



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

Principal : Dr. Manju Lalwani Pathak

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

Date: 27<sup>th</sup> June, 2026

## CIRCULAR

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

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

It is hereby communicated that the recommendations of the curriculum designed by the Ad-hoc Board of studies in Psychology coordinated by the Dean, Faculty of Social Sciences in the meeting of Academic Council held on 20<sup>th</sup> June, 2026 have been approved.

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

Ulhasnagar – 421003

27<sup>th</sup> June 2026

**Dr. Manju Lalwani Pathak**

Principal & Chairperson, Academic Council

Copy forwarded for information to:

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

## **PREAMBLE**

The Bachelor of Arts in Psychology (B.A. Psychology) is an undergraduate program that provides students with a comprehensive understanding of human behaviour, cognition, emotion, and mental processes within diverse individual, social, and cultural contexts. The program is designed to develop scientific inquiry, critical thinking, ethical awareness, and analytical skills through the systematic study of psychological theories, research methodologies, and their practical applications.

The curriculum integrates foundational and contemporary perspectives in psychology, enabling students to explore key domains such as biological, cognitive, developmental, social, personality, and abnormal psychology, along with psychological assessment, research methods, and applied psychology. Emphasis is placed on experiential learning through practical work, field-based activities, case studies, and research projects, allowing students to bridge theoretical knowledge with real-world practice.

The program follows a semester-based structure, with each academic year comprising two semesters. Student performance is evaluated through a continuous internal assessment carrying 40 marks and a comprehensive external examination carrying 60 marks, ensuring a balanced evaluation of conceptual understanding, practical competence, and analytical abilities.

Beyond academic excellence, the program seeks to promote the holistic development of students by nurturing empathy, effective communication, ethical decision-making, leadership, and problem-solving skills. Graduates of the program are equipped with the knowledge and competencies required for careers in education, healthcare, mental health services, human resources, community development, social welfare, research, and organizational settings. The program also provides a strong academic foundation for higher studies and professional training in psychology and allied disciplines.

Aligned with contemporary educational objectives, the B.A. Psychology program aims to produce socially responsible, culturally sensitive, and scientifically informed graduates who can contribute meaningfully to individual well-being and societal development through the application of psychological knowledge and evidence-based practices.

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

**Programme Outcomes (POs)- Faculty of Arts**

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

**PO1. Disciplinary Knowledge**

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

**PO2. Communication Skills**

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

**PO3. Critical Thinking and Problem Solving**

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

**PO4. Research with Digital Competence**

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

**PO5. Ethics and Professional Values**

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

**PO6. Leadership and Teamwork**

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

**PO7. Social, Cultural and Environmental Responsibility**

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

**PO8. Employability and Entrepreneurship**

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

**PO9. Lifelong Education**

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

## **PROGRAMME SPECIFIC OUTCOMES (PSOS)- PSYCHOLOGY**

**PSO1:** Students will accurately define and explain foundational concepts in psychology, including cognition, behavior, emotion, and development.

**PSO2:** Students will be able to understand research design and conduct basic psychological research, formulating hypotheses and analyzing data.

**PSO3:** Students will be able to understand the application of psychological theories to real-life scenarios, demonstrating critical thinking and problem-solving skills.

**PSO4:** Students will be prepared to pursue higher education or professional careers in psychology-related fields such as counselling, human resource management, research, and social work.

**PSO5:** Students will demonstrate effective communication, interpersonal, and observational skills while adhering to ethical principles and professional standards in psychological practice and research.

**PSO6:** Students will develop cultural sensitivity, emotional intelligence, and a commitment to social responsibility, enabling them to understand individual differences and contribute positively to the well-being of individuals and communities.



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

# **Bachelor of Arts (Psychology) (Aided)**

## **Semester – I**

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

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

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

**Semester- I**

**Title: Introduction to Psychology**

**Vertical - 1  
Major Subject - 4 Credit**

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

**Title: Introduction to Psychology I**  
**Course Code: CHMPSYI1**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This course offers students a systematic introduction to the science of psychology — tracing its intellectual history from ancient Indian philosophical traditions to contemporary empirical approaches. Students will examine the biological architecture that underlies all behaviour, develop a nuanced understanding of stress and its implications for health and wellbeing, and explore the fundamental mechanisms through which learning and behaviour change occur. This course lays the essential groundwork for all subsequent study in psychology, connecting scientific understanding with everyday human experience.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory + Practicum
	<b>Teaching Method</b>	Lectures/Group Discussion/Presentation/ Book Review/Field Visit etc.
4	<b>Credit</b>	4 Credits
5	<b>Hours allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<p><b>Course Objectives:</b></p> <p>CO(A)1: To introduce students to the definition, history, scope, and major perspectives of psychology including contributions from the Indian psychological tradition.</p> <p>CO(A)2: To develop an understanding of the biological foundations of behaviour including the structure and function of the nervous system and the brain.</p> <p>CO(A)3: To familiarize students with the nature of stress, physiological and psychological responses to it, and evidence-based approaches to coping and wellbeing.</p> <p>CO(A)4: To provide students with a foundational understanding of the major theories of learning and their practical applications in everyday life.</p>	

