

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.B.A. in Geography SEM-V and SEM-VI.

This is in continuation with curriculum approved by Academic Council for all the subjects of F.Y.B.A. in Geography (SEM-I), S.Y.B.A. in Geography (SEM-III) and F.Y.B.A. in Geography (SEM-II) & S.Y.B.A. in Geography (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 Geography coordinated by the Dean, Faculty of Social Sciences 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.B.A. in Geography, in continuation with syllabus of F.Y.B.A. in Geography and S.Y.B.A. in Geography 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 Social Sciences
3. The Chairperson, Ad-hoc Board of Studies
4. The Controller of Examination
5. The Registrar

PREAMBLE

Geography occupies a distinctive place among the social sciences, bridging the natural and human worlds through a spatial lens. As an academic discipline, it cultivates a holistic understanding of the Earth's physical processes alongside the social, economic, and cultural patterns that shape human life, making it uniquely interdisciplinary in scope and method.

The BA Geography undergraduate programme has been designed in keeping with the National Education Policy 2020 and the Outcome-Based Education framework. The programme is aligned with the emerging needs of students from semi-urban and vernacular backgrounds.

The programme begins with foundational courses in human geography and population geography in Semesters I and II, building students' spatial awareness and geographical thinking from the ground up. Semesters III and IV deepen this foundation through agricultural, industrial, social, and environmental geography, as well as field-based research projects. The programme culminates in Semesters V and VI with advanced courses in geomorphology, climatology, physical and human geography of India, economic geography, and geospatial technology, ensuring students are equipped for both higher education and employment. The curriculum integrates contemporary digital and AI tools and generative AI platforms alongside practical skill courses in spatial analysis, weather data analysis, thematic mapping, surveying, and geoinformatics. Field projects and field visits further ground learning in local realities.

From a career standpoint, the programme equips students for diverse professional pathways — in urban and regional planning, environmental management, data analysis, geospatial technology, research, civil services, tourism, education, and entrepreneurship — responding meaningfully to the evolving demands of industry and society in an increasingly data-driven and urbanising world.

The programme is firmly anchored in ethical and value-based learning. It nurtures sensitivity towards environmental sustainability, social justice, and cultural diversity, while encouraging civic responsibility and community engagement. It seeks to develop not merely competent geographers, but thoughtful, responsible citizens capable of contributing meaningfully to local and global challenges in the contemporary world.

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.

B.A. GEOGRAPHY
PROGRAMME SPECIFIC OUTCOMES (PSOs)

After the completion of the BA Geography programme, the students will be able to:

PSO1: Demonstrate comprehensive knowledge of physical and human geography, including landforms, climate, population, settlements, resources, agriculture, industry, and economic geography, and apply geographical concepts of space, place, and region to understand how the natural environment and human activity shape each other at local, national, and global scales.

PSO2: Read, interpret, and prepare maps and thematic representations; conduct field surveys and field-based research; collect, organise, and statistically analyse geographical data; and use digital, GIS, remote sensing, and AI-based tools for spatial analysis, weather and climate data interpretation, and data visualisation.

PSO3: Apply geographical knowledge and spatial thinking to explain real-world phenomena such as urbanisation, migration, environmental change, disaster vulnerability, and regional development, and propose evidence-based, sustainable solutions to local and global geographical problems.

PSO4: Design and execute original field-based and desk-based research projects using appropriate primary and secondary data sources, scientific survey methods, and analytical/statistical techniques, while maintaining ethical standards, proper documentation, and academic rigour in reporting findings.

PSO5: Apply geographical knowledge and technical skills to pursue careers and further studies in teaching, urban and rural planning, environmental management, geospatial and GIS industries, disaster management, tourism, and sustainability-related sectors, while developing communication, teamwork, digital literacy, and lifelong learning skills for employability and entrepreneurship.



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

**Bachelor of Arts
(Geography)
(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.
(Geography)**

Semester - I

Title: Introduction to Human Geography

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

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

Title: Introduction to Human Geography

Course Code: CHMGEOI1

Sr. No.	Heading	Particulars
1	Description of the Course	This course introduces first-year students to the foundational concepts of geography and human geography, with an emphasis on everyday relevance and real-world connections. Beginning with the nature and scope of geography, it progressively explores how human geography shapes daily life, how people interact with their environment, and how settlements reflect geographical processes. Contemporary digital and AI tools are integrated throughout to develop spatial awareness, data literacy, and critical geographical thinking among undergraduate students.
2	Vertical 1	Major
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to define and describe the meaning, nature, branches, and key concepts of geography.</p> <p>CO(A)2: To help students locate and interpret geographical features using maps and digital spatial tools.</p> <p>CO(A)3: To enable students to explain the nature and scope of human geography and describe how it shapes everyday life.</p> <p>CO(A)4: To help students demonstrate how place perception, urbanisation, globalisation, and AI shape life in the 21st century, using digital tools.</p> <p>CO(A)5: To enable students to analyse human-environment relationships through case studies and evaluate human impacts and sustainability responses.</p> <p>CO(A)6: To help students distinguish rural/urban settlement types and analyse urban neighbourhood challenges through field observation.</p>
8	Course Outcomes:	Students will be able to CO1: Define and describe the meaning, nature, branches, and key concepts of geography. CO2: Locate and interpret geographical features using maps and digital spatial tools.

	<p>CO3: Explain the nature/scope of human geography and describe everyday-life factors (food, language, identity).</p> <p>CO4: Demonstrate how place perception, urbanisation, globalisation, and AI shape 21st-century life using digital tools.</p> <p>CO5: Analyse human-environment relationships through case studies and evaluate impacts/sustainability responses.</p> <p>CO6: Distinguish rural/urban settlement types and analyse urban neighbourhood challenges through field observation.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>Unit I: Understanding Geography in the Modern World (15 Hours)</p> <p>1.1 Meaning, Nature, and Relevance of Geography</p> <p>1.2 Branches of Geography: Physical and Human Geography and their Sub-Branched</p> <p>1.3 Key Geographical Concepts: Space, Location, Area, Region and Place</p> <p>1.4 Understanding People and Places through Atlas and Maps – Using Seterra and Google Maps</p> <p>Unit II: Knowing Human Geography (15 Hours)</p> <p>2.1 Human Geography: Meaning and Nature</p> <p>2.2 How Human Geography Shapes Daily Life: Food, Language, Regional Identity, and Human Relationships</p> <p>2.3 Place, Perception, and Everyday Life – Using Claude for Close Reading Skills</p> <p>2.4 Human Geography in the 21st Century: Urbanisation, Globalisation, and Artificial Intelligence in the Connected World – Using Claude for Close Reading Skills</p> <p>Unit III: People and Their Environment: A Living Relationship (15 Hours)</p> <p>3.1 Human–Environment Relationships: Meaning and Nature</p> <p>3.2 Adapting to Nature: Case Studies of Human Life in Tropical Rainforests and Hot Deserts</p> <p>3.3 Human Impacts on the Environment: Climate Change, Biodiversity Loss, and Plastic Pollution – Using UNEP’s EnvironmentGPT and Our World in Data</p> <p>3.4 Environmental Movements and Sustainable Development</p> <p>Unit IV: Human Settlements (15 Hours)</p> <p>4.1 Human Settlements: Concept, Site, and Situation</p> <p>4.2 Rural Settlements: Meaning, Types, and Patterns</p> <p>4.3 Urban Settlements: Meaning and Classification</p> <p>4.4 Urban Neighbourhood and Its Issues: Reading Urban Challenges Through Field Observation and Google Maps</p>
<p>10</p>	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p>

External Examination: Semester End External - 60 marks Time: 2:00 hours**Format of Question Paper****Attempt all questions.**

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Locate and interpret geographical features on world maps.	10
2.	Close Reading Skill-Based Worksheet: Place perception, urbanisation, globalisation, and AI shape 21st-century life using digital tools.	10
3.	Assignment/Case Study: Urban Neighbourhood.	20
		Total 40

11**REFERENCES:**

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- Gautam, A. (2010). *Environmental geography*. Sharda Pustak Bhawan.
- Goh, C. L. (2016). *Certificate in Physical and Human Geography*. Oxford University Press.
- Herbert, D., & Matthews, J. (2008). *Geography: A very short introduction*. Oxford University Press.
- Husain, M. (2018). *Human geography*. Rawat Publications.
- Karmarkar, D. & Bhide, D. (2021). *Human geography*. Notion Press.
- Khullar, D. (2026). *Human geography and practical geography*. Kalyani Publishers.

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| | <ol style="list-style-type: none">8. Maurya, S. (2015). <i>Human geography</i>. Pravailka Publications.9. Rubenstein, J. M. (2015). <i>Contemporary human geography</i>. Pearson India.10. Sharma, R. C. (2010). <i>Man and Environment</i>. New Delhi: Rajesh Publications.11. Singh, L. (2009). <i>Fundamentals of human geography</i>. Sharda Pustak Bhawan.12. Tiwari, R. (2020). <i>Settlement geography</i>. Pravalika Publications.13. Waugh, D. (2009). <i>The new wider world</i>. Oxford University Press. |
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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 - 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

Semester - I

**Title: Urbanisation and Real Estate:
Concepts and Contemporary Scenario**

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

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

Title: Urbanisation and Real Estate: Concepts and Contemporary Scenario
Course Code: CHMGEOI2

Sr. No.	Heading	Particulars
1	Description of the Course	This interdisciplinary open elective introduces students from commerce, science, and management faculties to the geography of urbanisation and the fundamentals of real estate. Beginning with how and why cities grow, it explores the urban landscape of Mumbai and MMR before examining what drives property markets, housing challenges, and career opportunities in the real estate sector. Designed for non-social sciences students, the course uses accessible language, local examples, and contemporary data tools to make urban geography immediately relevant and professionally meaningful.
2	Vertical 3	Open Elective
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/project-work/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain urbanisation's meaning/drivers and interpret Mumbai/MMR's urban landscape. CO(A)2: To help students describe real estate types and analyse property-price and housing factors. CO(A)3: To enable students to evaluate emerging real-estate career opportunities using AI-based industry research. CO(A)4: To help students produce a visual infographic synthesising urban and real estate findings.	
8	Course Outcomes: Students will be able to CO1: Explain urbanisation's meaning/drivers; interpret CBDs, suburbs, slums (Mumbai/MMR). CO2: Describe real estate types; analyse property-price factors and housing challenges. CO3: Evaluate emerging real-estate career opportunities using AI-based industry research. CO4: Produce a visual infographic synthesising urban/real-estate findings.	

9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Understanding Urbanisation (15 Hours)</p> <p>1.1 ‘Urban’ and ‘Urbanisation’: Concept, Trends, and Drivers of Urban Growth</p> <p>1.2 Mumbai and MMR: Growth and Urban Development</p> <p>1.3 The Urban Landscape: Understanding CBDs, Suburbs, Slums, and Gated Communities – Using Gemini and NotebookLM</p> <p>1.4 Challenges of Urban Life</p> <p>Unit II: Understanding Real Estate (15 Hours)</p> <p>2.1 Real Estate: Meaning, Types, and Importance of Location</p> <p>2.2 Drivers of Property Prices</p> <p>2.3 Housing in Urban India: Affordable Housing, Informal Housing, and Redevelopment Concerns</p> <p>2.4 Real Estate as a Career: Key Roles, and Emerging Opportunities – Using Perplexity AI for Industry Research and Employability</p>																																							
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Examination: Semester End External - 30 marks Time: 1:00 hour</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt all questions.</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;">1 (A)</td> <td style="text-align: center;">Theory based on Unit I</td> <td style="text-align: center;">15</td> </tr> <tr> <td></td> <td style="text-align: center;">OR</td> <td></td> </tr> <tr> <td style="text-align: center;">1 (B)</td> <td style="text-align: center;">Theory based on Unit I</td> <td style="text-align: center;">15</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2 (A)</td> <td style="text-align: center;">Theory based on Unit II</td> <td style="text-align: center;">15</td> </tr> <tr> <td></td> <td style="text-align: center;">OR</td> <td></td> </tr> <tr> <td style="text-align: center;">2 (B)</td> <td style="text-align: center;">Theory based on Unit II</td> <td style="text-align: center;">15</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">Total 30</td> </tr> </tbody> </table> <p style="text-align: center;">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: 80%;">Assessment/evaluation</th> <th style="width: 15%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Project: Evaluate emerging real-estate career opportunities using AI-based industry research.</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Making an infographic: Synthesising urban/real-estate findings.</td> <td style="text-align: center;">05</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">Total 20</td> </tr> </tbody> </table>	Question No.	Nature of Questions	Marks	1 (A)	Theory based on Unit I	15		OR		1 (B)	Theory based on Unit I	15				2 (A)	Theory based on Unit II	15		OR		2 (B)	Theory based on Unit II	15			Total 30		Assessment/evaluation	Marks	1.	Project: Evaluate emerging real-estate career opportunities using AI-based industry research.	15	2.	Making an infographic: Synthesising urban/real-estate findings.	05			Total 20
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13. Wilcox, J. and Forsyth, J. (2022). *Real estate: the basics*. Routledge.

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

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

Semester - I

**Title: Tools and Techniques of Spatial
Analysis – I (Practical)**

Vertical - 4

Vocational Skill Course (VSC) Subject - 2 Credits

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

Title: Tools and Techniques of Spatial Analysis – I (Practical)

Course Code: CHMGEOI3

Sr. No.	Heading	Particulars
1	Description of the Course	This practical course develops foundational map literacy and spatial analysis skills among first-year geography students. Beginning with the elements and types of maps, scale, distance, and direction, it progresses to the reading and interpretation of Survey of India topographical maps, contours, and landscape features. The course culminates in sketch mapping and field observation skills using smartphone-based tools. The course builds the spatial foundation necessary for all subsequent geography courses and practical work.
2	Vertical 4	Vocational Skill Course (VSC)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/diagrams/map-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to identify map elements/types and calculate scale, distance, and direction.</p> <p>CO(A)2: To help students read Survey of India topographical map signs, symbols, and grid references.</p> <p>CO(A)3: To enable students to draw and interpret contours, cross-sections, and landform features.</p> <p>CO(A)4: To help students represent local space through sketch mapping and geotagged field observation.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Identify map elements/types; calculate scale, distance, direction.</p> <p>CO2: Read SOI topographical map signs, symbols, and grid references.</p> <p>CO3: Draw/interpret contours, cross-sections, landform/drainage features.</p> <p>CO4: Represent local space via sketch mapping and geotagged field observation.</p>

9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Reading and Understanding Maps (15 Hours)</p> <p>1.1 Maps: Meaning, Elements, and Types — From Paper Maps to Google Maps and Seterra</p> <p>1.2 Map-Scale: Concept, Types, and Conversion</p> <p>1.3 Distance and Direction: Practical Measurements on Maps – Using MapMyIndia and Google Maps</p> <p>1.4 Introduction to Survey of India Topographical Maps: Signs, Symbols, and Grid References</p> <p>Unit II: Interpreting Landscape Through Maps (15 Hours)</p> <p>2.1 Contours: Meaning, Types, and Reading Contour Patterns through Cross-Sections</p> <p>2.2 Reading Physical Features in Topographical Maps and Google Earth</p> <p>2.3 Reading Human Features in Topographical Maps and Google Earth</p> <p>2.4 Sketch Mapping and Field Observation: Representing Local Spaces Through Freehand Maps and Geotagging with GPS</p>																												
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Practical Examination: Semester End External - 30 marks Time: 1:00 hour</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" data-bbox="321 1129 1485 1413"> <thead> <tr> <th>Question No.</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1 (A)</td> <td>Practical Based on Unit I</td> <td rowspan="2">15</td> </tr> <tr> <td>1 (B)</td> <td>Practical Based on Unit I</td> </tr> <tr> <td>2 (A)</td> <td>Practical Based on Unit II</td> <td rowspan="2">15</td> </tr> <tr> <td>2 (B)</td> <td>Practical Based on Unit II</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 30</td> </tr> </tbody> </table> <p style="text-align: center;">Internal Practical Examination: Continuous Evaluation - 20 marks</p> <table border="1" data-bbox="329 1539 1474 1755"> <thead> <tr> <th></th> <th>Assessment / Evaluation</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Practical Exercises File</td> <td>10</td> </tr> <tr> <td>2.</td> <td>Skill-based Evaluation: Reading Topographical Maps/Sketch Mapping/Field Observation</td> <td>10</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 20</td> </tr> </tbody> </table>	Question No.	Nature of Questions	Marks	1 (A)	Practical Based on Unit I	15	1 (B)	Practical Based on Unit I	2 (A)	Practical Based on Unit II	15	2 (B)	Practical Based on Unit II			Total 30		Assessment / Evaluation	Marks	1.	Practical Exercises File	10	2.	Skill-based Evaluation: Reading Topographical Maps/Sketch Mapping/Field Observation	10			Total 20
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11	<p>REFERENCES:</p> <p>1. McCormick, H. (2018). <i>Practical work in geography: For the use of teachers and advanced pupils</i>. Legare Street Press.</p> <p>2. Monkhouse, F. J. (1971). <i>Maps & diagrams</i> (3rd ed., revised). Methuen and Co.</p>																												

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

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

Semester - I

**Title: Tools and Techniques of Weather Data
Collection and Analysis (Practical)**

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

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

Title: Tools and Techniques of Weather Data Collection and Analysis (Practical)

Course Code: CHMGEOI4

Sr. No.	Heading	Particulars
1	Description of the Course	This practical skill enhancement course develops students' ability to observe, record, and analyse weather data using both traditional instruments and contemporary digital platforms. Beginning with foundational concepts of weather and climate, it progresses to graphical representation of weather data, reading and interpreting IMD weather maps, and understanding climate change trends through real data. The course equips students with practical weather literacy skills relevant to everyday life, environmental awareness, and geography-related careers in meteorology, disaster management, and environmental monitoring.
2	Vertical 4	Skill Enhancement Course (SEC)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/diagrams/map-based learning/web-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to define and distinguish weather and climate, and identify weather instruments and elements.</p> <p>CO(A)2: To help students collect real-time weather data using digital platforms and weather apps.</p> <p>CO(A)3: To enable students to construct and interpret weather graphs, climographs, and IMD map symbols.</p> <p>CO(A)4: To help students analyse climate-change trends and extreme weather events using live data tools.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Define/distinguish weather/climate; identify instruments and elements.</p> <p>CO2: Collect real-time weather data using digital platforms/apps.</p> <p>CO3: Construct/interpret weather graphs, climographs, IMD map symbols.</p> <p>CO4: Analyse climate-change trends/extreme events using live data tools.</p>

9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Understanding and Recording Weather (15 Hours)</p> <p>1.1 Weather and Climate: Meaning, Difference, and Everyday Relevance 1.2 Elements of Weather: Temperature, Atmospheric Pressure, Wind, and Rainfall 1.3 Traditional Weather Instruments: Features and Uses 1.4 Digital Weather Data: Using IMD Website, and Weather Apps like Windy for Real-Time Data Collection and Map-Reading</p> <p>Unit II: Analysing and Representing Weather Data (15 Hours)</p> <p>2.1 Graphical Representation of Weather Data: Climograph, Hythergraph, and Wind Rose 2.2 Indian Meteorological Department’s (IMD) Weather Maps: Signs and Symbols 2.3 IMD Weather Maps: Reading and Interpretation 2.4 Weather, Climate Change, and Everyday Life: Interpreting Trends and Extreme Weather Events Using MausamGPT and Our World in Data</p>																												
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Practical Examination: Semester End External - 30 marks Time: 1:00 hour Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" data-bbox="331 1125 1492 1409"> <thead> <tr> <th>Question No.</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1 (A)</td> <td>Practical Based on Unit I</td> <td rowspan="2">15</td> </tr> <tr> <td>1 (B)</td> <td>Practical Based on Unit I</td> </tr> <tr> <td>2 (A)</td> <td>Practical Based on Unit II</td> <td rowspan="2">15</td> </tr> <tr> <td>2 (B)</td> <td>Practical Based on Unit II</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 30</td> </tr> </tbody> </table> <p style="text-align: center;">Internal Practical Examination: Continuous Evaluation - 20 marks</p> <table border="1" data-bbox="347 1535 1492 1753"> <thead> <tr> <th></th> <th>Assessment/evaluation</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Practical Exercises File</td> <td>10</td> </tr> <tr> <td>2.</td> <td>Skill-based Evaluation: Collect real-time weather data using digital platforms/apps/Analyse climate-change trends using live data tools.</td> <td>10</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 20</td> </tr> </tbody> </table>	Question No.	Nature of Questions	Marks	1 (A)	Practical Based on Unit I	15	1 (B)	Practical Based on Unit I	2 (A)	Practical Based on Unit II	15	2 (B)	Practical Based on Unit II			Total 30		Assessment/evaluation	Marks	1.	Practical Exercises File	10	2.	Skill-based Evaluation: Collect real-time weather data using digital platforms/apps/Analyse climate-change trends using live data tools.	10			Total 20
Question No.	Nature of Questions	Marks																											
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1 (B)	Practical Based on Unit I																												
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REFERENCES:

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

First Year B. A.

Semester- I

Vertical – 5

Ability Enhancement Course (AEC) -2 Credits

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

Title: Communication Skills in English
Course Code: CHMBAAECI

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>

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




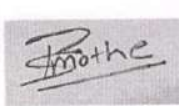

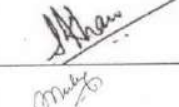
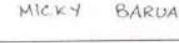
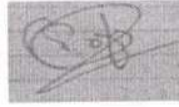
	Assessment / evaluation	Marks
1.	Writing Assignment: Students are required to draft a job application letter along with a resume using the following AI assistance: Canva Resume Builder, Resume.oi, Zety, Novopresume, Rezi etc OR Prepare an effective LinkedIn profile for professional networking and career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

11**REFERENCES:**

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.
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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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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





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 – I

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- 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

यूनिट 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

यूनिट 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).

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

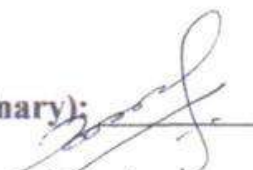
Attempt any 3 out of 4 questions.

