

- Abrams, M.H. *A Glossary of Literary Terms* 2015 India: Cengage India.
- Auden, W.H. *Selected Poems by W.H. Auden*, 2025 India: Aedha Imprints.
- Davis, Alex et al *The Cambridge Companion to Modernist Poetry* 2007 UK: Cambridge University Press Golding, William. *Lord of the Flies: Casebook Edition* 1987 Penguin Books
- Eliot, T.S. *The Collected Works of T.S. Eliot*, 2023 India: Grapevine Publications.
- Owen, Wilfred *The Poems of Wilfred Owen*, 2023 India: Grapevine Publications.
- Shepherd-Barr Kirsten *Modern Drama: A Very Short Introduction* 2016 India: Oxford University Press
- Smart, John *Twentieth Century British Drama* 2002 UK Cambridge University Press.
- Wixson, Christopher *George Bernard Shaw: A Very Short Introduction* 2020 UK: Oxford University Press.
- Yeats, W.B. *Selected Poems* 2000 UK: Penguin Classics.

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

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

Semester- VI

Title: Literary Criticism- II

Vertical – 1 Major Mandatory

**with effect from
Academic Year 2026-2027**

Title: Literary Criticism - II
Course Code: CHMENGVI2

Sr. No.	Heading	Particulars
1	Description of the Course:	This course builds upon the foundational knowledge gained in Semester V and introduces students to modern and contemporary literary and cultural theories of the twentieth and twenty-first centuries. The course explores how literature and cultural texts are shaped by language, ideology, power, gender, identity, and history. Students engage with key theoretical movements, including structuralism, post-structuralism, Marxism, feminism, and postmodern thought. Emphasizing application and practice, the course trains students to use theoretical frameworks to interpret literary texts, films, and cultural narratives. Through close readings, theory-based analyses, and practice-oriented questions, learners develop advanced critical skills necessary for higher studies, research, interdisciplinary inquiry, and contemporary cultural engagement.
2	Vertical 1	Major Mandatory Course
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/Seminar/worksheets/Application of theory on texts/ Literature Review etc.
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: Introduce students to major twentieth-century and contemporary literary and cultural theories.</p> <p>CO(A)2: Explain key concepts in the major critical theories.</p> <p>CO(A)3: Develop skills in applying contemporary theories to literary texts.</p> <p>CO(A)4: Encourage critical engagement with social, political, and cultural debates through literature.</p>	
8	<p>Course Outcomes: Student will be able to</p> <p>CO-1: Identify and explain the key principles of major modern and contemporary literary theories.</p> <p>CO-2: Students will identify principles of modern critical theories</p> <p>CO-3: Produce theory-informed essays</p> <p>CO-4: Engage critically with cultural debates.</p>	

9

Syllabus

Unit I: Key Concepts

1. Hegemony
2. Intertextuality
3. Deconstruction
4. Gynocriticism
5. Hybridity
6. Hyperreality

Unit II: Theoretical Perspectives 1

1. The Death of the Author. - Roland Barthes
2. “Art as Technique” -Viktor Shklovsky

Unit III: Theoretical Perspectives 2

1. The Laugh of the Medusa-Helen Cixous
2. Outside the Whale- Salman Rushdie

Unit IV: Theoretical Perspectives 3

1. Marxism
2. Post-structuralism

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1.	Short Notes (3 out of 5) – Unit I 15 marks	15
Q2.	Essay-type Question (1 out of 2) – Unit II	15
Q3.	Essay-type Question (1 out of 2) – Unit III	15
Q4.	Essay-type Question (1 out of 2) – Unit IV	15
Total		60

Elicit: Students may use **Elicit** as an AI-powered academic research assistant to locate relevant scholarly literature, identify key arguments, review research findings, and explore critical perspectives related to literary and cultural theories. The tool can support the preparation of written assignments and text-based applications by facilitating literature reviews and evidence-based inquiry. Students are expected to critically evaluate the information obtained and integrate it with their own analysis, ensuring adherence to academic integrity and proper citation practices.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Short Written Assignment	15
2.	Text-based Application	15
3.	Attendance and Classroom Participation	10
Total		40

11

Text Books:

