



HYDERABAD (SIND)
NATIONAL COLLEGIATE BOARD

HSNC Board's

Smt. Chandibai Himathmal Mansukhani College (Autonomous)

(Affiliated to the University of Mumbai)

University College Code : 217-JD Office : T14



Estd. 1965

Principal : Dr. Manju Lalwani Pathak

Ref. No: CHM (A) AC/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 History 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 History (SEM-I), S.Y.B.A. in History (SEM-III) and F.Y.B.A. in History (SEM-II) & S.Y.B.A. in History (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 History 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 History, in continuation with syllabus of F.Y.B.A. in History and S.Y.B.A. in History 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



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

Bachelor of Arts
(History)
(Aided Course)

Semester – I

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

PREAMBLE

The study of Ancient Indian History is a journey into the heart of civilization itself, a exploration that reveals the genesis of a rich and complex culture, society, and political landscape. This period, spanning from the Indus Valley Civilization to the Gupta Empire and beyond, lays the foundation for much of what we know and recognize as India today. By delving into the archaeological discoveries, the textual evidence, and the myriad stories preserved in ancient literature, we gain a deeper understanding of the roots of Indian thought, artistic expression, and the very fabric of Indian identity. This is a journey that not only illuminates the past but also sheds light on the present, offering valuable lessons about the evolution of human civilization and the enduring power of cultural heritage. The study of Indian history is crucial for understanding the rich cultural tapestry, social-cultural evolution, and political developments that have shaped the Indian subcontinent. It provides valuable insight into the roots of diver's tradition, language and customs, fostering a sense of identity and continuity among its people.

PROGRAMME OUTCOMES (POs)

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

PO1. Disciplinary Knowledge

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

PO2. Communication Skills

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

PO3. Critical Thinking and Problem Solving

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

PO4. Research with Digital Competence

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

PO5. Ethics and Professional Values

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

PO6. Leadership and Teamwork

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

PO7. Social, Cultural and Environmental Responsibility

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

PO8. Employability and Entrepreneurship

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

PO9. Lifelong Education

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Students will acquire knowledge of the Indian human journey from Indus Valley Civilization to Modern India.

PSO2: Students will be aware of socio-economic, political and cultural aspects of Indian History.

PSO3: Student will develop critical thinking and historical methods to analyze sources.

PSO4: It will generate an interest in students so that they will go for higher studies to gain expertise in specific areas of historical knowledge.

PSO5: It will enable students to interpret events and draw conclusions about India's past.

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

**First Year B. A.
(History)
Semester- I**

**Title: Ancient India: From Earliest Times to 6th
Century BCE**

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

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

Title: Ancient India: From Earliest Times to 6th Century BCE

Course Code: CHMHIS11

Sr.No.	Heading	Particulars
1	Description the Course:	This course introduces students to the distant past of the Indian subcontinent, and familiarizes students with the various sources of Ancient Indian History. It teaches the processes of evolution of Indian society, culture, economic and political institutions. It orients students and imparts doctrines of the Ancient Indian religious sects. It provides valuable insights into the roots of diverse tradition, language and customs, fostering a sense of identity and continuity among its people.
2	Vertical 1	Major
3	Type	Theory+Practicum. (Teaching Methods: Lecture, Discussion, Presentation and case study.)
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To introduce students to the distant past of the Indian subcontinent CO (A) 2. To familiarize students with the various sources of Ancient Indian History. CO (A) 3. To teach the processes of evolution of Indian society, culture, economic and political institutions. CO (A) 4. To orient students and impart doctrines of the Ancient Indian religious sects.	
8	Course Outcomes: Student will be able to CO1: Identify Ancient Indian sources. CO2: Comprehend the Ancient Indian social, religious and Political processes. CO3: Understand and relate with the ancient Indian traditions and wisdom CO4: Get sensitized regarding multi-religious roots of Indian culture.	

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Syllabus

UNIT I: Sources of Ancient India: AI Tool Integrated: Pdf.AI

- Archaeological Sources.
- Literary Sources.
- Foreign Travellers Accounts.

UNIT II: Indus Valley Civilization

- Social and Economic Life.
- Religious Life.
- Town Planning and Decline of the Civilization.

UNIT III: Vedic Age

- Political and social Life.
- Economic and Religious Life.
- Janapada- Administration.

UNIT IV: India during 6th Century BCE

- 16 Mahajanapadas
- Jainism and Buddhism.
- Greek Invasion.

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt 4 questions.

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

Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and ChatGPT
 PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.

	Assessment / evaluation. AI tools: PDF. AI and ChatGPT	Marks
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	<table border="1"> <tr> <td>1</td> <td>Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence)</td> <td>20</td> </tr> <tr> <td>2.</td> <td>Timeline Preparation</td> <td>05</td> </tr> <tr> <td>3.</td> <td>Project and presentation / Viva</td> <td>15</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 40</td> </tr> </table>	1	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence)	20	2.	Timeline Preparation	05	3.	Project and presentation / Viva	15			Total 40
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2.	Timeline Preparation	05											
3.	Project and presentation / Viva	15											
		Total 40											
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Agarwal D.P., <i>The Archaeology of India</i>, (Delhi Select Book Services) Syndicate, 1984 2. Allichin –B-Zidget and F. Raymond, <i>Origin of a Civilization – The History and early Archaeology of South Asia</i>, (Delhi Oxford and IBH), 1994. 3. Ayyanger, S.K., <i>Ancient India and South Indian History Culture</i>, Oriental Book Agency, Pune, 1941. 4. Basham A.L., <i>The Wonder that was India</i>, Rupa& Co., 1998. 5. Bhattacharya N.N., <i>Ancient Indian Rituals and their Social Contents</i>, Manohar Publications, Delhi, 1996. 6. Chakravarty Uma, <i>The Social Dimensions of Early Buddhism</i>, MunshiramManoharlal, Delhi, 1996. 7. Chakravarty, K.C., <i>Ancient Indian Culture and Civilization</i>, Vora and Company, Bombay, 1952. 8. Jha, D.N., <i>Ancient India in Historical Outline</i>, Motilal Banarasidas, New Delhi, 1974 9. Kautilya, <i>The Arthashastra</i>, Penguin Books, 1987. 10. Kulkarni, C. M., <i>Ancient Indian History and Culture</i>, Karnataka Publishing House, Mumbai, 1956. 11. Luniya B.N., <i>Life and Culture in Ancient India</i>, Lakshmi Narain Agarwal, Agra, 1994. 												

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

**First Year B. A.
(History)
Semester-I**

**Vertical - 2
Minor Subject - 2 Credits**

Not Applicable

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

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

First Year B. A.

Semester-I

Title: Open Elective

**Vertical - 3
OE - 2 Credits**

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



HSNC Board's

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Estd. Year
1965

Faculty of Interdisciplinary

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

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



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

**First Year B. A.
(History)
Semester- I**

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

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

Title: Introduction to Indian Archaeology

Course Code: CHMHIS13

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces the students to basic tenets of Indian Archaeology. It familiarizes students with various cultures from pre-historic period onwards. It develops interest in students of Palaeolithic and Mesolithic Cultures, Neolithic Cultures and Chalcolithic Cultures. It familiarizes the students with the early human settlements in India, including the Stone Age, the Bronze Age, Chalcolithic Age and the Iron Age.
2	Vertical 4	Vocational Skill Course (VSC)
3	Type	Theory+Practicum. (Teaching Methods: Lecture, Discussion, Presentation and case study.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A) 1. To introduce the students to basic tenets of Indian Archaeology.</p> <p>CO (A) 2. To familiarize students with various cultures from pre-historic period onwards.</p> <p>CO (A) 3. To develop interest in students of Palaeolithic and Mesolithic Cultures, Neolithic Cultures and Chalcolithic Cultures.</p> <p>CO (A) 4 To orient students with the early human settlements in India, including the Stone Age, the Bronze Age, Chalcolithic Age and the Iron Age.</p>

<p>8</p>	<p>Course Outcomes: Student will be able to</p> <p>CO1: Know about the tools and techniques used by early humans and the evolution of their societies.</p> <p>CO2: Understand the evolution of Indian civilization from the earliest times to the present day.</p> <p>CO3. Sensitize about archaeological remains from different regions of India.</p> <p>CO4. Study about the growth of Indian Archaeology</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Introduction and Methods of Archaeology: AI tool Integrated: Canva.com</p> <ul style="list-style-type: none"> • Introduction of Indian archeology • Definitions and Scope • Dating Methods. <p>UNIT II: Pre-historic and Chalcolithic Cultures in India</p> <ul style="list-style-type: none"> • Paleolithic and Mesolithic Cultures • Neolithic Cultures • Chalcolithic Cultures

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Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Attempt 2 questions.

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

Internal Examination: Continuous Evaluation - 20 marks

AI tools: PDF. AI and Perplexity PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.

	Assessment / evaluation. AI tools: PDF. AI and Perplexity	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10
2.	Project and presentation / Viva	10
		Total 20

11

REFERENCES:

1. Agrawal D. P. and DK Chakraborty (ed) Essays in Indian Proto history, DK Publishers, Delhi, 1979
2. Allchin FR., A Source book of Indian Archaeology, New Delhi, 1972
3. Ghosh A., Encyclopaedia of Indian Archaeology, Munskurin Manoharlal Pub., New Delhi, 1990
4. Khanna A.N., Archaeology of India, New Delli, 1981
5. Lal B., Prehistoric and Protohistoric Period, New Delhi, 1950
6. Mirashi V.V., History and Inscriptions of the Satvahans and Western Kshatras, Bombay, 1981
7. Masura V.N., Stone Age India an Ecological Perspective. Man and Environment, 1990
8. Paddaya K. (ed) Recent Studies in Indian Archaeology, New Delhi ICHR, 2002
9. Rao S. R., Lothal and the Indus Civilization, Bombay, 1973.
10. Renfrew. C and P. Bahn, Archeology: Theories and Methods and Practice, Thames and Hudson, London 1991
11. Sankalia MD., Prehistory and Protohistory of India and Pakistan, Poona, 1975.

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Title: Introduction to Competitive Examinations

Course Code: CHMHIS14

Sr.No.	Heading	Particulars
1	Description the Course:	This course aims to create awareness about the competitive examinations and career opportunities of administrative services at state level and national level. .The course seeks to orient and guide the students towards preparing for various posts offered by competitive examinations such as UPSC, MPSC, Staff Selection and others. It aims to provide guidance and preparation strategy about competitive examinations in the beginning of the course so that they can plan their career systematically.
2	Vertical 4	Skill Enhancement Course (SEC)
3	Type	Theory+Practicum. (Teaching Methods: Lecture, Discussion, Presentation and case study.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO (A) 1. To create awareness about the competitive examinations CO (A) 2. To highlight the career opportunities of administrative services at state level and national level. CO (A) 3. To orient and guide the students towards preparing for various posts offered by competitive examinations such as UPSC, MPSC, Staff Selection and others. CO (A) 4. To provide guidance and preparation strategy about competitive examinations in the beginning of the course so that they can plan their career systematically.	

8	<p>Course Outcomes: Student will be able to</p> <p>CO1: Gain a comprehensive understanding of the nature of competitive examinations.</p> <p>CO2. Get advice and a well-planned strategy for competitive exams.</p> <p>CO3. Gain exposures to learning and competition to build confidence.</p> <p>CO4. Build a solid career foundation by developing IQ, logical reasoning, and analytical thinking skills.</p>												
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Basic information on Competitive Examinations: AI tool Integrated – Kahoot.com</p> <ul style="list-style-type: none"> • NET and SET exam • U.P.S.C Examinations: eligibility criteria, the Exam pattern, Syllabus of Examination. • M.P.S.C & Staff Selection Examinations: eligibility criteria, the Exam pattern, Syllabus of Examination. <p>UNIT II: Preparation Strategy for Competitive Exams</p> <ul style="list-style-type: none"> • Essential Rules & Effective Strategies to achieve Goal: Desire, Positive Approach, Self-Belief, Self-Awareness, Effective Goal Setting. • Syllabus Preparation: Reasoning Ability, General Intelligence, Quantitative Aptitude, Data Interpretation. Language proficiency, Analyzing, Previous year Question papers, Quality Study Material. • Effective Learning Methods and techniques: Self Study plan, General Awareness, Current Affairs, Soft Skills, Time Management, and Mock Test. 												
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p>External Examination: Semester End External - 30 marks Time: 1:00 hour</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt 2 questions.</p> <table border="1" data-bbox="329 1509 1495 1686"> <thead> <tr> <th>Question No</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 30</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 20 marks AI tools: PDF. AI and Perplexity PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.</p>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15			Total 30
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Q1	Theory	15											
Q2	Theory	15											
		Total 30											

	<table border="1"> <thead> <tr> <th></th> <th>Assessment / evaluation. AI tools: PDF. AI and Perplexity</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)</td> <td>10</td> </tr> <tr> <td>2.</td> <td>Project and presentation / Viva</td> <td>10</td> </tr> <tr> <td colspan="2"></td> <td>Total 20</td> </tr> </tbody> </table>		Assessment / evaluation. AI tools: PDF. AI and Perplexity	Marks	1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10	2.	Project and presentation / Viva	10			Total 20
	Assessment / evaluation. AI tools: PDF. AI and Perplexity	Marks											
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10											
2.	Project and presentation / Viva	10											
		Total 20											
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Aggarwal R.S., Arithmetic for Competitive Examinations, S Chand Publishing, New Delhi, 2017 2. Aggarwal R.S., Mathematics for CDS Entrance Examination, S Chand Publishing, New Delhi, 2018 3. Aggarwal R.S., Verbal Reasoning, (Hindi), S Chand Publishing, New Delhi, 2017 4. Lakshmikant M., Indian Polity (Marathi) other Competitive Exam of Maharashtra State, Macgraw-Hill Publication, Delhi, 2021 5. Saurabh Kumar, UPSC PRELIMS Simplified 4th Edition, Unique Academy, Pune, 2021 6. Om Shatrughna Kharat, Manohar Dharmaraj Pawar, Maharashtraatil Jilhe (Marathi), Unique Academy, Pune, 2021 												

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

First Year B. A.

Semester-I

Vertical - 5

Ability Enhancement Course (AEC) - 2 Credits

Value Education Course (VEC)-2 Credits

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

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

First Year B. A.