<b>8</b>	<p><b>Course Outcomes:</b> Student will be able to</p> <p><b>CO1:</b> Students will be able to define psychology, trace its historical development, describe its major perspectives, and articulate the contributions of Indian psychological traditions to the understanding of human behaviour.</p> <p><b>CO2:</b> Students will be able to explain the structure and function of neurons, identify major neurotransmitters and their behavioural roles, and describe the organization and functions of the central and peripheral nervous system and key brain structures.</p> <p><b>CO3:</b> Students will be able to identify types of stressors, explain physiological and psychological responses to stress, and evaluate both contemporary and Indian approaches to coping and wellbeing.</p> <p><b>CO4:</b> Students will be able to explain classical and operant conditioning, describe cognitive and observational learning theories, and apply principles of behaviour modification to real-life contexts.</p>
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<b>9</b>	<h3>Syllabus</h3>
	<p><b>UNIT 1 : Basics of Psychology</b></p> <p>1.1 Definition; Nature &amp; Scope of Psychology  1.2 History of Psychology &amp; Introduction to Indian Psychology-Sankhya, Yoga &amp; Vedanta  1.3 Scientific Methods in Psychology  1.4 Major Perspectives</p> <p><b>UNIT 2 : Physiological Basis of Behaviour</b></p> <p>2.1 Neuron- Structure&amp; Function  2.2 Neurotransmitters and their Role in Behaviour  2.3 Central &amp; Peripheral Nervous System  2.4 Structures of the Brain</p> <p><b>UNIT 3: Stress, Coping &amp; Wellbeing</b></p> <p>3.1 Stress and Stressors  3.2 Physiological &amp; Psychological Factors of Stress  3.3 Yoga, Pranayama &amp; Pancha Kosha – Indian Approaches to Well-being  3.4 AI -Based Stress Monitoring Tools</p> <p><b>UNIT 4: Learning</b></p> <p>4.1 Classical Conditioning  4.2 Operant Conditioning  4.3 Cognitive Learning Theories &amp; Learning by Observation  4.4 Applied Behaviour Analysis and Behaviour Modification</p>

<b>10</b>	<p><b>Scheme of Examination and Assessment Pattern</b>  Paper – 100 Marks  <b>External Examination: Semester End External - 60 marks Time: 2:00 hours</b>  Format of Question Paper</p>																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Question No</th> <th style="width: 65%;">Nature of Questions</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 1</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 2</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q3</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 3</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q4</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 4</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15	Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15	Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15	Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15	<b>Total</b>		<b>60</b>
Question No	Nature of Questions	Marks																	
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15																	
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15																	
Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15																	
Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15																	
<b>Total</b>		<b>60</b>																	

**Internal Examination: Continuous Evaluation - 40 marks**

	<b>Assessment / evaluation</b>	<b>Marks</b>
1.	Classroom Presentation on an Assigned Topic	15
2.	Submission of – Report on a Book Review (Psychology Book) or Report of Field Visit	15
3.	Regularity & Participation in Departmental Activities	10
		<b>Total 40</b>

**11**

**REFERENCE BOOKS:**

1. Ciccarelli, S. K., White, J. N., & Misra, G. (2017). Psychology (5th ed.). Pearson Education India. ISBN: 978-9352861798.
2. Baron, R.A., & Kalsher, M.J. (2008). Psychology: From Science to Practice. (2nd ed). Pearson Education inc., Allyn & Bacon
3. Ciccarelli, S.K. & Meyer, J. E. (2008). Psychology. (Indian Sub-continent Adaptation). New Delhi- Dorling Kindersley (INDIA) Pvt. Ltd.
4. Ciccarelli, S.K., White, J.N. & Mishra, G. (2015). Psychology. 5th ed. New Jersey: Pearson education.