- Shklovsky, Viktor. "Art as Technique." *Russian Formalist Criticism: Four Essays*, translated by Lee T. Lemon and Marion J. Reis, University of Nebraska Press, 1965, pp. 3–24.
- Barthes, Roland. "The Death of the Author." *Image–Music–Text*, translated by Stephen Heath, Hill and Wang, 1977, pp. 142–148.
- Cixous, Hélène. "The Laugh of the Medusa." *Signs*, vol. 1, no. 4, 1976, pp. 875–893.
- Rushdie, Salman. "Outside the Whale." *Imaginary Homelands: Essays and Criticism 1981–1991*, Granta Books, 1991, pp. 87–101.

REFERENCES:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 5th ed., Manchester University Press, 2017.
- Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 2008.
- Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. 6th ed., Routledge, 2016.
- Bertens, Hans. *Literary Theory: The Basics*. 4th ed., Routledge, 2014.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 3rd ed., Routledge, 2015.

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

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

Semester- VI

**Title: History of British Literature
(Elizabethan to Victorian Age)**

Vertical – 1 Major Mandatory

**with effect from
Academic Year 2026-2027**

Title: History of British Literature (Elizabethan to Victorian Age)

Course Code: CHMENGVI3

Sr. No.	Heading	Particulars
1	Description of the Course:	The Course is designed to introduce the social, political, cultural and literary history of England. Literature mirrors contemporary social, political and cultural backgrounds. To understand literature one must know these aspects and their influence. Through this course student would be able to analyze texts properly which are introduced in the other courses belonging to respective periods.
2	Vertical 1	Major Mandatory
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/Seminar/ Application of Theory on the texts etc
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To introduce students to history of English Literature from Elizabethan age to the Victorian age.</p> <p>CO(A)2: To make them familiar with contemporary social, political and cultural backgrounds.</p> <p>CO(A)3: To introduce them dominant writers and their writing styles and themes.</p> <p>CO(A)4: To familiarize them with different movements in literature.</p>
8	Course Outcomes: Student will be able to	<p>CO-1: Comprehend the history of English Literature from Elizabethan age to the Victorian age.</p> <p>CO-2: Analyze contemporary social, political and cultural background.</p> <p>CO-3: Compare and contrast dominant writers and their writing styles and themes.</p> <p>CO-4: Evaluate different movements in literature</p>
9	Syllabus	
	Unit I: Elizabethan and Jacobean Periods 1. Renaissance, Humanism, Reformation	

2. Elizabethan and Jacobean Drama - Features, Contribution of Major Playwrights
3. Revenge Plays
4. The Comedy of Humours – Contribution of Ben Jonson
5. Elizabethan Poetry - Sonnets, Pastoral

Unit II: The Restoration Age and The Neo-Classical Age (1660–1798)

1. Comedy of Manners – Features and Major Contributors
2. Heroic Drama – Features and Major Contributors
3. Sentimental Comedy and Anti-Sentimental Comedy: Characteristics and major Contributors
4. Factors responsible for the rise of the novel in the 18th century and the contribution of the “Four Wheels of the English Novel”
5. Neo-Classical Poetry – Features and Contribution of the major poets

Unit III: Romantic Age

1. Salient Characteristics of Romanticism
2. Romantic Poetry – Characteristics and the contribution of the major Romantic Poets
3. Romantic Prose: Contribution of Charles Lamb, William Hazlitt etc.
4. Novel Writing: Features and Contribution of Jane Austen, Sir Walter Scott
5. Gothic Novel: Features and contribution of major novelists

Unit IV: Victorian Age

1. Literary Tendencies of the Victorian Age
2. The Rise of the Novel – Charles Dickens, George Eliot, Thomas Hardy, Contribution of Bronte Sisters
3. Victorian Poetry - Alfred Lord Tennyson, Robert Browning, Matthew Arnold
4. Prose Writers and their contribution – Thomas Carlyle, Thomas Macaulay, John Ruskin, Matthew Arnold and John Stuart Mill
5. The Pre-Raphaelites

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1.	Short Notes (3 out of 5) – Unit I 15 marks	15
Q2.	Essay-type Question (1 out of 2) – Unit II	15
Q3.	Essay-type Question (1 out of 2) – Unit III	15
Q4.	Essay-type Question (1 out of 2) – Unit IV	15
	Total	60