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


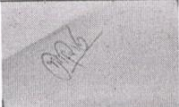
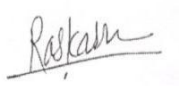
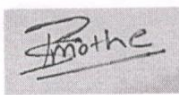
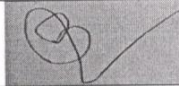
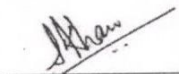
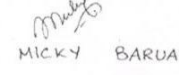

	Assessment / evaluation	Marks
1.	Writing Assignment: Students are required to draft a job application letter along with a resume using the following AI assistance: Canva Resume Builder, Resume.oi, Zety, Novopresume, Rezi etc OR Prepare an effective LinkedIn profile for professional networking and career 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.
3. Lesikar, Raymond V., et al. *Business Communication: Connecting in a Digital World*. 13th ed., McGraw-Hill Education, 2014.
4. Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. 12th ed., Cengage Learning, 2021.
5. Rizvi, M. Ashraf. *Effective Technical Communication*. Tata McGraw-Hill, 2005.
6. Eberhard, Jane, et al. *Developing Academic Literacy: A Handbook for International Students*. Palgrave Macmillan, 2022.
7. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford UP, 2013.
8. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
9. Goleman, Daniel. *Working with Emotional Intelligence*. Bantam, 1998.
10. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books, 1990.
11. Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster, 2004.
12. Jones, Leo. *Cambridge Advanced Communication Skills*. Cambridge UP, 1989.
13. Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge UP, 2006.

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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: CO1: The learner will get understanding of communication skills. CO2: The learner will understand how to accurate the pronunciation of special words in Sindhi CO3: The learner will improve the conversation skill in Sindhi. CO4: The learner will become best communicator in Sindhi language	
8	Learning Outcomes: Student will be able to LO1: Know the basic special features of Sindhi language. LO2: Understand communication skills. LO3: Knowing the conversation with businessmen and customers LO4: Know the etiquettes with parents, relatives, friends and others in effective way	

Syllabus

UNIT I: Fundamental of Sindhi Communication

- Introduction of Communication 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 गुप्तगू
- 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

	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

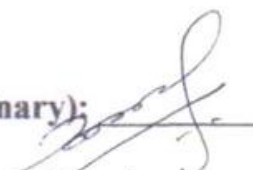
Attempt any 3 out of 4 questions.

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	<p style="text-align: center;">Scheme of Examination and Assessment Pattern Paper – 50 Marks</p> <p>External Examination: Semester End External - 30 marks Time: 1:00 hours Format of Question Paper</p> <p>Attempt all questions.</p> <table border="1" data-bbox="332 462 1494 682"> <thead> <tr> <th>Question No</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>Attempt any two out of five</td> <td>06</td> </tr> <tr> <td>Q2</td> <td>Attempt any three out of five</td> <td>12</td> </tr> <tr> <td>Q3</td> <td>Attempt any three out of fifteen</td> <td>12</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>30</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 20 marks</p> <table border="1" data-bbox="349 724 1485 955"> <thead> <tr> <th></th> <th>Assessment / evaluation</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Class test during lectures (MCQ / Short notes / Match the pairs / Puzzles)</td> <td>10</td> </tr> <tr> <td>2.</td> <td>Participation in Workshop / Conference / Seminar / Case Study / Field Visit / Certificate Course / Project presentation / Viva</td> <td>10</td> </tr> <tr> <td>TOTAL</td> <td></td> <td>20</td> </tr> </tbody> </table>	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		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
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																										
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2.	Participation in Workshop / Conference / Seminar / Case Study / Field Visit / Certificate Course / Project presentation / Viva	10																										
TOTAL		20																										
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa. 2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banarasidas, Delhi 1958. 3. History of Chemistry in Ancient India & Medieval India, P. Ray- Indian Chemicals Society, Calcutta 1956. 4. Charaka Samhita- a scientific synopsis, P. Ray & H.N Gupta National Institute of Sciences of India, New Delhi 1965. 5. MacDonnell A.A- History of Sanskrit literature. 6. Winternitz M- History of Indian Literature Vol. I, II. 7. Dasgupta S.N & De S.K- History of Sanskrit literature Vol' I. 8. Ramkrishna Mission- cultural heritage of India Vol' I, II. 9. Majumdar R. C & Pushalkar A.D- History & culture of the Indian people, Vol. I, II & III. 10. Keith A.B- History of Sanskrit literature. 																											

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


(Dr. Nitin Arekar)



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

First Year B. A.

Semester- I

Vertical - 6

On-Job Training (OJT)-2 Credits

Field Project (FP) -2 Credits

Community Engagement Programme (CEP) -2 Credits

Co-Curricular Course (CC) -2 Credits


Research Project (RP) -2 Credits

Not Applicable

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

	2. Project and presentation / Viva	15
	Total 40	
11	REFERENCES: <ol style="list-style-type: none"> 1. Agarwal D.P., <i>The Archaeology of India</i>, (Delhi Select Book Services) Syndicate, 1984 2. Allichin –B-Zidget and F. Raymond, <i>Origin of a Civilization – The History and early Archaeology of South Asia</i>, (Delhi Oxford and IBH), 1994. 3. Ayyanger, S.K., <i>Ancient India and South Indian History Culture</i>, Oriental Book Agency, Pune, 1941. 4. Basham A.L., <i>The Wonder that was India</i>, Rupa& Co., 1998. 5. Bhattacharya N.N., <i>Ancient Indian Rituals and their Social Contents</i>, Manohar Publications, Delhi, 1996. 6. Chakravarty Uma, <i>The Social Dimensions of Early Buddhism</i>, MunshiramManoharlal, Delhi, 1996. 7. Chakravarty, K.C., <i>Ancient Indian Culture and Civilization</i>, Vora and Company, Bombay, 1952. 8. Jha, D.N., <i>Ancient India in Historical Outline</i>, Motilal Banarasidas, New Delhi, 1974 9. Kautilya, <i>The Arthashastra</i>, Penguin Books, 1987. 10. Kulkarni, C. M., <i>Ancient Indian History and Culture</i>, Karnataka Publishing House, Mumbai, 1956. 11. Luniya B.N., <i>Life and Culture in Ancient India</i>, Lakshmi Narain Agarwal, Agra, 1994. 	

Department of History:

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Samuel Wesley	Professor and Head, Department of History Smt. CHM College, Ulhasnagar	

Name & Signature of the Ad hoc BoS Chairperson: Dr. Samuel Wesley 

Name & Signature of the Dean: Dr. Prashant Kelkar 





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

Bachelor of Arts
(History)
(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.
(History)**

Semester- II

**Title: Early medieval period (mid 350 BCE–1200
CE)**

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

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

Title: Early medieval period (mid 350 BCE–1200 CE)
Course Code: CHMHISII1

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the early medieval past of the Indian subcontinent, and familiarizes students with the various sources of Early Medieval Indian History. It teaches the processes of evolution of Indian society, culture, economic and political institutions. It orients students and imparts doctrines of the Ancient Indian religious sects. It provides valuable insights into the roots of diverse tradition, language and customs, fostering a sense of identity and continuity among its people.
2	Vertical 1	Major
3	Type	Theory
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To introduce students to the Mauryan empire, Sungas, Kushanas and Satavahanas. CO (A) 2. To familiarize students with the North and South Indian dynasties. CO (A) 3. To teach the processes of law and order, taxation systems in ancient India. CO (A) 4. To orient students and impart doctrines of the Ancient Indian religious sects.	
8	Course Outcomes: Student will be able to CO1: Explain the political history of Ancient India. CO2: Analyse the Ancient Indian social, religious and Political processes. CO3: Understand the chronology of ancient Indian history. CO4: Trace the transition from ancient to medieval Indian history.	

9

Syllabus

UNIT I: Mauryan and Post Mauryan Period (322 BCE to 320 CE)

- Chandragupta Maurya and Ashoka
- Mauryan Administration
- Post Mauryan Dynasties- Shunga, Kushana and Satavahana

UNIT II: Gupta Age (320 CE to 600 CE)

- Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II
- Administration.
- Debate of ‘Classical Age’

UNIT III: Post Gupta Period (600 CE to 1000 CE)

- The Age of Harshavardhana
- The Rise of Rajput States
- Arab Invasion of Sindh.

UNIT IV: Major Dynasties of Deccan and South India. AI Tool Integrated: ChatGPT

- Cholas
- Rashtrakutas
- Spread of Indian Culture in South-East Asia.

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt 4 questions.

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

Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and Perplexity
 PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document

	Assessment / evaluation . AI tools: PDF. AI and Perplexity	Marks
1.	Class Test (Short notes/ MCQ’s/ Match the Pairs/ Answer in one sentence/ Puzzles)	25
2.	Project and presentation / Viva	15
		Total 40

11	<p>REFERENCES:</p> <ol style="list-style-type: none">1. Agarwal D.P., <i>The Archaeology of India</i>, (Delhi Select Book Services) Syndicate, 19842. Allichin –B-Zidget and F. Raymond, <i>Origin of a Civilization – The History and early Archaeology of South Asia</i>, (Delhi Oxford and IBH), 1994.3. Ayyanger, S.K., <i>Ancient India and South Indian History Culture</i>, Oriental Book Agency, Pune, 1941.4. Basham A.L., <i>The Wonder that was India</i>, Rupa& Co., 1998.5. Bhattacharya N.N., <i>Ancient Indian Rituals and their Social Contents</i>, Manohar Publications, Delhi, 1996.6. Chakravarty Uma, <i>The Social Dimensions of Early Buddhism</i>, MunshiramManoharlal, Delhi, 1996.7. Chakravarty, K.C., <i>Ancient Indian Culture and Civilization</i>, Vora and Company, Bombay, 1952.8. Jha, D.N., <i>Ancient India in Historical Outline</i>, Motilal Banarasidas, New Delhi, 19749. Kautilya, <i>The Arthashastra</i>, Penguin Books, 1987.10. Kulkarni, C. M., <i>Ancient Indian History and Culture</i>, Karnataka Publishing House, Mumbai, 1956.11. Luniya B.N., <i>Life and Culture in Ancient India</i>, Lakshmi Narain Agarwal, Agra, 1994.

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

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

Semester- II

**Vertical - 3
OE - 2 Credits**

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



HSNC Board's

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14



Faculty of Interdisciplinary

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

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



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

**First Year B. A.
(History)
Semester- II**

**Title: Introduction to the History of Indian
Coinage**

**Vertical - 4
VSC - 2 Credits**

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

Title: Introduction to the History of Indian Coinage
Course Code: CHMHISII3

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces the students to basic tenets of Indian Coinage. It familiarizes students with various coinage from historic period onwards. It develop interest in students of Punchmarked and Satavahana Coins, Gupta Coins and medieval coins. It familiarizes the students with contribution of numismatics to ancient Indian History.
2	Vertical 4	VSC
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO (A) 1. To introduce the students to basic tenets of Indian Coinage. CO (A) 2. To familiarize students with in depth numismatic research. CO (A) 3. To develop interest in students for ancient coins as tangible artefacts from different areas. CO (A) 4. To orient students with a systematic chronological classification of ancient Indian coins.	
8	Course Outcomes: Student will be able to CO1: Explain the evolution of coinage in ancient India. CO2: Understand numismatics, including the ability to analyze ancient Indian coins. CO3. Identify holistic perspective on the role of coins in ancient Indian societies. CO4. Analyse the the scholarly discourse on ancient Indian coins. . .	

9

Syllabus

UNIT I: Understanding Coins in India. AI tool integrated: Perplexity

- Definition and History of Indian Numismatics
- Ancient Indian Coinage: Punch-Marked, Satavahana, and Gupta Coins
- Medieval Indian coins, Maratha coins, coins of some Princely States, British Indian coins

UNIT II: Relevance of Indian Coins

- Coins of independent India – Fractional currency to decimal system
- Contribution of Numismatics to Indian History & culture
- Field visit / activity based learning on coin collection and exhibition

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Attempt 2 questions.

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

Internal Examination: Continuous Evaluation - 20 marks PDF. AI and ChatGPT

PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document

	Assessment / evaluation. AI tools: PDF. AI and ChatGPT	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10
2.	Project and presentation / Viva	10
Total		20

REFERENCES:

1. Altekar A. S., *Coinage of the Gupta Empire*, Numismatic Society of India, Varanasi, 1957
2. Altekar A.S., *Catalogue of Coins of the Gupta Empire*, Varanasi, Numismatic Society of India, 1937
3. Chakraborty, S. K., *A Study of Ancient Indian Numismatics*, Mymensingh, 1931
4. Datta, Mala, *A Study of the Satavahana Coinage*, Harman Publishing House, Delhi, 1990
5. Gardener P, *The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum*, 1986
6. Goyal S R, *Indigenous Coins of Early India*, Kusumanjali Prakashan, Jodhpur, 1994
7. Handa Devendra, *Tribal Coins of Ancient India*, Aryan Books International, New Delhi, 1997
8. Jha, Amiteshwar and Dilip Rajgor, *Studies in the Coinage of Western Kshatrapas*, Indian Institute of Research in Numismatic Studies, Anjaneri, 1994
9. Rajgor, Dilip, *Punch-Marked Coins of Early Historic India*, Reesha Books, International, 2001
10. Rapson, E J, *Catalogue of Coins of Andhra Dynasty, Western Kshatrapas etc.*, British Museum, London, 1908
11. Sircar D C, *Studies in Indian Coins*, Motilal Banarasidas, Delhi, 1968

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

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

Semester- II

Title: Caves in Maharashtra

**Vertical - 4
SEC - 2 Credits**

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

Title: Caves in Maharashtra
Course Code: CHMHISII4

Sr. No.	Heading	Particulars
1	Description the Course:	This course aims to create awareness about the Caves in Maharashtra and the ancient rock-cut architecture. The course seeks to orient and guide the students about the significance of historical caves in Maharashtra. It aims to highlight the cultural and religious roles of caves.
2	Vertical 4	SEC
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO (A) 1. To create awareness about the significance of historical caves in Maharashtra</p> <p>CO (A) 2. To highlight the background of caves in India.</p> <p>CO (A) 3. To orient and guide the students in understanding the ancient rock-cut architecture.</p> <p>CO (A) 4. To highlight the cultural and religious roles of caves.</p>
8	Course Outcomes:	<p>Student will be able to</p> <p>CO1: Explain the historical significance of caves in Maharashtra.</p> <p>CO2. Appreciate the rich cultural diversity represented in the caves.</p> <p>CO3. Understand the various religious, and social aspects embedded in the cave structures.</p> <p>CO4. Analyse the unique ecosystems associated with caves.</p> <p>.</p> <p>.</p>

9

Syllabus

UNIT I: Caves: Introduction & Importance

- Introduction, Caves as Source of History
- Background of Caves in India
- Historical significance of Caves.