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

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

**Semester- I**

**Title: Open Elective**

**Vertical - 3  
Major Subject - 2 Credit**

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



HSNC Board's

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(Autonomous)

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University College Code: 217 | JD Office: T14



## Faculty of Interdisciplinary

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

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



**Title: Stress Management**  
**Course Code: CHMPSYI2**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	Stress is an inevitable part of modern life — from academic pressure and relationship challenges to career demands and information overload. This course invites students to understand stress not just as a biological reaction but as a lived experience that affects our body, mind, and relationships. Through practical tools and evidence-based techniques, students will learn to identify their personal stressors and develop effective strategies to manage them.
2	<b>Vertical 3</b>	Open Elective
3	<b>Type</b>	Theory (Teaching Method: Lectures/Group Discussion / Presentation, Educational Activities etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> CO(A)1: To help students understand the nature, causes, and effects of stress on physical and mental health. CO(A)2: To equip students with practical, evidence-based techniques for managing stress in personal, academic, and social life.	
8	<b>Course Outcomes:</b> Student will be able to CO1: Students will be able to identify their personal stressors, recognize stress symptoms, and explain how chronic stress affects health and well being. CO2: Students will be able to apply at least two stress management techniques in their daily life and make informed choices about seeking support when needed.	
9	<p style="text-align: center;"><b>Syllabus</b></p> <b>UNIT 1 : Understanding Stress and Its Impact</b> 1.1 What is Stress? Stressors, and the body's stress response — fight-or-flight reaction 1.2 The Body Under Stress: recognizing common physical and psychological symptoms 1.3 Stress and Physical Health: relationship between chronic stress and conditions such as hypertension, weakened immunity, and lifestyle diseases. 1.4 Stress and Mental Health: understanding anxiety, burnout, and PTSD. <b>UNIT 2 : Managing Stress — Practical Tools and Techniques</b> 2.1 Managing Stress from Within: identifying unnecessary stressors, role of nutrition, sleep, and daily habits in stress regulation. 2.2 Managing Stress in Relationships: assertiveness, conflict resolution, time management, and building a social support network. 2.3 Relaxation Techniques: progressive muscle relaxation, deep breathing, guided imagery, meditation, and biofeedback. 2.4 Technology and Stress Management: using mindfulness and AI-powered wellness apps to monitor and manage stress in daily life.	

**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

Two out of Three questions to be attempted.

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
1.	Stress Diary - Students maintain a two-week personal stress diary documenting their daily stressors, physical and emotional responses, and coping strategies used. Evaluated on regularity, self-awareness, and reflection on what worked and what didn't.	10
2.	Stress Management Plan- Students prepare a simple one-page personal stress management plan choosing any two techniques learned in Unit II and explaining how they would realistically apply them in their daily life. Evaluated on understanding of techniques, practicality, and presentation.	10
		<b>Total 20</b>

**11****REFERENCE BOOKS:**

1. Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd.
2. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications. 11
3. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd.
4. Olpin, M. & Hesson, M. (2021). Stress Management for Life: A Research-Based Experiential Approach. 5th Edition
5. Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.

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

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

**Semester- I**

**Title: Vocational Skill Course –  
Personal and Social Skills**

**Vertical - 4  
Major Subject - 2 Credit**

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

**Title: Personal and Social Skills**  
**Course Code: CHMPSYI3**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	<p>This vocational course is designed to equip first year students with essential personal and social skills needed for everyday life and the workplace. Through Unit 1 students develop self-awareness using practical tools like SWOC Analysis and Johari Window and build empathy as a core human skill. Unit 2 focuses on social effectiveness — developing communication skills, resolving conflicts, nurturing healthy relationships and navigating digital and AI-mediated interactions responsibly.</p> <p>The course is experiential and skills-oriented, encouraging students to reflect, practise and apply what they learn in real life contexts rather than simply understanding concepts theoretically.</p>
2	<b>Vertical 4</b>	VSC
3	<b>Type</b>	Theory +Practicum
	<b>Teaching Method</b>	Lectures/Role Play/Group Discussion/Presentation/ Journal Writing etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p>CO(A)1: To develop students' personal skills through building self- awareness, understanding their strengths and weaknesses and practising empathy in real life and AI-assisted contexts.</p> <p>CO(A)2: To equip students with essential social skills including effective communication, conflict resolution and building healthy relationships in personal, professional and digital environments.</p>
8	<b>Course Outcomes:</b>	<p>Student will be able to</p> <p>CO1: Students will be able to apply self-awareness tools such as SWOC Analysis and Johari Window to understand themselves better and demonstrate empathy in real life situations.</p> <p>CO2: Students will be able to practice effective communication, resolve conflicts, constructively and engage responsibly in both face to face and AI-mediated social interactions.</p>

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## Syllabus

### UNIT 1 : Personal Skills – Self Awareness & Empathy

- 1.1 Introduction to Personal and Social Life Skills; Defining Self Awareness
- 1.2 Understanding Self through SWOC Analysis and Johari Window
- 1.3 Empathy – Components, Practising Empathy in Real Life & Differentiating from Sympathy
- 1.4 AI & Self Awareness – How AI Tools Support Self Reflection and Personal Growth