Consensus: Students may use Consensus as an AI-powered academic search and research tool to explore scholarly literature, identify key arguments, and access evidence-based information related to the historical, social, political, cultural, and literary developments of the Elizabethan, Jacobean, Restoration, Neo-Classical, Romantic, and Victorian periods. The tool may support the preparation of written assignments and classroom discussions by facilitating research and critical inquiry. Students are expected to evaluate sources critically and integrate the information into their own original analysis while adhering to academic integrity and citation guidelines.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Short Written Assignment (Unit I or II)	15
2.	Short Written Assignment (Unit III or IV)	15
3.	Attendance and Classroom Participation	10
	Total	40

11**Reference Books:**

- Alpers, Paul E. Elizabethan Poetry: Modern Essays in Criticism (OUP: 1967)
- Craig, Hardin. Ed. A History of English Literature Series. Literature of the Restoration and the Eighteenth Century 1660-1798. Vol III (London, Macmillan, 1969)
- Daiches, David. A Critical History of English Literature (Secker and Warburg: London, 1960)
- King, Bruce. Seventeenth Century English Literature (Macmillan: 1983).
- Leggatt, Alexander. English Drama: Shakespeare to The Restoration 1590-1660 (Longman: Literature in English Series, 1988)
- Mundra, J.N. & S.C. Mundra. A History of English Literature. (Vol. I, II, III), Bareilly: Prakash Book Depot, 1997.
- Perfitt, George. English Poetry of the Seventeenth Century (Longman: Literature in English Series, 1992)
- Parry, Graham. The Seventeenth Century: The Intellectual and Cultural Context of English Literature. 1603-1700 (Longman: Literature in English Series, 1989)
- Pooley, Roger. English Prose of the Seventeenth Century (Longman: Literature in English Series, 1992)
- Ricks, Christopher. The Penguin History of English Literature Vol.3. (Penguin, 1993)
- Roston, Murray. Sixteenth Century English Literature (Macmillan, 1983)

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

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

Semester- VI

Title: Indian Literature in English

Vertical – 1 Major Mandatory

**with effect from
Academic Year 2026-2027**

Title: Indian Literature in English
Course Code: CHMENGVI4

Sr. No.	Heading	Particulars
1	Description of the Course:	This course provides a foundational introduction to Indian Literature in English, tracing its emergence, growth, and thematic richness. It examines literary texts as reflections of India's historical, social, cultural, and political realities. The course introduces learners to major genres, authors, and movements in Indian English writing, highlighting issues such as identity, nationalism, colonial and postcolonial experiences, gender, caste, and diaspora. The course remains accessible to beginners and encourages interdisciplinary connections with history, culture, and Social studies.
2	Vertical 1	Major Mandatory
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/Seminar/Reading Sessions/Screening of movies/Literature Review etc.
4	Credit	2 Credits
5	Lectures allotted	30 Lectures
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To introduce learners to the origin, growth, and scope of Indian English Literature. CO(A)2: To familiarize learners with major authors, genres, and literary movements. CO(A)3: To develop an understanding of Indian social, cultural, historical, and political issues. CO(A)4: To cultivate critical reading, interpretation, and appreciation of Indian English literary works.	
8	Course Outcomes: Student will be able to: CO-1: Explain the emergence and development of Indian English Literature. CO-2: Identify major writers, texts, and genres in Indian English Literature. CO-3: Describe how Indian life, culture, and social realities are represented CO-4: Analyze Indian English texts critically using basic literary concepts and contextual understanding.	

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Syllabus

Unit 1: Background

1. Globalization, Migration, and Diaspora
2. Gorkhaland Movement and Political Insurgency
3. Class Divide and Social Inequality
4. Identity, Hybridity, and Cultural Conflict

Unit 2: Novel

Kiran Desai – The Inheritance of Loss

A Note on the Pedagogical Approach: The novel should be taught by focusing on migration, identity, globalization, and postcolonial disillusionment. Postcolonial and diaspora perspectives will guide students in understanding narrative structure, symbolism, and cultural conflict.)