UNIT II: Caves in Maharashtra

- Some important caves: – Kanheri, Ajanta & Ellora.
- Painting in Caves
- Caves and tourism in Maharashtra.

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Attempt 2 questions.

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

Internal Examination: Continuous Evaluation - 20 marks AI tools: PDF. AI and ChatGPT
 PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document

	Assessment / evaluation .AI tools: PDF. AI and ChatGPT	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10
2.	Project and presentation / Viva	10
Total		20

REFERENCES:

1. Breuil, H. *Four Hundred Centuries of Cave Art*, London, 1952.
2. Deheja, Vidya, *Early Buddhist Rock-Temples*. London, 1981.
3. Fergusson, James Burgess, James, *Cave temples of India*, London, 1880.
4. Nagaraju S. *Buddhist Architecture of Western India*, Delhi, 1981.
5. Neumayer, Erwin, *Prehistoric Indian Rock-Paintings*, Bombay, 1984.
6. Soundara Rajan, K.V. *Cave Temples of the Deccan*, New Delhi, 1981.

**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


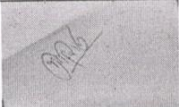
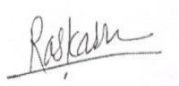
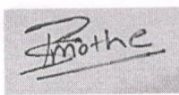
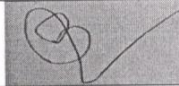
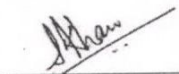
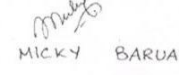

	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance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

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

PREAMBLE

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

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

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

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

PSO-3 Students will understand aspects of language.

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

Smt
Smt. Chandibai Himathmal Mansukhani College
(Autonomous)

First Year

Semester- II

Title: Communication Skills in Sindhi

Vertical - 5
Ability Enhancement Course
2 Credit

with effect from
Academic Year 2025-2026

Title: Communication Skills in Sindhi
COURSE CODE: CHMSINIIAEC

Sr. No.	Heading	Particulars
1	Description the Course:	<p>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.</p> <p>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.</p>
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	<p>Course Objectives: After successful completion of this course: CO1: The learner will get understanding of communication skills. CO2: The learner will understand how to accurate the pronunciation of special words in Sindhi CO3: The learner will improve the conversation skill in Sindhi. CO4: The learner will become best communicator in Sindhi language</p>	
8	<p>Learning Outcomes: Student will be able to LO1: Know the basic special features of Sindhi language. LO2: Understand communication skills. LO3: Knowing the conversation with businessmen and customers LO4: Know the etiquettes with parents, relatives, friends and others in effective way</p>	

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 गुप्तगू (सिंधीअ में):

- वाकुफ़ियत डियण ऐ जाण हासुल करण, वेंती मोकिलण, अर्ज करण, हिदायतूं डियण, सौली सिंधीअ में गालाईण.
- कम करण वारी जगह ते राबतो ऐ कारोबारी राबतो: ग्राहकनि सा गुप्तगू, ऑफिस में पूछताछ, परमीशन, शिकायत पत्र, बैंक जे करमचारियुनि सा गुप्तगू, ग्राहकनि सा गालिहाइणि, 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 डियारण 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

	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

**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

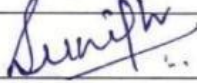
Internal Examination: Continuous Evaluation - 20 marks

	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	



	2. Project and presentation / Viva	15
	Total 40	
11	REFERENCES: <ol style="list-style-type: none"> 1. Agarwal D.P., <i>The Archaeology of India</i>, (Delhi Select Book Services) Syndicate, 1984 2. Allichin –B-Zidget and F. Raymond, <i>Origin of a Civilization – The History and early Archaeology of South Asia</i>, (Delhi Oxford and IBH), 1994. 3. Ayyanger, S.K., <i>Ancient India and South Indian History Culture</i>, Oriental Book Agency, Pune, 1941. 4. Basham A.L., <i>The Wonder that was India</i>, Rupa& Co., 1998. 5. Bhattacharya N.N., <i>Ancient Indian Rituals and their Social Contents</i>, Manohar Publications, Delhi, 1996. 6. Chakravarty Uma, <i>The Social Dimensions of Early Buddhism</i>, MunshiramManoharlal, Delhi, 1996. 7. Chakravarty, K.C., <i>Ancient Indian Culture and Civilization</i>, Vora and Company, Bombay, 1952. 8. Jha, D.N., <i>Ancient India in Historical Outline</i>, Motilal Banarasidas, New Delhi, 1974 9. Kautilya, <i>The Arthashastra</i>, Penguin Books, 1987. 10. Kulkarni, C. M., <i>Ancient Indian History and Culture</i>, Karnataka Publishing House, Mumbai, 1956. 11. Luniya B.N., <i>Life and Culture in Ancient India</i>, Lakshmi Narain Agarwal, Agra, 1994. 	

Department of History:

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Samuel Wesley	Professor and Head, Department of History Smt. CHM College, Ulhasnagar	

Name & Signature of the Ad hoc BoS Chairperson: Dr. Samuel Wesley 

Name & Signature of the Dean: Dr. Prashant Kelkar 





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

**Bachelor of Arts
(History)
(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.
(History)**

Semester- III

Title: Glimpses of World History (1400–1945)

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

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

Title: Glimpses of World History (1400-1945)

Title: Glimpses of World History (1400-1945)

Course Code: CHMHISIII1

Sr.No.	Heading	Particulars
1	Description the Course:	The course " Glimpses of World History (1400–1914) " explores major global transformations from the early modern period to the eve of World War I. It examines the Renaissance, Reformation, Age of Exploration, and the rise of colonial empires. Key themes include the Scientific and Industrial Revolutions, Enlightenment, and the emergence of nation- states. The course also covers revolutions in America, France, and Latin America, alongside imperialism and its impact on Africa and Asia. The rise of capitalism, socialism, and nationalism, along with global conflicts leading up to 1914, are analyzed. Emphasis is placed on interconnected histories and cross-cultural exchanges shaping the modern world.
2	Vertical 1	Major
3	Type	Theory+Practicum. (Teaching Methods: Lecture, Discussion, Presentation and case study.)
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To introduce students to the forces that helped in the modernization of Europe. CO (A) 2. To familiarize students with the forms and impact of Renaissance and Reformation. CO (A) 3. To teach the processes of nationalism and identify the reasons for the manifestations of nationalism in the 19th century CO (A) 4. To orient students to interpret events and appreciate the need for world peace.	
8	Course Outcomes: Student will be able to CO1: Explain Renaissance and Reformation. CO2: Comprehend nationalism and identify the reasons for nationalism. CO3: Evaluate the nature of dictatorships and assess the consequences on world history. CO4: Analyse the reasons for political upheavals and alliances.	

9

Syllabus

UNIT I: Dawn of Modernization of Europe

- Renaissance.
- Reformation
- Geographical Discoveries.

UNIT II: Manifestations of Nationalism

- Unification of Italy
- Unification of Germany
- Zionism and formation of Israel

UNIT III: Rise of Dictatorship

- Kemal Pasha, Reza Shah
- Fascist Government in Italy
- Nazi Government in Germany

UNIT IV: War and Peace

- World War I- Causes and Effects
- World War II – Causes and Effects
- UNO

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt 4 questions.

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

Internal Examination: Continuous Evaluation - 40 marks PDF. AI and ChatGPT

PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document

	Assessment / evaluation. AI tools: PDF. AI and ChatGPT	Marks
1.	Class Test	20

		(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence)	
	2.	Timeline Preparation	05
	3.	Project and presentation / Viva	15
	Total 40		
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Bennis F.L., (1950), <i>European History since 1870</i>, Appleton Century Gofts, New York. 2. Carrie Albercht R.A., (1958), <i>Diplomatic History of European since the Congress of Vienna</i>, Harper, New York. 3. Clyde, P.M., and Beers, B.F., (1966), <i>The Far East: A History of Western Impacts and Eastern Response, 1830-1975</i>, Sixth Edition, Prentice- Hall. 4. Cornwell, R.D, (1981), <i>World History in the Twentieth Century</i>, Addison-Wesley Longman Ltd. 5. Ergang, Robert, (1966), <i>From Renaissance to Waterloo</i>, Third Edition, Heath. 6. Fay S.B., (1999), <i>Origins of the World War 1930</i>, New York- Second Ed. New York Free Press. 7. Fergusson, W and Brunn, G, (1958), <i>A Survey of European Civilization</i>, 3rd edition, Houghton and Co. 8. Fisher S. N., (1971), <i>The Middle East: A History</i>, Rontiedgy & Kegan Paw. 9. Grant and Temperley: <i>Europe in 19 th & 20 th Centuries 1940</i>.5th Ed.Longman New York 10. Hobsbawm, Eric, (1995), <i>Age of Extremes: The Short Twentieth Century 1914- 1991</i>, Viking, Penguin Books. 11. Keylor, William, (2006), <i>The Twentieth Century World and Beyond: International History Since 1900</i>, Oxford University Press. 		

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

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

Semester- III

**Title: Status of Women in Medieval India (1000 C
to 1700CE)**

**Vertical - 1
Major Subject - 2 Credits**

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

Title: Status of Women in Medieval India (1000 CE to 1700CE)

Course Code: CHMHISIII2

Sr. No.	Heading	Particulars
1	Description the Course:	This course explores the social, economic, political, and cultural status of women in Medieval India (1000–1707 CE). It examines the changing roles, rights, and challenges faced by women across different dynasties, including the Delhi Sultanate, Vijayanagara Empire, Rajput, Mughal Empire, Maratha Empire and regional kingdoms. The course covers topics such as education, marriage, property rights, and the influence of religion on gender norms. It also highlights the contributions of prominent women in politics, literature, and society. Through primary sources and historical interpretations, students will gain a deeper understanding of the complexities of women's agency and oppression in medieval Indian history.
2	Vertical 1	Major
3	Type	Practicum. (Teaching Methods: Discussion, Presentation and case study.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO (A) 1. To introduce students to the social, economic, and political status of women in Medieval India.</p> <p>CO (A) 2. To familiarize students with the impact of religious, cultural, and legal traditions on women's lives.</p> <p>CO (A) 3. To teach the contributions of prominent women in medieval Indian history.</p> <p>CO (A) 4. To orient students to critically assess historical sources and interpretations related to gender roles.</p>

8	<p>Course Outcomes: Student will be able to</p> <p>CO1: Understand the social, economic, and political status of women in Medieval India.</p> <p>CO2: Comprehend impact of religious, legal, and cultural traditions on women’s rights.</p> <p>CO3: Evaluate the contributions of influential women in medieval Indian history.</p> <p>CO4: Interpret historical sources and scholarly debates on gender roles.</p>
9	<p style="text-align: center;">Topics for Project</p> <ul style="list-style-type: none"> • Social Practices and Restrictions – Child marriage, purdah system, sati, and widowhood. • Role in Economy – Women’s contribution to agriculture, crafts, and household industries. • Education and Property Rights – Limited access to education and inheritance laws under Hindu and Islamic traditions. • Influence in Bhakti and Sufi Movements – Contributions of saints like Mirabai (1498–1547), Akkamahadevi (12th century), and Bahinabai (1628–1700). • Women in Political Power – Razia Sultana (1205–1240), Nur Jahan (1577–1645), Chand Bibi (1550–1599), Tara Bai (1675–1761) and other female rulers. • Impact of Religious and Social Reforms – Rani Durgavati (1524–1564), Rani Karmavati (16th century) • Role of women in social changes during medieval India.
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Project – 50 Marks</p>

REFERENCES:

1. Ayyappapanicker, K., (1999), *Medieval Indian Literature: An Anthology*, Sahitya Akademi, New Delhi.
2. Bose, Mandakranta, (2018), *Women in the Hindu Tradition: Rules, Roles, and Exceptions*, Routledge, London.
3. Chakravarti, Uma, (1998), *Rewriting History: The Life and Times of Pandita Ramabai*, Zubaan, New Delhi.
4. Chitnis, K.N., (2003), *Socio-Economic History of Medieval India*, Atlantic Publishers, New Delhi.
5. Habib, Irfan, (1999), *Medieval India: The Study of a Civilization*, National Book Trust, New Delhi.
6. Hasan, Farhat, (2004), *State and Locality in Mughal India: Power Relations in Western India (1572–1730)*, Cambridge University Press, Cambridge.
7. Jain, Meenakshi, (1996), *Women in Ancient and Medieval India*, Manohar Publishers, New Delhi.
8. Jaiswal, Suvira, (1998), *Caste: Origin, Function, and Dimensions of Change*, Manohar Publishers, New Delhi.
9. Kumar, Nita, (1992), *The Politics of Gender, Community, and Modernity: Essays on Women in Colonial India*, Oxford University Press, New Delhi.
10. Lal, Ruby, (2005), *Domesticity and Power in the Early Mughal World*, Cambridge University Press, Cambridge.
11. Mukherjee, Soma, (2001), *Royal Mughal Ladies and Their Contributions*, Gyan Publishing House, New Delhi.

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

Second Year B. A.