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

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





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

**Bachelor of Arts
(Geography)
(Aided Course)**

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.
(Geography)**

Semester - II

Title: Population Geography

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

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

Title: Population Geography
Course Code: CHMGEOIII

Sr. No.	Heading	Particulars
1	Description of the Course	This course introduces students to the geography of human populations, exploring how people are distributed, why they move, and how demographic change shapes societies and environments. Beginning with foundational concepts and data sources, it progressively examines population distribution, migration patterns, and contemporary challenges, including urbanisation, gender imbalance, and climate-induced displacement. Real-world data platforms and digital tools are integrated throughout to develop students' ability to read, interpret, and critically analyse population data at local, national, and global scales, in the context of India's geographical diversity and contemporary challenges.
2	Vertical 1	Major
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to define population geography's meaning and scope, and access/interpret data from census and digital sources.</p> <p>CO(A)2: To help students interpret population pyramids and graphs using digital visualisation tools.</p> <p>CO(A)3: To enable students to describe population distribution/density patterns and analyse physical-human factors.</p> <p>CO(A)4: To help students classify migration types and explain their causes/consequences using case studies.</p> <p>CO(A)5: To enable students to examine the population-development relationship and evaluate urbanisation/gender-imbalance challenges.</p> <p>CO(A)6: To help students evaluate climate-induced displacement and population vulnerability using data and case studies.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Define population geography's meaning/scope; access census/digital data sources.</p> <p>CO2: Interpret population pyramids/graphs using digital visualisation tools.</p>

	<p>CO3: Describe distribution/density patterns; analyse physical-human factors.</p> <p>CO4: Classify migration types; explain causes/consequences using case studies.</p> <p>CO5: Examine population-development relationship; evaluate urbanisation/gender-imbalance challenges.</p> <p>CO6: Evaluate climate-induced displacement and vulnerability using data/case studies.</p>									
9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Understanding Population Geography (15 Hours)</p> <p>1.1 Population Geography: Meaning and Nature</p> <p>1.2 Population Geography in Everyday Life: Why People, Place, and Numbers Matter</p> <p>1.3 Sources of Population Data: Census, Surveys, and Digital Data — Accessing and Reading Data Through data.gov.in</p> <p>1.4 Reading Population: Interpreting Population Pyramids and Graphs Using Gapminder</p> <p>Unit II: Population Distribution and Density (15 Hours)</p> <p>2.1 Population Distribution and Density: Concept and World Patterns</p> <p>2.2 Physical and Human Factors Affecting World Distribution and Density</p> <p>2.3 Population-Resource Ratio and Related Issues</p> <p>2.4 Future of World Population: Trends and Projections Explored Through Our World in Data</p> <p>Unit III: Migration: People on the Move (15 Hours)</p> <p>3.1 Migration: Meaning and Types – Using Claude for Close Reading Skills</p> <p>3.2 Causes and Consequences of Migration – Using Claude for Close Reading Skills</p> <p>3.3 Moving Within India: Rural-to-Urban Migration and Labour Movement</p> <p>3.4 International Migration and Refugee Crisis</p> <p>Unit IV: Population, Society, and the Future (15 Hours)</p> <p>4.1 Population and Development: People, Poverty, and the Human Development Index — Visualised Through Gapminder</p> <p>4.2 Sex Ratio, Ageing Populations, and the ‘Young Dividend’: A Case Study of India</p> <p>4.3 Population Pressure on Cities: Density, Slums, and Urban Service Challenges with reference to Mumbai Metropolitan Region</p> <p>4.4 Population and Climate Change: Vulnerability, Displacement, and Climate-Induced Migration</p>									
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Examination: Semester End External - 60 marks Time: 2:00 hours</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" data-bbox="331 1793 1495 1921"> <thead> <tr> <th>Question No.</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1 (A)</td> <td>Theory based on Unit I</td> <td>15</td> </tr> <tr> <td colspan="3" style="text-align: center;">OR</td> </tr> </tbody> </table>	Question No.	Nature of Questions	Marks	1 (A)	Theory based on Unit I	15	OR		
Question No.	Nature of Questions	Marks								
1 (A)	Theory based on Unit I	15								
OR										

1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Interpretation of Population Pyramids and Graphs	10
2.	Close Reading Skill-Based Worksheet: Migration – types, causes/consequences using case studies.	10
3.	Assignment/Case Study: Climate-Induced Displacement Case Study	20
		Total 40

11

REFERENCES:

1. Beaujeu-Garnier, J. (1966). *Geography of Population*. (Translated by Beaver, S.H.) Longmans, London.
2. Bhende, Asha and Kanitkar Tara (2018). *Principles of Population Studies*. Himalaya Publishing House, Mumbai.
3. Chandna, R.C. (2000). *Geography of Population: Concepts, Determinants and Patterns*. Kalyani Publishers, New Delhi.
4. Clark, J. (1965). *Population Geography*. Permagon Press, New York.
5. Gary, L. Peters, Robert P. Larkin (2005). *Population Geography: Problems, Concepts and Prospects*. Kendall Hunt Pub Co., London.
6. Karmarkar, D. and Bhide, D (2021). *Human Geography*. Chennai: Notion Press.
7. Khullar, D. R., *India: A Comprehensive Geography*. New Delhi: Kalyani Publishers.
8. Majid Hussain (2022). *Geography of India*. McGraw-Hill Education, Chennai.
9. Mohammad, Izhar Hassan (2005). *Population Geography*. Eastern Book Corporation.
10. R. C. Tiwari (2016). *Geography of India*. Pravaika Publications, Prayagraj, Allahabad.
11. United Nations High Commissioner for Refugees (UNHCR). (2023). *Global Trends: Forced Displacement in 2022*. Geneva: UNHCR.



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

Semester - II

**Title: Urbanisation and Real Estate:
Urban Planning and Governance**

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

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

Title: Urbanisation and Real Estate: Urban Planning and Governance
Course Code: CHMGEOII2

Sr. No.	Heading	Particulars
1	Description of the Course	This course on urbanisation and real estate is designed for students outside the faculty of social sciences. Building on the previous semester, it introduces students to how cities are planned, regulated, and governed, with specific reference to Mumbai and MMR. Key planning instruments, zoning regulations, FSI, governance bodies, housing schemes, and urban development missions are examined through accessible language and contemporary examples. The course closes with an exploration of career pathways in urban planning and governance.
2	Vertical 3	Open Elective
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/project-work/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain urban-planning instruments, including zoning, FSI, and land-use regulation. CO(A)2: To help students interpret how digital tools and planning rules shape Mumbai's built environment. CO(A)3: To enable students to describe the roles of key urban-governance bodies (MCGM, MMRDA). CO(A)4: To help students evaluate the impact of housing schemes and legislation on housing access and career opportunities.	
8	Course Outcomes: Students will be able to CO1: Explain urban-planning instruments — zoning, FSI, land-use regulation. CO2: Interpret how digital tools/planning rules shape Mumbai's built environment. CO3: Describe roles of urban governance bodies (MCGM, MMRDA). CO4: Evaluate housing schemes/legislation/development missions' impact on housing access and careers.	

9

Syllabus**Unit I: How Cities Are Planned: Rules, Zones, and the People Behind It (15 Hours)**

- 1.1 Urban Planning: Meaning, Need, and Planning Instruments
- 1.2 Zoning and Urban Land Use: Residential, Commercial, Recreational, and Mixed-Use Zones
- 1.3 FSI and Building Regulations in Mumbai – Using Gemini and NotebookLM
- 1.4 Digital Tools in Urban Planning: Visualising City Plans and Land Use Through Google Earth and Bhuvan

Unit II: Governance, Policy, and the Future of Urban India (15 Hours)

- 2.1 Who Plans Mumbai: The Role of MCGM and MMRDA in Shaping the City
- 2.2 Housing for All: MHADA, PMAY, and RERA
- 2.3 Understanding Urban Development Missions in India: Smart Cities
- 2.4 Careers in Urban Planning and Governance: Key Roles, and Opportunities – Using Perplexity AI for Career Exploration and Skill Development

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
		Total 30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment/evaluation	Marks
1.	Project: Housing schemes/legislation/development missions' impact on housing access.	15
2.	Making an Infographic: Careers in Urban Planning and Governance: Key Roles, and Opportunities	05
		Total 20

REFERENCES:

1. Ramachandran, R. (2015). *Urbanisation and Urban Systems in India*. New Delhi: Oxford University Press.
2. Rao, V. K., & Tiwari, R. C. (2014). *Urban Geography of India*. Allahabad: Prayag Pustak Bhawan.
3. Desai, V. (2018). *Urban Planning and Development in India*. New Delhi: Himalaya Publishing House.
4. Kundu, A. (2011). *Trends and Processes of Urbanisation in India*. New Delhi: Human Settlements Group, IIED.
5. Patel, S., & Masselos, J. (Eds.). (2003). *Bombay and Mumbai: The City in Transition*. New Delhi: Oxford University Press.
6. Ministry of Housing and Urban Affairs. (2016). *Smart Cities Mission Guidelines*. New Delhi: Government of India.
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8. Sivaramakrishnan, K. C. (2011). *Re-visioning Indian Cities: The Urban Renewal Mission*. New Delhi: Sage Publications.
9. Ghosh, S. (2012). *Urban Planning and Real Estate Development in India*. New Delhi: PHI Learning.
10. India Brand Equity Foundation (IBEF). (2023). *Real Estate Sector in India: Report*. New Delhi: IBEF.

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

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

Semester - II

**Title: Tools and Techniques of Spatial
Analysis – II (Practical)**

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

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

Title: Tools and Techniques of Spatial Analysis – II (Practical)

Course Code: CHMGEOI13

Sr. No.	Heading	Particulars
1	Description of the Course	This practical course builds on the spatial skills developed in the previous semester by introducing students to geographical data handling and visual data representation. Students learn to collect, organise, and statistically analyse geographical data, and represent findings through graphs, diagrams, and digital infographics. Real census data and open data platforms are used throughout to ensure practical relevance. The course develops the data literacy and communication skills essential for geographical research and project work.
2	Vertical 4	Vocational Skill Course (VSC)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/diagrams/map-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to distinguish between types and sources of geographical data.</p> <p>CO(A)2: To help students organise data through classification/tabulation and calculate measures of central tendency.</p> <p>CO(A)3: To enable students to construct and interpret bar graphs, line graphs, and divided-circle diagrams.</p> <p>CO(A)4: To help students design infographics and data narratives for real-world communication.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Distinguish types/sources of geographical data.</p> <p>CO2: Organise data through classification/tabulation; calculate central-tendency measures.</p> <p>CO3: Construct/interpret bar/line graphs and divided-circle diagrams.</p> <p>CO4: Design infographics/data narratives for real-world communication.</p>

Syllabus

Unit I: Working with Geographical Data (15 Hours)

- 1.1 Geographical Data: Nature, Types, and Sources — Primary, Secondary, and Open Data
- 1.2 Data Organisation: Classification, Tabulation, and Frequency Distribution
- 1.3 Measures of Central Tendency: Mean, Median, and Mode
- 1.4 Census Data in Practice: Reading and Interpreting Census Data Using censusindia.gov.in

Unit II: Representing Data Through Diagrams and Graphs (15 Hours)

- 2.1 Bar Graphs: Plotting and Interpretation
- 2.2 Line Graphs: Plotting and Interpretation
- 2.3 Population Pyramids: Construction and Reading
- 2.4 Infographics and Data Storytelling: Presenting Geographical Data Using NotebookLM

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Practical Based on Unit I	15
1 (B)	Practical Based on Unit I	
2 (A)	Practical Based on Unit II	15
2 (B)	Practical Based on Unit II	
Total		30

Internal Practical Examination: Continuous Evaluation - 20 marks

	Assessment / Evaluation	Marks
1.	Practical Exercises File	10
2.	Skill-based Evaluation: Design infographics/data narratives for real-world communication	10
Total		20

REFERENCES:

1. Mahmood, A., & Hussain, S. (2019). *Statistical Methods in Geographical Studies*. New Delhi: Rajesh Publications.
2. Singh, R. L., & Singh, P. K. (2011). *Elements of Practical Geography* (3rd ed.). Allahabad: Kalyani Publishers.
3. Misra, R. P., & Ramesh, A. (2012). *Fundamentals of Cartography*. New Delhi: Concept Publishing Company.
4. Gupta, K. K., & Tyagi, V. (2017). *Practical Geography: Data Analysis and Representation*. New Delhi: Sharda Pustak Bhawan.
5. Ghosh, B. N. (2016). *Statistical Methods in Social Science Research*. New Delhi: Himalaya Publishing House.
6. Sarkar, A. (2015). *Practical Geography: A Systematic Approach*. Kolkata: Orient BlackSwan.
7. Singh, J., & Dhillon, S. S. (2019). *A Textbook of Practical Geography*. Ludhiana: Kalyani Publishers.
8. Kothari, C. R. (2018). *Research Methodology: Methods and Techniques* (3rd ed.). New Delhi: New Age International Publishers.
9. Sharma, J. P. (2013). *Statistical Techniques in Geography*. Jaipur: Rawat Publications.
10. Sarkar, A., & Gupta, A. (2014). *Techniques of Data Analysis in Geography*. Kolkata: Academic Enterprise.

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

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

Semester - II

**Title: Tools and Techniques of Thematic
Mapping (Practical)**

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

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

Title: Tools and Techniques of Thematic Mapping (Practical)

Course Code: CHMGEOII4

Sr. No.	Heading	Particulars
1	Description of the Course	This practical skill enhancement course develops students' ability to design, construct, and interpret thematic maps as tools of geographical communication. Beginning with the concept, types, and principles of thematic mapping, it progresses to hands-on construction and interpretation of choropleth, isopleth, dot, and flow maps using real geographical data. Digital thematic mapping platforms are introduced to connect traditional map-making skills with contemporary practice. The course equips students with visual data communication skills applicable to geography, urban planning, and data-driven careers.
2	Vertical 4	Skill Enhancement Course (SEC)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/diagrams/map-based learning/web-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	
	CO(A)1: To enable students to explain the concept and types of thematic maps and select appropriate mapping techniques.	
	CO(A)2: To help students apply principles of map layout and design to produce clear thematic maps.	
	CO(A)3: To enable students to construct and interpret choropleth, dot, flow, and isopleth maps using real data.	
	CO(A)4: To help students evaluate the suitability of different thematic map types for representing geographical information.	
8	Course Outcomes: Students will be able to	
	CO1: Explain concept/types of thematic maps; select appropriate techniques.	
	CO2: Apply map layout/design principles to produce clear thematic maps.	
	CO3: Construct/interpret choropleth, dot, flow, and isopleth maps using real data.	
	CO4: Evaluate the suitability of different thematic map types for representing geographical information.	

9

Syllabus**Unit I: Understanding Thematic Maps (15 Hours)**

- 1.1 Thematic Maps: Meaning, Types, and Uses in Geographical Communication
- 1.2 Techniques of Thematic Mapping: Choosing the Right Method for the Right Data
- 1.3 Principles of Map Layout and Design: Title, Legend, Scale, Layout, and Visual Clarity
- 1.4 Thematic Mapping in the Digital and AI Age: From NATMO Atlases to Datawrapper

Unit II: Constructing and Interpreting Thematic Maps (15 Hours)

- 2.1 Choropleth Maps: Construction and Interpretation — Using Datawrapper and NotebookLM
- 2.2 Isopleth Maps: Reading and Interpreting Temperature and Rainfall Patterns
- 2.3 Dot Maps: Construction and Reading of Population and Agriculture-Related Distribution
- 2.4 Flow Maps: Construction and Reading of Migration and Trade Patterns

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Practical Based on Unit I	15
1 (B)	Practical Based on Unit I	
2 (A)	Practical Based on Unit II	15
2 (B)	Practical Based on Unit II	
		Total 30

Internal Practical Examination: Continuous Evaluation - 20 marks

	Assessment/evaluation	Marks
1.	Practical Exercises File	10
2.	Skill-based Evaluation: Prepare a Choropleth Map Using Datawrapper/Construct a Dot Map	10
		Total 20

REFERENCES:

1. Singh, R. L., & Singh, P. K. (2011). *Elements of Practical Geography* (3rd ed.). Allahabad: Kalyani Publishers.
2. Misra, R. P., & Ramesh, A. (2012). *Fundamentals of Cartography*. New Delhi: Concept Publishing Company.
3. Sarkar, A. (2015). *Practical Geography: A Systematic Approach*. Kolkata: Orient BlackSwan.
4. Robinson, A. H., Morrison, J. L., Muehrcke, P. C., Kimerling, A. J., & Guptill, S. C. (2013). *Elements of Cartography* (6th ed.). New York: Wiley.
5. Sharma, J. P. (2013). *Advanced Cartography*. Jaipur: Rawat Publications.
6. Gupta, K. K., & Tyagi, V. (2017). *Practical Geography: Data Analysis and Representation*. New Delhi: Sharda Pustak Bhawan.
7. Sarkar, A., & Gupta, A. (2014). *Techniques of Map Making and Interpretation in Geography*. Kolkata: Academic Enterprise.
8. Singh, J., & Dhillon, S. S. (2019). *A Textbook of Practical Geography*. Ludhiana: Kalyani Publishers.
9. National Atlas and Thematic Mapping Organisation (NATMO). (2018). *Atlas of India*. Kolkata: NATMO.
10. Monkhouse, F. J., & Wilkinson, H. R. (2009). *Maps and Diagrams: Their Compilation and Construction* (3rd ed.). London: Methuen & Co.

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

First Year B. A.

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:

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:	<p>CO(A)1: To strengthen learners' ability to communicate effectively in academic and professional contexts.</p> <p>CO(A)2: To develop proficiency in writing structured, formal, and purpose-driven texts.</p> <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>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>
9	<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> <ul style="list-style-type: none"> • Report writing • Writing proposals, memos, and meeting minutes <p>B. 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>C. Media and Visual Literacy</p> <ul style="list-style-type: none"> • Interpreting advertisements, infographics, and social media content • Writing captions, press notes, and short formal posts <p><i>Learning Emphasis: Application of communication skills in real-world and digital professional settings.</i></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 (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




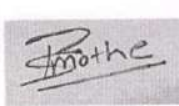

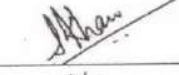
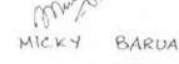
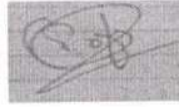
	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance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

11

REFERENCES:

- Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. Oxford UP, 2022.
- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2021.
- Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford UP, 2013.
- Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford UP, 2019.
- Ghosh, B. N., and N. Kumar. *Communication Skills for Professionals*. Pearson, 2018.
- Thill, John V., and Courtland L. Bovee. *Excellence in Business Communication*. Pearson, 2023.
- Carter, Ronald, and Michael McCarthy. *Cambridge Grammar of English*. Cambridge UP, 2006.
- Jones, Leo. *Working in English*. Cambridge UP, 2005.
- Garner, Bryan A. *HBR Guide to Better Business Writing*. Harvard Business Review Press, 2013.
- McCarthy, Michael, and Felicity O'Dell. *English Collocations in Use: Advanced*. Cambridge UP, 2017.

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: 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	

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

Semester - II

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

**Vertical - 5
VEC Subject - 2 Credits**

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

Title: Environmental Management and Sustainable Development - II

Course Code: CHMVEC2

Sr. No.	Heading	Particulars
1	Description the Course:	This course examines the relationship between environmental pollution and human health, with detailed coverage of air, water, soil, noise, thermal, and radioactive pollution and their sources, standards, and impacts. It enables learners to understand pollution generation processes, waste management challenges, and the assimilative capacity of the environment. The course also introduces environmental laws, constitutional provisions, and regulatory frameworks, along with tools such as Environmental Management Systems (ISO 14001), life cycle analysis, and cost–benefit analysis. Emphasis is placed on sustainable practices, pollution control measures, the 3R concept, ecolabeling, and global initiatives such as the Sustainable Development Goals and Mission LiFE.
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 develop a comprehensive understanding of various types of environmental pollution, their sources, standards, and impacts on human health and ecosystems.</p> <p>CO(A)2: To familiarize students with environmental laws, constitutional provisions, and regulatory frameworks related to environmental protection and management.</p> <p>CO(A)3: To equip learners with knowledge of environmental management tools, pollution control measures, and sustainable waste management practices.</p> <p>CO(A)4: To create awareness about global and national sustainability initiatives such as the Sustainable Development Goals, Mission LiFE, and their role in achieving sustainable development.</p>

8	<p>Course Outcomes: Student will be able to</p> <p>CO1: Identify and analyze different types of environmental pollution and assess their impacts on human health and ecological systems.</p> <p>CO2: Explain key environmental laws, constitutional provisions, and institutional mechanisms for environmental protection.</p> <p>CO3: Apply environmental management tools and sustainable waste management practices in real-world contexts.</p> <p>CO4: Evaluate sustainability initiatives such as the SDGs and Mission LiFE and relate them to environmental management and sustainable development practices.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Environmental Pollution and Health</p> <ul style="list-style-type: none"> • Understanding pollution: Production processes and generation of wastes; Assimilative capacity of the environment; Definition of pollution; Point sources and non-point sources of pollution. • Air pollution: Sources of air pollution; Primary and secondary pollutants; Indoor air pollution; Adverse health impacts of air pollutants; National Ambient Air Quality Standards. • Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life. • Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health. • Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health. • Thermal and Radioactive pollution: Sources and impact on human health and ecosystems. <p>UNIT II: Environmental Management</p> <ul style="list-style-type: none"> • Introduction to environmental laws and regulation: Constitutional provisions- Article 48A, Article 51A (g) and other derived environmental rights; • Introduction to environmental legislations on the forest, wildlife and pollution control. Environmental management system: ISO 14001 Life cycle analysis; Cost-benefit analysis • Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability; Ecolabeling /Ecomark scheme. • Introduction to Millennium Development Goals, Sustainable Development Goals, & Mission Life.

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 any 3 out of 4 questions.

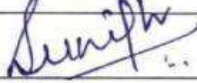
Question No	Nature of Questions	Marks
Q1	Theory Question based on Unit I	10
Q2	Theory Question based on Unit I	10
Q3	Theory Question based on Unit II	10
Q4	Theory Question based on Unit II	10
TOTAL		30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Assignment / Project	10
2.	Case Study / Assignment	10
TOTAL		20

11**REFERENCES:**

1. Barrow, C. J. (2012). *Environmental management for sustainable development* (2nd ed.). Routledge.
2. Doabia, T. S. (2023). *Environmental and pollution laws in India* (4th ed.). Eastern Book Company.
3. Kumar, S. (2009). *Environmental policies in India*. Northern Book Centre.
4. Rajagopalan, R. (2023). *Environmental studies* (4th ed.). Oxford University Press India.
5. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2007). *An introduction to sustainable development*. Earthscan.
6. Singh, J., Singh, A., & Gupta, S. (2019). *Environmental science and engineering*. New Age International Publishers.