10

Scheme of Examination and Assessment Pattern

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1.	Essay Type (1 out of 2) based on Module 1	15
Q2.	Essay Type (1 out of 2) based on Module 2	15
Total		30

Canva Magic Design: Students may use Canva Magic Design as an AI-powered design tool to create professional and visually engaging presentations, infographics, posters, and other multimedia content. The tool can assist in organizing information, generating layouts, and enhancing visual communication for oral and multimedia presentations. Students are expected to ensure the accuracy, originality, and academic relevance of the content presented and to use the tool in accordance with academic integrity guidelines.

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Oral or multimedia presentations	10
2.	Written Assignment	10
Total		20

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Text Book:

- *Desai, Kiran. The Inheritance of Loss. Penguin Books India, 2006.*

REFERENCES:

- Mehrotra, Arvind Krishna (Ed.). *A History of Indian Literature in English*. Permanent Black, 2003.
- Mukherjee, Meenakshi. *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. Heinemann, 2002.
- King, Bruce. *Modern Indian Fiction*. Oxford University Press, 2001.
- Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson Longman, 2008.
- Tharu, Susie, and K. Lalita (Eds.). *Women Writing in India: 600 B.C. to the Present (Vol. II)*. Oxford University Press, 1991.
- Eagleton, Mary (Ed.). *Feminist Literary Theory: A Reader*. Blackwell Publishing, 2011
- Loomba, Ania. *Colonialism/Postcolonialism*. Routledge, 2015.
- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.

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

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

Semester- VI

Title: Literature and Science

Vertical – 1 Major (Elective)

**with effect from
Academic Year 2026-2027**

Title: Literature and Science

Course Code: CHMENGVI5

Sr. No.	Heading	Particulars
1	Description of the Course:	Science and literature, though often viewed as distinct fields, are deeply interconnected- both rooted in curiosity. While science is driven by experimentation and discovery, literature emerges from imagination and speculation. Both seek to explore causes, effects, and the nature of reality, making their relationship indissoluble. This course introduces Science Fiction as a genre that mirrors societal transformations, evokes wonder, and fosters dialogue between literature and science. Designed for literature students, it aims to spark curiosity, offering insights into the evolving relationship between scientific advancements and storytelling. The course also develops critical and creative thinking, connects with disciplines such as technology, ethics, media, and innovation studies, and builds skills relevant to careers in research communication, content development, education, media, and creative industries.
2	Vertical 1	Elective
3	Type	Theory+ Practicum
	Teaching Methods	Lecture/ Discussion/ Seminar/ Reading Sessions/ Screening of movies/ Role play/ Literature Review etc.
4	Credit	4 Credits
5	Lectures allotted	60 Lectures
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To examine the relationship between literature and science, emphasizing their shared foundations in curiosity, inquiry, and exploration.</p> <p>CO(A)2: To introduce learners to Science Fiction as a literary genre, familiarizing them with its key elements, themes, and narrative techniques.</p> <p>CO(A)3: To develop analytical skills by engaging with the forms, tropes, and speculative aspects of Science Fiction.</p> <p>CO(A)4: To encourage critical reflection on the ethical, social, and technological implications of scientific advancements as explored in Science Fiction texts.</p>
8	Course Outcomes: Student will be able to	<p>CO-1: Analyze the interplay between science and literature and its relevance in contemporary academic and cultural discourse.</p> <p>CO-2: Identify and interpret the defining characteristics, themes, and narrative techniques of Science Fiction as a literary genre.</p>

CO-3: Critically analyze Science Fiction texts in relation to their socio-political, ethical, and technological contexts.

9

Syllabus

Unit 1: Background Topics

- 1) A Brief History of Science Fiction
- 2) The Relationship between Science and Literature
- 3) Themes, Ideas, Issues incorporated in Science Fiction
- 4) Elements of Science Fiction (futuristic settings, advanced technology, speculative world-building, encounters with the unknown, ethical dilemmas etc.)
- 5) Types of Science Fiction (Cyberpunk, Utopia and Dystopia, Apocalypse and
- 6) Post-Apocalypse, Space Opera, Time travel, Extraterrestrial Sci-Fi, Artificial Intelligence etc.)