### UNIT 2 : Social Skills – Communication & Interpersonal Relations

- 2.1 Effective Communication Skills – Active Listening, Assertiveness & Giving and Receiving Feedback
- 2.2 Conflict Resolution & Negotiation Skills – Managing Disagreements and Difficult Conversations
- 2.3 Building & Maintaining Healthy Relationships – Trust, Boundaries & Respect in Personal and Professional Life
- 2.4 AI in Social Communication – Digital Etiquette, AI Communication Tools & Responsible Online Behaviour

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	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
1.	Self Awareness Portfolio- Students will prepare a personal portfolio using SWOC Analysis and Johari Window accompanied by a short reflective write-up on self discovery and personal growth	10
2.	Empathy & Communication Role Play - Students will participate in a structured role play activity demonstrating active listening, empathy and conflict resolution skills in a real life scenario	10
		<b>Total 20</b>

11

**REFERENCE BOOKS:**

1. Nair, A.R., Ranjan, S., Hardikar, G.& Santhanam, D., (2021). Life Skills: Ready Reckoner. Chennai: Southern Book Star Robbins, S.P., Judge, T. A., & Vohra, N., (2017). Chennai: Pearson India Education Services Pvt. Ltd.

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

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

**Semester- I**

**Title: Skill Enhancement Course –  
Methods for Studying Psychology**

**Vertical - 4  
Major Subject - 2 Credit**

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

## Title: Methods for Studying Psychology

**Course Code: CHMPSYI4**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This course introduces students to the foundational tools and techniques used in psychological research. Beginning with the scientific method, students will explore various research approaches — both quantitative and qualitative — and develop an understanding of how psychologists design studies, collect data, and communicate findings ethically and effectively. The course also sensitizes students to contemporary concerns such as the responsible use of AI in academic research
2	<b>Vertical 4</b>	SEC
3	<b>Type</b>	Theory
	<b>Teaching Method</b>	Lectures/Group Discussion/Presentation etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> CO(A)1: To familiarize students with the foundational concepts, principles, and methods used in psychological research.  CO(A)2: To develop basic skills in identifying appropriate research methods, understanding ethical guidelines, and interpreting and communicating research finding.	
8	<b>Course Outcomes:</b> Student will be able to CO1: Students will be able to describe the scientific method, identify variables, and distinguish between different research methods used in psychology.  CO2: Students will be able to apply basic ethical principles in research contexts, critically read psychological studies, and present findings in a structured report format.	
9	<b>Syllabus</b>	
	<b>UNIT 1 : Introduction to Psychological Research Methods</b>	
	1.1 Goals of psychological research (description, explanation, prediction, and control) and	

steps (observation, hypothesis formation, data collection, analysis, and conclusion drawing)

1.2 Variables in research: Independent, Dependent, and Extraneous; Null and Alternate hypothesis

1.3 Sampling Methods: Random and Non-random sampling

1.4 Research Ethics in Psychology: informed consent, confidentiality, debriefing, and ethical considerations in using AI tools in academic research

**UNIT 2 : Quantitative And Qualitative Research Methods**

2.1 Experimental Research: Laboratory and Field experiments

2.2 Non-Experimental Research: Observational, Correlational, Case Study, and Survey

2.3 Research Qualitative Research: nature and purpose, difference from quantitative research; data collection through Interviews, Focus Groups, and Observations

2.4 Report Writing in Psychology: structure of a research report (abstract, introduction, method, results, discussion), citing sources, and avoiding plagiarism.

**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	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
1.	Research Observation Journal- Students maintain a brief journal documenting one real-life observation using any method studied (e.g., naturalistic observation, case note, short survey).	10
2	Group Presentation - Students in small groups select any one research method and present a hypothetical research design using it — including research question, method chosen, sampling strategy, and how findings would be reported.	10
		<b>Total 20</b>

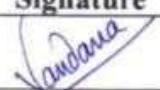

11


**REFERENCE BOOKS:**


1. Kumar R. (2011), 3rd Edition, Research Methodology a step-by-step guide for beginners. London: Sage Publications
2. Kerlinger, Fred N. () Foundations of Behavioural Research. New York: Harcourt Brace Jovanovich College Publishers - 150.7943, KER (12635)
3. Coolican, H. (2006) Introduction to Research Methods in Psychology. Great Briton: Hodder Arnold- 150.194 COO (31471)
4. Kothari, C. R. (2002) Research Methodology: Methods and Techniques. New Delhi: Wishwa Prakashan



**Department of Psychology:**

SrNo	Name of the Faculty	Designation and College	Signature
1.	Ms. Vandana N Solanki	Associate Professor & Head, Department of Psychology, Smt. C.H.M. College	
2.	Ms. Sitara Kapil Menon	Assistant Professor, Department of Psychology, Smt.C.H.M. College	