Semester- III

Title: Open Elective

**Vertical - 3
OE - 2 Credits**

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

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	Yogasanās: Intermediate Series
18	Perfumery Course Level 3
19	Workplace And Professional Skills
20	Beautician: Strategic Business Planning III
21	Current Trends In Fashion Designing: Financial Perspective Level 3
22	Basics Of Accounting-III
23	Digital Marketing -III
24	Advanced Trading Strategies In Stock Market



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

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

Semester- III

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

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

Title: Tourist Management

Title: Tourist Management

Course Code: CHMHISIII4

Sr.No.	Heading	Particulars
1	Description the Course:	The course <i>Tourist Management</i> introduces students to the fundamentals of managing tourism as a dynamic and growing industry. It covers key aspects such as tourism planning, marketing, operations, customer service, and sustainable tourism practices. The course explores the role of tourism in economic development, cultural exchange, and heritage preservation. Students will learn about different types of tourism—domestic, international, eco, and heritage—and gain insights into travel behavior, tourism policy, and destination management. By blending theoretical knowledge with practical skills, the course prepares students for careers in the tourism and hospitality sectors.
2	Vertical 4	Skill Enhancement Course (SEC)
3	Type	Theory+Practicum. (Teaching Methods: Lecture, Discussion, Presentation and case study.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO (A) 1. To understand the fundamentals of tourism and its management.</p> <p>CO (A) 2. To develop skills for managing tourism operations efficiently.</p> <p>CO (A) 3. To analyze the role of tourism in socio-economic development.</p> <p>CO (A) 4. To understand the policies and planning required for sustainable tourism.</p>

8	<p>Course Outcomes: Student will be able to</p> <p>CO1: Demonstrate knowledge of key tourism concepts and terminologies.</p> <p>CO2. Evaluate tourism operations and strategies.</p> <p>CO3. Plan and manage tourism activities with a focus on sustainability.</p> <p>CO4. Apply theoretical knowledge in real-world tourism industry settings.</p>																		
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Introduction to Tourism Management</p> <ul style="list-style-type: none"> • Definition, nature and scope of tourism • Types and forms of tourism (domestic, international, eco-tourism, etc.) • Components of tourism: attractions, accessibility, accommodation, amenities <p>UNIT II: Tourism Planning and Development</p> <ul style="list-style-type: none"> • Tourism policies and planning in India, Important tourist destinations in India. • Role of government and private sector in tourism development • Sustainable and responsible tourism practices 																		
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p>External Examination: Semester End External - 30 marks Time: 1:00 hour</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt 2 questions.</p> <table border="1" data-bbox="329 1329 1495 1503"> <thead> <tr> <th>Question No</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>Theory</td> <td>15</td> </tr> <tr> <td>Q2</td> <td>Theory</td> <td>15</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total 30</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 20 marks PDF. AI and ChatGPT</p> <p>PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document</p> <table border="1" data-bbox="347 1824 1492 1906"> <thead> <tr> <th></th> <th>Assessment / evaluation. AI tools: PDF. AI and Perplexity</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Class Test</td> <td>10</td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15			Total 30		Assessment / evaluation. AI tools: PDF. AI and Perplexity	Marks	1.	Class Test	10
Question No	Nature of Questions	Marks																	
Q1	Theory	15																	
Q2	Theory	15																	
		Total 30																	
	Assessment / evaluation. AI tools: PDF. AI and Perplexity	Marks																	
1.	Class Test	10																	

		(Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	
	2.	Project and presentation / Viva	10
			Total 20
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Sharma, J.K. (2004). Tourism Planning and Development (1st ed.). Kanishka Publishers, New Delhi. 2. Swarbrooke, J. (1999). Sustainable Tourism Management (1st ed.). CABI Publishing, Wallingford, UK. 3. Holloway, J.C., & Humphreys, C. (2016). The Business of Tourism (10th ed.). Pearson, London. 4. Roday, S., Biwal, A., & Joshi, V. (2009). Tourism Operations and Management (1st ed.). Oxford University Press, New Delhi. 5. Sinha, P.C. (2000). Travel and Tourism Management (1st ed.). Anmol Publications, New Delhi. 6. Williams, S. (2009). Tourism Geography (3rd ed.). Routledge, London. 		

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

Second Year B. A.

Semester- III

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

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

Field Project

Course Code: CHMHISTIII5

Topics for Project

Sr. No.	Name of the Topic
1	Oral History of Local Freedom Fighters
2	History of Village/City Formation and Settlement Patterns
3	Documentation of Local Temples, Mosques, Churches, or Shrines
4	Study of Forts and Heritage Sites in the Local Area
5	Traditional Water Management Systems (Tanks, Wells, Stepwells)
6	Local Participation in the Indian National Movement
7	History of Cooperative Movements in Maharashtra
8	Dalit and Social Justice Movements at the Grassroots Level
9	Women's Role in Local Social and Political Movements
10	Folk Traditions, Festivals, and Cultural Practices
11	History of Local Markets and Trade Networks
12	Industrialization and Labour Movements in the Region
13	Migration History and Changing Demographics
14	Oral Narratives of Partition or Post-Independence Changes
15	Environmental History of the Local Area
16	History of Education Institutions in the Community
17	Study of Memorials, Statues, and Public Monuments
18	Local Press and Print Culture History
19	Agricultural Practices and Rural Economy (1960 onwards)
20	Community Health Traditions and Indigenous Medicine
21	Urbanization and Slum Development History
22	Caste and Community Relations in Historical Perspective
23	Role of NGOs and Community Organizations in Social Reform
24	Heritage Conservation Awareness and Public History
25	Digital Documentation of Local Historical Sources

**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

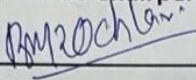
मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
<ul style="list-style-type: none"> ● AI Writing Tools की सहायता से हिंदी लेखन कौशल का अभ्यास, भाषा-संपादन, व्याकरण सुधार, सारांश लेखन एवं रचनात्मक लेखन करना। ● AI की सहायता से दिए गए विषयों पर भाषण, लेख, संवाद एवं लघु-प्रस्तुति तैयार करना तथा भाषा, शैली एवं प्रभावशीलता 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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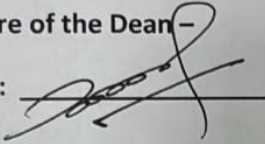
Bos in Hindi :

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)**

First Year

Semester- III

Title: Cocurricular Course I

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

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

Title: Cocurricular Course - I

Course Code: CHMCCI6

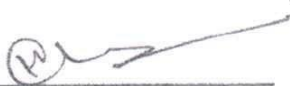
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement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

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

 
Board of Examination


Principal & Chief Controller
Board of Examination

	2. Project and presentation / Viva	15
	Total 40	
11	REFERENCES: <ol style="list-style-type: none"> 1. Agarwal D.P., <i>The Archaeology of India</i>, (Delhi Select Book Services) Syndicate, 1984 2. Allichin –B-Zidget and F. Raymond, <i>Origin of a Civilization – The History and early Archaeology of South Asia</i>, (Delhi Oxford and IBH), 1994. 3. Ayyanger, S.K., <i>Ancient India and South Indian History Culture</i>, Oriental Book Agency, Pune, 1941. 4. Basham A.L., <i>The Wonder that was India</i>, Rupa& Co., 1998. 5. Bhattacharya N.N., <i>Ancient Indian Rituals and their Social Contents</i>, Manohar Publications, Delhi, 1996. 6. Chakravarty Uma, <i>The Social Dimensions of Early Buddhism</i>, MunshiramManoharlal, Delhi, 1996. 7. Chakravarty, K.C., <i>Ancient Indian Culture and Civilization</i>, Vora and Company, Bombay, 1952. 8. Jha, D.N., <i>Ancient India in Historical Outline</i>, Motilal Banarasidas, New Delhi, 1974 9. Kautilya, <i>The Arthashastra</i>, Penguin Books, 1987. 10. Kulkarni, C. M., <i>Ancient Indian History and Culture</i>, Karnataka Publishing House, Mumbai, 1956. 11. Luniya B.N., <i>Life and Culture in Ancient India</i>, Lakshmi Narain Agarwal, Agra, 1994. 	

Department of History:

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Samuel Wesley	Professor and Head, Department of History Smt. CHM College, Ulhasnagar	

Name & Signature of the Ad hoc BoS Chairperson: Dr. Samuel Wesley 

Name & Signature of the Dean: Dr. Prashant Kelkar 





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

Bachelor of Arts
(History)
(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.
(History)**

Semester- IV

Title: Age of Revolutions (1765–1950)

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

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

Title: Glimpses of World History (1400-1945)

Title: Age of Revolutions (1765-1950)

Course Code: CHMHISIV1

Sr. No.	Heading	Particulars
1	Description the Course:	The course " Age of Revolutions (1765–1950) " explores major global transformations from the early modern period to the eve of World War I. It examines the various revolutions. Key themes include the Scientific and Industrial Revolutions, and the emergence of nation-states. The course also covers revolutions in America, France, and Latin America, alongside imperialism and its impact on Africa and Asia. The rise of capitalism, socialism, and nationalism, along with global conflicts leading up to 1914, are analyzed. Emphasis is placed on interconnected histories and cross-cultural exchanges shaping the modern world.
2	Vertical 1	Major
3	Type	Theory+Practicum. (Teaching Methods: Lecture, Discussion, Presentation and case study.)
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO (A) 1. To introduce students to the forces that helped in the modernization of Europe.</p> <p>CO (A) 2. To familiarize students with the forms and impact of various Revolutions.</p> <p>CO (A) 3. To teach the processes of revolution and identify the reasons for the manifestations of revolution</p> <p>CO (A) 4. To orient students to interpret events and appreciate the need for world peace.</p>
8	Course Outcomes:	<p>Student will be able to</p> <p>CO1: Explain Revolutions against monarchies.</p> <p>CO2: Analyse Revolutions in Asia.</p> <p>CO3: Evaluate the nature of Industrial Revolution.</p> <p>CO4: Recognize the reasons for Russian Revolution.</p>

9

Syllabus

UNIT I: Revolutions Against Monarchies

- American Revolution
- French Revolution
- Revolutions of 1848

UNIT II: Revolutions in Asia

- Chinese Nationalist Revolution (1905 - 1911)
- Chinese Communist Revolution (1912-1949)
- Indonesian Independence movement

UNIT III: Industrial Revolution

- Causes
- Scientific developments
- Effects

UNIT IV: Russian Revolution

- 1905
- 1917
- Reign of Stalin

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt 4 questions.

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

Internal Examination: Continuous Evaluation - 40 marks PDF. AI and ChatGPT

PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document

	Assessment / evaluation. AI tools: PDF. AI and ChatGPT	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/	20

		Puzzles)	
	2.	Project and presentation / Viva	20
			Total 40
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Bennis F.L., (1950), <i>European History since 1870</i>, Appleton Century Gofts, New York. 2. Carrie Albercht R.A., (1958), <i>Diplomatic History of European since the Congress of Vienna</i>, Harper, New York. 3. Clyde, P.M., and Beers, B.F., (1966), <i>The Far East: A History of Western Impacts and Eastern Response, 1830-1975</i>, Sixth Edition, Prentice- Hall. 4. Cornwell, R.D, (1981), <i>World History in the Twentieth Century</i>, Addison-Wesley Longman Ltd. 5. Ergang, Robert, (1966), <i>From Renaissance to Waterloo</i>, Third Edition, Heath. 6. Fay S.B., (1999), <i>Origins of the World War 1930</i>, New York- Second Ed. New York Free Press. 7. Fergusson, W and Brunn, G, (1958), <i>A Survey of European Civilization</i>, 3rd edition, Houghton and Co. 8. Fisher S. N., (1971), <i>The Middle East: A History</i>, Rontiedgy & Kegan Paw. 9. Grant and Temperley: <i>Europe in 19 th & 20 th Centuries 1940</i>.5th Ed.Longman New York 10. Hobsbawm, Eric, (1995), <i>Age of Extremes: The Short Twentieth Century 1914- 1991</i>, Viking, Penguin Books. 11. Keylor, William, (2006), <i>The Twentieth Century World and Beyond: International History Since 1900</i>, Oxford University Press. 		

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

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

Semester- IV

Title: History of Medieval Deccan (1200-1680 CE)

**Vertical - 1
Major Subject - 2 Credits**

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

Title: History of Medieval Deccan (1200-1680 CE)

Course Code: CHMHISIV2

Sr. No.	Heading	Particulars
1	Description the Course:	This course explores the history of the Deccan region in India from the 13th to the 17th century, covering the major dynasties and kingdoms that ruled the area during this period. Learners will learn about the political, social, economic, and cultural developments that shaped the region's history.
2	Vertical 1	Major
3	Type	Practicum. (Teaching Methods: Discussion, Presentation and case study.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO (A) 1. To introduce students to the Deccan History in Medieval India. CO (A) 2. To familiarize students with the rise and fall of major dynasties. CO (A) 3. To teach the social and cultural developments in medieval Indian history. CO (A) 4. To orient students to appreciate the significance of Deccan region in Indian history.	
8	Course Outcomes: Student will be able to CO1: Understand the historical developments in the Deccan region. CO2: Comprehend the cultural developments in the Deccan region. CO3: Evaluate the economic developments in medieval Indian history. CO4: Appreciate the significance of Deccan region in Indian history.	

9	<p style="text-align: center;">Topics for Project</p> <ul style="list-style-type: none"> • The Yadavas and Kakatiya Dynasties (1200-1335). • Rise of the Yadava and Kakatiya Dynasties • Political and Economic Developments of The Yadavas Dynasties • Socio-Economic and Cultural Developments of the Kakatiya dynasties. • Vijayanagar Kingdom • Bahamani Kingdom • Maratha Kingdom. • Foundation and Expansion of Vijayanagar Kingdom. • Foundation and Expansion of Bahamani Kingdom. • Socio-Economic and Cultural Development of Vijayanagar Kingdom • Socio-Economic and Cultural Development of Bahamani Kingdom • Rise of Maratha Kingdom under Chhatrapati Shivaji Maharaj
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Project – 50 Marks</p>

11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Ballhatchet, Kenneth, Social Policy and Social Change in Western India, 1817 – 1830, Oxford University Press, 1957. 2. Burton Stein, New Cambridge History of India: Vijayanagara, Cambridge University Press, New, Delhi, 1993. 3. Chitnis, K. N., Glimpses of Maratha Socio- Economic History, Atlantic Publishers & Distributors, New Delhi, 1994. 4. Gordon, Stewart, The New Cambridge History of India, The Marathas, Cambridge University Press. 5. Hardy, A. (2007), Indian Temple Architecture: Form, Function, and Meaning, Indira Gandhi National Centre for the Arts. 6. Harle J.C., The Art and Architecture of the Indian Subcontinent, Penguin Books,
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Harmondsworth, 1986.