Unit 2: Science Fiction

- Robert Louis Stevenson: *Strange Case of Dr Jekyll and Mr Hyde* (1886)

Unit 3: Short Science Fiction

- 1) Ray Douglas Bradbury: "A Sound of Thunder"
- 2) Manjula Padmanabhan: "The Pain Merchant"
- 3) Ursula Kroeber Le Guin: "The Ones Who Walk Away from Omelas"
- 4) Subodh Jawdekar: "A Journey into Darkness"

Unit 4: Cinematic Visions of Science Fiction

- *Interstellar* (2014)

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1.	Short Notes (3 out of 5) – Unit I	15
Q2.	Essay-type Question (1 out of 2) – Unit II	15
Q3.	Essay-type Question (1 out of 2) – Unit III	15
Q4.	Essay-type Question (1 out of 2) – Unit IV	15
Total		60

Elicit: Students may use Elicit as an AI-powered academic research assistant to explore literary concepts, critical theories, and scholarly perspectives relevant to the course. The tool can assist in locating academic sources, reviewing research literature, identifying key arguments, and supporting the preparation of short written assignments and text-based applications. Students are expected to critically evaluate the information obtained, integrate it with their own analysis, and adhere to academic integrity and citation practices.

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Short Written Assignment	15
2.	Text-based Application	15
3.	Attendance and Classroom Participation	10
Total		40

REFERENCES:

- Bradbury, Ray Douglas. *The Stories of Ray Bradbury*. Alfred A. Knopf, 1980.
 - (*Includes "A Sound of Thunder"*).
- Le Guin, Ursula Kroeber. *The Wind's Twelve Quarters*. Harper & Row, 1975.
- Nolan, Christopher, director. *Interstellar*. Warner Bros., 2014. *Amazon Prime Video*.
<https://www.amazon.com/Interstellar-Matthew-McConaughey/dp/B00TU9UFTS>
- Padmanabhan, Manjula. *Unprincess*. Scholastic India, 2005. (*Includes "The Pain Merchant"*)
- Phondke, Bal, editor. *It Happened Tomorrow*. National Book Trust, 1993. (*Includes Subodh Jawdekar's "A Journey into Darkness"*)
- Stevenson, Robert Louis. *Strange Case of Dr Jekyll and Mr Hyde*. 1886. Penguin Classics, 2003.
- Miller, Ron. *The History of Science Fiction*. Franklin Watts, Canada, 2001.
- Roberts, Adam. *Science Fiction*. Routledge, London, 2000.

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

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

Semester- VI

Title: OJT

Vertical – 6

**with effect from
Academic Year 2026-2027**

Title: OJT
Course Code: CHMENGVI6

Sr. No.	Heading	Particulars
1	Description of the Course:	<p>On-the-Job Training (OJT) is an integral component of the National Education Policy (NEP) 2020 and the National Credit Framework, aimed at bridging the gap between academic learning and professional practice. For students of English Studies, OJT provides opportunities to apply knowledge of language, literature, communication, translation, creative writing, editing, publishing, media, cultural studies, and research in professional settings.</p> <p>The programme enables learners to gain hands-on experience through engagement with educational institutions, publishing houses, newspapers, magazines, media organisations, research centres, libraries, archives, NGOs, cultural institutions, and digital content platforms. Through workplace exposure, students develop professional competence, communication skills, research abilities, and an understanding of career opportunities related to English Studies.</p> <p>The OJT programme encourages experiential learning, professional ethics, teamwork, creativity, and critical thinking while fostering meaningful connections between higher education and the world of work.</p>
2	Vertical 6	On the Job Training (OJT)
3	Type	Practicum
4	Credit	4 Credits
5	Lectures allotted	60 hrs. Discussion + Survey+ Report Writing
6	Marks allotted	100 Marks
7	<p>Course Objectives :</p> <p>CO(A)1: To provide experiential learning opportunities related to English Language and Literature.</p> <p>CO(A)2: To enable learners to apply literary, linguistic, communication, and research skills in professional settings.</p> <p>CO(A)3: To develop competencies in writing, editing, translation, documentation, and digital communication.</p> <p>CO(A)4: To cultivate professional ethics, teamwork, leadership, and workplace responsibility.</p> <p>CO(A)5: To expose learners to career opportunities in education, publishing, media, research, and cultural industries.</p>	