Name & Signature of the Ad hoc BoS Chairperson: Ms. Vandana N Solanki 

Name & Signature of the Dean: Dr. Prashant Kelkar 



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

**First Year B. A.**

**Semester- I**

**Vertical – 5**

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

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

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

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	<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	<b>Vertical 4</b>	Ability Enhancement Course
3	<b>Type</b> Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<p><b>Course Objectives:</b></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><b>8</b></p>	<p><b>Course Outcomes:</b> 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><b>9</b></p>	<p style="text-align: center;"><b>Syllabus</b></p> <p><b>UNIT I: Listening and Reading for Academic and Professional Purposes</b></p> <p><b>1. Understanding Communication in Context:</b></p> <ul style="list-style-type: none"> <li>● Role of English in professional and global contexts</li> <li>● Modes of communication: Verbal, Non-verbal, Visual, and Digital</li> <li>● Characteristics of professional communication (clarity, brevity, tone, audience awareness)</li> </ul> <p><b>2. Listening Skills:</b></p> <ul style="list-style-type: none"> <li>● Listening to professional conversations (e.g., meetings, interviews, news reports)</li> <li>● Identifying tone, emphasis, and implied meaning</li> <li>● Listening for argument, perspective, and intent</li> <li>● Activities: Note-taking, summarizing, identifying key takeaways</li> </ul> <p><b>3. Reading Skills:</b></p> <ul style="list-style-type: none"> <li>● Reading job advertisements, email threads, and formal reports</li> <li>● Identifying purpose and structure in professional texts</li> <li>● Inference and contextual meaning</li> <li>● Grammar Focus: Prepositions, Modal verbs, Sentence transformation, Error correction, Collocations</li> </ul> <p><b>Texts:</b> 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	<b>Short Notes</b> (Attempt any 3 out of 5) - <b>Unit 1</b> <b>OR</b> Attempt <b>Essay Type</b> question. (1 out of 2) - <b>Unit 1</b>	15
Q. 2	<b>Short Notes</b> (Attempt any 3 out of 5) - <b>Unit 2</b> <b>OR</b> Attempt <b>Essay Type</b> question. (1 out of 2) - <b>Unit 2</b>	15
	<b>Total</b>	<b>30</b>

**Internal Examination: Continuous Evaluation - 20 marks**


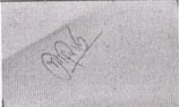
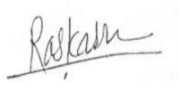
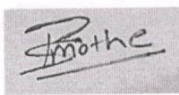
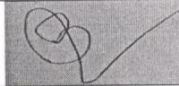
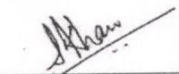
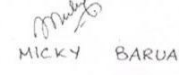

	<b>Assessment / evaluation</b>	<b>Marks</b>
1.	<b>Writing Assignment:</b> Students are required to draft a job application letter along with a resume using the following AI assistance: Canva Resume Builder, Resume.oi, Zety, Novopresume, Rezi etc <b>OR</b> Prepare an effective LinkedIn profile for professional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

**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"><li>14. Thill, John V., and Courtland L. Bovee. <i>Excellence in Business Communication</i>. 13th ed., Pearson, 2017.</li><li>15. Anderson, Paul V. <i>Technical Communication: A Reader-Centered Approach</i>. 9th ed., Cengage Learning, 2017.</li><li>16. Crystal, David. <i>English as a Global Language</i>. 2nd ed., Cambridge UP, 2003.</li><li>17. Palfrey, John, and Urs Gasser. <i>Born Digital: Understanding the First Generation of Digital Natives</i>. Basic Books, 2016.</li><li>18. Locker, Kitty O., and Donna Kienzler. <i>Business and Administrative Communication</i>. 11th ed., McGraw-Hill Education, 2018.</li><li>19. Cambridge University Press. <i>English for the Workplace: A Resource Book for Communication Skills</i>. Cambridge UP, 2016.</li></ol> |
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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	<b>Description the Course:</b>	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	<b>Vertical 1</b>	AEC – Ability Enhancement Course
3	<b>Type</b>	Theory + Practicum (Teaching Method: Lecture/ Discussion/Reading)
4	<b>Credit</b>	2 credits (1 credit = 15 hours for theory or 30 hours of Practical work in a semester)
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50Marks
7	<b>Course Objectives:</b> After successful completion of this course: <b>CO(A) 1:</b> The learner will get understanding of communication skills. <b>CO(A) 2:</b> The learner will understand how to accurate the pronunciation of special words in Sindhi <b>CO(A) 3:</b> The learner will improve the conversation skill in Sindhi. <b>CO(A) 4:</b> The learner will become best communicator in Sindhi language	
8	<b>Course Outcomes:</b> Student will be able to <b>CO1:</b> Know the basic special features of Sindhi language. <b>CO2:</b> Understand communication skills. <b>CO3:</b> Knowing the conversation with businessmen and customers <b>CO4:</b> 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