7. Kanisetti, A. (n.d.), Lords of the Deccan: Southern India from the Chalukyas to the Cholas, HarperCollins.
8. Mahalingam T. V., Administration and Social Life under Vijaynagar; University of Madras, 1975.
9. Michell, G. (2005), Indian Temple Architecture: Form and Transformation, Indira Gandhi National Centre for the Arts.
10. Nilakanta Sastri K.A., A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Oxford University Press, Madras, 1955.
11. Pande, Susmita, Birth of Bhakti in Indian Religion and Art, Books & Books, New Delhi, 1982.

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

Second Year B. A.

Semester- IV

Title: Open Elective

**Vertical - 3
OE - 2 Credits**



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 B. A.
(History)**

Semester- IV

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

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

Title: Applied History
Course Code: CHMHISIV4

Sr. No.	Heading	Particulars
1	Description the Course:	The course <i>Applied History</i> focuses on the practical application of historical knowledge in contemporary fields such as policy-making, heritage management, media, museums, archives, and education. It emphasizes how history is used beyond academia to address real-world challenges and inform public understanding. Students will explore case studies where historical analysis has influenced legal decisions, urban planning, cultural preservation, and social justice.
2	Vertical 4	Vocational Skill Enhancement Course (VSC)
3	Type	Theory+Practicum. (Teaching Methods: Lecture, Discussion, Presentation and case study.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO (A) 1. To understand the scope and practice of Applied History. CO (A) 2. To develop and execute Applied History Projects. CO (A) 3. To integrate Interdisciplinary Approaches. CO (A) 4. To critically evaluate Public History Initiatives.	
8	Course Outcomes: Student will be able to CO1: Demonstrate knowledge of Applied History. CO2. Develop and execute Applied History Projects. . CO3. Plan and integrate Interdisciplinary Approaches. CO4. Critically evaluate Public History Initiatives.	

9

Syllabus

UNIT I: Foundations of Applied History

- Understanding Applied History
- Methodologies in Applied History
- Ethical Considerations

UNIT II: Applied History in Public Domains

- Heritage Management
- History in Policy and Decision-Making
- Media and Digital History

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Attempt 2 questions.

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

Internal Examination: Continuous Evaluation - 20 marks PDF. AI and ChatGPT

PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document

	Assessment / evaluation. AI tools: PDF. AI and Perplexity	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10

	2. Project and presentation / Viva	10
	Total 20	
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Thapar, Romila, (2005), Public Institutions in India: Essays in the History of Ideas, Oxford University Press, Delhi, 2. Guha, Ramachandra, (2011), The Past as Present: Forging Contemporary Identities Through History, Permanent Black, Delhi, 3. Menon, Nivedita, (2004), Recovering Subversion: Feminist Politics Beyond the Law, Permanent Black 4. Bhattacharya, Neeladri, (2018), The Great Agrarian Conquest: The Colonial Reshaping of a Rural World, Permanent Black, 5. Mukarji, T. B., A Guide to the Exhibition Galleries of the Indian Museum, Indian Museum, Kolkata (various editions) 6. Sengupta, Indra (Ed.), (2021), Archives and Access in India: Situating Public History, Routledge India. 	

**Smt. Chandibai Himathmal Mansukhani
College**

(Autonomous)

Second Year B.A

(Hindi)

Semester – IV

Title : हिंदी भाषा : व्यावहारिक प्रयोग

Vertical - 5

AEC – 2 Credits

with effect from

Academic Year 2025-2026

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

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

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

10.

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

All Questions are Compulsory

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

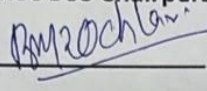
मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
<ul style="list-style-type: none"> ● AI की सहायता से हिंदी भाषा, राजभाषा हिंदी एवं उसके संवैधानिक महत्व पर शोध, सारांश एवं डिजिटल प्रस्तुति (Presentation) तैयार करना। ● AI Grammar एवं Writing Tools का उपयोग करके वर्णमाला, शब्द-भेद, वाक्य-रचना, कारक, विराम-चिह्न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

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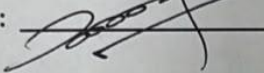
BoS in Hindi :

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

Name & Signature of the Ad-hoc BoS Chairperson -

Dr. Bhavna M. Rochlani : 

Name & Signature of the Dean -

Dr. Nitin Arekar : 



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

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

Semester- IV

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

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

Title: लेखन कौशल्ये - २ (महाजालावरील लेखन)

COURSE CODE: CHMAECMARIII

Sr. No.	Heading	Particulars
1	Description the Course:	<p>राष्ट्रीय शैक्षणिक धोरण - २०२० विद्यार्थ्यांच्या सर्वांगीण विकासावर (Wholistic Development) भर देते. या धोरणात सर्वांगीण विकासाचा भाग म्हणून क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course) या स्तंभांतर्गत भाषिक कौशल्य अभ्यासक्रमाचा समावेश करण्यात आला आहे. कला, वाणिज्य व विज्ञान या विद्याशाखांमध्ये अध्ययन करणाऱ्या विद्यार्थ्यांना तिसऱ्या सत्रामध्ये 'आधुनिक भारतीय भाषां'चे अध्ययन अनिवार्य करण्यात आले आहे. सदर क्षमता वर्धन अभ्यासक्रमाचे स्वरूप प्रामुख्याने भाषाकेंद्री असावे, असेही राष्ट्रीय शैक्षणिक धोरणात नमूद करण्यात आले आहे. विद्यार्थ्यांना विविध प्रकारच्या भाषिक कौशल्यांचा तपशीलवार परिचय करून देणे, तसेच ती कौशल्ये आत्मसात करण्याची संधी विद्यार्थ्यांना उपलब्ध करून देणे, ही या अभ्यासक्रमाची महत्त्वाची उद्दिष्टे आहेत. ही उद्दिष्टे लक्षात घेऊन 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेची आखणी करण्यात आली आहे.</p> <p>आंतरमहाजाल हे एकविसाव्या शतकातील अत्यंत प्रभावी साधन आहे. जगभरातील संगणक एकमेकांशी जोडले जाऊन त्यांचे जाळे तयार झाले आहे. विविध सामाजिक माध्यमस्थळांवर स्वतःचे खाते (अकाउंट) तयार करणे आणि त्यावर मराठी भाषा व देवनागरी लिपीतून लिहिणे, ही समकालीन संपर्क व्यवहारातील आवश्यक बाब झाली आहे. यास अनुसरून आपल्या अभिव्यक्तीला व्यासपीठ मिळवून देणारी अनुदिनी (ब्लॉग) तयार करणे, विकिपीडियावर भोवतालातील भाषा, साहित्य, संस्कृतीशी निगडित माहितीपर व विश्लेषणात्मक नोंदी लिहिणे, सामाजिक माध्यमस्थळांवरील आपल्या खात्यावर सातत्याने अभ्यासपूर्ण लेखन करणे, स्वक्षमतेशी निगडित समाजगट / आभासी कट्टे (कम्युनिटी ग्रुप) तयार करणे, या बाबींसाठी आवश्यक सामाजिक माध्यमस्थळ साक्षरता आणि मराठी भाषा व देवनागरी लिपीतून लिहिण्याची क्षमता 'लेखन कौशल्ये - २ (महाजालावरील लेखन)' (श्रेयांकने २) या अभ्यासपत्रिकेच्या अध्ययनातून विद्यार्थ्यांमध्ये निर्माण होईल.</p>
2	Vertical 5	Ability Enhancement Course
3	Type	Theory
4	Credit	2 Credits (1 Credit = 15 Hours for Theory or 30 Hours of Practical Work in a Semester)
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks

7	<p>Course Objectives:</p> <p>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>

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

hours

Format of Question Paper

All questions are compulsory:

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

Internal Examination: Continuous Evaluation - 20 marks

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

11

संदर्भ ग्रंथ (Reference Books) :

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

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

**Second Year B.A.
(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																
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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

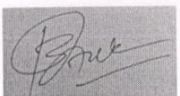


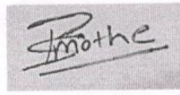
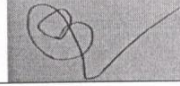
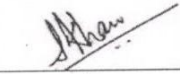
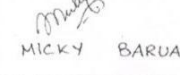

	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance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

11

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- Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2021.
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- 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 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

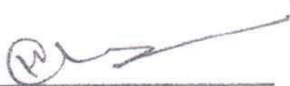
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement 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 colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> Internal Examination: Continuous Evaluation – 20 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 70%;">Assessment / Evaluation</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Reflective journal</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Presentation/ poster presentation/viva</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Activity No	Nature of Activities	Marks	1.	Title of Approved Activity - 1	10	2.	Title of Approved Activity - 2	10	3.	Title of Approved Activity - 3	10	Total		30		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20
Activity No	Nature of Activities	Marks																										
1.	Title of Approved Activity - 1	10																										
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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
(Autonomous)**

Second Year B. A.

Semester- IV

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

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

Field Project in History
Course Code: CHMHISIV5

Topics for Project

- Study of a historical site.
- Study of a historical artifact.
- Examining a local historical event.
- Analysis of the historical record of urban development.
- Folk Stories.
- Local forts
- Local History

**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

	2. Project and presentation / Viva	15
	Total 40	
11	REFERENCES: <ol style="list-style-type: none"> 1. Agarwal D.P., <i>The Archaeology of India</i>, (Delhi Select Book Services) Syndicate, 1984 2. Allichin –B-Zidget and F. Raymond, <i>Origin of a Civilization – The History and early Archaeology of South Asia</i>, (Delhi Oxford and IBH), 1994. 3. Ayyanger, S.K., <i>Ancient India and South Indian History Culture</i>, Oriental Book Agency, Pune, 1941. 4. Basham A.L., <i>The Wonder that was India</i>, Rupa& Co., 1998. 5. Bhattacharya N.N., <i>Ancient Indian Rituals and their Social Contents</i>, Manohar Publications, Delhi, 1996. 6. Chakravarty Uma, <i>The Social Dimensions of Early Buddhism</i>, MunshiramManoharlal, Delhi, 1996. 7. Chakravarty, K.C., <i>Ancient Indian Culture and Civilization</i>, Vora and Company, Bombay, 1952. 8. Jha, D.N., <i>Ancient India in Historical Outline</i>, Motilal Banarasidas, New Delhi, 1974 9. Kautilya, <i>The Arthashastra</i>, Penguin Books, 1987. 10. Kulkarni, C. M., <i>Ancient Indian History and Culture</i>, Karnataka Publishing House, Mumbai, 1956. 11. Luniya B.N., <i>Life and Culture in Ancient India</i>, Lakshmi Narain Agarwal, Agra, 1994. 	

Department of History:

Sr No	Name of the Faculty	Designation and College	Signature
1.	Dr. Samuel Wesley	Professor and Head, Department of History Smt. CHM College, Ulhasnagar	

Name & Signature of the Ad hoc BoS Chairperson: Dr. Samuel Wesley 

Name & Signature of the Dean: Dr. Prashant Kelkar 





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

Bachelor of Arts
(History)
(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.
(History)**

Semester- V

**Title: History of Modern India (1757 CE TO
1947 CE)**

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

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

Title: History of Modern India (1757 CE TO 1947 CE)
(Course Code: CHMHISV1)

Sr. No.	Heading	Particulars
1	Description of the Course:	This course examines the political, economic, social, and cultural transformation of India from the Battle of Plassey (1757) to Independence in 1947. It begins with the expansion of British power under the East India Company and analyses colonial administrative structures, revenue systems, and economic policies that reshaped Indian society. The course studies social and religious reform movements, the impact of Western education, and the emergence of modern political consciousness
2	Vertical 1	Major
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To acquaint the students with the history of the Modern India. CO (A) 2. To study the contribution of Freedom fighters to Indian History. CO (A) 3. To examine the socio-religious reform movements of Modern India. CO (A) 4. To orient students about the Gandhian Era and mass movements of Modern India.	

8 **Course Outcomes:** Student will be able to
CO1: Explain the process of British expansion in India.
CO2. Identify major forms of popular resistance, including the Revolt of 1857
CO3. Trace the growth of Indian nationalism.
CO4. Examine the constitutional developments leading to independence.

9 **Syllabus**
UNIT I: British Expansion and Colonial Rule (1757–1857)

- Rise and Expansion of British Power
- Administrative and Revenue Systems
- Economic and Social Impact of British Policies

UNIT II: Popular Resistance and Socio-Religious Reform (1857–1885)

- Early Revolutionary Ideology
- The Revolt of 1857
- Socio-Religious Reform Movements

UNIT III: Rise of Nationalism and Indian National Movement (1885–1919)

- Moderate Phase
- Extremist Phase
- Revolutionary Movement

UNIT IV: Gandhian Era and Freedom Struggle (1919–1947)

- Non-Co-operation Movement and Civil Disobedience Movement
- Quit India Movement
- Independence and Partition.

10 **Scheme of Examination and Assessment Pattern**
 Paper – 100 Marks
External Examination: Semester End External - 60 marks Time: 2:00 hours
 Format of Question Paper

Attempt 4 questions.

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

Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and ChatGPT

PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.

	Assessment / evaluation: AI tools: PDF. AI and ChatGPT	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	20
2.	Project and presentation / Viva	20
		Total 40

11

REFERENCES:

1. Bhattacharjee Arun, History of Modern India (1707-1947) , Ashish Publishing House, New Delhi 1976 .
2. Chandra Bipan, India's Struggle for Independence, Penguin, New Delhi, 2016.
3. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
4. Sarkar Sumit, Modern India 1885-1947, Macmillan, Madras, 1996.
5. Thapar Romila, Cultural Pasts: Essays in Early Indian History, Oxford University Press, New Delhi, 2000.
6. Aloysius G., Nationalism Without Nation in India, OUP, New Delhi, 1998 .
7. Chakravarti Aroop, The History of India (1857-2000) , Pearson, New Delhi 2012 .
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10. Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966 .
11. Chattergy Partho, The Nation and its Fragments, OUP, New Delhi, 1933

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

Third Year B. A.