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Sunil Lalchandani	Dean, Faculty of Interdisciplinary	



**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>	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
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														
	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>		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20			
	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





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

**Bachelor of Arts
(Geography)
(Aided Course)**

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.
(Geography)**

Semester - III

Title: Agricultural Geography

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

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

Title: Agricultural Geography

Course Code: CHMGEOIII1

Sr. No.	Heading	Particulars
1	Description of the Course	This course examines the geography of agriculture from global patterns to local practice, tracing the origins and diffusion of farming, the structure of agricultural systems, and the challenges facing Indian agriculture today. Moving progressively from foundational concepts and global food systems to Indian agricultural heritage and contemporary innovation, the course integrates digital data tools, satellite-based monitoring, and AI-assisted research to develop students' ability to analyse agricultural landscapes, evaluate sustainability challenges, and understand the geography of what we grow and eat.
2	Vertical 1	Major
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to define agricultural geography's meaning and scope, and describe emerging approaches.</p> <p>CO(A)2: To help students explain the origin and diffusion of agriculture and its civilisational role.</p> <p>CO(A)3: To enable students to explain factors affecting agriculture and classify agricultural types/regions using digital tools.</p> <p>CO(A)4: To help students analyse how globalisation and food supply chains are reshaping agricultural regions.</p> <p>CO(A)5: To enable students to describe Indian agriculture's structure and heritage, and apply analysis to GI products and farmer-distress challenges.</p> <p>CO(A)6: To help students evaluate precision farming, climate-smart practices, and pathways to sustainable agriculture using satellite tools.</p>
8	Course Outcomes:	Students will be able to <p>CO1: Define agricultural geography's meaning/scope; describe emerging approaches.</p> <p>CO2: Explain the origin/diffusion of agriculture and its civilisational role.</p> <p>CO3: Explain factors affecting agriculture; classify types/regions using digital tools.</p>

	<p>CO4: Analyse how globalisation/food supply chains reshape agricultural regions.</p> <p>CO5: Describe Indian agriculture's structure/heritage; apply analysis to GI products and farmer-distress challenges.</p> <p>CO6: Evaluate precision farming, climate-smart practices, and sustainable agriculture pathways using satellite tools.</p>			
9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Understanding Agricultural Geography (15 Hours)</p> <p>1.1 Agricultural Geography: Meaning, Nature, and Contemporary Relevance</p> <p>1.2 Emerging Approaches to Agricultural Geography — Using Our World in Data</p> <p>1.3 Origin and Diffusion of Agriculture: From Ancient Hearths to Global Food Systems</p> <p>1.4 Agriculture and Civilisations: How Farming Shaped Societies, Cultures, and Economies</p> <p>Unit II: Agricultural Systems and Global Patterns (15 Hours)</p> <p>2.1 Factors Affecting Agriculture – Using MahaVistar AI</p> <p>2.2 Food Systems and Global Supply Chains: How Food Travels from Farm to Fork – Using Claude for Close Reading Skills</p> <p>2.3 Types of Agriculture, Regional Patterns, and Their Relevance Today</p> <p>2.4 Changing Agricultural Regions in the 21st Century</p> <p>Unit III: Indian Agriculture: Structure, Heritage, and Challenges (15 Hours)</p> <p>3.1 Characteristics and Importance of Indian Agriculture</p> <p>3.2 Agricultural Revolutions in India and Their Relevance Today</p> <p>3.3 Geographical Indications (GI) in Agriculture: Concept, Significance, and Examples from Maharashtra with a Case Study of Badlapur Jamun</p> <p>3.4 Contemporary Challenges in Indian Agriculture: Farmer Distress, Climate Vulnerability, Water Scarcity, and Market Access – Using Claude for Close Reading Skills</p> <p>Unit IV: Agricultural Innovation, Sustainability, and the Future (15 Hours)</p> <p>4.1 Digital Agriculture: AI Precision Farming, Remote Sensing – Using MausamGPT and VEDAS</p> <p>4.2 Adapting to Climate Change: Climate-Smart and Controlled Environment Agriculture (CEA)</p> <p>4.3 Urban and Peri-Urban Agriculture: Concepts, Significance, and Land Use Change from the Ulhasnagar-Karjat Region</p> <p>4.4 Sustainable and Regenerative Agriculture: Principles and Pathways for Indian Farmers</p>			
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Examination: Semester End External - 60 marks Time: 2:00 hours</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Question No.</th> <th style="width: 50%;">Nature of Questions</th> <th style="width: 25%;">Marks</th> </tr> </thead> </table>	Question No.	Nature of Questions	Marks
Question No.	Nature of Questions	Marks		

1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Studying factors associated with agriculture using Our World in Data	10
2.	Close Reading Skill-Based Worksheet: Globalisation/food supply chains reshape agricultural regions.	10
3.	Assignment/Case Study: Sustainable Agriculture	20
		Total 40

11

REFERENCES:

- Gautam, A. (2022). *Agricultural Geography*. Sharda Pustak Bhawan.
- Grigg, D. B. (1984). *An Introduction to Agricultural Geography* (2nd ed.). Routledge.
- Husain, M. (2020). *Agricultural Geography*. Rawat Publications.
- Singh, K. N. (2004). *Agricultural Geography in India*. Sunrise Publications.
- Invest India. (2025). *Why hydroponics holds the key to sustainable agriculture*. Retrieved from <https://www.investindia.gov.in/team-india-blogs/why-hydroponics-holds-key-sustainable-agriculture>
- Climate and Development Knowledge Network. (2020). *Case study: Groundbreaking climate-smart agricultural model empowers rural women in Maharashtra*. Retrieved from <https://cdkn.org/resource/groundbreaking-climate-smart-agricultural-model-empowers-rural-women-in-maharashtra>
- IDH Sustainable Trade Initiative. (2025). *Climate-smart agriculture, Maharashtra*. Retrieved from <https://www.idhsustainabletrade.com/project/climate-smart-agriculture-maharashtra/>

	<p>8. Just Agriculture. (2023). <i>GI tags and their contribution to Indian agriculture</i>. Retrieved from https://justagriculture.in/files/newsletter/2023/august/28.%20GI%20Tags%20and%20Its%20Contribution%20in%20Indian%20Agriculture.pdf</p> <p>9. Vazhacharickal, P. J., & Buerkert, A. (2011). <i>Sustainable cities: An overview of the urban and peri-urban agricultural production in Mumbai Metropolitan Region (MMR)</i>. <i>Leituras de Economia Política</i>, (19), 69–87.</p>
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - III

Title: Social Geography

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

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

Title: Social Geography
Course Code: CHMGEOIII2

Sr. No.	Heading	Particulars
1	Description of the Course	This project-based Major course introduces students to the field of social geography through independent research on themes of community, culture, identity, space, and inequality. Working in groups, students select a theme from an indicative list — covering social landscapes, migration, religion, language, gender, and the geography of AI and technology — and produce a secondary data-based project. The course develops research literacy, critical geographical thinking, and the ability to connect social theory with real-world spatial patterns.
2	Vertical 1	Major
3	Type Teaching Method	Project-based Experiential & Participatory
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to explain foundational concepts/approaches in social geography relevant to their chosen project theme.</p> <p>CO(A)2: To help students apply geographical research frameworks to investigate a self-selected social-geographical theme using secondary data.</p> <p>CO(A)3: To enable students to analyse the chosen theme's social, cultural, or spatial dimensions within the local/regional context.</p> <p>CO(A)4: To help students evaluate their findings and present them through a structured independent research report.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Explain foundational concepts/approaches in social geography relevant to the chosen project theme.</p> <p>CO2: Apply geographical research frameworks to investigate a self-selected social-geographical theme using secondary data.</p> <p>CO3: Analyse the chosen theme's social, cultural, or spatial dimensions within the local/regional context.</p> <p>CO4: Evaluate findings and present them through a structured independent research report.</p>

Title: Social Geography**Indicative Broad Areas or Themes for Secondary Data-Based Project****Foundations of Social Geography**

1. Mapping the Social Landscape of a Locality: Caste, Occupation, and Religion
2. Residential Patterns and Community Clustering in an Urban Neighbourhood
3. Sense of Place and Local Identity: What Makes a Town or Neighbourhood Distinct

Approaches to Social Geography

4. Human-Environment Relations in a Peri-Urban Village: How Communities Adapt to Changing Natural Conditions
5. Community Space and Social Behaviour in a Local Market Area
6. Using AI Tools to Map Social Patterns: An Exploratory Study of How Generative AI Tools and AI Mapping Platforms Represent Local Communities and Geographies

Key Concepts in Social Geography

7. Migration Histories of a Locality: Tracing Settlement Patterns Using Census Data, Local Records, and Oral Histories
8. Visualising Social Stratification Through Space: A Community Map of Residential Segregation
9. Social Exclusion and Access to Urban Amenities

Socio-Cultural Regions

10. Cultural Landmarks and Community Identity: Mapping Streets, Statues, Shrines, and Symbols That Define the Character of a Place
11. Migrant Communities and Cultural Landscapes: How a Displaced Community Has Shaped the Built Environment and Social Life
12. Region, Language, and Identity: How People Describe Their Place Through Local Literature, Songs, and Oral Traditions

Religion in Space

13. Sacred Spaces and Social Geography: Mapping Places of Worship and Their Role in Community Life
14. Religion and Residential Space: How Religious Identity Influences Neighbourhood Formation in Indian Towns
15. Festival Geography: How Religious Celebrations Reshape Public Space — A Study of a Local Festival

Language and Region

16. Language on the Streets: A Survey of Shop Signboards, Hoardings, and Public Notices as Indicators of Linguistic Diversity in an Urban Area
17. Mother Tongue, Migration, and Identity: A Study of Language Shifts Across Generations
18. AI and Language Geography: How AI Translation Tools and Social Media Are Changing the Way Regional Languages Are Used and Perceived in Urban Areas

Gender and Geography

19. Safe and Unsafe Spaces: Mapping Women's Perception of Urban Safety
20. Gender and Occupational Geography: How Men and Women Use Space Differently in Rural and Urban Settings
21. Gender, Technology, and Space: How Smartphone Access and AI Tools Are Shaping Women's Mobility, Work, and Social Participation in Semi-Urban Areas

Migrant Communities and Urban Culture

22. Stories of Settlement: How a Migrant Community Built Its Cultural Identity in an Indian Town
23. Food, Dress, and Festivals as Cultural Markers: Documenting the Material Culture of a Migrant Community
24. Then and Now: Generational Change in a Migrant Neighbourhood

AI, Technology, and Social Geography

25. AI and Social Inequality in Space: How Algorithmic Tools — From Google Maps to Property Apps — Shape Access to Housing, Jobs, and Services for Different Social Groups in Indian Cities

If required, faculty members will allot project topics in addition to the above list that are relevant and important to the core Subject. The Project may be taken individually or in a group of students with proper guidance and prior sanction from the Faculty.

Project Report:

Students are required to submit a report of the project at the end of the semester in the following suggested format.

All projects should be typed on A4 sheets, Font Size 12, Times New Roman, 1.5 line spacing. The project report shall have an appropriate chapter scheme and be presented in a minimum of 20 pages. The project report must follow the course objectives and learning outcomes. The report should be arranged in the following manner.

1. Title Page
2. Certificate
3. Meetings Record Sheet
4. Student's Declaration
5. Acknowledgement
6. Table of Contents

	<p>7. Introduction (including the description of the theme, aims and objectives)</p> <p>8. Methodology (Secondary data sources, secondary data collection methods, any other details about the data collection and analysis)</p> <p>9. Main Findings and Discussion</p> <p>10. Conclusion</p> <p>11. References</p> <p>12. Appendices (if any)</p>																		
<p>10</p>	<p style="text-align: center;">Scheme of Examination: Paper Pattern</p> <p style="text-align: center;">Total Marks- 50</p> <ul style="list-style-type: none"> • Internal Evaluation (Marks 20) <table border="1" data-bbox="428 751 1386 926" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Attendance, Interactions, and Completion of Project</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Overall Project Report Quality</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • External Evaluation (Marks 30) <table border="1" data-bbox="428 1056 1386 1314" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Overall Project Report Structure and Style</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Presentation Skills and Communication</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	Criteria	Marks	Attendance, Interactions, and Completion of Project	10	Overall Project Report Quality	10	Total	20	Criteria	Marks	Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15	Overall Project Report Structure and Style	05	Presentation Skills and Communication	10	Total	30
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| | <ol style="list-style-type: none"><li data-bbox="331 239 1503 321">8. Raju, Saraswati, editor. <i>Gendered Geographies: Space and Place in South Asia</i>. Oxford University Press, 2011.<li data-bbox="331 321 1446 367">9. Rubenstein, James M. <i>Contemporary Human Geography</i>. Pearson Education, 2015. |
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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 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

Semester - III

**Title: Urbanisation and Real Estate:
Infrastructure, Technology, and Urban Change**

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

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

Title: Urbanisation and Real Estate: Infrastructure, Technology, and Urban Change

Course Code: CHMGEOIII3

Sr. No.	Heading	Particulars
1	Description of the Course	Building on the understanding of urbanisation, real estate, and planning governance developed in Semesters I and II, this course examines how urban infrastructure and digital technology are reshaping cities and property markets. From transport corridors and smart infrastructure to real estate market trends and data-driven urban management, the course connects infrastructure investment to spatial change and economic opportunity. Mumbai and MMR serve as the primary case study throughout, making the content immediately relevant and professionally meaningful for students across faculties.
2	Vertical 3	Open Elective
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/mobile applications/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain urban infrastructure–real estate linkages and interpret transport corridors' impact on land values. CO(A)2: To help students describe infrastructure-financing models using digital tools. CO(A)3: To enable students to describe smart-city and PropTech digital tools transforming urban management. CO(A)4: To help students analyse MMR real-estate market trends and evaluate career opportunities in smart urbanism.	
8	Course Outcomes: Students will be able to CO1: Explain urban infrastructure-real estate linkages; interpret transport corridors' impact on land values. CO2: Describe infrastructure financing models (PPP, BOT, EPC) using digital tools. CO3: Describe smart-city/PropTech digital tools transforming urban management and real estate. CO4: Analyse MMR real-estate market trends and evaluate career opportunities in smart urbanism.	

9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Urban Infrastructure and Real Estate (15 Hours)</p> <p>1.1 Urban Infrastructure and Real Estate Linkages: Property Values and Urban Growth 1.2 Transport Corridors and Urban Change: Impact on Land Use and Real Estate in MMR 1.3 Public Spaces, Social Infrastructure, and Urban Liveability: Open Spaces, Health, Education, Sanitation, and Their Role in Shaping Neighbourhoods 1.4 Infrastructure Financing: PPP Models, BOT, and EPC Contracts — Explored Through Gemini and NotebookLM</p> <p>Unit II: Technology, Data, and the Changing Real Estate Market (15 Hours)</p> <p>2.1 Smart Cities and Digital Urban Management: Sensors, Data Platforms, Command Centres, and How Technology is Changing City Services 2.2 PropTech and the Digital Real Estate Market: Online Property Platforms, Virtual Tours, AI-Based Valuation Tools, and the Future of Property Transactions 2.3 Real Estate Market Trends in MMR: Price Patterns, Connectivity-Driven Growth, Emerging Micro-Markets in Thane, Navi Mumbai, and Beyond 2.4 Careers in Urban Infrastructure and Smart Cities: Roles, Skills, and Opportunities — Using Perplexity AI for Industry and Career Research</p>																														
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Examination: Semester End External - 30 marks Time: 1:00 hour Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" data-bbox="331 1293 1495 1667"> <thead> <tr> <th>Question No.</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1 (A)</td> <td>Theory based on Unit I</td> <td>15</td> </tr> <tr> <td></td> <td style="text-align: center;">OR</td> <td></td> </tr> <tr> <td>1 (B)</td> <td>Theory based on Unit I</td> <td>15</td> </tr> <tr> <td>2 (A)</td> <td>Theory based on Unit II</td> <td>15</td> </tr> <tr> <td></td> <td style="text-align: center;">OR</td> <td></td> </tr> <tr> <td>2 (B)</td> <td>Theory based on Unit II</td> <td>15</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 30</td> </tr> </tbody> </table> <p style="text-align: center;">Internal Examination: Continuous Evaluation - 20 marks</p> <table border="1" data-bbox="347 1791 1490 1917"> <thead> <tr> <th></th> <th>Assessment / evaluation</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Project: Smart-city/PropTech digital tools transforming urban management and real estate.</td> <td>15</td> </tr> </tbody> </table>	Question No.	Nature of Questions	Marks	1 (A)	Theory based on Unit I	15		OR		1 (B)	Theory based on Unit I	15	2 (A)	Theory based on Unit II	15		OR		2 (B)	Theory based on Unit II	15			Total 30		Assessment / evaluation	Marks	1.	Project: Smart-city/PropTech digital tools transforming urban management and real estate.	15
Question No.	Nature of Questions	Marks																													
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1.	Project: Smart-city/PropTech digital tools transforming urban management and real estate.	15																													

	2.	Making an Infographic: Analysis of MMR real-estate market trends and evaluating career opportunities in smart urbanism.	05
			Total 20
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> Chandana R. C. (2016). <i>Regional Planning and Development</i>. Kalyani Publishers, New Delhi. Das, A. (2007). <i>Urban Planning in India</i>. Rawat Publications. Friedman, J., Harris, J. and Lindeman, J. (2017). <i>Dictionary of Real Estate Terms</i>. Barrons Educational Services. Hall P. (2016). <i>Urban and Regional Planning</i>. Routledge, London Kulshrestha, S. (2012). <i>Urban and Regional Planning in India: A Handbook for Professional Practice</i>. SAGE India. Kulshrestha, S. (2018). <i>Urban Renewal in India: Theory, Initiatives, and Spatial Planning Strategies</i>. SAGE India. Kumar, A., Meshram, D., and Gowda, K. (2016). <i>Urban and Regional Planning Education: Learning for India</i>. Springer Singapore. Rangwala, S. (2025). <i>Town Planning</i>. Charotar Publishing House Pvt. Ltd. Ratcliffe, J. and Stubbs, M. (2023). <i>Urban Planning and Real Estate Transformations for the Future</i>. Routledge. Ratcliffe, J., Stubbs, M., and Keeping, M. (2021). <i>Urban Planning and Real Estate Development</i>. Routledge. Unwin, R. (2022). <i>Town Planning in Practice</i>. Legare Street Press. Vidyarthi, S., Mahur, S. and Agrawal, S. (2017). <i>Understanding India's New Approach to Spatial Planning and Development</i>. Oxford University Press. Wilcox, J. and Forsyth, J. (2022). <i>Real estate: the basics</i>. Routledge. 		

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

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

Semester - III

**Title: Surveying Skills in Human Geography
(Practical)**

Vertical - 4

Skill Enhancement Course (SEC) - 2 Credits

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

Title: Surveying Skills in Human Geography (Practical)

Course Code: CHMGEOIII4

Sr. No.	Heading	Particulars
1	Description of the Course	This practical skill enhancement course develops students' ability to design, conduct, and report geographical surveys in the field. Beginning with the fundamentals of survey research — its meaning, ethics, types, and methods — it progresses to hands-on skills in questionnaire design, geotagged photography, mental mapping, and survey report writing. The course culminates in an observational photo survey of a local geographical theme. Designed to complement the project-based Major courses, it equips students with transferable research and communication skills applicable to geography and social science careers.
2	Vertical 4	Skill Enhancement Course (SEC)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/map-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain survey meaning, ethics, and types, and compare survey methods. CO(A)2: To help students design a structured pre-survey plan, including objectives, study area, and methodology. CO(A)3: To enable students to construct a questionnaire and capture local space through geotagged photography and mental maps. CO(A)4: To help students produce an original observational photo survey with interpretive reflective writing.	
8	Course Outcomes: Students will be able to CO1: Explain survey meaning, ethics, types; compare survey methods. CO2: Design a structured pre-survey plan (objectives, study area, methodology). CO3: Construct a questionnaire; capture/interpret space via geotagged photography and mental maps. CO4: Produce an original observational photo survey with interpretive reflective writing.	

9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Fundamentals of Surveying in Human Geography (15 Hours)</p> <p>1.1 Survey: Meaning, Features, Ethics, and Importance in Human Geographical Research</p> <p>1.2 Types of Survey: Census and Sample, Descriptive and Analytical, Social and Economic</p> <p>1.3 Survey Methods: Personal Interviews, Questionnaires, Group Surveys, Mobile App-Based Surveys, and AI Tools for Survey Design – Using Google Forms</p> <p>1.4 Steps in Survey Design: Pre-Survey Planning, Field Work, and Post-Survey Analysis</p> <p>Unit II: Surveying Skills and Applied Practice (15 Hours)</p> <p>2.1 Designing a Questionnaire: Types of Questions, Structure, and Common Problems</p> <p>2.2 Geotagged Photography and Mental Maps: Capturing and Representing Space Through Field Observation</p> <p>2.3 Survey Report Writing: Structure, Components, and Presenting Findings Clearly</p> <p>2.4 Observational Photo Survey: Documenting Local Geography Through Geotagged Photographs and AI-Assisted Reflective Writing – Using Claude</p>																												
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Practical Examination: Semester End External - 30 marks Time: 1:00 hour</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" data-bbox="332 1171 1495 1455"> <thead> <tr> <th>Question No.</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1 (A)</td> <td>Practical Based on Unit I</td> <td rowspan="2">15</td> </tr> <tr> <td>1 (B)</td> <td>Practical Based on Unit I</td> </tr> <tr> <td>2 (A)</td> <td>Practical Based on Unit II</td> <td rowspan="2">15</td> </tr> <tr> <td>2 (B)</td> <td>Practical Based on Unit II</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 30</td> </tr> </tbody> </table> <p style="text-align: center;">Internal Practical Examination: Continuous Evaluation - 20 marks</p> <table border="1" data-bbox="349 1581 1490 1791"> <thead> <tr> <th></th> <th>Assessment / evaluation</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Practical Exercises File</td> <td>10</td> </tr> <tr> <td>2.</td> <td>Skill-based Evaluation: Original observational photo survey with interpretive reflective writing</td> <td>10</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 20</td> </tr> </tbody> </table>	Question No.	Nature of Questions	Marks	1 (A)	Practical Based on Unit I	15	1 (B)	Practical Based on Unit I	2 (A)	Practical Based on Unit II	15	2 (B)	Practical Based on Unit II			Total 30		Assessment / evaluation	Marks	1.	Practical Exercises File	10	2.	Skill-based Evaluation: Original observational photo survey with interpretive reflective writing	10			Total 20
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REFERENCES:

1. Clifford, N., French, S., & Valentine, G. (2010). *Key methods in geography* (2nd ed.). SAGE Publications.
2. Flowerdew, R., & Martin, D. (Eds.). (2005). *Methods in human geography: A guide for students doing a research project* (2nd ed.). Pearson Education.
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6. Holmén, J., & Götz, N. (Eds.). (2021). *Mental maps: Geographical and historical perspectives*. Routledge.
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**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

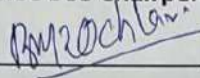
मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
<ul style="list-style-type: none"> ● AI Writing Tools की सहायता से हिंदी लेखन कौशल का अभ्यास, भाषा-संपादन, व्याकरण सुधार, सारांश लेखन एवं रचनात्मक लेखन करना। ● AI की सहायता से दिए गए विषयों पर भाषण, लेख, संवाद एवं लघु-प्रस्तुति तैयार करना तथा भाषा, शैली एवं प्रभावशीलता 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">1. हिंदी भाषा शिक्षण के विविध आयाम – प्राध्यापक डॉ. राठौर, किनले एडिशन2. अभिनव पत्र लेखन – डॉ. अनिल सिंह3. हिंदी के व्यावहारिक रूप – डॉ. संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई4. हिंदी भाषा लेखन कौशल – गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड
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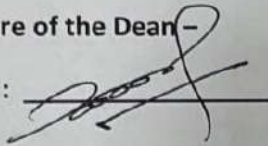
Bos in Hindi :

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 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:	CO(A) 1: कार्यालयीन लेखन व्यवहार स्वरूप समजावून सांगणे. CO(A) 2: कार्यालयीन पत्रव्यवहाराचे स्वरूप समजावून सांगणे, CO(A) 3: प्रभावी कार्यालयीन लेखनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे,
8	Course Outcomes:	प्रस्तुत अभ्यासक्रम शिकल्यानंतर: CO1: विद्यार्थ्यांना कार्यालयीन लेखन व्यवहाराचे स्वरूप समजेल, CO2: विद्यार्थ्यांना कार्यालयीन पत्रव्यवहाराचे स्वरूप समजेल. CO3: 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.

Semester- III

Vertical – 5

**Ability Enhancement Course (English)
2 Credits**

**(To be offered to Students who
opted Sindhi AEC in Sem I & II)**

**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 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

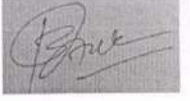
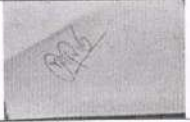

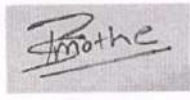


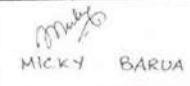
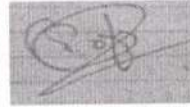
REFERENCES:

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8. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
9. Goleman, Daniel. *Working with Emotional Intelligence*. Bantam, 1998.
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11. Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster, 2004.
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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. 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>	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
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														
	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>		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20			
	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



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

Second Year B. Com.

Semester- III

Title: Field project

**Vertical - 6
Field Project 2 Credits**

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

Title: Field Project

Course code:

Sr. No.	Heading	Particulars
1	Description the Course:	The Field Project course, introduced under CHM Autonomy in alignment with the NEP 2020, aims to bridge theoretical knowledge with practical experience. It provides students with hands-on exposure to real-world socio-economic contexts through field visits, observation, and analysis in both urban and rural settings. By engaging directly with development-related issues, students enhance their research, problem-solving, and analytical skills while fostering social responsibility and environmental awareness. The course ultimately prepares learners for employability and active participation in nation-building.
2	Vertical 6	Field Project
3	Type & Teaching Methods	Field work
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	
		1. To connect theoretical learning with real-world socio-economic contexts through practical field experiences. 2. To develop analytical, problem-solving, and teamwork skills in addressing contemporary social issues. 3. To cultivate an appreciation for research and its role in promoting societal and national development.
8	Learning Outcomes: students will be able to:	
		LO1: Apply classroom knowledge to analyze real-life socio-economic challenges effectively. LO2: Demonstrate critical thinking, teamwork, and decision-making skills through field-based activities. LO3: Reflect on the relevance of research and experiential learning in contributing to social and national progress.

Guidelines for Field Project

Following are the general guidelines for the conduct of Field Project (Semester III & IV)

Head of the Department (HOD)/ Field Project Co-ordinator

1. To ensure that FP program aligns with departmental and academic objectives as per NEP Structure within syllabus framework.
2. Appointment of field project incharges from the faculty of the department for group of Students.
3. To conduct orientation of FP Supervisor and decide the time line of the project.
4. To support the student for Filed Project.

FP Supervisor:

1. To give Guidelines for the field project.
2. To monitor student progress and provide guidance.

Project (Dissertation) Report:

Students are required to submit a report of the field project at the end of the semester in following suggested format.

The project should be typed on A4 sheets
 Font Size 12, Times New Roman, 1.5 line Spacing
 The project report shall have student details with signature of Field Project Incharge and photographs if any and it should be of minimum of 10 pages.