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## Syllabus

### यूनिट १: सिंधी राबते जो बुनियाद

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

### यूनिट २: अमली राबतो (असराइतो गालाइण जो तरीको)

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

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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

<b>Question No</b>	<b>Nature of Questions</b>	<b>Marks</b>
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
<b>Total</b>		<b>30</b>
<b>Internal Examination: Continuous Evolution - 20 marks</b>		<b>Total 30</b>

	<b>Assessment / evaluation</b>	<b>Marks</b>
1.	<b>Written assignment on any one of the following topics</b> 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
<b>Total</b>		<b>20</b>

**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:**

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

**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	<b>Description the Course:</b>	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	<b>Vertical 5</b>	VEC
3	<b>Type &amp; Teaching Methods</b>	Theory + Practicum Lectures/Discussions/Presentations/Case Studies, etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p><b>CO(A)1:</b> To introduce about ecosystems, biodiversity and to make aware for the need of conservation.</p> <p><b>CO(A)2:</b> To sensitize students towards environmental concerns, issues, and impacts of human population.</p> <p><b>CO(A)3:</b> 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><b>CO(A)4:</b> 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	<b>Course Outcomes:</b>	<p>Student will be able to</p> <p><b>CO1:</b> Explain the interrelationships within ecosystems and analyze energy flow and succession, using examples from various ecological zones.</p> <p><b>CO2:</b> Critically evaluate biodiversity levels and conservation strategies, applying knowledge of endemic species, threats, and ecological services to real-world scenarios.</p> <p><b>CO3:</b> Assess the socio-environmental implications of population growth, displacement, and disasters, incorporating case studies to understand sustainable development challenges.</p> <p><b>CO4:</b> 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.**

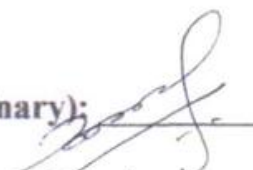
Question No	Nature of Questions	Marks
Q1	Theory based on Unit I	10
Q2	Theory based on Unit I	10
Q3	Theory based on Unit II	10
Q4	Theory based on Unit II	10
<b>TOTAL</b>		<b>30</b>

<b>Internal Examination: Continuous Evaluation - 20 marks</b>		
	<b>Assessment / evaluation</b>	<b>Marks</b>
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
<b>TOTAL</b>		<b>20</b>

<b>11</b>	<p><b>REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1. Carson, R. (2002). <i>Silent Spring</i>. Houghton Mifflin Harcourt.</li> <li>2. Gadgil, M., &amp; Guha, R. (1993). <i>This Fissured Land: An Ecological History of India</i>. University of California Press.</li> <li>3. Gleeson, B., &amp; Low, N. (Eds.). (1999). <i>Global Ethics and Environment</i>. Routledge.</li> <li>4. Gleick, P. H. (1993). <i>Water in Crisis</i>. Pacific Institute for Studies in Development, Environment &amp; Security; Stockholm Environment Institute; Oxford University Press.</li> <li>5. Sodhi, N. S., Gibson, L., &amp; Raven, P. H. (Eds.). (2013). <i>Conservation Biology: Voices from the Tropics</i>. John Wiley &amp; Sons.</li> <li>6. Thapar, V. (1998). <i>Land of the Tiger: A Natural History of the Indian Subcontinent</i>.</li> <li>7. Warren, C. E. (1971). <i>Biology and Water Pollution Control</i>. W. B. Saunders.</li> <li>8. Wilson, E. O. (2006). <i>The Creation: An Appeal to Save Life on Earth</i>. W. W. Norton.</li> <li>9. Harper, Charles L. (2017). <i>Environment and Society: Human Perspectives on Environmental Issues</i> (6th Edition). Routledge.</li> <li>10. Rajagopalan, R. (2011). <i>Environmental Studies: From Crisis to Cure</i>. Oxford University Press.</li> <li>11. Harris, Frances (2012). <i>Global Environmental Issues</i> (2nd Edition). Wiley-Blackwell.</li> </ol>
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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	<b>Description the Course:</b>	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	<b>Vertical 5</b>	IKS
3	<b>Type &amp; Teaching Methods</b>	Theory + Practicum Lectures/Discussions/Presentations/Case Studies, etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> <b>CO(A)1:</b> To sensitize the students about context in which they are embedded i.e. Indian culture and civilization including its Knowledge System and Tradition. <b>CO(A)2:</b> To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system. <b>CO(A)3:</b> To help to study the enriched scientific Indian heritage. <b>CO(A)4:</b> To introduce the contribution from Ancient Indian system & tradition to modern science & Technology.	
8	<b>Course Outcomes:</b> Student will be able to <b>CO1:</b> Understand and appreciate the rich Indian Knowledge Tradition. <b>CO2:</b> Understand the contribution of Indians in various fields. <b>CO3:</b> Experience increase subject-awareness and self-esteem. <b>CO4:</b> Develop a comprehensive understanding of how all knowledge is ultimately intertwined.	