(History)

Semester- V

**Title: Contemporary History of Modern India (1947 CE-
2000 CE)**

Vertical - 1

Major Subject - 4 Credits

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

Title: Contemporary History of Modern India (1947 CE-2000 CE)
(Course Code: CHMHISV2)

Sr. No.	Heading	Particulars
1	Description the Course:	This course examines India's political, social, economic, and cultural developments from Independence in 1947 to the end of the twentieth century. It begins with the framing of the Constitution, nation-building, and integration of princely states, followed by the evolution of parliamentary democracy, planning and economic policies, linguistic reorganisation, and foreign policy.
2	Vertical 1	Major
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To acquaint students with Indian history post-independence. CO (A) 2. To understand the process of nation building. CO (A) 3. To create understanding of the major political events like Wars and Emergency. CO (A) 4. To study about new forces in economy like Liberalisation and Globalisation.	
8	Course Outcomes: Student will be able to CO1: Explain the contemporary history of Modern India. CO2. Analyse the important events of Contemporary India. CO3 Identify the challenges of Independence and Partition. CO4. Analyse the political and economic developments in Contemporary India.	

9	<p>Syllabus</p> <p>UNIT I: India after Independence – Nation Building (1947–1964)</p> <ul style="list-style-type: none"> • Independence, Partition and Nation Building • The Indian Constitution and Political System • The Nehru Era: Domestic and Foreign Policy <p>UNIT II: Political Developments and Social Change (1964–1984)</p> <ul style="list-style-type: none"> • Political Developments and Leadership • Wars, Emergency and the Period of Restoration of Democracy • Social Change and Movements <p>UNIT III: Economic Transformation and Regional Issues (1984–1991)</p> <ul style="list-style-type: none"> • The Rajiv Gandhi Era and Administrative Reforms • Regional and Caste Issues • Economic Crisis and the Need for Change <p>UNIT IV: Liberalisation, Globalisation and Contemporary India (1991–2000)</p> <ul style="list-style-type: none"> • Economic Liberalisation and Globalisation • Privatization • Contemporary Politics
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10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p>External Examination: Semester End External - 60 marks Time: 2:00 hours</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt 4 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;">Q1</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q3</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q4</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">60</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and Perplexity</p> <p>PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 80%;">Assessment / evaluation: AI tools: PDF. AI and Perplexity</th> <th style="width: 15%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15	Q3	Theory	15	Q4	Theory	15	Total		60		Assessment / evaluation: AI tools: PDF. AI and Perplexity	Marks	1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/	20
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Q3	Theory	15																							
Q4	Theory	15																							
Total		60																							
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1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/	20																							

		Puzzles)	
	2.	Project and presentation / Viva	20
			Total 40
11	REFERENCES: <ol style="list-style-type: none"> 1. Desai A.R., Social Background of Indian Nationalism, 5th Edition, Popular Prakashan, Bombay, 1976 2. Ganachari Arvind, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication, New Delhi, 2005 3. Keswani K.B., History of Modern India (1800- 1964 4. Pannikar K.N. (ed). National and Left Movement in India, Vikas Publishing House Pvt. Ltd.. New Delhi. 1980. 5. Seal Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971. 6. Guha Ramachandra, India After Gandhi: The History of the World's Largest Democracy, Picador India, New Delhi, 2007. 7. Bose Sugata; Jalal Ayesha, Modern South Asia: History, Culture, Political Economy, Oxford University Press, New Delhi, 2011. 8. Austin Granville, Working of a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999. 9. Khilnani Sunil, The Idea of India, Penguin Books, New Delhi, 1997. 10. Brass Paul R., The Politics of India Since Independence, Cambridge University Press, Cambridge, 1994. 11. Kohli Atul, State-Directed Development: Political Power and Industrialization in the Global Periphery, Cambridge University Press, Cambridge, 2004. 		

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

**Third Year B. A.
(History)
Semester- V**

**Title: Indian Knowledge Systems in Modern
India**

**Vertical - 1
Major Subject - 2 Credits**

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

Title: Indian Knowledge Systems in Modern India
(CHMHISV3)

Sr. No.	Heading	Particulars
1	Description the Course:	This course examines the historical development and contemporary significance of Indian Knowledge Systems (IKS) in modern India. It explores how indigenous traditions in science, medicine, ecology, education, crafts, and philosophy have interacted with colonial and post-independence transformations. Students analyze the continuity, adaptation, and revival of IKS within national policies, including the National Education Policy 2020, and global knowledge frameworks.
2	Vertical 1	Major/IKS
3	Type	Practicum.
	Teaching Methods	Discussion, Presentation and case study
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO (A) 1. To introduce the conceptual foundations of Indian Knowledge Systems (IKS).</p> <p>CO (A) 2. To analyze the impact of colonial policies on indigenous knowledge traditions.</p> <p>CO (A) 3. To examine contemporary efforts to revive, integrate, and innovate IKS.</p> <p>CO (A) 4. To develop interdisciplinary and critical skills.</p>
8	Course Outcomes:	<p>Student will be able to</p> <p>CO1: Explain the historical transformation of Indian Knowledge Systems</p> <p>CO2. Critically evaluate development of Print Media in India</p> <p>CO3. Apply interdisciplinary approach to analyse the growth of social media.</p> <p>CO4. Produce well-structured analytical writing and presentations.</p>

9	<p style="text-align: center;">Topics for Project</p> <ul style="list-style-type: none">• Concept and Scope of IKS• Pre-colonial Knowledge Traditions• Encounter with Colonial Modernity• Education systems (gurukuls, madararasas, pathshalas)• Orientalist and Utilitarian perspectives.• Colonial Impact on Indigenous Knowledge (c. 1757–1947). <ul style="list-style-type: none">• History and Development of Print Media in India.• Social Media: Evolution, Impact and Challenges• Artificial Intelligence and Emerging Media Technologies.
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Project – 50 Marks</p>

11	REFERENCES: <ol style="list-style-type: none">1. Singh, Avadhesh & Kapoor Kapil (eds.), Indian Knowledge Systems, 2 vols. New Delhi: DK Printworld, 2005.2. Mahadevan B., Bhat Vinayak Rajat & Nagendrapavana R. N., Introduction to Indian Knowledge System, New Delhi: PHI Learning, 2022.3. Indian Knowledge System in National Education Policy 2020, Evincepub Publishing, New Delhi, 2023.4. Shashikant Dr. Awasthi, Various Contexts of Indian Knowledge Systems, Chhatarpur: Shashwat Publications, 2024.5. Iyer Uma, Madhu Sharan, Avani Maniar & Rachana Bhangaokar, Indian Knowledge Systems (IKS): A Family and Community Sciences Perspective, Jaipur: Kaav Publications, 2023.6. Ahuja B.N. and Chhabra S. S., <i>Advertising and Public Relations</i>, Surjeet Publications,7. Ahuja Surjeet, <i>Audiovisual Journalism</i>, Surjeet Publications, New Delhi, 1988.8. Andal N, <i>Communication Theories and Models</i>, Himalaya Publishing House, Mumbai..9. Ault Ageeand Emery, <i>Introduction to Mass Communication</i>, Bombay, 1979.10. Baghdadi Rafique, <i>Rajiv Rao, Talking Films</i>, New Delhi, 1995.

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

**Third Year B. A.
(History)
Semester- V**

**Title: Chhatrapati Shivaji Maharaja and His
Times (1630 CE to 1680 CE)**

**Vertical – 1
Electives – 4 credits**

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

Title: Chhatrapati Shivaji Maharaja and His Time (1630 CE to 1680 CE)

(Course Code: CHMHISV4)

Sr. No.	Heading	Particulars
1	Description the Course:	This course studies the life, leadership, and statecraft of Chhatrapati Shivaji Maharaj within the broader political and socio-economic context of seventeenth century Deccan India. It examines the decline of Deccan Sultanates, Mughal expansion, and the rise of the Maratha polity culminating in the coronation at Raigad Fort in 1674. The course highlights concepts of indigenous state formation, military organisation, naval policy, fort architecture, revenue administration, and diplomatic strategy.
2	Vertical 1	Major/Electives
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To introduce the students to the regional history of Maharashtra. CO (A) 2. To familiarize students with the literary sources of the history of the Marathas. CO (A) 3. To help students to understand the forces leading to the establishment of Maratha power under Chhatrapati Shivaji Maharaj. CO (A) 4. To examine the establishment of Swarajya.	
8	Course Outcomes: Student will be able to CO1: Understand the history of Marathas. CO2. Analyse the sources of Maratha history. CO3. Evaluate the society and administration during Maratha period. CO4. Examine the establishment of Swarajya	

9

Syllabus

UNIT I: 17th-Century Deccan and the rise of Chhatrapati Shivaji Maharaj

- Political conditions in the 17th century
- Socio-Cultural conditions
- Rise of Chhatrapati Shivaji Maharaj

UNIT II: Establishment of Swarajya

- Chhatrapati Shivaji Maharaj’s relations with Bijapur
- Chhatrapati Shivaji Maharaj’s relations with the Mughals
- Chhatrapati Shivaji Maharaj’s relations with the Europeans

UNIT III: Coronation, Ideology, and Administrative Statecraft

- Coronation and its significance.
- Civil Administration
- Revenue and Judicial Administration

UNIT IV: Environmental Policy and Expansion of Swarajya

- Environmental and economic foundations: Strategic use of the Sahyadri forts, forest resources, water systems, terrain-based warfare
- Naval policy and coastal assertion: Konkan strategy, shipbuilding initiatives, coastal forts, conflicts with Siddis and Portuguese
- Relations, southern expansion, and legacy: Diplomacy with Bijapur, Mughals, Siddhis, and Portuguese.

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt 4 questions.

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

. Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and ChatGPT

PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.

	Assessment / evaluation: AI tools: PDF. AI and Perplexity	Marks
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	1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	20
	2.	Project and presentation / Viva	20
			Total 40
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Bakshi, S. R. & Sharma, Sri Kant, <i>The Great Marathas – 5, Marathas: The Administrative System</i>, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000. 2. Chitnis, K. N., <i>Glimpses of Maratha Socio- Economic History</i>, Atlantic Publishers & Distributors, New Delhi, 1994. 3. Chitnis, K. N., <i>Glimpses of Medieval Indian Ideas & Institutions</i>, 2nd edition, Mrs. R K Chitnis, Pune, 1981. 4. Deshmukh, R.G., <i>History of Marathas</i>, Nimesh Agencies, Bombay, 1993. 5. Duff, James Grant, <i>History of Mahrattas</i>, Vol. I and Vol. II, R. Cambay & Co., Calcutta, 1912. 6. Fukazawa, Hiroshi, <i>The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries</i>, Oxford University Press, New Delhi, 1991. 7. Gordon, Stewart, <i>Marathas, Marauders, and State Formation in Eighteenth Century India</i>, Oxford University Press, Delhi, 1994. 8. Gordon, Stewart, <i>The New Cambridge History of India, The Marathas</i>, Cambridge University Press, New Delhi, 1998. 9. Gune, Vithal Trimbak, <i>The Judicial System of the Marathas</i>, Deccan College, Pune, 1953. 10. Kotani, Hiroyuki, <i>Western India in Historical Transition – Seventeenth to Early Twentieth Centuries</i>, Manohar Publishers & Distributors, New Delhi, 2002. 11. Kulkarni, A. R., <i>Maharashtra in the Age of Shivaji</i>, Deshmukh & Co., Poona, 1969. 		

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

**Third Year B. A.
(History)
Semester- V**

**Title: Introduction to Sculpture in
Maharashtra**

Minor – 2 Credits

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

Title: Introduction to Sculpture in Maharashtra
(Course Code: CHMHISV5)

Sr. No.	Heading	Particulars
1	Description the Course:	The course Introduction to Sculpture in Maharashtra provides an overview of the rich sculptural heritage of the region from ancient to early modern times. It introduces students to the evolution of sculptural forms, materials, techniques, and iconography across different historical phases. The course examines early Buddhist sculptures at sites such as Ajanta Caves, Ellora Caves, and Elephanta Caves, highlighting religious symbolism and artistic expression.
2	Vertical 2	Minor
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO (A) 1. To introduce students to the basic concept of sculpture. CO (A) 2. To understand the features of ancient, medieval, and modern sculpture in Maharashtra. CO (A) 3. To highlight the cultural and social significance of sculpture. CO (A) 4. To develop interest and aesthetic appreciation of sculpture	
8	Course Outcomes: Student will be able to CO1: Define sculpture and explain its basic characteristics. CO2. Describe the features of ancient sculpture in Maharashtra. CO3. Understand modern and contemporary sculpture in the state. CO4. Recognize the importance of folk and public sculpture	

9	<p>Syllabus</p> <p>UNIT I: Traditional Sculpture of Maharashtra (Ancient and Medieval Period)</p> <ul style="list-style-type: none"> • Sculpture as an Art Form (Meaning and uses of sculpture) • Rock cut and Early Temple Sculpture of Maharashtra (Cave sculpture and temple sculpture) • Regional Temple Tradition in Medieval Period. (Yadava and Maratha period) <p>UNIT II: Folk and Modern Sculpture of Maharashtra (Folk and Modern Period)</p> <ul style="list-style-type: none"> • Folk Sculptural Practice (Village deities and folk form) • Emergence of Modern Sculpture in Maharashtra Impact of colonialism and art institutions– New materials, themes, and styles in modern sculpture • Eminent Sculptors and their contributions Themes, styles, and significance of their works
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10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p>External Examination: Semester End External - 30 marks Time: 1:00 hour</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt 2 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;">Q1</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and ChatGPT</p> <p>PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 85%;">Assessment / evaluation: AI tools: PDF. AI and ChatGPT</th> <th style="width: 10%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Project and 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>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15	Total		30		Assessment / evaluation: AI tools: PDF. AI and ChatGPT	Marks	1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10	2.	Project and presentation / Viva	10	Total		20
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2.	Project and presentation / Viva	10																							
Total		20																							

11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Behl, B. K., & Nigam, S. (1998). The Ajanta Caves: Artistic Wonder of Ancient Buddhist India. 2. Shende, A. S. (n.d.). Tantric Buddhist Sculptures in Maharashtra's Cave Shrines: An Iconographic and Socio-Cultural Study. Research India Press. 3. Kumar, A. (2013). Sculptural Art in Early Buddhist (Hinayana) Caves of Western Maharashtra: A Stylo-Chrono Study. New Bharatiya Book Corporation. 4. Pant, P. (n.d.). Ajanta & Ellora Cave Temples of Ancient India. Lustre Press / Roli Books. 5. Parimoo, R., Kannal, D., & Panikkar, S. (Eds.). (1988). Ellora Caves, Sculptures and Architecture: Collected Papers of the UGC National Seminar. Books & Books. 6. Spink, W. (2005). Ajanta: History and Development, Volume 1. Brill. 7. Spink, W. (2006). Ajanta: History and Development, Volume 2. Brill. 8. Michell, G. (1977). The Hindu Temple: An Introduction to Its Meaning and Forms. University of Chicago Press. 9. Hardy, A. (1995). Indian Temple Architecture: Form and Transformation. Abhinav Publications. 10. Kramrisch, S. (1976). The Art of India: Buddhist, Hindu, Jain. Pelican History of Art. 11. Mahalingam, T. V. (1963). Early South Indian Stone Temples: Form, Iconography and Culture. Asian Educational Services.