10

Scheme of Examination and Assessment Pattern



External Examination: Semester End External - 30 marks
Format of Question Paper


Nature of Evaluation	Marks
Field Project Report	30
Total 30	

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Involvement in Survey of Field Project /	05
2.	Field visit participation & completion	10
3.	Overall Impression	05
Total 20		

<p>11</p>	<p style="text-align: center;">Appendix I</p> <p style="text-align: center;">Attendance of the Student: Active Participation</p> <p>I, the undersigned Ms / Mr. _____ Roll No. ___ studying in the _____ Year of _____ Full-time Course is doing my project work under the guidance of Dr./Ms./Mr. _____, I wish to state that I have met my Internal guide on the following dates mentioned below for Project Guidance: -</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Sr.No.</th> <th style="text-align: center;">Date</th> <th style="text-align: center;">Signature of the Internal Guide</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="text-align: center;">_____</p> <p style="text-align: center;">Signature of the Candidate Supervisor</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Signature of Field Project Supervisor</p>	Sr.No.	Date	Signature of the Internal Guide			
Sr.No.	Date	Signature of the Internal Guide					
	<p style="text-align: center;">Appendix II</p> <p style="text-align: center;">Name of the Department/College/Institute</p> <p style="text-align: center;">Certificate</p> <p>I hereby certify that Mr./Ms. _____ Student of _____ studying in _____, has completed a project titled _____ in the area of _____ specialization for the academic year 2025-2026 to the best of my knowledge the work of the student is original and the information included in the project is correct.</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Field Project Supervisor</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Head of the Department/Principal</p>						

 
Board of Examination


Principal & Chief Controller
Board of Examination

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

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

Semester - III

Title: Field Project in Geography

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

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

Title: Field Project in Geography

Course Code: CHMGEOIII5

Sr. No.	Heading	Particulars
1	Description of the Course	This project-based course develops students' primary fieldwork and research skills through investigations focused on people, livelihoods, and everyday geography. Working in groups, students select a theme from an indicative list that covers socio-economic geographies, transport and mobility, cultural landscapes, settlement patterns, tourism, and the geography of digital technology, and produce a field project based on primary data collected through surveys, interviews, observation, and geotagged photography within their local area.
2	Vertical 6	Field Project
3	Type Teaching Method	Project-based Experiential & Participatory
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain the geographical dimensions relevant to a self-selected field-project theme. CO(A)2: To help students apply field research methods to collect primary data on their chosen theme. CO(A)3: To enable students to investigate their chosen theme within a semi-urban community, working in groups. CO(A)4: To help students produce an original field research report presenting and reflecting on primary data findings.	
8	Course Outcomes: Students will be able to CO1: Explain the geographical dimensions relevant to a self-selected field-project theme. CO2: Apply field research methods (surveys, interviews, observation, sketch mapping) to collect primary data on the chosen theme. CO3: Investigate the chosen theme within a semi-urban community, working in groups. CO4: Produce an original field research report presenting and reflecting on primary data findings.	
9	Indicative Broad Areas or Themes for Primary Data-Based Field Project (Focus: People, Livelihoods, and Everyday Geography)	

Socio-Economic Geographies of Work and Livelihood

1. Livelihoods on the Margins: A Study of the Socio-Economic Conditions of Informal Workers in a Residential or Commercial Locality
2. The Geography of Street Vending: Mapping Vendor Types, Locations, Products, and Daily Income Patterns in an Urban Neighbourhood
3. Artisans and Small Producers: A Study of Work Culture, Market Access, and Economic Challenges of a Local Craft or Manufacturing Community
4. Farming Livelihoods Under Pressure: A Study of Income, Land Use, Water Access, and Climate Concerns Among Farmers in a Peri-Urban or Rural Area
5. From Farm to Market: Mapping the Supply Chain of a Local Agricultural or Food Product Through Field Interviews with Producers, Middlemen, and Sellers

Transport, Mobility, and Urban Space

6. How Students Move: A Study of Commuting Patterns, Transport Preferences, and Travel Costs Among College Students in an Urban Area
7. Public Transport and Daily Life: A Survey of User Satisfaction, Accessibility, and Gaps in Local Bus or Auto-Rickshaw Services
8. Gendered Mobility: A Study of How Men and Women Experience Safety, Convenience, and Access Differently in Local Public Spaces and Transport Systems
9. Mapping the Informal Economy of a Local Market: Shop Clusters, Customer Behaviour, and Spatial Organisation

Cultural and Community Geographies

10. Migrant Communities and Urban Identity: A Study of Settlement Patterns, Cultural Practices, and Sense of Belonging Among a Migrant Group in an Urban Area
11. Sacred Spaces and Community Life: A Survey of Places of Worship, Their Social Functions, and Their Role in Shaping Neighbourhood Character
12. Language in Public Space: A Study of Signboards, Hoardings, and Street Names as Indicators of Linguistic Diversity and Community Identity in an Urban Area
13. Festival and Public Space: How a Local Festival Transforms the Use of Streets, Markets, and Community Spaces

Settlement, Housing, and Neighbourhood

14. Settlement Patterns and House Types in a Peri-Urban or Rural Area: A Field Documentation Study of Built Environment, Layout, and Land Use
15. Housing Conditions and Basic Amenities: A Survey of Water Supply, Sanitation, and Waste Disposal Practices in a Low-Income Urban Neighbourhood
16. Rainwater Harvesting and Water Conservation Practices: A Survey of Awareness, Adoption, and Challenges Among Households in a Residential Area
17. Neighbourhood Change Over Time: A Study of How an Urban Area Has Transformed Through Interviews with Long-Term Residents and Visual Documentation

Tourism, Recreation, and Local Economy

18. Tourism Potential and Infrastructure: An Assessment of Visitor Facilities, Accessibility, and Local Resident Perceptions at a Nearby Tourist or Heritage Site
19. Impact of Tourism on Local Livelihoods: A Study of How Tourism Shapes Employment, Income, and Daily Life for Communities Near a Tourist Destination
20. Street Food Culture and Urban Geography: A Study of Vendor Locations, Food Types, Hygiene Practices, and Customer Perceptions in an Urban Area

AI, Technology, and Everyday Geography

21. How People Use Digital Maps in Daily Life: A Survey of Smartphone and Google Maps Usage Patterns Among Different Age Groups and Occupations in a Local Area
22. AI Tools and Small Businesses: A Study of How Local Shopkeepers, Vendors, and Small Entrepreneurs Are Using or Responding to Digital Platforms, Apps, and AI-Based Tools
23. Perception of AI and Technology Among Semi-Urban Communities: A Survey of Awareness, Trust, and Concerns About Artificial Intelligence Among Residents of a Local Area
24. Geotagged Photography as a Field Method: Documenting the Social and Cultural Landscape of a Neighbourhood Through Systematic Photographic Survey and Spatial Mapping
25. Digital Divide in a Local Community: A Study of Smartphone Access, Internet Use, and Digital Literacy Across Different Age, Gender, and Income Groups in an Urban or Peri-Urban Area

If required, faculty members will assign project topics, in addition to the above list, that are relevant and important to the core Subject. The Project may be taken individually or in a group of students with proper guidance and prior sanction from the Faculty.

Project Report:

Students are required to submit a report of the project at the end of the semester in the following suggested format. All projects should be typed on A4 sheets, Font Size 12, Times New Roman, 1.5 line spacing. The project report shall have an appropriate chapter scheme and be presented in a minimum of 20 pages. The project report must follow the course objectives and learning outcomes. The report should be arranged in the following manner.

1. Title Page
2. Certificate
3. Meetings and Field Visit Record Sheet
4. Student's Declaration
5. Acknowledgement
6. Table of Contents

	<p>7. Introduction (including the description of the theme, aims and objectives)</p> <p>8. Methodology (Primary data sources, primary data collection methods, sampling, any other details about the field work, data collection and analysis)</p> <p>9. Fieldwork Description, Observations and Analysis (include tables, maps, diagrams, etc.)</p> <p>10. Conclusion and Recommendations</p> <p>11. References</p> <p>12. Appendices (if any)</p>																				
<p>10</p>	<p style="text-align: center;">Scheme of Examination: Paper Pattern</p> <p style="text-align: center;">Total Marks- 50</p> <ul style="list-style-type: none"> • Internal Evaluation (Marks 20) <table border="1" data-bbox="428 709 1386 926"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Involvement in the Survey of the Field Project</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Field Visit Participation and Completion</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Overall Impression</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • External Evaluation (Marks 30) <table border="1" data-bbox="428 1014 1386 1272"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Objectives, Methodology, Fieldwork, Data Analysis, Conclusion and Recommendations</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Overall Field Project Report Structure and Style</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Presentation Skills and Communication</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	Criteria	Marks	Involvement in the Survey of the Field Project	05	Field Visit Participation and Completion	10	Overall Impression	05	Total	20	Criteria	Marks	Objectives, Methodology, Fieldwork, Data Analysis, Conclusion and Recommendations	15	Overall Field Project Report Structure and Style	05	Presentation Skills and Communication	10	Total	30
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**Smt. Chandibai Himathmal Mansukhani College, Ulhasnagar
(Autonomous)
Affiliated to the University of Mumbai**

**Bachelor of Arts
(Geography)
(Aided Course)**

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.
(Geography)**

Semester - IV

Title: Industrial Geography

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

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

Title: Industrial Geography
Course Code: CHMGEOIV1

Sr. No.	Heading	Particulars
1	Description of the Course	This course examines the geography of industry from its historical evolution to its contemporary global and local dimensions. Beginning with foundational concepts and locational factors, it explores India's classical and emerging industrial regions before engaging with themes of global supply chains, knowledge economies, labour geography, and geopolitical shifts in manufacturing. The course concludes by examining the relationship between industry, environment, and sustainable development. Digital research tools and real-world data sources are integrated to develop analytical and employability-relevant skills.
2	Vertical 1	Major
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: To enable students to define industrial geography's evolution from Industry 1.0 to 4.0 and identify locational factors.</p> <p>CO(A)2: To help students compare classical and contemporary factors shaping industrial development.</p> <p>CO(A)3: To enable students to classify industry types and analyse classical/emerging industrial regions of India.</p> <p>CO(A)4: To help students analyse global supply chains, knowledge economies, and labour-migration patterns.</p> <p>CO(A)5: To enable students to examine geopolitical shifts and India's emerging industrial opportunity.</p> <p>CO(A)6: To help students evaluate the environmental impacts of industry and pathways to sustainable, SDG-aligned industrialisation.</p>	
8	<p>Course Outcomes: Students will be able to</p> <p>CO1: Define industrial geography's evolution (Industry 1.0–4.0); identify locational factors.</p> <p>CO2: Compare classical and contemporary factors shaping industrial development.</p> <p>CO3: Classify industry types; analyse classical/emerging industrial regions of India (Kalyan-</p>	

	<p>Ulhasnagar-Ambernath).</p> <p>CO4: Analyse global supply chains, knowledge economies, and labour-migration patterns.</p> <p>CO5: Examine geopolitical shifts (China Plus One) and India's emerging industrial opportunity.</p> <p>CO6: Evaluate environmental impacts of industry and pathways to green manufacturing/SDG-aligned sustainability.</p>						
9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Foundations of Industrial Geography (15 Hours)</p> <p>1.1 Industrial Geography: Meaning, Nature, and Contemporary Relevance</p> <p>1.2 Evolution of Industries: From Industry 1.0 to Industry 4.0</p> <p>1.3 Classical Factors Affecting Industrial Location</p> <p>1.4 Changing Locational Factors in the 21st Century: Digital Infrastructure, Logistics, and Policy – Using ChatGPT</p> <p>Unit II: Industrial Regions and Local Case Studies (15 Hours)</p> <p>2.1 Classification of Industries: Traditional, Modern, and Emerging Sectors</p> <p>2.2 Classical Industrial Regions of India: Characteristics and Relevance Today</p> <p>2.3 Emerging Industrial Growth Centres in 21st Century India</p> <p>2.4 Industrial Zones of Kalyan, Ulhasnagar, and Ambernath — Explored Using Google Earth</p> <p>Unit III: Themes in Modern Industrial Geography (15 Hours)</p> <p>3.1 Global Supply Chains: Industrial Connectivity and Global Significance</p> <p>3.2 Knowledge Economy and High-Tech Clusters</p> <p>3.3 Labour, Migration, and the Industrial Workforce – Using Claude for Close Reading Skills</p> <p>3.4 Geopolitics and Global Shifts in Industry: China Plus One, Reshoring, and India's Industrial Opportunity</p> <p>Unit IV: Industry, Environment, and the Future (15 Hours)</p> <p>4.1 Environmental Impact of Industries: Pollution, Land Degradation, and Industrial Hazards</p> <p>4.2 Green Industry and Sustainable Manufacturing: Concepts, Global Trends, and Indian Initiatives</p> <p>4.3 Energy Transition and Carbon Footprint</p> <p>4.4 Industry and the SDGs: India's Path to Sustainable Industrialisation – Using Gapminder</p>						
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Examination: Semester End External - 60 marks Time: 2:00 hours</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Question No.</th> <th style="width: 50%;">Nature of Questions</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 (A)</td> <td style="text-align: center;">Theory based on Unit I</td> <td style="text-align: center;">15</td> </tr> </tbody> </table>	Question No.	Nature of Questions	Marks	1 (A)	Theory based on Unit I	15
Question No.	Nature of Questions	Marks					
1 (A)	Theory based on Unit I	15					

		OR	
1 (B)	Theory based on Unit I		15
2 (A)	Theory based on Unit II		15
		OR	
2 (B)	Theory based on Unit II		15
3 (A)	Theory based on Unit III		15
		OR	
3 (B)	Theory based on Unit III		15
4 (A)	Theory based on Unit IV		15
		OR	
4 (B)	Theory based on Unit IV		15
			Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Map or Data-based Activity: Studying factors associated with industrial development using Our World in Data	10
2.	Close Reading Skill-Based Worksheet: global supply chains, knowledge economies, and labour-migration patterns	10
3.	Assignment/Case Study: Sustainable Industry	20
		Total 40

11

REFERENCES:

- Alexander, J. W. (1988). *Economic Geography*. New Delhi: Prentice Hall of India.
- Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy* (7th ed.). New York: Guilford Press.
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- Maurya, S. D. (2021). *Industrial Geography*. Prayagraj: Pravalika Publications.
- Saxena, H. M. (2016). *Economic Geography*. Jaipur: Rawat Publications.
- Siddhartha, K., & Mukherjee, S. (2019). *Economic Geography: Theories, Models and Empirical Evidence*. New Delhi: Kisalaya Publications.
- Singh, J., & Dhillon, S. S. (2019). *Industrial Geography of India*. Ludhiana: Kalyani Publishers.
- Sinha, B. R. K. (2017). *Industrial Geography: An Introductory Text*. Jaipur: Rawat Publications.
- Smith, D. M. (1981). *Industrial Location: An Economic Geographical Analysis*. New York: John Wiley & Sons.

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|--|---|
| | <p>10. UNIDO. (2020). <i>Industrial Development Report: Industrialising in the Digital Age</i>. Vienna: United Nations Industrial Development Organisation.</p> <p>11. Wheeler, J. O., Muller, P. O., Thrall, G. I., & Fik, T. J. (1998). <i>Economic Geography</i>. New York: Wiley.</p> |
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - IV

Title: Environmental Geography

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

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

Title: Environmental Geography

Course Code: CHMGEOIV2

Sr. No.	Heading	Particulars
1	Description of the Course	This project-based Major course introduces students to the field of environmental geography through independent secondary data-based research. Students investigate themes spanning environmental degradation, climate change, urban environmental challenges, sustainability, technology in environmental monitoring, and community participation in conservation. Working individually or in groups, students select a theme from an indicative list and produce a structured research report. The course develops environmental literacy, research skills, analytical thinking, and the ability to connect geographical concepts with real-world environmental data and policy.
2	Vertical 1	Major
3	Type Teaching Method	Project-based Experiential & Participatory
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain the geographical dimensions relevant to a self-selected environmental-geography theme. CO(A)2: To help students apply geographical research frameworks to investigate their chosen environmental theme using secondary data. CO(A)3: To enable students to analyse environmental management strategies and stakeholder/community roles relevant to their chosen theme. CO(A)4: To help students evaluate the geographical significance of their findings through a formally presented research project.	
8	Course Outcomes: Students will be able to CO1: Explain the geographical dimensions relevant to a self-selected environmental-geography theme. CO2: Apply geographical research frameworks to investigate the chosen environmental theme using secondary data. CO3: Analyse environmental management strategies and stakeholder/community roles relevant to the chosen theme.	

	<p>CO4: Evaluate the geographical significance of findings through a formally presented independent research project.</p>
<p>9</p>	<p style="text-align: center;">Title: Environmental Geography</p> <p style="text-align: center;">Suggested or Indicative Broad Areas/Themes for Secondary Data-Based Project</p> <p>Environmental Systems and Contemporary Challenges</p> <ol style="list-style-type: none"> 1. Human Activities and Environmental Degradation: A Study of Land Use Change in a Peri-Urban Region 2. Changing Environmental Awareness in Urban India: A Review of Public Attitudes, Media Coverage, and Government Campaigns 3. Deforestation and Biodiversity Loss in an Ecologically Sensitive Region 4. Wetlands and Mangroves Under Threat: Documenting Loss, Causes, and Conservation Efforts Along a Coastal Urban Fringe 5. Impact of Industrial Activity on Local Ecosystems <p>Climate Change and Its Geographical Dimensions</p> <ol style="list-style-type: none"> 6. Changing Temperature and Rainfall Patterns Over Recent Decades 7. Climate Change and Agriculture: How Erratic Monsoons and Rising Temperatures Are Affecting Crop Patterns and Farmer Livelihoods in Semi-Arid Regions 8. Urban Heat Islands: Understanding How Cities Generate and Trap Heat in the Indian Metropolitan Region 9. Climate Vulnerability Mapping: Identifying Which Communities and Regions Face the Highest Risk from Climate Change 10. India and Global Climate Agreements: A Review of India's Commitments, Progress, and Challenges Under the Paris Agreement and COP Summits <p>Urban Environmental Issues</p> <ol style="list-style-type: none"> 11. Air Quality and Urban Health: Analysing AQI Data and Pollution Sources 12. Solid Waste and the City: Mapping Waste Generation, Collection Gaps, and Municipal Responses in an Urban Region 13. Urban Floods and Drainage Failures: A Study of Causes, Patterns, and Policy Responses in a Flood-Prone Indian City 14. Green Spaces in the City: Mapping the Distribution of Parks, Gardens, and Urban Forests and Their Relationship with Neighbourhood Income Levels <p>Environmental Management and Sustainable Futures</p> <ol style="list-style-type: none"> 15. Renewable Energy in India: Mapping the Geography of Solar and Wind Energy Growth 16. Green Buildings and Eco-Friendly Infrastructure: Reviewing the Growth, Benefits, and Challenges of Sustainable Construction in Indian Cities 17. Swachh Bharat Mission: An Evaluation of Impact, Gaps, and Community Response 18. Environmental Laws and Their Effectiveness: A Review of How Environmental Protection Acts Are Implemented and Enforced in India <p>Technology and Environmental Monitoring</p>

19. GIS and Remote Sensing in Environmental Monitoring: A Review with Examples
20. Citizen Science and Environmental Monitoring: How Mobile Apps, Online Platforms, and Community Reporting Are Changing Environmental Data Collection
21. Using AI Tools to Analyse Environmental Data: An Exploratory Study of How AI-Based Platforms Help Understand Environmental Patterns and Trends

Community, Participation, and Environmental Protection

22. NGOs and Mangrove Conservation: Documenting the Role of Civil Society in Protecting Coastal Ecosystems
23. Community-Driven Waste Management: Case Studies of Successful Local Solid Waste Initiatives in Indian Towns
24. Water Conservation Movements in India: A Review of Community and Government Initiatives

AI and Environmental Geography

25. AI and Environmental Decision-Making: How Artificial Intelligence Is Being Used in Climate Prediction, Disaster Early Warning, and Environmental Policy in India — A Review of Emerging Applications and Their Geographical Implications

If required, faculty members will assign project topics, in addition to the above list, that are relevant and important to the core Subject. The Project may be taken individually or in a group of students with proper guidance and prior sanction from the Faculty.

Project Report:

Students are required to submit a report of the project at the end of the semester in the following suggested format.

All projects should be typed on A4 sheets, Font Size 12, Times New Roman, 1.5 line spacing. The project report shall have an appropriate chapter scheme and be presented in a minimum of 20 pages. The project report must follow course objectives and learning outcomes. The report should be arranged in the following manner.

1. Title Page
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6. Table of Contents

7. Introduction (including the description of the theme, aims and objectives)
8. Methodology (Secondary data sources, secondary data collection methods, any other details about the data collection and analysis)
9. Main Findings and Discussion
10. Conclusion
11. References
12. Appendices (if any)

Scheme of Examination: Paper Pattern

Total Marks- 50

- **Internal Evaluation (Marks 20)**

Criteria	Marks
Attendance, Interactions, and Completion of Project	10
Overall Project Report Quality	10
Total	20

- **External Evaluation (Marks 30)**

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	05
Presentation Skills and Communication	10
Total	30

REFERENCES:

11

1. Buytaert, W., Zulkafli, Z., Grainger, S., et al. (2014). Citizen science in hydrology and water resources. *Frontiers in Earth Science*, 2, 26.
2. Chandna, R. C. (2018). *Environmental Geography: A Study of Man–Environment Relationship*. New Delhi: Kalyani Publishers.
3. Gautam, A. (2010). *Environmental Geography*. Allahabad: Sharada Pustak Bhawan.
4. Gomes, V. C. F., Queiroz, G. R., & Ferreira, K. R. (2020). An overview of platforms for big earth observation data management and analysis. *Remote Sensing*, 12(8), 1253. <https://doi.org/10.3390/rs12081253>
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| | <ol style="list-style-type: none">8. Saxena, H. M. (2016). <i>Environmental Geography</i>. Jaipur: Rawat Publications.9. Sharma, P. D. (2018). <i>Ecology and Environment</i>. Meerut: Rastogi Publications.10. Singh, S. (2014). <i>Environmental Geography</i>. Allahabad: Prayag Pustak Bhawan.11. United Nations Environment Programme (UNEP). (2021). <i>Global Environment Outlook 6: Healthy Planet, Healthy People</i>. Nairobi: UNEP. |
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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

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

Semester - IV

**Title: Urbanisation and Real Estate: Applied
Urban Planning, Design, and Sustainable Cities**

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

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

Title: Urbanisation & Real Estate: Applied Urban Planning, Design, & Sustainable Cities
Course Code: CHMGEOIV3

Sr. No.	Heading	Particulars
1	Description of the Course	This concluding course in the four-semester Urbanisation and Real Estate series brings together the geographical, policy, infrastructure, and technology knowledge developed across Semesters I to III and applies it to the practical dimensions of urban design, redevelopment, sustainability, and climate resilience. Students explore how cities are designed for people, how urban spaces are redeveloped and improved, and what sustainable and climate-resilient urbanism means for a city like Mumbai. The course closes with a focus on careers and the future of urban India.
2	Vertical 3	Open Elective
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/mobile applications/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain principles of urban design and describe redevelopment models, including TOD and slum improvement. CO(A)2: To help students interpret how public-space planning and place-making shape Mumbai's neighbourhoods. CO(A)3: To enable students to explain principles of sustainable urban development and climate-resilient planning, including gender-sensitive design. CO(A)4: To help students analyse how digital mapping tools support urban planning and citizen engagement.	
8	Course Outcomes: Students will be able to CO1: Explain principles of urban design; describe redevelopment models (TOD, cluster redevelopment, slum improvement). CO2: Interpret how public-space planning and place-making shape Mumbai's neighbourhoods. CO3: Explain sustainable urban development/climate-resilient planning, including community participation and gender-sensitive design. CO4: Analyse how digital mapping tools support urban planning and citizen engagement.	