## Syllabus

### UNIT I: Introduction

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

### UNIT II

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

### UNIT III (Select Any FIVE out of the following)

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

**10****Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

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

Format of Question Paper

**Attempt all questions.**

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


**Internal Examination: Continuous Evaluation - 20 marks**

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

**11****REFERENCES:**

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

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

  
(Dr. Nitin Arekar)



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

**First Year**

**Semester- I**

**Title: Cocurricular Course I**

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

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

**Title: Cocurricular Course - I**

**Course Code: CHMCCI6**

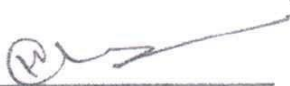
Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement 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	<b>Vertical 6</b>	Cocurricular Course (Mandatory)
3	<b>Type Teaching Methods</b>	Non Theory Participation, Report Writing, Presentation etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To inculcate a spirit of active participation in cultural, social, environmental, and creative activities.</li> <li>2. To enhance personal and interpersonal skills through real-life experiences and teamwork.</li> <li>3. To foster a sense of responsibility, leadership, and community engagement among students.</li> <li>4. To develop self-confidence and emotional well-being through creative expression and collaboration.</li> <li>5. To integrate classroom learning with experiential learning for holistic growth.</li> </ol>
8	<b>Learning Outcomes:</b>	<p>By the end of the course, students will be able to:</p> <p><b>LO1:</b> Participate meaningfully in diverse co-curricular activities and reflect on their learning experiences.</p> <p><b>LO2:</b> Demonstrate improved communication, leadership, and teamwork skills.</p> <p><b>LO3:</b> Exhibit increased awareness of social responsibility and civic engagement.</p> <p><b>LO4:</b> Build confidence through creative, cultural, and intellectual expressions.</p> <p><b>LO5:</b> Maintain a portfolio or activity log to track participation and personal development.</p>

9	<b>Syllabus</b>																											
	<b>Unit I - Suggested Areas of Participation in the activities:</b> <ul style="list-style-type: none"> <li>• <b>Cultural Events:</b> Drama, dance, music, literary events, debates, etc.</li> <li>• <b>Social Outreach:</b> Blood donation, awareness campaigns, cleanliness drives.</li> <li>• <b>Clubs &amp; Societies:</b> Photography, quiz, environment club, shram club, etc.</li> <li>• <b>Sports &amp; Fitness:</b> College tournaments, yoga, marathons, fitness challenges.</li> <li>• <b>Institutional Events:</b> Foundation Day, Annual Day, College Festivals, Intercollegiate events.</li> <li>• <b>National Festivals:</b> Independence Day, Republic Day etc.</li> </ul> <b>Unit II - Program Specific Topics</b> <ul style="list-style-type: none"> <li>• <b>Workshops/Seminars:</b> Report Writing, Personality Development, Soft Skills, Leadership Talks.</li> <li>• <b>Speak, Show, Shine:</b> Presentation / Poster Presentation / Viva and Learning Experience</li> </ul> <b>Mode of Evaluation:</b> <ul style="list-style-type: none"> <li>• <b>Faculty Coordinator:</b> To guide and evaluate student progress.</li> <li>• <b>Participation Proof:</b> Certificates, photos, attendance records.</li> <li>• <b>Reflective Journal:</b> Minimum 2-3 pages summarizing experiences, learning, and growth.</li> <li>• <b>Final Viva/Presentation:</b> 5-minute talk on poster presentation and on overall learning.</li> </ul>																											
10	<b>Scheme of Examination and Assessment Pattern</b> <b>Based on 3 approved Activities</b> <b>Semester End External - 30 marks</b> <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;"><b>Total</b></td> <td style="text-align: center;"><b>30</b></td> </tr> </tbody> </table> <b>Internal Examination: Continuous Evaluation – 20 marks</b> <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;"><b>Total</b></td> <td style="text-align: center;"><b>20</b></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	<b>Total</b>		<b>30</b>		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	<b>Total</b>		<b>20</b>
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																										
<b>Total</b>		<b>30</b>																										
	Assessment / Evaluation	Marks																										
1.	Reflective journal	10																										
2.	Presentation/ poster presentation/viva	10																										
<b>Total</b>		<b>20</b>																										