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

**Third Year B. A.
(History)
Semester- V**

Title: History of Medicine in India

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

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

Title: History of Medicine in India
(Course Code: CHMHISV6)

Sr. No.	Heading	Particulars
1	Description the Course:	The course <i>History of Medicine in India</i> offers a comprehensive study of the evolution of medical knowledge and healthcare practices from ancient times to the modern period. It examines indigenous systems such as Ayurveda, Siddha, Unani, and Yoga, with reference to classical texts like the Charaka Samhita and Sushruta Samhita, highlighting their theoretical foundations, surgical practices, and pharmacology.
2	Vertical 4	Vocational Skill Course (VSC)
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	2 Credits
5	Lectures allotted	30 Lectures
6	Marks allotted	50 Marks

7	<p>Course Objectives:</p> <p>CO (A) 1. To introduce students to the history of medicine in India.</p> <p>CO (A) 2. To help students understand the development of medical systems.</p> <p>CO (A) 3. To create awareness about the role of medicine in Indian society.</p> <p>CO (A) 4. To develop basic knowledge of traditional and modern medical practices</p>												
8	<p>Course Outcomes: Student will be able to</p> <p>CO1: Identify the main features of ancient Indian medicine.</p> <p>CO2. Explain the medical practices of the medieval period in India.</p> <p>CO3 Describe the growth of modern medicine in India.</p> <p>CO4. Appreciate the importance of traditional and public health systems</p>												
9	<p>Syllabus</p> <p>UNIT I: Ancient and Medieval Medicine in India</p> <ul style="list-style-type: none"> • Ancient Indian Medicine (Ayurveda, Dhanvantari, Charaka, Sushruta and Nagarjun) • Medieval Indian Medicine (Unani system, Hakims) • Traditional Medical Practices (Herbal and home remedies) <p>UNIT II: Modern Medicine in India</p> <ul style="list-style-type: none"> • Medicine during the British Period (Hospitals and medical education) • Medical Development after Independence (Public health and government hospitals) • Present-day Medical System in India (Allopathy and AYUSH) 												
	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p>External Examination: Semester End External - 30 marks Time: 1:00 hour</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt 2 questions.</p> <table border="1" data-bbox="331 1654 1490 1843"> <thead> <tr> <th style="text-align: center;">Question No</th> <th style="text-align: center;">Nature of Questions</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and ChatGPT</p>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15	Total		30
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Total		30											

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Assessment / evaluation: AI tools: PDF. AI and ChatGPT		Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10
2.	Project and presentation / Viva	10
		Total 20

11

REFERENCES:

1. Arnold, D. (1993). *Colonizing the body: State medicine and epidemic disease in nineteenth-century India*. Berkeley, CA: University of California Press.
2. Arnold, D. (2000). *Science, technology and medicine in colonial India*. Cambridge, UK: Cambridge University Press.
3. Bala, P. (1991). *Imperialism and medicine in Bengal: A socio-historical perspective*. New Delhi: Sage Publications.
4. Banerjee, M. (2014). *Power, knowledge, medicine: Ayurvedic pharmaceuticals at the intersection of traditional and modern*. New Delhi: Orient Blackswan.
5. Basham, A. L. (1976). *The practice of medicine in ancient and medieval India*. Delhi: Motilal Banarsidass.
6. Chakrabarti, P. (2010). *Materials and medicine: Trade, conquest and therapeutics in the eighteenth century*. Manchester, UK: Manchester University Press.
7. Cohen, L. (1998). *No aging in India: Alzheimer's, the bad family, and other modern things*. Berkeley, CA: University of California Press.
8. Cueto, M., Brown, T., & Fee, E. (2019). *The world health organization: A history*. Cambridge, UK: Cambridge University Press.

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

**Third Year B. A.
(History)
Semester- V**

**Vertical - 6
Community Engagement Project (CEP) - 2 Credits
(Course Code: CHMHISV7)**

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

Syllabus for Community Engagement Project (CEP) 2C

Faculty of Humanity

Board of Studies in History

Name of the Programme –B.A.

Semester

V

Credits

2

Duration

**30 hrs (Field Work+ Survey)
+ 15hrs (Discussion + Report Writing)
: Total - 45 hrs**

From the Academic Year

2026-27

Name of Faculty:- Humanity
Name of Programme :- B.A.

Duration :- 30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs

Indicative Topics for CEP 2C

Sr. No.	Name of the Topic
1	Oral History of Local Freedom Fighters
2	History of Village/City Formation and Settlement Patterns
3	Documentation of Local Temples, Mosques, Churches, or Shrines
4	Study of Forts and Heritage Sites in the Local Area
5	Traditional Water Management Systems (Tanks, Wells, Stepwells)
6	Local Participation in the Indian National Movement
7	History of Cooperative Movements in Maharashtra
8	Dalit and Social Justice Movements at the Grassroots Level
9	Women's Role in Local Social and Political Movements
10	Folk Traditions, Festivals, and Cultural Practices
11	History of Local Markets and Trade Networks
12	Industrialization and Labour Movements in the Region
13	Migration History and Changing Demographics
14	Oral Narratives of Partition or Post-Independence Changes
15	Environmental History of the Local Area
16	History of Education Institutions in the Community
17	Study of Memorials, Statues, and Public Monuments
18	Local Press and Print Culture History
19	Agricultural Practices and Rural Economy (1960 onwards)
20	Community Health Traditions and Indigenous Medicine
21	Urbanization and Slum Development History
22	Caste and Community Relations in Historical Perspective
23	Role of NGOs and Community Organizations in Social Reform
24	Heritage Conservation Awareness and Public History
25	Digital Documentation of Local Historical Sources

The topics are indicative and the faculty members should allot Community Engagement Project that are relevant and important as per core Subject. The Community Engagement Project may be taken individual or in a group up to 5 students with proper guidance from Faculty.

Evaluation Pattern: -

Evaluation during CEP Program involves two key components: -

External Evaluation 60%

Internal Evaluation 40%

Evaluation Chart

(i) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

(ii) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with Supervisor	10
Overall Report quality	10
Total	20

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

**Third Year B. A.
(History)
Semester- V**

**Vertical - 6
Co-Curricular Course (CC) -2 Credits
(Course Code: CHMCCV)**

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

Department of History

Sr no	Name of Faculty	Designation and College
1	Dr. Samuel Wesley	Professor and Head, Department of History, Smt CHM College (Autonomous), Ulhasnagar
2	Dr. Babban Jadhav	Professor, Dadasaheb Limaye College, Navi Mumbai
3	Dr. Priyamvada Sawant	Professor, H.R. College, HSNCU.
4	Ms. Trishla Sinhvi	Faculty, K.C College

Name & Signature of the Ad hoc BoS Chairperson: Dr. Samuel Wesley

Name & Signature of the Dean: Dr. Prashant Kelkar





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

Bachelor of Arts
(History)
(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.
(History)**

Semester- VI

**Title: History of Modern Maharashtra (1818 CE
to 1960 CE)**

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

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

Title: History of Modern Maharashtra (1818 CE to 1960 CE)
(Course Code: CHMHISV11)

Sr. No.	Heading	Particulars
1	Description of the Course:	This course explores the political, social, economic, and cultural transformation of Maharashtra from the fall of the Peshwa regime in 1818 to the formation of the linguistic state in 1960. It begins with the establishment of British rule and examines administrative changes, revenue settlements, and the impact of colonial policies on agrarian and urban society. The course studies social and religious reform movements led by figures such as Jyotirao Phule, Shahu Maharaj, and Dr. B. R. Ambedkar, along with the growth of education, press, and public associations.
2	Vertical 1	Major
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To acquaint the students with the history of the Modern Maharashtra. CO (A) 2. To explore the impact of British rule and rise of nationalism. CO (A) 3. To examine the socio-religious reform movements of Modern Maharashtra. CO (A) 4. To trace Maharashtra's contribution to India's freedom struggle.	
8	Course Outcomes: Student will be able to CO1: Explain the changes under British rule in modern Maharashtra. CO2. Analyze social and religious reform movements and their relevance CO3. Trace the growth of Indian nationalism. CO4. Examine the process of state formation after independence.	

9

Syllabus

UNIT I: Establishment of British Rule in Maharashtra (1818–1857)

- Fall of the Peshwa, the end of Maratha sovereignty and British annexation (1818CE)
- The British administrative, judicial, and revenue systems in Maharashtra
- Tribal and Peasant Uprisings, popular protests against British rule.

UNIT II: Social and Religious Reform Movements in Maharashtra

- Social structure, caste system, status of women in nineteenth-century Maharashtra
- Role of social reformers and organizations: Justice Ranade and Prarthana Samaj, Mahatma Jyotiba Phule and Satyashodhak Samaj
- Spread of modern education, women’s education, Contribution of reformers towards Emancipation of Women

UNIT III: Rise of Nationalism in Maharashtra and the Indian National Movement (1857–1947)

- Impact of the revolt of 1857 in Maharashtra, Moderates and Extremists in Maharashtra.
- Response to Gandhian Movements in Maharashtra
- Revolutionary movements, Role of peasants, workers, Dalits, and marginalized sections in the freedom struggle

UNIT IV: Post-Independence Maharashtra and State Formation (1947–1960)

- Political reorganization after Independence and the linguistic states debate
- Samyukt Maharashtra Movement: causes, leadership, and mass struggle
- Formation of Maharashtra State on 1 May 1960 and its historical significance

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt 4 questions.

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

Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and ChatGPT
 PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.

	Assessment / evaluation: AI tools: PDF. AI and ChatGPT	Marks
1.	Class Test (Short notes/ MCQ’s/ Match the Pairs/ Answer in one sentence/	20

		Puzzles)	
	2.	Project and presentation / Viva	20
			Total 40
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Bannerjee A. C. The New History of Modern India, Bagchi & Co. Delhi, 1983. Brass, Paul, R. (ed.), 2.. Chaudhari, K.K, Maharashtra and the Indian Freedom Struggle, Govt. of Maharashtra, Bombay1985. 3. Choksy,R.D., Economic Life in the Deccan,1888-1896, Asia Publishing House, Bombay, 1965. 4. David M.D., Bombay the City of Dreams (A History of the First city in India) Himalaya Publishing House, Bombay, 1995. 5. Desai, A. R. Social Background of Indian Nationalism, Popular Prakashan, bombay, 1959. 6. Deshpande A. M., John Briggs In Maharashtra: 1817-1835, District Administration under Early British Rule, Rawat Publishers, New Delhi, 1987. Mumbai, 1990-1910. 7. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005. 8. Ghugare Shivprabha, Renaissance in Western India: Karmveer V.R. Shinde, Himalaya Publishing House, Bombay, 1983. 9. Grover Verinder (ed.), Bhimrao Raoji Ambedkar, Deep and Deep Publications, New Delhi, 1998. 10. Jones K. W., Socio Religious Reform Movements in British India, Orient Longman, New Delhi, 1989. 11. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular 		

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

Third Year B. A.

(History)

Semester- VI

**Title: History of Contemporary Maharashtra (1960 CE-
2000 CE)**

Vertical - 1

Major Subject - 4 Credits

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

Title: History of Contemporary Maharashtra (1960 CE to 2000 CE)
(Course Code: CHMHISVI2)

Sr. No.	Heading	Particulars
1	Description the Course:	This course examines the political, social, economic, and cultural transformation of Maharashtra from its formation as a separate state on 1 May 1960 to the end of the twentieth century. It explores the process of linguistic reorganisation and the Samyukta Maharashtra Movement, followed by the consolidation of state politics under leaders such as Y. B. Chavan and subsequent regional parties.
2	Vertical 1	Major
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To understand socio-political transformations in post-statehood Maharashtra. CO (A) 2. Analyze economic development and regional policies after 1960. CO (A) 3. To understand social and religious reform movements. CO (A) 4. To assess the role of political movements, identity politics, and cultural change	
8	Learning Outcomes: Student will be able to CO1: Explain the contemporary history of Modern Maharashtra. CO2. Analyse the important events of Contemporary Maharashtra. CO3 Examine economic changes in Maharashtra. CO4. Assess social transformations such as, Dalit assertion, and migration.	