9

Syllabus**Unit I: Urban Design, Redevelopment, and Place-Making (15 Hours)**

1.1 Principles of Urban Design: Walkability, Connectivity, Mixed-Use Planning, and Density

1.2 Planning Public Spaces and Streetscapes: Parks, Waterfronts, Footpaths, and Urban Furniture — Examples from Mumbai

1.3 Redevelopment Models in Indian Cities: Cluster Redevelopment, Transit-Oriented Development (TOD), and Slum Improvement — Concepts and Examples from Mumbai

1.4 Local Area Planning and Place-Making: Community-Driven Planning, Tactical Urbanism, and Area-Based Interventions — Explored Through Google Earth for Visual Urban Analysis

Unit II: Sustainable Cities, Climate Resilience, and the Future of Urban India (15 Hours)

2.1 Principles of Sustainable Urban Development: Environmental, Economic, and Social Sustainability with reference to Indian Cities

2.2 Climate Resilience and Disaster Planning with Reference to Mumbai – Using Gemini and NotebookLM

2.3 Participatory Planning and Inclusive Cities: Community Mapping, Public Consultations, Gender-Sensitive Spaces, and Citizen Involvement in Urban Decision-Making

2.4 The Future of Urban India: Smart, Sustainable, and Inclusive Cities — Using Perplexity AI for Career and Industry Research in the Urban Sector

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
		Total 30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Project: Sustainable urban development/climate-resilient planning,	15

		including community participation and gender-sensitive design.	
	2.	Making an Infographic: Digital mapping tools supporting urban planning and citizen engagement.	05
			Total 20
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Desai, V. (2018). <i>Urban Planning and Development in India</i>. New Delhi: Himalaya Publishing House. 2. Ghosh, S. (2012). <i>Urban Planning and Real Estate Development in India</i>. New Delhi: PHI Learning. 3. India Brand Equity Foundation (IBEF). (2023). <i>Real Estate Sector in India: Report</i>. New Delhi: IBEF. 4. Kundu, A. (2011). <i>Trends and Processes of Urbanisation in India</i>. New Delhi: Human Settlements Group, IIED. 5. Ministry of Housing and Urban Affairs. (2016). <i>Smart Cities Mission Guidelines</i>. New Delhi: Government of India. 6. MMRDA. (2016). <i>Regional Plan for Mumbai Metropolitan Region (2016–2036)</i>. Mumbai: MMRDA Publications. 7. Patel, S., & Masselos, J. (Eds.). (2003). <i>Bombay and Mumbai: The City in Transition</i>. New Delhi: Oxford University Press. 8. Ramachandran, R. (2015). <i>Urbanisation and Urban Systems in India</i>. New Delhi: Oxford University Press. 9. Rao, V. K., & Tiwari, R. C. (2014). <i>Urban Geography of India</i>. Allahabad: Prayag Pustak Bhawan. 10. Sivaramakrishnan, K. C. (2011). <i>Re-visioning Indian Cities: The Urban Renewal Mission</i>. New Delhi: Sage Publications. 		

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

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

Semester - IV

**Title: Introduction to Geospatial Technology
(Practical)**

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

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

Title: Introduction to Geospatial Technology (Practical)

Course Code: CHMGEOIV4

Sr. No.	Heading	Particulars
1	Description of the Course	This practical vocational skill course introduces SYBA geography students to the foundational concepts and applications of geospatial technology. Beginning with remote sensing and satellite imagery interpretation, it progresses to drone technology, GPS data collection, and the principles and applications of Geographic Information Systems. Free and accessible platforms are used throughout to develop hands-on spatial data skills. Designed as an introductory course, it builds conceptual awareness and basic practical competence in reading, locating, and mapping geographical space digitally.
2	Vertical 4	Vocational Skill Course (VSC)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/map-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to explain the meaning and components of geospatial technology and describe drone-technology applications.</p> <p>CO(A)2: To help students interpret satellite images to identify land-use, vegetation, water bodies, and urban-area patterns.</p> <p>CO(A)3: To enable students to explain GPS working principles and demonstrate GPS data collection via mobile applications.</p> <p>CO(A)4: To help students apply introductory GIS skills to map and interpret geographical data using a free digital platform.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Explain the meaning/components of geospatial technology; describe drone-technology types/applications.</p> <p>CO2: Interpret satellite images to identify land use, vegetation, water bodies, and urban areas.</p> <p>CO3: Explain GPS working principles; demonstrate GPS data collection and geotagging via mobile apps.</p> <p>CO4: Apply introductory GIS skills to map/interpret geographical data using a free digital</p>

platform.

9

Syllabus

Unit I: Remote Sensing: Seeing the Earth from Above (15 Hours)

- 1.1 Geospatial Technology: Meaning, Components, and Relevance
- 1.2 Remote Sensing: Concept and Process – Exploring Google Earth and ArcGIS Earth
- 1.3 Reading Satellite Images: Interpreting Land Use, Vegetation, Water Bodies, and Urban Areas – Knowing Bhuvan
- 1.4 Drone Technology: Concept, Types, and Emerging Applications in Geography and Everyday Life

Unit II: GPS and GIS: Locating and Mapping the World (15 Hours)

- 2.1 GPS: Concept, Working Principles, and Everyday Applications
- 2.2 GPS Data Collection Using Mobile Applications
- 2.3 GIS: Concept, Components, and Integrating Maps and Data
- 2.4 GIS in Action: Applications in Urban Planning, Agriculture, and Environmental Monitoring — Exploring Google My Maps

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Practical Based on Unit I	15
1 (B)	Practical Based on Unit I	
2 (A)	Practical Based on Unit II	15
2 (B)	Practical Based on Unit II	
		Total 30

Internal Practical Examination: Continuous Evaluation - 20 marks

	Assessment / evaluation	Marks
1.	Practical Exercises File	10
2.	Skill-based Evaluation: Demonstrate GPS data collection and geotagging/introductory GIS skills to map geographical data using a free digital platform.	10
		Total 20

REFERENCES:

1. Bhatta, B. (2011). *Remote Sensing and GIS*. Oxford.
2. Campbell, J. B., & Wynne, R. H. (2011). *Introduction to Remote Sensing* (5th ed.). New York: Guilford Press.
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9. Longley, P. A., Goodchild, M. F., Maguire, D. J., & Rhind, D. W. (2015). *Geographic Information Systems and Science* (4th ed.). Hoboken, NJ: Wiley.
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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

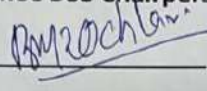
मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
<ul style="list-style-type: none"> ● AI की सहायता से हिंदी भाषा, राजभाषा हिंदी एवं उसके संवैधानिक महत्व पर शोध, सारांश एवं डिजिटल प्रस्तुति (Presentation) तैयार करना। ● AI Grammar एवं Writing Tools का उपयोग करके वर्णमाला, शब्द-भेद, वाक्य-रचना, कारक, विराम-चिह्न 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.	<p>संदर्भ ग्रंथ सूची –</p> <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>CO(A) 1: महाजालावरील लेखन कौशल्याचे स्वरूप समजावून सांगणे.</p> <p>CO(A) 2: महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक असणाऱ्या तंत्रांचा परिचय करून देणे.</p> <p>CO(A) 3: नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट करणे.</p> <p>CO(A) 4: विविध सामाजिक माध्यमस्थळांवर लेखन करण्यासाठी आवश्यक कौशल्ये व क्षमता विकसित करणे.</p>
8	<p>Course Outcomes:</p> <p>प्रस्तुत अभ्यासक्रम शिकल्यानंतर:</p> <p>CO1: विद्यार्थ्यांना महाजालावरील लेखन कौशल्याचे स्वरूप समजेल.</p> <p>CO2: विद्यार्थ्यांना महाजालावर प्रभावी लेखन करण्यासाठी आवश्यक तंत्रांचा परिचय होईल.</p> <p>CO3: विद्यार्थ्यांना नेहमीच्या पठडीतील लेखन व महाजालावरील लेखन यांमधील साम्य-भेद स्पष्ट होईल.</p> <p>CO4: 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> <ol style="list-style-type: none"> १. माध्यम साक्षरता २. अनुदिनी (ब्लॉग) लेखन ३. विकिपीडियावरील लेखन <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> <ol style="list-style-type: none"> १. फेसबुक, इन्स्टाग्राम, एक्स यांवरील लेखन २. समाज गट (कम्युनिटी ग्रुप), आभासी कट्टे यांवरील लेखन <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>

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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

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

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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.
(Marathi)**

Semester- III

Vertical -6

Field Project (FP) – 2 Credits

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

Title: क्षेत्रीय प्रकल्प Field Projects (FP)

Course Code: CHMMARIII5

Sr. No.	Heading	Particulars																
1	Description the Course:	राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Holistic Development) भर देते. या धोरणात सर्वांगीण विकासाचा भाग म्हणून स्तंभ 6 या स्तंभांतर्गत क्षेत्रीय प्रकल्प अभ्यासक्रमाचा समावेश करण्यात आला आहे. या अभ्यासक्रमामुळे क्षेत्रीय प्रकल्प (Field Project) हा अभ्यासक्रम विद्यार्थ्यांना त्यांच्या विषयाशी संबंधित वास्तव जगाशी थेट संपर्क साधून प्रत्यक्ष अनुभव घेण्याची संधी प्रदान करतो. या अभ्यासक्रमाच्या माध्यमातून विद्यार्थ्यांना संशोधनात्मक दृष्टिकोन तयार करणे, प्रत्यक्ष क्षेत्रात जाऊन माहिती संकलन करणे, निरीक्षण करणे, आणि ती माहिती सुसंगत पद्धतीने मांडणे याचे प्रशिक्षण दिले जाईल. या अभ्यासपत्रिकेमुळे विद्यार्थ्यांमध्ये संशोधन वृत्ती वाढून त्यांच्यामध्ये संशोधनपर लेखनाचे कौशल्य निर्माण होऊन ते वृद्धिंगत होईल.																
2	Vertical 6	Field Projects (FP)																
3	Type	Theory & Practical																
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																
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	या संदर्भातील सर्वेक्षण.
८.	साहित्यसंस्था, साहित्यविषयक महोत्सव, संमेलने यांना भेटी, मुलाखती यांच्या आधारे साहित्यविषयक विविध उपक्रम, वाचकांचा सहभाग व या सर्व साहित्यव्यवहारांचा उपक्रमांचा परिणाम याविषयी निरीक्षण, नोंदी, अहवाल
९.	स्थानिक बोलीभाषांचा अभ्यास(शब्द, वाक्यरचना, भाषिक प्रयोग या पातळीवरील नमुने संकलन, विश्लेषण व नोंद)
१०.	मोबाईल व समाजमाध्यमांवरील मराठी भाषा, इमोजी इत्यादींचा अभ्यास. (निरीक्षणे व नोंदी)
११.	तरुणाईच्या भाषेचा अभ्यास - कॉकक्ला (कॉलेज, कट्टा, क्लास येथील भाषेच्या नमुन्यांचे संकलन, विश्लेषण व नोंदी)
१२.	ग्रामीण भागातील म्हणी, वाक्प्रचार आणि त्यामागील लोकजीवनाचे प्रतिबिंब यांचा अभ्यास. (संकलन, विश्लेषण व नोंदी)
१३.	स्थानिक लोकसाहित्याचा (लोकगीते, लोककथा, आख्यायिका, दंतकथा इत्यादी) अभ्यास. (भेटी, निरीक्षण, संकलन, विश्लेषण, नोंदी)
१४.	स्थानिक सादरीकरणात्मक लोककलांचा (कीर्तन, दशावतार, लळिते, लोकनाट्य, वगनाट्य, तमाशा, लोकनृत्ये) अभ्यास. (भेटी, निरीक्षण, संकलन, विश्लेषण, नोंदी)
१५.	स्थानिक लोककलांचा (चित्रकला, कातळशिल्पे, मंदिरातील चित्रे इत्यादी) अभ्यास. (भेटी, निरीक्षण, संकलन, विश्लेषण, नोंदी)
१६.	स्थानिक ऐतिहासिक वास्तूंना भेटी देणे व अहवाल तयार करणे. (साहित्याशी संबंधित ऐतिहासिक वास्तू-लेखकांची स्मारके, संग्रहालये व अन्य वास्तू)
१७.	गावकुसातील मंदिरे, देऊळवाडे यांना भेट व त्यांच्या भाषिक व सांस्कृतिक स्वरूपाचा अभ्यास.
१८.	साहित्यसंस्थांना भेटी देऊन त्यांच्या विविध उपक्रमांची माहिती संकलित करणे.
१९.	स्थानिक नाट्यसंस्था, नाट्यविषयक चळवळींची केंद्र यांना भेट देणे. त्यांच्या विविध उपक्रमांची माहिती घेणे, संकलन व सर्वेक्षण करणे.
२०.	परिसरातील महाविद्यासयातील एकांकिका समूह, त्यांची संस्कृती, अर्थकारण इत्यादींचा अभ्यास करून त्याचा अहवाल तयार करणे, रिपोर्टाज लेखन करणे.
२१.	परिसरातील सामाजिक संस्था, सामाजिक चळवळी यासंदर्भात मुलाखती व रिपोर्टाज लेखन करणे.
२२.	परिसरातील वर्तमानपत्रांची कार्यालये व मुद्रणालयांना भेट देणे, तेथील कामाचे निरीक्षण करून संबंधितांच्या मुलाखती घेणे व त्या आधारे अहवाल/ रिपोर्टाज लेखन करणे.
२३.	स्थानिक लेखकांची भेटी घेणे, त्यांच्या लेखन कार्याविषयी मुलाखत घेणे.
२४.	स्थानिक कलाकार, कारागीर, सुप्रसिद्ध व्यक्ती किंवा अन्य व्यक्तींच्या मुलाखती घेणे व शब्दांकन करणे.
२५.	स्थानिक लोककलावंतांचा चरित्रकोश तयार करणे, असंघटित कामगार व शेतकऱ्यांच्या भाषेचा कोश बनवणे.
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08

Scheme of Examination and Assessment Pattern
50 Marks

All questions are compulsory:

Q. No	Nature of Questions	Marks
Q1	Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Q2	Overall Project Report Structure and Style	5
Q6	Presentation Skills & Communication	10
	Total	30

Internal Examination: Continuous Evaluation - 40 marks

	Assessment / evaluation	Marks
1.	Attendance and interaction	10
2.	Presentation Skills & Communication	10
	Total	20

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

Second Year B. A.

Semester- IV

Vertical – 5

**Ability Enhancement Course (English)
2 Credits**

**(To be offered to Students who
opted Sindhi AEC in Sem I & II)**

**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	Course Objectives:	<p>CO(A)1: To strengthen learners' ability to communicate effectively in academic and professional contexts.</p> <p>CO(A)2: To develop proficiency in writing structured, formal, and purpose-driven texts.</p> <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>CO1: Communicate ideas effectively using academic and professional registers of English.</p> <p>CO2: Demonstrate clarity, fluency, and coherence in verbal and written communication.</p> <p>CO3: Apply academic writing conventions such as tone, structure, citation, and logical flow.</p> <p>CO4: Engage critically with texts, visuals, and digital media for interpretation and response.</p> <p>CO5: 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>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> <ul style="list-style-type: none"> • Report writing • Writing proposals, memos, and meeting minutes <p>B. 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>C. Media and Visual Literacy</p> <ul style="list-style-type: none"> • Interpreting advertisements, infographics, and social media content • Writing captions, press notes, and short formal posts <p><i>Learning Emphasis: Application of communication skills in real-world and digital professional settings.</i></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 (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




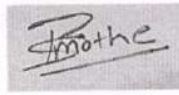


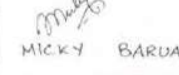

	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance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

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- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2021.
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- McCarthy, Michael, and Felicity O'Dell. *English Collocations in Use: Advanced*. Cambridge UP, 2017.

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%; 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></td> <td style="text-align: right;">Total</td> <td style="text-align: center;">30</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
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	Internal Examination: Continuous Evaluation – 20 marks															
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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



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

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

Semester - IV

Title: Field Project in Geography-II

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

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

Title: Field Project in Geography-II

Course Code: CHMGEOIV5

Sr. No.	Heading	Particulars
1	Description of the Course	This project-based course develops students' primary fieldwork and research skills through investigations focused on the environment, resources, and urban challenges. Building on the fieldwork foundation of Semester III, students work in groups of up to three and select a theme from an indicative list — covering environmental conditions, water and sanitation, land use change, agriculture, tourism impacts, climate perception, and the geography of AI and environmental tools — and produce field project based primarily on original data collected through surveys, observation, geotagged documentation, and community interviews.
2	Vertical 6	Field Project
3	Type Teaching Method	Project-based Experiential & Participatory
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to explain the geographical dimensions relevant to a self-selected field-project theme.</p> <p>CO(A)2: To help students apply field research methods to collect primary data on their chosen theme.</p> <p>CO(A)3: To enable students to investigate their chosen theme's environmental/socio-economic dimensions, working in groups.</p> <p>CO(A)4: To help students evaluate findings, including digital/AI-tool relevance where applicable, and present a structured field research report.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Explain the geographical dimensions relevant to a self-selected field-project theme.</p> <p>CO2: Apply field research methods to collect primary data on the chosen theme.</p> <p>CO3: Investigate the chosen theme's environmental/socio-economic dimensions, working in groups.</p> <p>CO4: Evaluate findings, including digital/AI-tool relevance where applicable, and present a</p>

	structured field research report.
9	<p style="text-align: center;">Indicative Broad Areas or Themes for Primary Data-Based Field Project (Focus: Environment, Resources, and Urban Challenges)</p> <p>Environmental Conditions and Urban Challenges</p> <ol style="list-style-type: none"> 1. Air Quality and Daily Life: A Survey of Resident Perceptions of Pollution Sources, Health Impacts, and Coping Strategies in a High-Traffic or Industrial Neighbourhood 2. Noise Pollution in Urban Spaces: A Study of Noise Levels, Sources, and Resident Perceptions in Residential, Commercial, and Industrial Zones 3. Solid Waste and Civic Behaviour: A Survey of Household Waste Generation, Segregation Practices, and Satisfaction with Municipal Waste Collection in an Urban Area 4. Urban Flooding and Community Response: A Study of Flood-Prone Areas, Resident Experience, Drainage Problems, and Local Adaptation Strategies 5. Green Spaces and Quality of Life: A Field Assessment of the Availability, Condition, and Use of Parks, Gardens, and Open Spaces in an Urban Neighbourhood <p>Water, Sanitation, and Resource Use</p> <ol style="list-style-type: none"> 6. Household Water Supply and Scarcity: A Survey of Water Sources, Daily Availability, Quality Perceptions, and Coping Strategies Among Residents 7. Rainwater Harvesting in Practice: A Study of Awareness, Adoption, Challenges, and Outcomes Among Households and Housing Societies in a Local Area 8. Sanitation and Public Health: A Survey of Toilet Access, Usage Patterns, and Hygiene Behaviour in a Low-Income Urban or Peri-Urban Neighbourhood 9. Irrigation Practices and Water Management Among Small Farmers: A Study of Traditional and Modern Methods, Water Sources, and Perceived Scarcity in a Peri-Urban Agricultural Area <p>Land Use, Urban Expansion, and Settlement Change</p> <ol style="list-style-type: none"> 10. Changing Land Use in a Peri-Urban Village: A Documentation Study of How Agricultural Land Is Being Converted to Residential, Commercial, or Industrial Use 11. Growth of Residential Societies and Its Impact on Local Environment: A Study of Land Use Change, Green Cover Loss, and Infrastructure Stress in a Suburban Area 12. Industrial Estates and Their Environmental Footprint: A Study of Pollution, Land Use, and Community Perceptions Around an Industrial Zone 13. Settlement Patterns and Housing Quality in an Urban Ward: A Documentation Study of Built Environment, Density, and Basic Amenities <p>Agriculture, Food, and Rural Environment</p> <ol style="list-style-type: none"> 14. Agricultural Land Use and Cropping Patterns in a Peri-Urban or Rural Area: A Study of Seasonal Crops, Soil Perceptions, and Changing Farming Practices 15. Soil Health Perceptions Among Local Farmers: A Study of Farming Practices, Fertiliser Use, and Awareness of Land Degradation

16. Food Security at the Household Level: A Survey of Food Access, Dietary Diversity, and Dependence on Local Markets Among Families in a Peri-Urban Area

Tourism, Recreation, and Environmental Impact

17. Environmental Impact of Tourism at a Local Tourist or Pilgrimage Site: A Study of Waste, Crowd Pressure, and Resident and Visitor Perceptions

18. Eco-Tourism Potential of a Nearby Natural Area: A Field Assessment of Natural Assets, Visitor Footfall, Infrastructure Gaps, and Community Attitudes

19. Weekend Recreation and Environmental Pressure: A Study of How Recreational Tourism Affects Green Spaces, Water Bodies, and Local Communities Near an Urban Fringe

Climate Perception, Adaptation, and Disaster Risk

20. Monsoon Flood Risk and Local Adaptation: A Survey of Resident Experience, Perceived Vulnerability, and Coping Strategies in a Flood-Prone Urban or Rural Area

21. Climate Change Through Local Eyes: A Survey of How Farmers, Fisherfolk, or Peri-Urban Residents Perceive and Respond to Changing Weather Patterns

22. Disaster Preparedness at the Community Level: A Study of Resident Awareness, Early Warning Systems, and Emergency Response Capacity in a Flood or Drought-Prone Area

AI, Technology, and Environmental Geography

23. Technology Use in Local Farming: A Study of How Farmers Are Using Smartphones, Weather Apps, and Online Market Platforms — and What Barriers They Face

24. Geotagged Environmental Documentation: Mapping Environmental Conditions — Waste Dumping Sites, Waterlogging Points, Encroachments, or Pollution Sources — Using Smartphone GPS and Photography

25. Community Awareness of AI and Environmental Tools: A Survey of Whether and How Local Residents, Students, and Shopkeepers Are Using AI-Based Apps for Weather, Navigation, Farming, or Environmental Information

Project Report:

Students are required to submit a report of the project at the end of the semester in the following suggested format. All projects should be typed on A4 sheets, Font Size 12, Times New Roman, 1.5 line spacing. The project report shall have an appropriate chapter scheme and be presented in a minimum of 20 pages. The project report must follow course objectives and learning outcomes. The report should be arranged in the following manner.

1. Title Page
2. Certificate
3. Meetings and Field Visit Record Sheet
4. Student's Declaration
5. Acknowledgement
6. Table of Contents

	<p>7. Introduction (including the description of the theme, aims and objectives)</p> <p>8. Methodology (Primary data sources, primary data collection methods, sampling, any other details about the field work, data collection and analysis)</p> <p>9. Fieldwork Description, Observations and Analysis (include tables, maps, diagrams, etc.)</p> <p>10. Conclusion and Recommendations</p> <p>11. References</p> <p>12. Appendices (if any)</p>																				
<p>10</p>	<p style="text-align: center;">Scheme of Examination: Paper Pattern</p> <p style="text-align: center;">Total Marks- 50</p> <ul style="list-style-type: none"> • Internal Evaluation (Marks 20) <table border="1" data-bbox="428 667 1386 884"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Involvement in the Survey of the Field Project</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Field Visit Participation and Completion</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Overall Impression</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • External Evaluation (Marks 30) <table border="1" data-bbox="428 972 1386 1230"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Objectives, Methodology, Fieldwork, Data Analysis, Conclusion and Recommendations</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Overall Field Project Report Structure and Style</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Presentation Skills and Communication</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	Criteria	Marks	Involvement in the Survey of the Field Project	05	Field Visit Participation and Completion	10	Overall Impression	05	Total	20	Criteria	Marks	Objectives, Methodology, Fieldwork, Data Analysis, Conclusion and Recommendations	15	Overall Field Project Report Structure and Style	05	Presentation Skills and Communication	10	Total	30
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<p>11</p>	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Chandna, R. C. (2020). <i>Geography of Population: Concepts, Determinants and Patterns</i>. New Delhi: Kalyani Publishers. 2. Hussain, M. (2015). <i>Human Geography</i>. Jaipur: Rawat Publications. 3. Kothari, C. R. (2018). <i>Research Methodology: Methods and Techniques</i> (3rd ed.). New Delhi: New Age International. 4. Misra, R. P., & Ramesh, A. (2018). <i>Fundamentals of Cartography</i>. New Delhi: Concept Publishing. 5. Mukherjee, S. (2019). <i>Practical Geography: A Systematic Approach</i>. New Delhi: Orient BlackSwan. 6. Sharma, J. P. (2016). <i>Population and Settlement Geography</i>. New Delhi: Discovery Publishing House. 7. Singh, L. R. (2019). <i>Methods in Human Geography</i>. New Delhi: Sharda Pustak Bhavan. 8. Singh, R. L., & Singh, R. P. B. (2017). <i>Elements of Practical Geography</i>. Allahabad: Kalyani Publishers. 																				