8	<p>Course Outcomes: Upon successful completion of the course, students will be able</p> <p>CO- 1 Apply literary, linguistic, and communication skills in professional environments.</p> <p>CO - 2 Demonstrate proficiency in writing, editing, translation, documentation, and content creation.</p> <p>CO- 3 Utilize digital tools and emerging technologies relevant to language, literature, publishing, and media industries.</p> <p>CO – 4 Exhibit professional communication, teamwork, leadership, and organizational skills.</p> <p>CO – 5 Evaluate workplace practices and identify potential career pathways in English Studies and allied fields.</p>
9	<p style="text-align: center;">Syllabus</p> <p>Learners may undertake OJTs in the following categories:</p> <p>A. Education and Academic Institutions</p> <ul style="list-style-type: none"> • Schools and Junior Colleges • Language Training Centres • Educational NGOs • Literacy and Reading Programmes • Academic Support Centres <p>B. Publishing and Editing</p> <ul style="list-style-type: none"> • Publishing Houses • Book Publishers • Literary Journals • Editorial Offices • Proofreading and Copyediting Services <p>C. Media and Communication</p> <ul style="list-style-type: none"> • Newspapers and Magazines • Radio Stations • Podcast Platforms • Public Relations Agencies • Advertising and Communication Firms • Corporate Communication Departments <p>D. Digital Content and Creative Industries</p> <ul style="list-style-type: none"> • Content Writing Agencies • Digital Marketing Firms • Social Media Content Development • Blogging and Online Publishing Platforms • Educational Content Development <p>E. Translation and Language Services</p> <ul style="list-style-type: none"> • Translation Agencies • Government Translation Projects • Multilingual Documentation Projects

- Localization Services

F. Research and Documentation

- Research Centres
- University Research Projects
- Libraries and Archives
- Cultural Documentation Projects
- Oral History and Heritage Documentation Initiatives

G. Literature and Cultural Organizations

- Literary Festivals
- Cultural Centres
- Museums and Heritage Organisations
- Theatre Groups
- Community Literature Programmes

Suggested OJT Activities:

- Content Writing and Editing
- Proofreading and Copyediting
- Translation Projects
- Documentation and Archiving
- Literary Event Management
- Research Assistance
- Preparation of Teaching Materials
- Digital Content Creation
- Newsletter and Magazine Production
- Social Media Communication
- Book Review and Literary Criticism
- Oral History Documentation
- Creative Writing Projects
- Library and Information Management
- Publishing and Editorial Services
- Journalism and Media
- Corporate Communication
- Public Relations
- Content Writing
- Translation and Localization
- Teaching and Academic Support
- Research Assistance
- Cultural and Heritage Documentation
- Digital Humanities and Educational Technology

OJT Report Structure

Chapter I

Introduction to the Organisation

Chapter II

Objectives and Nature of Work Undertaken

Chapter III

Activities Performed and Learning Experiences

Chapter IV

Application of English Language and Literary Skills

Chapter V

Reflections, Challenges and Professional Development

References

(MLA 9th Edition)

Appendices

- Attendance Certificate
- Work Samples
- Supervisor's Certificate
- Photographs and Supporting Documents

10.

Scheme of Examination and Assessment Pattern

Component	Marks
Internal Assessment (Report + Presentation/Viva)	60
External Evaluation (Supervisor)	40

Internal Evaluation Criteria

Sr. No.	Parameter for Assessment	Marks
1	Professional Communication and Presentation Skills	10
2	Practical Application of Literary, Linguistic and Communication Skills	20
3	Relevance, Diversity and Quality of Learning Experience	20
4	OJT Report and Documentation	10
	Total :	60

External Evaluation Criteria

Sr. No.	Parameter for Assessment	Marks
1	Completion of Minimum 120 Hours	15
2	Performance During OJT	15
3	Professional Conduct, Punctuality and Regularity	10
	Total:	40

- **Notion AI**

Purpose: Project management and documentation.