9	<p>Syllabus</p> <p>UNIT I: Formation of Maharashtra and Early Challenges (1960–1970)</p> <ul style="list-style-type: none"> • Linguistic reorganization of states and the formation of Maharashtra on 1 May 1960 • Political leadership, Congress dominance, and administrative consolidation • Socio-economic challenges: regional imbalance, droughts, and land reforms movements. <p>UNIT II: Political Developments and Social Movements (1970–1985)</p> <ul style="list-style-type: none"> • Rise of regional politics and the emergence of new political forces • Dalit movement, women’s movement, and labor movements in Maharashtra • Emergency (1975–77) and its impact on Maharashtra’s political culture <p>UNIT III: Economic Transformation and Cultural Developments (1985–1995)</p> <ul style="list-style-type: none"> • Industrialization, urbanization, and the growth of Mumbai–Pune industrial belt • Cooperative movement: sugar cooperatives and rural power structures • Developments in education, literature, theatre, and mass media <p>UNIT IV: New Industrial policies and Contemporary challenges (1995–2000)</p> <ul style="list-style-type: none"> • Impact of economic liberalization, privatization, and globalization • Coalition politics, regional identity, and changing governance patterns • Social tensions, environmental issues, and Maharashtra at the turn of the 21st century.
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10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p>External Examination: Semester End External - 60 marks Time: 2:00 hours</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt 4 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;">Q1</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q3</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q4</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">60</td> </tr> </tbody> </table> <p>Internal Examination: Continuous Evaluation - 40 marks. AI tools: PDF. AI and Perplexity</p> <p>PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 80%;">Assessment / evaluation: AI tools: PDF. AI and Perplexity</th> <th style="width: 15%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Class Test (Short notes/ MCQ’s/ Match the Pairs/ Answer in one sentence/</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15	Q3	Theory	15	Q4	Theory	15	Total		60		Assessment / evaluation: AI tools: PDF. AI and Perplexity	Marks	1.	Class Test (Short notes/ MCQ’s/ Match the Pairs/ Answer in one sentence/	20
Question No	Nature of Questions	Marks																							
Q1	Theory	15																							
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Q3	Theory	15																							
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Total		60																							
	Assessment / evaluation: AI tools: PDF. AI and Perplexity	Marks																							
1.	Class Test (Short notes/ MCQ’s/ Match the Pairs/ Answer in one sentence/	20																							

		Puzzles)	
	2.	Project and presentation / Viva	20
			Total 40
11	REFERENCES: <ol style="list-style-type: none"> 1. Kulkarni, D. (2019). The Cousins Thackeray: Uddhav, Raj and the Shadow of their Senas. Penguin Random House India. 2. Deshpande, P. (2007). Creative Pasts: Historical Memory and Identity in Western India, 1700–1960. Columbia University Press. 3. Jaffrelot, C., & Kumar, S. (Eds.). (2012). Rise of the Plebeians? The Changing Face of Indian Legislative Assemblies. Routledge. 4. Phadke, Y. (2008). Maharashtra: Social and Cultural History in the Contemporary Era. 5. Rao, U. M. (2003). Politics and Government in Maharashtra. 6. Basu D.D., (2021), An Introduction to the Constitution of India, 25th Edition, LexisNexis, India. 7. Belavadi, V. (1992). Regionalism in India. Sage. 8. Chavan V. M., (2022). History of Modern Maharashtra. Vidya Books Publishers. 9. 9. Deshpande, P., (2007). Creative Pasts: Historical Memory and Identity in Western India, 1700–1960. Columbia University Press. 9. Deshpande, P., (2023). Scripts of Power: Writing, Language Practices, and Cultural History in Western India. Orient BlackSwan. 10. Deshpande, R. S., (2011). Dalit Movement in Maharashtra. 		

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

**Third Year B. A.
(History)
Semester- VI**

Title Modern Indian Historiography

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

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

Title: Modern Indian Historiography

(Course Code: CHMHISVI3)

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to Modern Indian Historiography, focusing on the transition from colonial historical writing to indigenous, critical, and inclusive interpretations. It examines major historiographical schools and highlights the contributions of Dalit, Tribal, Feminist, Subaltern, and Post-colonial scholars, enabling students to understand how history is constructed, contested, and revised in modern India.
2	Vertical 1	Major
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To familiarize students with major trends in Modern Indian Historiography. CO (A) 2. To examine colonial and indigenous interpretations of Indian history. CO (A) 3. To introduce marginalized perspectives in historical writing. CO (A) 4. To develop basic critical skills for historiographical analysis.	
8	Learning Outcomes: Student will be able to CO1: Identify key historiographical approaches in modern India. CO2. Distinguish between colonial, nationalist, Marxist, and post-colonial narratives. CO3. Understand the importance of marginalized voices in history writing. CO4. Apply basic historiographical concepts in historical analysis.	

Syllabus

UNIT I: Foundations of Modern Indian Historiography

- Historiography in the Indian Context- Meaning, and significance of historiography.
- Growth of Modern Historical Writing in India. .
- Towards Indian-Centred Historiography.

UNIT II: Colonial Historiography and Indian Intellectual Response

- Colonial Interpretations of Indian History.
- Imperialist and Utilitarian Historical Writing.
- Indian Critique of Colonial Historiography.

UNIT III: Indian Schools of Historiography

- Nationalist Historiography.
- Marxist Historiography
- Subaltern Approaches

UNIT IV: Marginalized Voices and New Directions in Indian Historiography

- Dalit historiography
- Tribal and Women's Historiography.
- New Directions: Digital archives and Oral sources.

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Attempt 4 questions.

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

Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and Perplexity.

PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.

	Assessment / evaluation: AI tools: PDF. AI and Perplexity	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	20
2.	Project and presentation / Viva	20
		Total 40

11

REFERENCES:

1. Ambedkar, B. R., (1948), *The untouchables: Who were they and why they became untouchables*, Thacker & Co., Bombay.
2. Arnold, D., (1984), *Rebellious hillmen: The Gudem–Rampa uprisings, 1839–1924*, Oxford University Press, Delhi.
3. Arnold, D., (2000), *History and power: The politics of culture in colonial India*, Oxford University Press, New Delhi.
4. Basu, A., (1995), *Women’s movements in India*, Oxford University Press, New Delhi.
5. Béteille, A., (1998), *Tribes and castes*, Oxford University Press, New Delhi.
6. Brass, P. R., (2016), *The politics of India since independence (4th ed.)*. Cambridge University Press, Cambridge.
7. Chakrabarty, D., (2000), *Provincializing Europe: Postcolonial thought and historical difference*, Princeton University Press, Princeton.
8. Chakrabarty, D., (2015), *The calling of history: Sir Jadunath Sarkar and his empire of truth*, Permanent Black, Ranikhet.
9. Chandra, B., (1988), *India’s struggle for independence, 1857–1947*, Penguin Books, New Delhi.
10. Chandra, B., (1997), *Nationalism and colonialism in modern India*, Orient Longman, New Delhi.
11. Chakravarti, U., (2003), *Gendering caste: Through a feminist lens*, Stree Publications, Kolkata.

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

**Third Year B. A.
(History)
Semester- VI**

**Title: Museology in the Indian Knowledge
Tradition**

**Vertical – 1
Major – 2 credits**

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

Title: Museology in the Indian Knowledge Tradition
(Course Code:CHMHISVI4)

Sr. No.	Heading	Particulars
1	Description the Course:	Introduction to Museology is the study of museums as institutions dedicated to the collection, preservation, interpretation, and display of cultural, historical, and scientific heritage. It examines the theoretical foundations, functions, and social responsibilities of museums in shaping public understanding of the past and present. The discipline explores areas such as collection management, conservation techniques, exhibition design, documentation, and museum education.
2	Vertical 1	Major
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO (A) 1. To introduce the students to the significance of museology. CO (A) 2. To familiarize students with the role of museums as sources for history. CO (A) 3. To help students to understand the functions of museums. CO (A) 4. To guide students towards career opportunities and advanced studies in museology	
8	Learning Outcomes: Student will be able to CO1: Explain the fundamental concepts, scope, and theoretical foundations of museology. CO2. Analyse the role of museums as institutions for documentation. CO3. Apply basic principles of collection management, conservation. CO4. Identify professional pathways and demonstrate awareness of ethical issues.	

9	Syllabus UNIT I: Conceptual Foundations of Museology in the Indian Knowledge Tradition <ul style="list-style-type: none"> • Meaning and Scope of Museology, Concepts of Dharohar (heritage), Parampara (tradition), and cultural memory • Traditional Institutions of Preservation in India, Temples, monasteries (viharas), mathas, royal treasuries, and manuscript libraries • Sources and Knowledge Systems, Shilpa Shastra, Vastu Shastra, and traditional art treatises, Indigenous methods of conservation and transmission of knowledge UNIT II: Development and Practice of Museology <ul style="list-style-type: none"> • Growth of Museums in India, national heritage policies, Role of Archaeological Survey and cultural institutions • Museum Management and Conservation Practices, role of curator and display techniques , Preventive and curative conservation methods • Museums, Society, and Public Engagement, Educational role of museums, Digital museology and future challenges
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10	Scheme of Examination and Assessment Pattern Paper – 50 Marks External Examination: Semester End External - 30 marks Time: 1:00 hour Format of Question Paper Attempt 2 questions. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Question No</th> <th style="width: 65%;">Nature of Questions</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>. Internal Examination: Continuous Evaluation - 40 marks AI tools: PDF. AI and ChatGPT</p> <p>PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 85%;">Assessment / evaluation: AI tools: PDF. AI and ChatGPT</th> <th style="width: 10%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Project and 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>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15	Total		30		Assessment / evaluation: AI tools: PDF. AI and ChatGPT	Marks	1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	10	2.	Project and presentation / Viva	10	Total		20
Question No	Nature of Questions	Marks																							
Q1	Theory	15																							
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	Assessment / evaluation: AI tools: PDF. AI and ChatGPT	Marks																							
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2.	Project and presentation / Viva	10																							
Total		20																							

REFERENCES:

1. Balloffet Nclly, Hille Jenny and Judith Reed, *Conservation and Preservation of Records Archives*, American Library Association, Chicago, 2015
2. Banerjee, N. R., *Museum and Cultural Heritage* QT India, Agam Kala Prakashan, New
3. Dwivedi V.P, *Museums and Museology: New Horizons*, Agam Kala Prakashan, New Delhi, 1980
4. Forde Helen and Rhys-Lewis Jonathan, *Preserving Archives*, Facet Publishing, London, 2013 Ghose Salien,
5. Jenkinson Hilary, *A Manual of Archive Administration*, Oxford, Clarendon Press, London, 1922
6. Markham S. F., *The Museums India*, The Museum Association, London, 1936
7. Plenderleith H. J, *The Conservation Q/ Antiquities and Works of Art: Treatment, Repair and Restoration*, Oxford University Press, New York, 1956
8. Sarkar, H, *Museums and Protection Monuments and Antiquities in India*, Sundeep Prakashan, New Delhi, 1981
9. Edson, Gary Dean, David, *The Handbook of Museums*, 1994.
10. Hudson, Kenneth Nicholls, Ann, Eds., *World Directory of Museums*, New York, 1975.

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

**Third Year B. A.
(History)
Semester- VI**

**Title: Emancipatory Movements in Modern
India**

Elective – 4 Credits

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

Title: Emancipatory Movements in Modern India
(Course Code: CHMHISVI5)

Sr. No.	Heading	Particulars
1	Description the Course:	The course Emancipatory Movements in Modern India provides a conceptual understanding of emancipation and its historical, social, political, and cultural dimensions in the context of modern India. It analyses major emancipatory movements related to caste, class, gender, tribe, and religion, and evaluate their role in shaping modern Indian society. It examines the contribution of key thinkers, reformers, and organisations in promoting social justice, equality, and democratic values. It cultivates critical and research-oriented skills through the use of primary and secondary sources, historiography, and interdisciplinary approaches to social movements.
2	Vertical 1	Major/Electives
3	Type	Theory+Practicum.
	Teaching Methods	Lecture, Discussion, Presentation and case study
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives: CO (A) 1. To develop a conceptual understanding of emancipation. CO (A) 2. To analyse major emancipatory movements. CO (A) 3. To examine the contribution of key thinkers, reformers, and organisations. CO (A) 4. To cultivate critical and research-oriented skills	

8	<p>Course Outcomes: Student will be able to</p> <p>CO1: Interpret the concept and evolution of emancipatory movements in modern India.</p> <p>CO2. Critically assess the impact of caste, gender, tribal, and minority movements.</p> <p>CO3. Identify and evaluate the role of leaders', institutions, and constitutional mechanisms in advancing social justice.</p> <p>CO4. Apply research and analytical skills to contemporary social issues</p>																		
9	<p>Syllabus</p> <p>UNIT I: Ideas and Early Reform</p> <ul style="list-style-type: none"> • Conceptual Foundations- Social equity, political rights, and economic justice • Colonial Society- Caste hierarchy; social mobility and modern education • Early Reformers – Raja Rammohan Roy; Ishwar Chandra Vidyasagar; Jyotirao Govindrao Phule; Atmaram Pandurang Tarkhadkar; V. R. Shinde; Sree Narayana Guru; E. V. Ramasamy Periyar; Syed Ahmad Khan. <p>UNIT II: Caste, Tribe and Marginal Movements</p> <ul style="list-style-type: none"> • Anti-Caste Movements- Dr B. R. Ambedkar and Rajashree Shahu Maharaj • Tribal and Nomadic Movements: Adivasi and Nomadic struggles and identity assertion. • Social Mobilization: Legal reforms and constitutional safeguards. <p>UNIT III: Gender, and Religious Reform Movements</p> <ul style="list-style-type: none"> • Women's Movements: Savitribai Phule, Tarabai Shinde, R. D. Karve and Maharshi Karve; • Issues and challenges of Dalit, Adivasi and Nomadic women. • Religious Reform: Reforms in Muslim, Sikh, Christian and Buddhist religions <p>UNIT IV: Nation, State and Contemporary Equity</p> <ul style="list-style-type: none"> • National Movement: Gandhian equality; peasant struggles and labour movements. • Constitutional Justice: Fundamental rights; reservation and affirmative action • Contemporary Issues: Globalisation; new inequalities, history of Caste census and Social Equity 																		
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p>External Examination: Semester End External - 60 marks Time: 2:00 hours</p> <p style="text-align: center;">Format of Question Paper</p> <p>Attempt 4 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;">Q1</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q3</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q4</td> <td style="text-align: center;">Theory</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Theory	15	Q2	Theory	15	Q3	Theory	15	Q4	Theory	15			
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Q4	Theory	15																	

Total 60

Internal Examination: Continuous Evaluation - 40 marks. AI tools: PDF. AI and ChatGPT
PDF. AI allows the learner to chat with any pdf document and prepare reports. It uses the power of AI and gives the summary of the entire document including timelines and events. Study materials can be converted into pdf and any type of information can be sought from the document.

	Assessment / evaluation: AI tools: PDF. AI and Perplexity	Marks
1.	Class Test (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Puzzles)	20
2.	Project and presentation / Viva	20
		Total 40

11

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

**Third Year B. A.
(History)
Semester- VI**

**Vertical - 6
On Job Training (OJT) - 4 Credits
(Course Code: CHMHISVI6)**

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

Department of History

Sr no	Name of Faculty	Designation and College
1	Dr. Samuel Wesley	Professor and Head, Department of History, Smt CHM College (Autonomous), Ulhasnagar
2	Dr. Babban Jadhav	Professor, Dadasaheb Limaye College, Navi Mumbai
3	Dr. Priyamvada Sawant	Professor, H.R. College, HSNCU.
4	Ms. Trishla Sinhvi	Faculty, K.C College

Name & Signature of the Ad hoc BoS Chairperson: Dr. Samuel Wesley

Name & Signature of the Dean: Dr. Prashant Kelkar