Board of Studies in Geography:

Sr. No.	Name of the Faculty	College
1.	Dr. Dipesh Karmarkar	Head and Associate Professor, Department of Geography, Smt. CHM College, Ulhasnagar - 03
2.	Dr. Chandani Bhattacharjee	Associate Professor, Department of Environmental Studies, H. R. College of Commerce and Economics, HSNC University, Mumbai
3.	Dr. Ratan V. Hajare	Head and Associate Professor, Department of Geography, Elphinstone College, Dr Homi Bhabha State University, Mumbai
4.	Mr. Ovais Kadgery	Project Coordinator, Schnell Technologies, Pune
5.	Mr. Prabhatkumar G. Yadav	Assistant Professor, Department of Geography, B. K. Birla College, Kalyan

Name and Signature of the Ad hoc BoS Chairperson: Dr. Dipesh Karmarkar 

Name and Signature of the Dean: Dr. Prashant Kelkar





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

**Bachelor of Arts
(Geography)
(Aided Course)**

Semester – V

**Choice-Based and Credit-Based Syllabus
as per NEP 2020 with effect from the
Academic Year 2026-2027**

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

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

Semester - V

Title: Principles of Geomorphology - I

Vertical - 1

Major Mandatory Course - 4 Credits

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

Title: Principles of Geomorphology – I

Course Code: CHMGEOV1

Sr. No.	Heading	Particulars
1	Description of the Course	This course introduces students to the science of landforms, beginning with the structure and forces of the dynamic Earth and progressing through rocks, weathering, erosion, and mass movement to the study of fluvial, coastal, and glacial landforms. Students examine how internal and external processes shape the Earth's surface over time, with attention to Indian examples and contemporary relevance. The course concludes with an exploration of geoheritage and geotourism, integrating satellite imagery and digital tools to build spatial observation and analytical skills.
2	Vertical 1	Major (Mandatory)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO(A)1: To enable students to describe Earth's internal structure and explain the theory of plate tectonics. CO(A)2: To help students identify the expressions of endogenic forces on the landscape. CO(A)3: To enable students to explain rock and mineral formation and examine their significance for landform development. CO(A)4: To help students classify weathering, erosion, transportation, deposition, and mass-movement processes. CO(A)5: To enable students to analyse the formation and characteristics of fluvial and coastal landforms with Indian examples. CO(A)6: To help students evaluate glacial landforms and the significance of geoheritage and geotourism with reference to the Konkan.	
8	Course Outcomes: Students will be able to CO1: Describe Earth's internal structure; explain the plate-tectonics theory. CO2: Identify expressions of endogenic forces on the landscape.	

	<p>CO3: Explain rock/mineral formation and types; examine significance for landform development.</p> <p>CO4: Classify weathering, erosion, transportation, deposition, and mass-movement processes.</p> <p>CO5: Analyse formation/characteristics of fluvial and coastal landforms with Indian examples.</p> <p>CO6: Evaluate glacial landforms and the significance of geoheritage/geotourism with reference to the Konkan.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>Unit I: The Dynamic Earth — Structure, Forces, and Plate Tectonics (15 Hours)</p> <p>1.1 Geomorphology: Meaning, Nature, Scope, and Relevance</p> <p>1.2 Internal Structure and Composition of the Earth: Crust, Mantle, and Core</p> <p>1.3 Plate Tectonics: Theory, Types of Plate Boundaries, and How Plates Shape Continents and Ocean Basins</p> <p>1.4 Endogenic Forces and Their Expressions: Folding, Faulting, and Associated Natural Disasters — Using Google Earth for Landscape Exploration</p> <p>Unit II: Rocks, Minerals, and the Geological Foundation of Landforms (15 Hours)</p> <p>2.1 Rocks and Minerals: Meaning, Difference, and Significance for Landform Development — Using Bhuvan to Explore Rock-Based Landscapes</p> <p>2.2 Igneous Rocks: Formation, Types, Characteristics, and Examples from India</p> <p>2.3 Sedimentary Rocks: Formation, Types, Characteristics, and Their Role in Indian Geology and Agriculture</p> <p>2.4 Metamorphic Rocks: Formation, Types, Characteristics, and the Rock Cycle</p> <p>Unit III: Weathering, Erosion, and Mass Movement (15 Hours)</p> <p>3.1 Weathering: Meaning, Significance, and Factors Controlling the Rate and Type of Weathering</p> <p>3.2 Types of Weathering: Physical, Chemical, and Biological — Examples from India</p> <p>3.3 Erosion, Transportation, and Deposition: Agents, Processes, and Their Role in Shaping Landforms</p> <p>3.4 Mass Movement: Meaning, Types, and Factors — Using Claude for Close Reading Skills</p> <p>Unit IV: Landforms — Evolution and Heritage (15 Hours)</p> <p>4.1 Fluvial Landforms: Erosional and Depositional Features</p> <p>4.2 Coastal Landforms: Erosional and Depositional Features</p> <p>4.3 Glacial Landforms: Erosional and Depositional Features</p> <p>4.4 Coastal Landforms as Geoheritage: Concept, Significance, and Tourism Integration — A Case Study of Konkan Using Perplexity for Current Geotourism Data</p>
<p>10</p>	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p>

External Examination: Semester End External - 60 marks Time: 2:00 hours**Format of Question Paper****Attempt all questions.**

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Mapping general distribution regions of major rock-types on the world and the India map.	10
2.	Close Reading Skill-Based Worksheet: Classify weathering, erosion, transportation, deposition, and mass-movement processes.	10
3.	Assignment/Case Study: Konkan Geoheritage.	20
		Total 40

11**REFERENCES:**

- Bloom, A. L. (1998). *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms* (3rd ed.). Prentice Hall.
- Dayal, P. (1995). *A textbook of geomorphology*. Shukla Book Dept.
- Geological Survey of India. (2021). *Geology and Mineral Resources of Maharashtra*. GSI Publications.
- Hussain, M. (2001). *Fundamentals of physical geography*. Rawat Publications.
- Kale, V. S., & Gupta, A. (2018). *Introduction to geomorphology*. Universities Press.
- Kamble, A., & Karmarkar, D. (2018). *Geomorphology*. IDOL Publications.
- Khullar, D. R. (2024). *Physical Geography and Practical Geography*. Kalyani Publishers.
- Lal, D. S. (2009). *Physical geography*. Sharda Pustak Bhavan.

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| | <ol style="list-style-type: none">9. National Geomorphology and Geoecology Research Institute / Geological Survey of India.
<i>Geomorphological Maps of India</i>. Available at: bhukosh.gsi.gov.in10. Negi, B. S. (1993). <i>Physical geography</i>. S. J. Publication.11. Singh. S. (2015). <i>Physical Geography</i>. Pravalika Publications.12. Strahler, A. N. (1968). <i>The earth sciences</i>. Harper & Row.13. Thornbury, W. D. (1969). <i>Principles of Geomorphology</i> (2nd ed.). John Wiley and Sons. |
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - V

Title: Physical Geography of India

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

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

Title: Physical Geography of India

Course Code: CHMGEOV2

Sr. No.	Heading	Particulars
1	Description of the Course	This course provides a comprehensive understanding of India's physical geography, progressing from the country's location and geological foundations to its river systems, climate, soils, natural resources, and biodiversity. Students examine physiographic divisions using satellite imagery, explore the challenges facing Indian rivers and soils, and analyse patterns of mineral and energy resource distribution. The course concludes with a study of India's natural vegetation, wildlife, and biodiversity hotspots, integrating digital data tools to develop spatial and analytical thinking relevant to contemporary environmental concerns.
2	Vertical 1	Major (Mandatory)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to describe India's location, tectonic history, and physiographic divisions using maps and satellite images.</p> <p>CO(A)2: To help students identify physiographic divisions and explain their geographical significance.</p> <p>CO(A)3: To enable students to explain the characteristics of Himalayan and Peninsular river systems and India's climate patterns.</p> <p>CO(A)4: To help students examine the causes and consequences of river-related and climate challenges in India.</p> <p>CO(A)5: To enable students to classify India's soil types and apply knowledge of mineral and energy resources, including conservation issues.</p> <p>CO(A)6: To help students evaluate India's natural vegetation, wildlife, biodiversity hotspots, and conservation strategies.</p>
8	Course Outcomes:	Students will be able to CO1: Describe India's location, tectonic history, and physiographic divisions using

	<p>maps/satellite images.</p> <p>CO2: Identify physiographic divisions and their geographical significance.</p> <p>CO3: Explain characteristics of Himalayan/Peninsular river systems and India's climate patterns.</p> <p>CO4: Examine causes/consequences of river-related and climate challenges in India.</p> <p>CO5: Classify India's soil types and apply knowledge of mineral/energy resources, including conservation issues.</p> <p>CO6: Evaluate India's natural vegetation, wildlife, biodiversity hotspots, and conservation strategies.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>Unit I: India: Location, Geology, and Physiography (15 Hours)</p> <p>1.1 Location, Extent, and Geopolitical Significance — Using Google Earth for Spatial Orientation</p> <p>1.2 Geological Features: Gondwana Legacy, Deccan Traps, and Tectonic Setting</p> <p>1.3 Physiographic Divisions — I: The Himalayas and the Northern Plains</p> <p>1.4 Physiographic Divisions — II: The Peninsular Plateau, Coastal Plains, and Islands — Using Seterra for Map-Based Feature Identification</p> <p>Unit II: India: Rivers and Climate (15 Hours)</p> <p>2.1 River Systems of India: Characteristics and Drainage Patterns</p> <p>2.2 Problems of Indian Rivers, and Implications for Water Security</p> <p>2.3 Factors Controlling Indian Climate and the El Niño Challenge — Using Claude for Close Reading Skills</p> <p>2.4 The Indian Monsoon: Seasonal Cycle, Spatial Distribution, and Variability</p> <p>Unit III: India: Soils, Minerals, and Energy Resources (15 Hours)</p> <p>3.1 Soils of India: Types, Distribution, and Characteristics</p> <p>3.2 Soil Problems and Conservation in India — Using Perplexity for Current Data on Soil Health</p> <p>3.3 Mineral and Energy Resources of India: Types, Distribution, and Significance</p> <p>3.4 Mineral and Energy Resources of India: Issues and Conservation</p> <p>Unit IV: India: Natural Vegetation, Wildlife, and Conservation (15 Hours)</p> <p>4.1 Natural Vegetation of India: Types, Distribution, and Phytogeographical Regions</p> <p>4.2 Indian Wildlife: Features, Distribution, and Zoogeographical Regions</p> <p>4.3 Problems of India's Forests and Wildlife, and Conservation Responses</p> <p>4.4 Biodiversity Hotspots: Concept, Endemism, and Distribution — Using Our World in Data for Biodiversity Statistics</p>
<p>10</p>	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p>

External Examination: Semester End External - 60 marks Time: 2:00 hours
Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Mapping geological and physiographic features on the India map	10
2.	Close Reading Skill-Based Worksheet: causes/consequences of river-related and climate challenges in India.	10
3.	Assignment/Case Study: Biodiversity Conservation.	20
		Total 40

11

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- Dubey, R. N. (2015). *Economic Geography of India*. Allahabad: Kitab Mahal.
- Gopal Singh. (2009). *India: Physical, Human and Economic Geography*. Allahabad: Gyanodaya Prakashan.
- Husain, M. (2017). *Geography of India* (6th ed.). Jaipur: Rawat Publications.
- Khullar, D. R. (2021). *India: A Comprehensive Geography*. New Delhi: Kalyani Publishers.
- Nag, P. (Ed.). (1998). *India: Population, Economy, and Society*. New Delhi: Concept Publishing Company.
- National Remote Sensing Centre, ISRO. *Bhuvan National Geoportal: Soil, Vegetation, and Land Use Thematic Maps*. Available at: bhuvan.nrsc.gov.in

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| | <ol style="list-style-type: none">7. Sharma, T. C., & Coutinho, O. (2010). <i>Economic and Commercial Geography of India</i>. New Delhi: Vikas Publishing House.8. Singh, J., & Dhillon, S. S. (2019). <i>Agricultural Geography of India</i>. Ludhiana: Kalyani Publishers.9. Singh, R. L. (Ed.). (1971). <i>India: A Regional Geography</i>. Varanasi: National Geographical Society of India.10. Tiwari, R. C. (2016). <i>Geography of India</i>. Pravalika Publications.11. Wildlife Institute of India. (2021). <i>State of India's Biodiversity Report</i>. WII, Dehradun. Available at: wii.gov.in |
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - V

**Title: Indian Knowledge System (IKS)
in Geography**

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

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

Title: Indian Knowledge System (IKS) in Geography

Course Code: CHMGEOV3

Sr. No.	Heading	Particulars
1	Description of the Course	This project-based Major course introduces students to the Indian Knowledge System in Geography through independent secondary data-based research, with a strong historical geography orientation. Students investigate themes spanning ancient geographical thought, sacred and pilgrimage landscapes, indigenous water management, historical cartography, maritime traditions, and the colonial disruption of indigenous knowledge, drawing on examples from Maharashtra and the Mumbai–Konkan coast. Working individually or in groups, students select a theme from an indicative list, consult appropriate digital research tools, and produce a structured research report connecting historical-geographical knowledge with the local landscape.
2	Vertical 1	Major (Mandatory)
3	Type Teaching Method	Project-based Experiential & Participatory
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to explain the historical-geographical foundations relevant to a self-selected indigenous-knowledge theme. CO(A)2: To help students apply geographical research frameworks to investigate their chosen theme using secondary sources. CO(A)3: To enable students to examine indigenous geographical practices and their continuity/disruption relevant to their chosen theme. CO(A)4: To help students evaluate the theme's significance and present findings connected to the Maharashtra–Konkan landscape	
8	Course Outcomes: Students will be able to CO1: Explain the historical-geographical foundations relevant to a self-selected indigenous-knowledge theme. CO2: Apply geographical research frameworks to investigate the chosen theme using	

	<p>secondary sources.</p> <p>CO3: Examine indigenous geographical practices and their continuity/disruption relevant to the chosen theme.</p> <p>CO4: Evaluate the theme's significance and present findings connected to the Maharashtra–Konkan landscape.</p>
<p>9</p>	<p style="text-align: center;">Title: IKS in Geography</p> <p style="text-align: center;">Indicative Broad Areas or Themes for Projects</p> <p>Sacred and Pilgrimage Geography</p> <ol style="list-style-type: none"> 1. Sacred Geography of the Ambernath Shiva Temple: Site Selection, Water Association, and Architectural Cosmology of a Twelfth-Century Temple 2. Pilgrimage Geography of the Konkan Coast: Spatial Pattern, Routes, and Cultural Significance of Coastal Temples and Shrines 3. Buddhist Geography of Maharashtra: Locational Logic, Pilgrimage Circuits, and Trade 4. Sacred Groves (Devrai) of the Western Ghats: Indigenous Conservation Practice and Traditional Ecological Knowledge 5. Cave Temple Geography of the Mumbai Region: Siting and Trade Connections of Kanheri or Elephanta Caves <p>Indigenous Water and Land Management</p> <ol style="list-style-type: none"> 6. Traditional Water Harvesting Systems of Maharashtra: Step-Wells (Barav), Tanks, and Kunds and Their Geographical Logic 7. Indigenous Irrigation Knowledge of the Konkan: The Traditional Bandhara System and Its Relationship with Local Topography 8. Historical Geography of Tank Irrigation in the Deccan Plateau: Origins, Distribution, and Decline 9. Indigenous Forest and Bioresource Knowledge of Adivasi Communities in the Sahyadri Region <p>Historical Cartography, Trade and Maritime Knowledge</p> <ol style="list-style-type: none"> 10. India and the West Coast in the Periplus of the Erythraean Sea 11. Indigenous Cartographic Traditions of Coastal India: Pre-Colonial Mapping Practices with Reference to Maratha Cartography and Their Geographical Logic 12. Cartographic Traditions in Pre-European India 13. Traditional Boat-Building and Maritime Knowledge of the Konkan Coast: Materials, Design, and Monsoon Navigation 14. Indigenous Knowledge of Monsoon Prediction Among Coastal and Farming Communities <p>Place Names, Settlement and Historical Landscapes</p> <ol style="list-style-type: none"> 15. Bakhars as a Source of Geographical Knowledge: A Case Study of Mumbai Region 16. Place-Name Geography of the Ulhasnagar–Kalyan Region: Sanskrit, Marathi, Persian, and Portuguese Layers in Local Toponyms

17. Fort Geography of the Sahyadri and Konkan Region: The Locational Strategy of Maratha
18. Vernacular Architecture and Climate Adaptation in Konkan Settlements: Traditional House Design and Local Environmental Knowledge

Knowledge Systems, Texts and Colonial Disruption

19. Geographical Knowledge in Ancient Indian Texts: Descriptions of Landscape, Rivers, or Climate in the Puranas or the Arthashastra
20. Contributions to Ancient Indian Knowledge by Varahamihira and Aryabhata
21. Indian Cosmological Thinking and Geographical Knowledge
22. Contributions to Ancient Indian Knowledge by Al Biruni and Ibn Battuta
23. Colonial Surveys and the Transformation of Indigenous Geographical Knowledge: The Great Trigonometrical Survey or Early Revenue Maps
24. Traditional Ecological Calendars and Agricultural Almanacks: Indigenous Time-Space Knowledge in Indian Farming Communities
25. Revival and Contemporary Relevance of Indian Knowledge Systems: How Traditional Geographical Practices Are Being Documented or Reapplied Today

If required, faculty members will allot project topics in addition to the above list that are relevant and important to the core Subject. The Project may be taken individually or in a group of students with proper guidance and prior sanction from the Faculty.

Project Report:

Students are required to submit a report of the project at the end of the semester in the following suggested format. All projects should be typed on A4 sheets, Font Size 12, Times New Roman, 1.5 line spacing. The project report shall have an appropriate chapter scheme and be presented in a minimum of 20 pages. The report should be arranged in the following manner.

1. Title Page
2. Certificate
3. Meetings Record Sheet
4. Student's Declaration
5. Acknowledgement
6. Table of Contents

	<p>7. Introduction (including the description of the theme, aims and objectives)</p> <p>8. Methodology (Secondary data sources, secondary data collection methods, any other details about the data collection and analysis)</p> <p>9. Main Findings and Discussion</p> <p>10. Conclusion</p> <p>11. References</p> <p>12. Appendices (if any)</p>																		
10	<p style="text-align: center;">Scheme of Examination: Paper Pattern</p> <p style="text-align: center;">Total Marks- 50</p> <ul style="list-style-type: none"> • Internal Evaluation (Marks 20) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Attendance, Interactions, and Completion of Project</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Overall Project Report Quality</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • External Evaluation (Marks 30) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Overall Project Report Structure and Style</td> <td style="text-align: center;">05</td> </tr> <tr> <td>Presentation Skills and Communication</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	Criteria	Marks	Attendance, Interactions, and Completion of Project	10	Overall Project Report Quality	10	Total	20	Criteria	Marks	Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15	Overall Project Report Structure and Style	05	Presentation Skills and Communication	10	Total	30
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - V

**Title: Cartographic Techniques in Geography
(Practical)**

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

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

Title: Cartographic Techniques in Geography (Practical)

Course Code: CHMGEOV4

Sr. No.	Heading	Particulars
1	Description of the Course	This practical course develops advanced cartographic skills among third-year geography students. Beginning with the foundations of cartographic design and cartometric techniques, it progresses to the construction and properties of major map projections. Students then apply thematic mapping techniques — proportional circles, cartograms, and digital mapping — and develop the ability to read and interpret published geographical atlases. The course concludes with advanced topographical map skills, including contour profiles, gradient calculation, and interpretation of digital Survey of India toposheets using contemporary platforms.
2	Vertical 1	Major (Elective)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to define cartography, apply map-design elements, and calculate map area and enlargement/reduction.</p> <p>CO(A)2: To help students explain map-projection concepts and construct/interpret Zenithal, Cylindrical, and Conical projections.</p> <p>CO(A)3: To enable students to construct proportional circles, cartograms, and digital thematic maps, and compare thematic atlases.</p> <p>CO(A)4: To help students calculate gradient/contour profiles and read digital Survey of India toposheets using Bhuvan thematic layers.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Define cartography; apply map-design elements; calculate map area; perform enlargement/reduction.</p> <p>CO2: Explain map-projection concepts; construct/interpret Zenithal, Cylindrical, Conical projections.</p>

	<p>CO3: Construct proportional circles, cartograms, digital thematic maps; compare thematic atlases.</p> <p>CO4: Calculate gradient/contour profiles; read digital SOI toposheets using Bhuvan thematic layers.</p>			
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>Unit I: Cartographic Design and Visual Communication</p> <p>1.1 Cartography: Meaning, Nature, and Importance</p> <p>1.2 Map: Concept and Elements of Map Design</p> <p>1.3 Cartometric Techniques – I: Map Area Calculation</p> <p>1.4 Cartometric Techniques – II: Map Enlargement and Reduction</p> <p>Unit II: Map Projections</p> <p>2.1 Map Projections: Concept, Need, and Choice</p> <p>2.2 Zenithal Projections: Equal Area and Equidistant: Concept, Properties, Construction, and Uses</p> <p>2.3 Cylindrical Projections: Equal Area and Equidistant: Concept, Properties, Construction, and Uses</p> <p>2.4 Conical Projections: One-Standard Parallel and Two-Standard Parallel: Concept, Properties, Construction, and Uses</p> <p>Unit III: Thematic Mapping Techniques</p> <p>3.1 Proportional Circles and Divided Circles: Construction, Interpretation, and Geographical Uses</p> <p>3.2 Cartograms: Concept, Types, and Interpretation — Using Our World in Data for Cartogram Reading</p> <p>3.3 Digital Thematic Mapping: Creating Thematic Maps Using Datawrapper</p> <p>3.4 Reading and Comparing Thematic Atlases — Advanced Interpretation Using Claude</p> <p>Unit IV: Revisiting Contours and Topographical Map Skills</p> <p>4.1 Gradient Calculation, Drawing Cross-Sections for Testing Intervisibility</p> <p>4.2 Drawing Contour Profiles – Serial, Superimposed, Projected, and Composite</p> <p>4.3 Digital Toposheets from the Survey of India – I: New Indexing System and Symbology</p> <p>4.4 Digital Toposheets from the Survey of India – II: Advanced Interpretation – Using Bhuvan</p>			
<p>10</p>	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.</i></p> <p style="text-align: center;">External Practical Examination: Semester End External - 60 marks Time: 2:00 hours</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Question No.</th> <th style="width: 50%;">Nature of Questions</th> <th style="width: 25%;">Marks</th> </tr> </thead> </table>	Question No.	Nature of Questions	Marks
Question No.	Nature of Questions	Marks		

1 (A)	Practical Based on Unit I	15
1 (B)	Practical Based on Unit I	
2 (A)	Practical Based on Unit II	15
2 (B)	Practical Based on Unit II	
3 (A)	Practical Based on Unit III	15
3 (B)	Practical Based on Unit III	
4 (A)	Practical Based on Unit IV	15
4 (B)	Practical Based on Unit IV	
		Total 60

Internal Practical Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Practical Journal and Viva	20
2.	Thematic Map-based Assignment	10
3.	Survey of India Toposheet-Based Assignment	10
		Total 40

11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Khullar, D. R. (2024). <i>Human Geography and Practical Geography</i>. Kalyani Publishers. 2. Misra, R. P. and Ramesh, A. (2002). <i>Fundamentals of Cartography</i>. Concept Publishing Company. 3. Monkhouse, F. J., & Wilkinson, H. R. (1971). <i>Maps and diagrams</i>. Methuen & Co. Ltd. 4. NCERT. <i>Practical Work in Geography Part I and Part II — Class XI and XII Textbooks</i>. Available at: ncert.nic.in 5. Robinson, A. H. (1995). <i>Elements of cartography</i>. John Wiley & Sons. 6. Sarkar, A. (2015). <i>Practical geography</i>. Orient Black Swan. 7. Singh, R. L., & Singh, P. B. (2005). <i>Elements of practical geography</i>. Kalyani Publishers. 8. Stoddard, R. F. (n.d.). <i>Techniques and research methods in geography</i>. Retrieved from http://digitalcommons.unl.edu/geographyfacpub/26 9. Survey of India. <i>Digital Topographical Maps and New Indexing System Documentation</i>. Available at: surveyofindia.gov.in
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - V

Title: Geography of Tourism

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

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

Title: Geography of Tourism
Course Code: CHMGEOV5

Sr. No.	Heading	Particulars
1	Description of the Course	This course introduces students to the geography of tourism, examining how places become destinations, what types of tourism exist, and how physical, cultural, and economic factors shape tourism patterns across the world and in India. Students explore tourism resources, heritage landscapes, and the unique tourism geography of Maharashtra and the Konkan coast, while engaging critically with issues of overtourism, the anti-tourism movement, and environmental conflict. The course concludes with a focus on sustainable and climate-resilient tourism planning for the future.
2	Vertical 2	Minor
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1: To enable students to describe the geographical dimensions of tourism and classify major and emerging tourism types. CO(A)2: To help students identify the physical, cultural, and economic factors shaping tourist regions globally. CO(A)3: To enable students to examine India's tourism resources and Maharashtra/Konkan heritage, coastal, and pilgrimage landscapes. CO(A)4: To help students evaluate overtourism challenges and the principles of sustainable, climate-resilient tourism planning.	
8	Course Outcomes: Students will be able to CO1: Describe geographical dimensions of tourism; classify major/emerging tourism types. CO2: Identify physical/cultural/economic factors shaping tourist regions globally. CO3: Examine India's tourism resources and Maharashtra/Konkan heritage-coastal-pilgrimage landscapes. CO4: Evaluate overtourism challenges and principles of sustainable/climate-resilient tourism	

planning.