Applications in OJT:

- Daily work diary

- Task management
- Internship records
- Research documentation

- **Otter.ai : Interview Transcription:**

11

General Instructions:

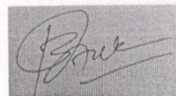
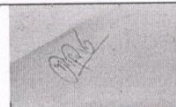

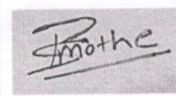
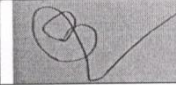
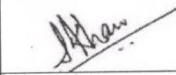
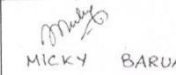
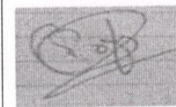
- OJT is a mandatory component of the B.A. (English) programme.
- Only learners eligible for Semester VI may undertake OJT.
- Self-acquired OJTs shall require prior approval from the Department of English.
- The training organization must provide a completion certificate indicating the number of hours completed.
- Students must maintain a daily work diary and submit a comprehensive OJT report.
- OJT reports and supporting documents must be submitted before the prescribed deadline.
- Learners shall be eligible for internal assessment only after successful completion of a minimum of 120 hours of OJT and obtaining at least 40% marks in the external evaluation.

12

References:

- Association of American Colleges and Universities. *High-Impact Educational Practices: A Brief Overview*. AAC&U, 2022.
- Bates, A. W. *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. BCcampus, 2022.
- Bhatnagar, R. P. *English for Professional Communication*. Macmillan India, 2010.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. 6th ed., Pearson, 2014.
- Crystal, David. *English as a Global Language*. 2nd ed., Cambridge UP, 2003.
- Harmer, Jeremy. *The Practice of English Language Teaching*. 5th ed., Pearson, 2015.
- Kothari, C. R., and Gaurav Garg. *Research Methodology: Methods and Techniques*. 4th ed., New Age International Publishers, 2019.
- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed., Bedford/St. Martin's, 2021.
- Murray, Rowena. *How to Write a Thesis*. 4th ed., Open UP, 2017.
- National Education Policy 2020. Ministry of Education, Government of India, 2020.
- Nunan, David. *Research Methods in Language Learning*. Cambridge UP, 1992.
- Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 3rd ed., Oxford UP, 2015.
- Rao, V. S. P. *Human Resource Management: Text and Cases*. 4th ed., Excel Books, 2010.
- Robbins, Stephen P., and Timothy A. Judge. *Organizational Behavior*. 18th ed., Pearson, 2019.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford UP, 2013.
- Spencer-Oatey, Helen, and Peter Franklin. *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. Palgrave Macmillan, 2009.
- University Grants Commission. *Guidelines for Internship/Research Internship for Undergraduate Students*. UGC, 2023.
- University Grants Commission. *National Credit Framework (NCrF)*. UGC, 2024.
- University of Mumbai. *Guidelines for On-the-Job Training (OJT) under NEP 2020*. University of Mumbai, 2025.

Syllabus Committee:

Sr. No	Name of the Faculty	Designation and College	Signature
1.	Prof. (Dr.) Kailas Aute	Professor & Head, Dept. of English, Smt. CHM College	
2.	Prof. (Dr.) B. R. Hiramani,	(VC Nominee, University of Mumbai) Pancham Khemraj College, Sawantwadi	
3.	Prof. (Dr.) Vikas Raskar	(Subject Expert outside University) Hutatma Rajguru Mahavidyalay, Rajguru Nagar, Khed, (Affiliated to Savitribai Phule University)	
4.	Prof. (Dr.) Prashant Mothe	(Subject Expert outside University) Aadarsh Mahavidyalay, Umerga, Dharashiv, (Affiliated to Dr. Baba Saheb Ambedkar Marathwada University)	
5.	Mr. Ananda Pandhare	Asst. Professor, Dept. of English, Smt. CHM College	
6.	Ms. Sana Khan	Asst. Professor, Dept. of English, Smt. CHM College	
7.	Dr. Micky Barua	Faculty Vidyalankar Institute of technology, Alumni Member	 MICKY BARUA
8.	Ms. Sofy Verghese	Accenture, Industry Representative	

Name & Signature of the Ad-hoc BoS Chairperson: Prof. (Dr.) Kailas Aute



Name & Signature of the Dean: Prof. (Dr.) Nitin Arekar