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Syllabus

Unit I: Understanding Tourism: Concepts, Types, and Geographies (15 Hours)

1.1 Tourism and Geography: Meaning, Scope, Importance, and the Geographical Dimensions of Tourism

1.2 Types of Tourism: Definitions, Characteristics, and Emerging Forms in the Digital Age

1.3 Factors Influencing Tourism

1.4 Tourist Regions of the World: Concept, Classification, and Major Global Tourism Regions — Using Our World in Data for Tourism Statistics

Unit II: Tourism in India — Resources, Challenges, and Planning (15 Hours)

2.1 Tourism Resources of India: Natural and Cultural Heritage Sites, UNESCO World Heritage Sites with Reference to the Maratha Forts, and Their Geographical Distribution

2.2 Tourism in Maharashtra and the Konkan Coast: Coastal, Heritage, Pilgrimage, and Ecotourism Landscapes

2.3 Overtourism, the Anti-Tourism Movement, Environmental Degradation, and Socio-Cultural Conflicts — Using Perplexity for Current Global and Indian Cases

2.4 Sustainable and Resilient Tourism: Concepts, Principles, Climate Challenges, Community-Based Models, and the Future of Responsible Tourism in India

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
		Total 30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment/evaluation	Marks
1.	Assignment/Case Study: India's tourism resources and Maharashtra/Konkan heritage-coastal-pilgrimage landscapes.	10

		2. Making Infographics: Overtourism challenges and principles of sustainable/climate-resilient tourism planning.	10
		Total 20	
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Tewari, S. P. (2014). <i>Tourism Geography</i>. Rawat Publications. 2. Ministry of Tourism, Government of India. (2023). <i>India Tourism Statistics 2023</i>. Available at: tourism.gov.in 3. UNESCO World Heritage Centre. <i>World Heritage List: India</i>. Available at: whc.unesco.org 4. UNWTO. (2023). <i>Global Tourism Dashboard and Sustainable Tourism Guidelines</i>. World Tourism Organisation. Available at: unwto.org 		

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

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

Semester - V

**Title: Tools and Techniques of Spatial Analysis
in Geography (Practical)**

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

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

Title: Tools and Techniques of Spatial Analysis in Geography (Practical)

Course Code: CHMGEOV6

Sr. No.	Heading	Particulars
1	Description of the Course	This practical vocational skill course develops quantitative and spatial analysis competencies essential for geographical research and data-related careers. Beginning with measures of dispersion and trend analysis, it progresses to correlation and regression techniques for studying relationships between geographical variables. The second unit introduces applied spatial and economic techniques, including nearest neighbour analysis, the Lorenz curve, and the location quotient. Contemporary digital tools, including MS Excel, ChatGPT, and Perplexity, are integrated throughout to develop practical, job-ready data analysis and interpretation skills.
2	Vertical 4	Vocational Skill Course (VSC)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to calculate measures of dispersion using MS Excel.</p> <p>CO(A)2: To help students construct moving-average graphs and apply correlation/regression to study variable relationships.</p> <p>CO(A)3: To enable students to apply nearest-neighbour analysis and the Lorenz curve to interpret distribution patterns.</p> <p>CO(A)4: To help students apply location quotient and sampling methods to design basic geographical research frameworks.</p>
8	Course Outcomes:	<p>Students will be able to</p> <p>CO1: Calculate dispersion measures using MS Excel.</p> <p>CO2: Construct moving-average graphs; apply correlation/regression to study variable relationships.</p> <p>CO3: Apply nearest-neighbour analysis and Lorenz curve to interpret distribution patterns.</p> <p>CO4: Apply location quotient and sampling methods to design basic geographical research</p>

frameworks.

9

Syllabus

Unit I: Measures of Dispersion and Trend Analysis

1.1 Measures of Dispersion: Range, Standard Deviation, and Coefficient of Variation — Applied to Geographical Data Using MS Excel

1.2 Moving Averages: 3-Year and 5-Year Moving Averages

1.3 Correlation: Pearson's and Spearman's Rank Correlation — Using Claude for Calculation and Interpretation

1.4 Simple Linear Regression: Concept, Calculation, and Geographical Applications

Unit II: Applied Spatial and Economic Techniques

2.1 Nearest Neighbour Analysis: Concept, Calculation, and Interpretation

2.2 Lorenz Curve: Construction and Interpretation — Using MS Excel

2.3 Location Quotient: Concept, Calculation, and Interpretation – Using Perplexity

2.4 Sampling in Geographical Research: Concept, Need, and Types

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Practical Based on Unit I	15
1 (B)	Practical Based on Unit I	
2 (A)	Practical Based on Unit II	15
2 (B)	Practical Based on Unit II	
		Total 30

Internal Practical Examination: Continuous Evaluation - 20 marks

	Assessment/evaluation	Marks
1.	Practical Journal and Viva	10
2.	Skill-based Evaluation: Apply sampling methods to basic geographical research theme/Calculate dispersion measures using MS Excel.	10
		Total 20

11

REFERENCES:

1. Mahmood, A., & Hussain, S. (2019). *Statistical Methods in Geographical Studies*. Rajesh Publications.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - V

Title: Community Engagement Program

Vertical - 6

Community Engagement Program (CEP) - 2 Credits

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

Title: Community Engagement Program

Course Code: CHMGEOV7

Sr. No.	Heading	Particulars
1	Description of the Course	This project-based course engages TYBA Geography students in experiential, field-based community engagement, in keeping with the experiential learning and community-connect vision of NEP 2020. Working individually or in groups of two to three, students select a theme from an indicative list covering community health and hygiene, education and digital access, livelihoods, urban environment, social issues, and local landscapes, and conduct an original, participatory fieldwork-based project within Ulhasnagar, Ambernath, Badlapur, or Kalyan. The course develops students' capacity to observe, survey, document, and reflect on the dynamic interaction between society and environment in their own community, while cultivating social responsibility and sensitivity toward local communities.
2	Vertical 6	Community Engagement Practice (CEP)
3	Type Teaching Method	Project-based - Experiential and Participatory
4	Credits	2 Credits
5	Hours allotted	30 Hrs
6	Marks allotted	50 Marks
7	Course Objectives:	
	CO(A)1: To enable students to apply community fieldwork methods to a self-selected community theme.	
	CO(A)2: To help students investigate their chosen community theme's social, infrastructural, or livelihood dimensions.	
	CO(A)3: To enable students to evaluate community conditions, governance, and social issues relevant to their chosen theme.	
	CO(A)4: To help students propose practical, community-relevant recommendations through a written engagement project.	
8	Course Outcomes: Students will be able to	
	CO1: Apply community fieldwork methods (surveys, interviews, observation, geotagged photography) to a self-selected community theme.	

	<p>CO2: Investigate the chosen community theme's social, infrastructural, or livelihood dimensions.</p> <p>CO3: Evaluate community conditions, governance, and social issues relevant to the chosen theme.</p> <p>CO4: Propose practical, community-relevant recommendations through a written engagement project.</p>
<p>9</p>	<p style="text-align: center;">Title: Community Engagement Programme</p> <p style="text-align: center;">Indicative List of Community Engagement Project Themes</p> <p>Health, Hygiene, and Community Well-being</p> <ol style="list-style-type: none"> 1. Awareness of Safe Drinking Water Among Households: A Survey of Water Sources, Purification Practices, and Health Perceptions in a Local Neighbourhood 2. Solid Waste Segregation at Home: A Survey of Household Awareness, Practices, and Attitudes Towards Waste Segregation and Municipal Collection in an Urban Ward 3. Health and Hygiene Awareness in a Local Market: A Documentation Study of Cleanliness Practices, Waste Disposal, and Community Perceptions Among Vendors and Shoppers <p>Education, Youth, and Digital Access</p> <ol style="list-style-type: none"> 4. Smartphone and Internet Access Among School-Going Children: A Survey of Digital Availability, Usage Patterns, and Parental Perceptions in a Local Community 5. Dropout and Education Gaps in an Urban Ward: A Study of Causes, Community Awareness, and Support Systems Available to School-Age Children 6. Awareness of Government Scholarship Schemes Among College Students: A Survey of Knowledge, Application Experience, and Barriers Faced by Students in the Local Area 7. Digital Literacy and AI Awareness Among Senior Citizens: A Survey of Smartphone Usage, Concerns, and Learning Needs Among Elderly Residents <p>Livelihoods, Work, and Economic Geography</p> <ol style="list-style-type: none"> 8. Street Vendors and Urban Space: A Study of Vendor Distribution, Livelihoods, Challenges, and Relationship with Municipal Authorities in a Local Market Area 9. Home-Based Workers and Informal Livelihoods: A Study of Types of Work, Income Patterns, and Challenges Faced by Women Working from Home in an Urban Area 10. Employment and Livelihood Patterns of Migrant Workers: A Survey of Occupations, Income, Housing, and Community Integration in a Neighbourhood with High In-Migration 11. Impact of Rising Costs on Household Budgets: A Survey of How Families in a Local Area Are Managing Inflation, Food Prices, and Daily Expenditure 12. Auto-Rickshaw and Transport Workers: A Study of Daily Earnings, Route Patterns, Work Challenges, and Awareness of Digital Payment and App-Based Services Among Local Transport Workers in Ulhasnagar or Kalyan

Urban Environment and Local Infrastructure

13. Condition of Public Spaces in an Urban Ward: A Field Assessment of Parks, Open Grounds, Footpaths, and Street Lighting — Their Condition, Use, and Resident Satisfaction
14. Waterlogging and Drainage Problems: A Geotagged Documentation Study of Flood-Prone Points, Drainage Blockages, and Resident Experiences During Monsoon in a Local Area
15. Solid Waste Dumping and Encroachments on Water Bodies: A Mapping and Survey Study of Illegal Dumping Sites and Their Impact on a Local River, Nala, or Lake
16. Noise and Air Pollution in a Busy Commercial Area: A Study of Resident Perceptions, Source Identification, and Awareness of Pollution Impacts in a High-Traffic Zone

Social Issues and Community Awareness

17. Awareness of Women's Safety and Support Services: A Survey of Women's Perceptions of Safety, Awareness of Helplines, and Experience of Public Spaces in a Local Area
18. Community Participation in Local Governance: A Survey of Resident Awareness of Ward Committees, Gram Sabhas, or Resident Associations and Their Experience of Civic Participation
19. Awareness and Reach of Government Welfare Schemes: A Survey of How Much Residents Know About and Access Schemes Like PM Awas Yojana, Jan Dhan, Ayushman Bharat, or Ration Cards
20. Changing Social Customs and Community Bonds: A Study of How Festival Celebrations, Neighbourhood Interactions, and Community Ties Have Changed Over Two Generations — Based on Interviews with Elderly Residents

Environment, Nature, and Technology

21. Tree Cover and Green Spaces in an Urban Ward: A Field Documentation Study of the Condition, Distribution, and Community Attitudes Towards Trees and Green Spaces in a Local Area
22. Local Water Body in Crisis: A Field Documentation and Survey Study of the Condition, Encroachment, Pollution, and Community Awareness About a Local River, Lake, or Nala
23. Perception of Local Environmental Change Among Long-Term Residents: A Survey of How Older Residents Recall and Describe Changes in the Natural Environment — Trees, Water Bodies, Air, and Land — Over the Past 20–30 Years
24. Mapping Community Resources Using Google My Maps: A Field Project Documenting the Location and Accessibility of Key Community Facilities — Schools, Hospitals, Water Points, Waste Bins, or Bus Stops — in a Local Area
25. Awareness of Disaster Risk and Emergency Preparedness: A Survey of Resident Knowledge of Flood Risk, Emergency Contact Numbers, Evacuation Routes, and

Preparedness at the Household Level in a Flood-Prone Neighbourhood

Students, individually or in groups of two to three, select one theme from the above indicative list and conduct an original fieldwork-based community engagement project within their community neighbourhoods. Faculty may assign additional topics relevant to the local area with prior approval.

Project Report:

Students are required to submit a community engagement project report at the end of the semester. All reports should be typed on A4 sheets, Font Size 12, Times New Roman, 1.5 line spacing. The project report shall have an appropriate chapter scheme and be presented in a minimum of 20 pages. Students are required to submit a report of the project at the end of the semester in the following suggested format.

1. Title Page
2. Certificate
3. Meetings Record Sheet
4. Community Field Visits/Meeting Record Sheet
5. Student's Declaration
6. Acknowledgement
7. Table of Contents
8. Introduction (including the description of the theme, aims and objectives)
9. Methodology (Secondary data sources, secondary data collection methods, any other details about the data collection and analysis)
10. Main Findings and Discussion
11. Conclusion
12. References
13. Appendices (if any)

Method of Conduct

Field engagement must follow a community-based participatory approach, conducted in partnership with local residents, community organisations, ward offices, NGOs, or government agencies as relevant to the chosen theme, so that findings remain genuinely useful to the community rather than a purely academic exercise. Each student or group is expected to begin and complete the engagement within one community, locality, or institution; any change of theme or site requires prior written permission from the project supervisor and the Head of Department. Students must secure consent from the stakeholders, wherever applicable, before commencing fieldwork, and must conduct themselves professionally and abide by the rules of the institution or community they engage with.

Each student must maintain and submit, in formats prescribed by the department: a signed Consent Form (where applicable); a Project Proposal outlining the theme, objectives, and outline of work; and a Daily Engagement/Meetings Record Sheet documenting fieldwork activities, signed by the supervisor. A Certificate of Completion, countersigned by the project supervisor and Head of Department, is issued on satisfactory completion.

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Scheme of Examination: Paper Pattern
Total Marks- 50

• **Internal Evaluation (Marks 20)**

Criteria	Marks
Attendance, Community Interactions, and Completion of Community-based Project	10
Overall Project Report Quality	10
Total	20

• **External Evaluation (Marks 30)**

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	05
Presentation Skills and Communication	10
Total	30

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

**Bachelor of Arts
(Geography)
(Aided Course)**

Semester – VI

**Choice-Based and Credit-Based Syllabus
as per NEP 2020 with effect from the
Academic Year 2026-2027**

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

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

Semester - VI

Title: Principles of Climatology – II

Vertical - 1

Major Mandatory Course - 4 Credits

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

Title: Principles of Climatology – II

Course Code: CHMGEOVI1

Sr. No.	Heading	Particulars
1	Description of the Course	This course introduces students to the science of climatology, beginning with the composition and energy dynamics of the atmosphere and progressing through pressure systems, winds, and precipitation. Students then explore the deep connection between the oceans and climate — examining ocean currents, marine heatwaves, sea-level rise, and ocean acidification. The course concludes with applied climatology, engaging with extreme weather events, global climate negotiations, climate justice, and India's transition toward a sustainable and climate-resilient future, using digital tools throughout.
2	Vertical 1	Major (Mandatory)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO(A)1: To enable students to recall and describe atmospheric composition, structure, and energy dynamics. CO(A)2: To help students explain insolation, heat budget, and the factors controlling temperature distribution. CO(A)3: To enable students to explain global pressure, wind, and precipitation systems and their role in shaping weather. CO(A)4: To help students examine the relationship between oceans and climate, including marine heatwaves and sea-level rise. CO(A)5: To enable students to analyse extreme weather events using current climate data sources CO(A)6: To help students evaluate global climate negotiations, climate justice, and India's climate-transition pathways.	
8	Course Outcomes: Students will be able to CO1: Recall and describe atmospheric composition, structure, and energy dynamics. CO2: Explain insolation, heat budget, and factors controlling temperature distribution.	

	<p>CO3: Explain global pressure/wind/precipitation systems and their role in shaping weather.</p> <p>CO4: Examine the relationship between oceans and climate (marine heatwaves, sea-level rise, ocean acidification).</p> <p>CO5: Analyse extreme weather events using current climate data sources.</p> <p>CO6: Evaluate global climate negotiations, climate justice, and India's climate-transition pathways.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>Unit I: The Atmosphere: Composition, Energy, and Temperature (15 Hours)</p> <p>1.1 Climatology: Meaning, Nature, Scope, and Relevance in the Contemporary World</p> <p>1.2 The Atmosphere: Composition, Structure, and Significance</p> <p>1.3 Insolation and Heat Budget: Meaning and Factors Affecting Distribution</p> <p>1.4 Temperature: Vertical and Horizontal Distribution — Using Windy.com for Real-Time Temperature Visualisation</p> <p>Unit II: Pressure, Winds, and Precipitation (15 Hours)</p> <p>2.1 Atmospheric Pressure: Meaning, Factors Affecting Distribution, and the Global Pressure Belts</p> <p>2.2 Winds: Planetary, Seasonal, and Local Wind Systems — Characteristics and Geographical Significance</p> <p>2.3 Humidity and Condensation: Meaning, Types, and Forms of Condensation</p> <p>2.4 Precipitation: Meaning, Types, and Global Distribution — Using VEDAS for Satellite-Based Rainfall Observation over India</p> <p>Unit III: Oceans and Climate (15 Hours)</p> <p>3.1 The Ocean-Atmosphere System: Heat Exchange, Evaporation, and the Role of Ocean Currents</p> <p>3.2 Sea Surface Temperatures and Marine Heatwaves: Patterns, Causes, and Consequences</p> <p>3.3 Sea Level Rise: Causes, Global Patterns, and Implications for the Indian Coast and Mumbai — Using Our World in Data</p> <p>3.4 Ocean Acidification and Coral Bleaching: Processes, Geographical Distribution, and the Future of Marine Ecosystems</p> <p>Unit IV: Applied Climatology: Extremes, Politics, and the Road Ahead (15 Hours)</p> <p>4.1 Climate Change: Scientific Evidence, Causes, and the IPCC Assessment Framework — Using Claude for Close Reading Skills</p> <p>4.2 Extreme Weather Events and Disaster Responses: Processes, Patterns, and Case Studies from India</p> <p>4.3 Global Climate Negotiations and Climate Justice</p> <p>4.4 India and the Climate Transition: National Action Plans, Renewable Energy Targets, and the Road to Net Zero</p>
<p>10</p>	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal</i></p>

Assessment activities only; they will not be used for External Examination purposes.

External Examination: Semester End External - 60 marks Time: 2:00 hours
Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Mapping pressure and wind systems on the world map.	10
2.	Close Reading Skill-Based Worksheet: Relationship between oceans and climate (marine heatwaves, sea-level rise, ocean acidification).	10
3.	Assignment/Case Study: India's Climate Transition.	20
		Total 40

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REFERENCES:

1. Barry, R. G., & Chorley, R. J. (2010). *Atmosphere, Weather and Climate* (9th ed.). Routledge.
2. Critchfield, H. J. (1975). *General Climatology* (4th ed.). Prentice Hall.
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4. India Meteorological Department. *Climate of India — State-wise Climatological Summaries and Extreme Weather Reports*. Available at: imd.gov.in
5. Intergovernmental Panel on Climate Change. (2023). *Synthesis Report of the Sixth Assessment Report (AR6)*. IPCC. Available at: ipcc.ch

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

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

Semester - VI

Title: Human Geography of India

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

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

Title: Human Geography of India

Course Code: CHMGEOVI2

Sr. No.	Heading	Particulars
1	Description of the Course	This course examines the human geography of India through four interconnected themes — population and urban settlements, agriculture and industry, transport and trade, and socio-cultural and geopolitical identity. Building on geographical foundations developed across earlier semesters, it addresses India-specific patterns of demographic change, crop distribution, industrial location, connectivity, and cultural diversity. Digital tools and current data sources are integrated to develop students' ability to read, interpret, and critically analyse the geography of contemporary India.
2	Vertical 1	Major (Mandatory)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO(A)1: To enable students to describe India's population growth, distribution, and density patterns. CO(A)2: To help students examine urban-settlement classification and challenges in Indian metropolitan regions. CO(A)3: To enable students to classify Indian agricultural types and regions and identify major crop distribution. CO(A)4: To help students describe the location, distribution, and significance of major traditional and emerging industries of India. CO(A)5: To enable students to explain India's transport networks and analyse trade corridors and global trade position. CO(A)6: To help students examine language and religion patterns and political boundaries, and evaluate India's geopolitical rise.	
8	Course Outcomes: Students will be able to CO1: Describe India's population growth, distribution, and density patterns.	

	<p>CO2: Examine urban settlement classification and challenges in Indian metropolitan regions.</p> <p>CO3: Classify Indian agricultural types/regions and identify major crop distribution.</p> <p>CO4: Describe the location/distribution/significance of major traditional and emerging industries of India.</p> <p>CO5: Explain India's transport networks; analyse trade corridors and global trade position using current data.</p> <p>CO6: Examine language/religion patterns and political boundaries; evaluate India's geopolitical rise.</p>
9	<p style="text-align: center;">Syllabus</p> <p>Unit I: Population and Urban Settlements of India (15 Hours)</p> <p>1.1 Population of India: Growth, Distribution, and Density — Factors Influencing Spatial Variation</p> <p>1.2 Demographic Transition, Demographic Dividend, and India's Population Future — Using Our World in Data for Demographic Visualisation</p> <p>1.3 Urban Settlements in India: Meaning, Census Classification, and Types</p> <p>1.4 Urbanisation in India: Trends, Drivers, and Challenges — Experience of the Mumbai Metropolitan Region</p> <p>Unit II: Agriculture and Industry of India (15 Hours)</p> <p>2.1 Agricultural Types and Agricultural Regions of India</p> <p>2.2 Major Crops of India: Distribution, Significance, and Spatial Patterns</p> <p>2.3 Major Traditional Industries of India: Iron and Steel, Cotton Textile, and Sugar Industries — Location, Distribution, and Geographical Significance</p> <p>2.4 Emerging Industries of India: Information Technology, Pharmaceuticals, and Petrochemicals — Using Perplexity for Current Industrial Data</p> <p>Unit III: Transport, Trade, and Connectivity of India (15 Hours)</p> <p>3.1 Transport Networks of India — I: Roads and Railways</p> <p>3.2 Transport Networks of India — II: Ports, Coastal Shipping, and Civil Aviation</p> <p>3.3 Trade Corridors, Connectivity Initiatives, and India's Emerging Trade Geographies</p> <p>3.4 India in Global Trade: Composition and Direction — Using Perplexity for Current Trade Data</p> <p>Unit IV: Socio-Cultural and Geopolitical India (15 Hours)</p> <p>4.1 Geography of Linguistic Diversity in India: Language Families, Linguistic Regions, and the Politics of Language</p> <p>4.2 Religious Geography of India: Distribution of Religious Communities, Sacred Landscapes, and the Geography of Religious Coexistence and Conflict</p> <p>4.3 Political Geography of India: Types and Significance of Boundaries and Major Border Disputes — Using Claude for Close Reading Skills</p> <p>4.4 India's Geopolitical Relations: Indian Ocean Strategy and Geopolitical Challenges</p>
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p>

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Exploring and interpreting India's trade-related data.	10
2.	Close Reading Skill-Based Worksheet: Location/distribution/significance of major traditional and emerging industries of India.	10
3.	Assignment/Case Study: India's Geopolitical Significance.	20
		Total 40

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1. Census of India. *Primary Census Abstracts, District Census Handbooks, and Urban Agglomeration Data*. Available at: censusindia.gov.in
2. Dubey, R. N. (2015). *Economic Geography of India*. Allahabad: Kitab Mahal.
3. Gopal Singh. (2009). *India: Physical, Human and Economic Geography*. Allahabad: Gyanodaya Prakashan.
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - VI

Title: Principles of Economic Geography

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

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

Title: Principles of Economic Geography

Course Code: CHMGEOVI3

Sr. No.	Heading	Particulars
1	Description of the Course	This course examines the geography of the world economy through four progressive themes — foundational concepts and approaches, resource-based economic activities, world trade and transport, and the changing contemporary economy. Beginning with the meaning and nature of economic geography and the psychology of economic decision-making, it moves through fishing, forestry, and mining, before examining world trade patterns, transport networks, and maritime connectivity. The course concludes by analysing how services, digital platforms, climate change, and shifting global power are reshaping economic geographies. Digital tools are integrated throughout.
2	Vertical 1	Major (Mandatory)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to define economic geography's scope and describe fundamental concepts, including location and economic regions.</p> <p>CO(A)2: To help students identify psychological factors, including bounded rationality and risk, that shape economic decisions.</p> <p>CO(A)3: To enable students to classify fishing and forestry activities and explain conservation challenges and resource geopolitics.</p> <p>CO(A)4: To help students explain world-trade patterns, trading blocs, and global transport networks.</p> <p>CO(A)5: To enable students to analyse the strategic significance of major ports for the global shipping economy.</p> <p>CO(A)6: To help students evaluate the service economy, platform capitalism, and the changing global economic order.</p>

<p>8</p>	<p>Course Outcomes: Students will be able to</p> <p>CO1: Define economic geography's scope; describe fundamental concepts (location, localisation, economic regions).</p> <p>CO2: Identify psychological factors (bounded rationality, perception, risk) shaping economic decisions.</p> <p>CO3: Classify fishing/forestry activities; explain conservation challenges and geopolitics of resource control.</p> <p>CO4: Explain world-trade patterns and trading blocs; describe global transport networks and maritime chokepoints.</p> <p>CO5: Analyse the strategic significance of major ports for the global shipping economy.</p> <p>CO6: Evaluate the service economy, platform capitalism, climate-driven economic shifts, and the changing global economic order.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>Unit I: Foundations of Economic Geography (15 Hours)</p> <p>1.1 Economic Geography: Meaning, Nature, and Relevance in the Contemporary World</p> <p>1.2 Fundamental Concepts in Economic Geography</p> <p>1.3 The Psychology of Economic Decision-Making: Bounded Rationality, Perception, and Risk in Real-World Economic Choices</p> <p>1.4 Contemporary Approaches to Economic Geography — Using Our World in Data for Global Economic Pattern Exploration</p> <p>Unit II: Resource-Based Economic Activities: Fishing and Forestry (15 Hours)</p> <p>2.1 Fishing as an Economic Activity: Types, Major World Fishing Grounds, and Factors Affecting Their Distribution</p> <p>2.2 Challenges Facing World Fisheries, and the Emerging Blue Economy</p> <p>2.3 Forestry as an Economic Activity: Types, Global Distribution, Key Challenges, and Factors</p> <p>2.4 Challenges Facing World Forestry, and Principles of Sustainable Forest Management</p> <p>Unit III: World Trade and Transport (15 Hours)</p> <p>3.1 World Trade: Patterns, Composition, Direction, and Contemporary Challenges — Using Gapminder for Global Trade and Development Data Visualisation</p> <p>3.2 Trading Blocs, Global Trade Agreements, and Changing Geopolitics of International Trade</p> <p>3.3 Road, Rail, and Air Transport Networks: Global Patterns and Connectivity</p> <p>3.4 Major Ports, Maritime Chokepoints, and the Global Shipping Economy</p> <p>Unit IV: The Changing World Economy (15 Hours)</p> <p>4.1 The Rise of the Service Economy: Retail, Finance, and Healthcare</p> <p>4.2 Platform Capitalism and Digital Geographies</p> <p>4.3 Economic Geography of Climate Change — Using Claude for Close Reading Skills</p> <p>4.4 Geopolitics of Rare Minerals, Trade Wars and Shifting Global Power — Using Gapminder for Comparative Development Data</p>

10**Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Theory based on Unit I	15
	OR	
1 (B)	Theory based on Unit I	15
2 (A)	Theory based on Unit II	15
	OR	
2 (B)	Theory based on Unit II	15
3 (A)	Theory based on Unit III	15
	OR	
3 (B)	Theory based on Unit III	15
4 (A)	Theory based on Unit IV	15
	OR	
4 (B)	Theory based on Unit IV	15
		Total 60

Internal Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Map or Data-based Activity: Studying misconceptions related to fishing and forestry using Gapminder.	10
2.	Close Reading Skill-Based Worksheet: World-trade patterns and trading blocs/Global transport networks and maritime chokepoints.	10
3.	Assignment/Case Study: Geography of the changing global economic order.	20
		Total 40

11

REFERENCES:

1. Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy* (7th ed.). Guilford Press.
2. Food and Agriculture Organisation of the United Nations. *The State of World Fisheries and Aquaculture 2022*. FAO. Available at: fao.org
3. Gautam, Alka (2015): *Advanced Economic Geography*, Sharda Pustak Bhavan, Prayagraj
4. Hartshorne, T. & Alexander, J.W.: "Economic Geography", Prentice, New Delhi
5. Hodder, B. and Lee, R. (2008): "Economic Geography", Rawat Publishers, Jaipur
6. Husain, M. (2012). *Economic Geography* (2nd ed.). Rawat Publications.
7. Khanna K.K., Gupta V. K. (1987): "Economic and Commercial Geography", Sultan Chand and Co.
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9. Memoria, C. B.: "Economic and Commercial Geography of India"
10. Saxena, H. (2016): "Economic Geography", Rawat Publishers, Jaipur
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - VI

Title: Soil and Water Analysis (Practical)

Vertical - 1

Major Mandatory Course - 2 Credits

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

Title: Soil and Water Analysis (Practical)

Course Code: CHMGEOVI4

Sr. No.	Heading	Particulars
1	Description of the Course	This practical course introduces third-year geography students to basic field and laboratory methods of soil and water analysis. Beginning with soil sampling and the identification of physical and chemical soil properties, it progresses to interpreting soil analysis results in relation to land use and degradation using geospatial soil maps. The second unit develops water sampling skills and simple testing of physical and chemical water properties, culminating in the interpretation of water quality results against national and international standards in a local geographical context.
2	Vertical 1	Major (Mandatory)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To enable students to explain soil-sampling methods and identify physical/chemical soil properties.</p> <p>CO(A)2: To help students interpret soil-analysis results by connecting properties to land use and degradation using Bhuvan soil maps.</p> <p>CO(A)3: To enable students to test physical and chemical water properties using field testing kits.</p> <p>CO(A)4: To help students interpret water-quality results against BIS/WHO standards and document findings in a field-visit report.</p>
8	Course Outcomes:	Students will be able to <p>CO1: Explain soil-sampling purpose/methods; identify physical/chemical soil properties.</p> <p>CO2: Interpret soil-analysis results by connecting properties to land use/degradation using Bhuvan soil maps.</p> <p>CO3: Test physical/chemical water properties using field testing kits.</p> <p>CO4: Interpret water-quality results against BIS/WHO standards and document findings in a</p>

field-visit report.

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Syllabus

Unit I: Soil Analysis (15 Hours)

1.1 Soil Sampling: Purpose, Methods, and Precautions — Collecting Soil Samples from Different Land Use Areas

1.2 Physical Properties of Soil: Texture, Structure, Colour (Munsell Chart), and Moisture Content — Field and Lab Methods

1.3 Chemical Properties of Soil: pH, Organic Matter, and Nutrient Indicators — Simple Field Testing Methods

1.4 Interpreting Soil Analysis Results: Connecting Soil Properties to Land Use, Agriculture, and Degradation — Using Bhuvan Soil Maps for Comparison

Unit II: Water Analysis (15 Hours)

2.1 Water Sampling: Sources, Purpose, and Methods — Collecting Samples from Rivers, Wells, Tanks, and Urban Water Bodies

2.2 Physical Properties of Water: Temperature, Colour, Turbidity, and Odour — Field Observation and Simple Testing

2.3 Chemical Properties of Water: pH, Dissolved Oxygen, Total Dissolved Solids (TDS), and Hardness — Using Field Testing Kits

2.4 Field Visit and Water Quality Interpretation: Collecting Samples from a Local Site — Testing Against BIS and WHO Standards, Analysing Geographical Patterns of Water Quality in MMR Using Perplexity, and Writing a Structured Field Visit Report

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal Assessment activities only; they will not be used for External Examination purposes.

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

Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Practical Based on Unit I	15
1 (B)	Practical Based on Unit I	
2 (A)	Practical Based on Unit II	15
2 (B)	Practical Based on Unit II	
		Total 30

Internal Examination: Continuous Evaluation - 20 marks

	Assessment/evaluation	Marks
1.	Practical Journal and Viva	10

	2.	Field Visit Report (soil and water testing)	10
			Total 20
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Brady, N. C., & Weil, R. R. (2016). <i>The Nature and Properties of Soils</i> (15th ed.). Pearson. 2. Bureau of Indian Standards. (2012). <i>IS 10500: Drinking Water Specifications</i> (2nd revision). BIS, New Delhi. Available at: bis.gov.in 3. Central Pollution Control Board, Government of India. <i>Water Quality Data of Rivers and Lakes in India</i>. Available at: cpcb.nic.in 4. Jaiswal, P. C. (2024). <i>Soil, Plant and Water Analysis</i>. Kalyani Publishers. 5. National Bureau of Soil Survey and Land Use Planning (NBSS&LUP). <i>Soils of India — Classification, Distribution, and Properties</i>. ICAR-NBSS&LUP, Nagpur. Available at: nbsslup.icar.gov.in 		

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

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

Semester - VI

**Title: Application of Remote Sensing and GIS
(Practical)**

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

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

Title: Applications of Remote Sensing and GIS (Practical)

Course Code: CHMGEOVI5

Sr. No.	Heading	Particulars
1	Description of the Course	This practical course builds on the foundational geospatial concepts introduced in Semester IV and develops advanced skills in remote sensing and geographic information systems. Beginning with the technical foundations of remote sensing — electromagnetic radiation, image interpretation, and digital elevation models — it progresses to aerial photography and contemporary drone technology. The course then introduces GIS concepts, data models, and spatial analysis operations, culminating in hands-on GIS map production using QGIS and VEDAS for environmental applications.
2	Vertical 1	Major (Elective)
3	Type Teaching Method	Theory + Practicum Lecture/discussion/presentation/diagrams/map-based learning/case study/etc.
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO(A)1: To enable students to explain the technical foundations of remote sensing, including sensors and digital elevation models. CO(A)2: To help students interpret satellite imagery sourced from open platforms. CO(A)3: To enable students to explain aerial-photograph geometry/interpretation and drone-technology applications. CO(A)4: To help students explain GIS concepts, components, and data models, and navigate the QGIS interface. CO(A)5: To enable students to apply GIS operations, including georeferencing, digitisation, and attribute management. CO(A)6: To help students produce and export a complete thematic GIS map using QGIS/VEDAS.	
8	Course Outcomes: Students will be able to CO1: Explain the technical foundations of remote sensing (electromagnetic radiation, sensors, DEMs).	

	<p>CO2: Interpret satellite imagery sourced from open platforms.</p> <p>CO3: Explain aerial-photograph geometry/interpretation and drone-technology applications.</p> <p>CO4: Explain GIS concepts, components, and data models; navigate the QGIS interface.</p> <p>CO5: Apply GIS operations (georeferencing, digitisation, attribute management).</p> <p>CO6: Produce and export a complete thematic GIS map using QGIS/VEDAS.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>Unit I: Remote Sensing: Technical Foundations (15 Hours)</p> <p>1.1 Fundamentals of Remote Sensing: Concept, Process, Electromagnetic Radiation, Platforms, Sensors, Resolution. And Applications</p> <p>1.2 Visual Image Interpretation: Elements, Keys and Band Composites — Identifying Land Use, Vegetation, Water, and Urban Features</p> <p>1.3 Digital Elevation Model (DEM): Concept, 3D Terrain Visualisation, and Geographical Applications — Using Bhuvan</p> <p>1.4 Open Sources for Satellite Imagery: Downloading and Exploring Imagery — Using Bhuvan, Google Earth, and other Sources</p> <p>Unit II: Aerial Photography and Drone Technology (15 Hours)</p> <p>2.1 Aerial Photographs: Concept, Types, Geometry, and Differences from Satellite Imagery</p> <p>2.2 Interpretation of Aerial Photographs: Scale, Relief Displacement, and Reading Features</p> <p>2.3 Drone Technology in Geography: Concept, Process, Types, and Applications</p> <p>2.4 Drone Mapping Platforms: Exploring Bhoonidhi and Bhuvan for Drone-Derived Data — Policy and Ethical Dimensions of Drone Use in India</p> <p>Unit III: Geographic Information Systems: Concepts and Data (15 Hours)</p> <p>3.1 GIS: Concept, Components, Functional Requirements, and the Process of GIS</p> <p>3.2 Geospatial Data Models: Raster and Vector — Concepts, Differences, and Geographical Applications</p> <p>3.3 Geospatial Data Sources and Analysis: Types of Geospatial Data, Data Quality, and Basic Spatial Analysis Operations</p> <p>3.4 Introduction to QGIS: Interface, Opening Layers, and Exploring Free Geospatial Data</p> <p>Unit IV: GIS Applications and Map Production (15 Hours)</p> <p>4.1 Georeferencing: Concept and Process — Linking Scanned Maps and Images to Real-World Coordinates Using QGIS</p> <p>4.2 Digitisation in GIS: Creating Point, Line, and Polygon Features and Editing Attribute Data Using QGIS</p> <p>4.3 Thematic Map Making and Environmental Applications in GIS: Linking Attribute Data to Spatial Data, Producing Thematic Maps, and Introducing NDVI Analysis Using VEDAS</p> <p>4.4 Map Layout, Design, and Export: Preparing a Final GIS Map for Presentation and Publication Using QGIS</p>
<p>10</p>	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p><i>Note: AI Tools referenced in this syllabus are intended to support teaching-learning and Internal</i></p>

Assessment activities only; they will not be used for External Examination purposes.

External Practical Examination: Semester End External - 60 marks Time: 2:00 hours
Format of Question Paper

Attempt all questions.

Question No.	Nature of Questions	Marks
1 (A)	Practical Based on Unit I	15
1 (B)	Practical Based on Unit I	
2 (A)	Practical Based on Unit II	15
2 (B)	Practical Based on Unit II	
3 (A)	Practical Based on Unit III	15
3 (B)	Practical Based on Unit III	
4 (A)	Practical Based on Unit IV	15
4 (B)	Practical Based on Unit IV	
		Total 60

Internal Practical Examination: Continuous Evaluation - 40 marks

	Assessment/evaluation	Marks
1.	Practical Journal and Viva	20
2.	Satellite Image and Aerial Photograph Interpretation-Based Assignment	10
3.	GIS Thematic Map Generation	10
		Total 40

11

REFERENCES:

1. Agrawal, N. K. (2006). *Essentials of GPS*. Book Selection Centre.
2. Barrett, E. G., & Curtis, L. F. (1992). *Fundamentals of remote sensing in air photo interpretation*. McMillan.
3. Bhatia, B. (2018). *Remote sensing and GIS*. Oxford University Press.
4. Bhuvan. (n.d.). *National Remote Sensing Centre (NRSC)*. Retrieved from <http://bhuvan.nrsc.gov.in>
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8. Heywood, I., Cornelius, S., & Carver, S. (2011). *An Introduction to Geographical Information Systems* (4th ed.). Pearson Education.

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| | <p>9. Indian Space Research Organisation. (n.d.). <i>ISRO: Indian Space Research Organisation</i>. Retrieved from https://www.isro.gov.in</p> <p>10. Lillesand, T. M., Kiefer, R. W., & Chipman, J. W. (2015). <i>Remote Sensing and Image Interpretation</i> (7th ed.). Wiley.</p> <p>11. National Remote Sensing Centre, ISRO. <i>QGIS Training Manual and Bhuvan User Guides</i>. Available at: bhuvan.nrsc.gov.in and qgis.org</p> |
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Semester - VI

Title: On Job Training

**Vertical - 6
4 Credits**

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

Title: On-Job Training
Course Code: CHMGEOVI6

Sr. No.	Heading	Particulars
1	Description of the Course	This course provides TYBA Geography students with structured, real-world experiential learning through engagement with an industry, organisation, or research setting relevant to their Major. Conducted as per the University of Mumbai's OJT Guidelines (AC 25/03/2026, Item No. 10.1), it has no unit-wise syllabus; instead, students complete a minimum of 120 hours of on-job training under an approved host organisation and faculty mentor, applying geographical and analytical knowledge to a professional environment, and submit a report and presentation on completion.
2	Vertical 6	On-Job Training
3	Type Teaching Method	On-Job Training: Experiential and Participatory
4	Credits	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO(A)1: To enable students to apply disciplinary knowledge in a workplace setting. CO(A)2: To help students use relevant technologies and tools appropriate to their professional role. CO(A)3: To enable students to demonstrate organisational/problem-solving skills, professional communication, and teamwork. CO(A)4: To help students reflect on workplace practice to evaluate career pathways.	
8	Course Outcomes: Students will be able to CO1: Apply disciplinary knowledge in a workplace setting. CO2: Use relevant technologies/tools appropriate to the professional role. CO3: Demonstrate organisational/problem-solving skills, professional communication, and teamwork. CO4: Reflect on workplace practice to evaluate career pathways.	

OJT Guidelines

On-Job Training will be conducted as per the guidelines issued by the institution in alignment with the guidelines of the University of Mumbai (AC 25/03/2026, Item No. 10.1)

General Guidelines

OJT is a mandatory curricular component; all documentation must be submitted to the department before evaluation; institutions must ensure workplace safety, anti-harassment compliance by host organisations, and access to grievance support through the OJT Cell.

Types of OJT

The types of OJT may include: Industrial (industry, business, MSME, banking, or public sector), Social (NGOs, community organisations, government/semi-government bodies), or Research (research projects, labs, academic centres, think-tanks). The chosen area must align with the student's Major; indicative sectors include geospatial/IT-enabled services, environment and sustainable development, tourism and hospitality, disaster management, urban and rural planning, and allied research or social-sector roles.

Eligibility and Timing

Open only to students eligible for Semester V onward; undertaken during semester breaks, or during the semester after college hours/on non-working days. Self-acquired OJTs require prior departmental approval.

Roles

- The OJT Cell (Principal/HOD, Nodal Officer, Department Coordinator, Student Coordinators) identifies opportunities and maintains records.
- The Faculty Mentor approves the OJT plan, monitors progress, and evaluates reports.
- The Host Organisation assigns a supervisor, monitors attendance/performance, and issues a completion certificate.
- The Student completes 120 hours, maintains a logbook, submits a report (minimum 1500 words), and participates in a viva/presentation.

Documents to be Prepared and Maintained

- Student Undertaking,
- Outreach Letter,
- Relieving/Permission Letter,
- Attendance Record,
- Student Feedback Form,
- Supervisor Evaluation Form,
- Consolidated Marksheet,

- Completion Certificate,
- OJT Report (per the prescribed title page and outline: Introduction, Company Overview, Training Objectives, Tasks and Responsibilities, Skills Developed, Value Addition, Challenges Faced, Lessons Learned, Conclusion, Appendices, References).

Guidelines for Student Conduct and Safety during OJT

(As per University of Mumbai Guidelines for Student Safety and Discipline during Internship, OJT, and Apprenticeship, effective 2026-27)

Students undertaking OJT are required to observe the following:

- **Safety and Conduct:** Adhere strictly to the workplace safety instructions and rules of the host organisation. Use protective equipment where required. Avoid unsafe travel, risky behaviour, or unauthorised work areas. Maintain a dress code appropriate to professional decorum.
- **Professional Behaviour:** Maintain punctuality, discipline, and professionalism at the placement. Respect confidentiality and the ethical norms of the host organisation. Communicate respectfully with supervisors, staff, and peers.
- **Attendance:** Complete the minimum hours/duration prescribed for the course. Report any absence to both the host organisation and the faculty mentor without delay.
- **Reporting Concerns:** Report unsafe working conditions, harassment, discrimination, excessive workload, or inappropriate tasks immediately to the faculty mentor or the College OJT Cell.
- **Prohibited Conduct:** Misconduct, absenteeism, or misuse of confidential information; conduct that compromises the reputation of the college or University; acceptance of monetary benefits, gifts, or favours from the host organisation in violation of its policies.
- **Grievance Redressal:** The College's OJT Cell shall serve as the first point of contact for any concern arising during the OJT placement, and shall ensure timely action in accordance with University guidelines.

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

- **Internal Evaluation (Marks 40)**

Criteria	Marks
Completion of Minimum 120 Hours	15
Performance during OJT	15
Punctuality and Regularity	10
Total	40

- **External Evaluation (Marks 60)**

Criteria	Marks
Quality of Presentation and Communication	10
Practical Understanding and Application of Knowledge	20
Relevance and Diversity of Learning Experience	20
OJT Report	10
Total	60

Eligibility for internal assessment requires successful completion of 120 hours and a minimum score of 40% in the external evaluation.

11

REFERENCES:

1. University of Mumbai. (2026). *Ordinances, Rules and Regulations for On-the-Job Training (OJT) under NEP 2020*. Academic Council Item No. 10.1, meeting held 25th March, 2026. Mumbai: University of Mumbai.
2. University of Mumbai. (2026). *Guidelines for Student Safety and Discipline during Internship, OJT, and Apprenticeship* (Circular No. 2026/MAY/AAMS/C-130/46711). Academic Council Item No. 10.16, meeting held 25th March, 2026, effective from academic year 2026-27. Mumbai: University of Mumbai.

Board of Studies in Geography:

Sr. No.	Name of the Faculty	Designation	College
1.	Dr. Dipesh Karmarkar	Chairperson	Head and Associate Professor, Department of Geography, Smt. CHM College, Ulhasnagar - 03
2.	Dr. Chandani Bhattacharjee	Subject Expert From Outside of the Parent University	Associate Professor, Department of Environmental Studies, H. R. College of Commerce and Economics, HSNC University, Mumbai
3.	Dr Ratan V. Hajare	Subject Expert From Outside of the Parent University	Head and Associate Professor, Department of Geography, Elphinstone College, Dr Homi Bhabha State University, Mumbai
4.	Dr. Anil Shinde	Expert Nominated by the Vice-Chancellor	Associate Professor and Head, Department of Geography, Dr C. D. Deshmukh Commerce and Sau K. G. Tamhane Arts College, Roha, Raigad
5.	Mr. Ovais Kadgery	Representative from Industry/Corporate Sector/Allied Areas	Project Coordinator, Schnell Technologies, Pune
6.	Mr Prabhatkumar G. Yadav	Alumni Member	Assistant Professor, Department of Geography, B. K. Birla College, Kalyan

Name and Signature of the Ad hoc BoS Chairperson: Dr Dipesh Karmarkar

Dipesh Karmarkar

Name and Signature of the Dean: Dr Prashant Kelkar

Prashant Kelkar