**Suggested Readings:**

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

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

  
 Dr. Manju Lalwani Pathak





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

**Bachelor of Arts (Psychology)**  
**(Aided)**

**Semester – II**

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



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

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

**Semester- II**

**Title: Introduction to Psychology II**

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

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

## Title: Introduction to Psychology II

**Course Code: CHMPSYIII**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This course introduces students to four foundational domains of psychology — memory, motivation, emotion, and personality — providing a conceptual and applied understanding of the psychological processes that underlie everyday human experience. Drawing from both Western theoretical frameworks and Indian psychological perspectives, the course encourages students to connect academic knowledge with self-understanding and real-life application.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory + Practicum (Teaching Method- Lectures/Group Discussion/Presentation/ Assignments etc.)
4	<b>Credit</b>	4 Credits
5	<b>Hours allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<b>Course Objectives:</b> CO(A)1: To introduce students to the fundamental concepts, systems, and theories of human memory and the factors that influence remembering and forgetting. CO(A)2: To familiarize students with classical and contemporary theories of motivation and their application to academic and everyday behaviour. CO(A)3: To develop an understanding of the biological basis, theoretical explanations, and cultural perspectives on human emotion and wellbeing. CO(A)4: To provide students with a foundational understanding of major personality theories and approaches to personality assessment, including contemporary developments.	
8	<b>Course Outcomes:</b> Student will be able to CO1: Students will be able to explain the stages of memory, identify causes of forgetting, and apply evidence-based strategies for memory improvement. CO2: Students will be able to compare and evaluate major theories of motivation and relate motivational concepts to their own academic and personal goals. CO3: Students will be able to describe the biological and psychological bases of emotion, compare major theories of emotion, and articulate the relevance of Indian perspectives on emotional experience. CO4: Students will be able to identify key personality theories, compare Western and Indian conceptualizations of self, and demonstrate basic understanding of personality assessment methods.	
9	<b>Syllabus</b>  <b>UNIT 1 : Basics of Memory</b> 1.1 Memory Systems: sensory memory, working memory, and long-term memory 1.2 Retrieval and Forgetting: processes of recall and recognition; theories of forgetting — decay, interference, and retrieval failure 1.3 Memory Construction and Errors: reconstructive nature of memory; misinformation effect, false memories, and source monitoring errors 1.4 Improving Memory: elaborative encoding, spaced repetition, mnemonic devices, and the use of AI-assisted tools in everyday learning	

**UNIT 2 : Foundations of Motivation**

- 2.1 Intrinsic and Extrinsic Motivation: definitions, differences, and real-life implications
- 2.2 Theories of Motivation: drive reduction, arousal theory, and humanistic approach
- 2.3 Maslow's Hierarchy of Needs and McClelland's Theory of Needs: comparison and critique
- 2.4 Self-Determination Theory: autonomy, competence, and relatedness as foundations of motivated behaviour

**UNIT 3 : Emotion & Well-being**

- 3.1 Role of ANS, endocrine & limbic system in Emotion.
- 3.2 Theories of Emotion -James-Lange, Cannon-Bard, Schachter-Singer
- 3.3 Navarasas – Nine Emotions in Indian Perspective
- 3.4 Concept of emotional intelligence (EQ); components — self-awareness, self-regulation, empathy, and social skills; relevance to personal and professional life

**UNIT 4 : Personality**

- 4.1 Psychoanalytical Theory & Concept of Atman – Indian View of Self
- 4.2 Humanism & The Big Five Model
- 4.3 Assessment of Personality - Interviews, Behavioural Assessments, and Personality Inventories
- 4.4 AI in Personality Assessment & Psychometric Testing

**10****Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

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

## Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15
Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15
		<b>Total 60</b>

**Internal Examination: Continuous Evaluation - 40 marks**

	Assessment / evaluation	Marks
1.	Classroom Presentation on an Assigned Topic	15
2.	Submission of Assignment on an Assigned Topic	15
3.	Regularity & Participation in Departmental Activities	10
		<b>Total 40</b>

**REFERENCE BOOKS:**

1. Ciccarelli, S. K., White, J. N., & Misra, G. (2017). Psychology (5th ed.). Pearson Education India. ISBN: 978-9352861798.
2. Baron, R.A., & Kalsher, M.J. (2008). Psychology: From Science to Practice. (2nd ed). Pearson Education inc., Allyn & Bacon
3. Ciccarelli, S.K. & Meyer, J. E. (2008). Psychology. (Indian Sub-continent Adaptation). New Delhi- Dorling Kindersley (INDIA) Pvt. Ltd.
4. Ciccarelli, S.K., White, J.N. & Mishra, G. (2015). Psychology. 5th ed. New Jersey: Pearson education.

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

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

**Semester- II**

**Vertical - 2  
Minor - 2 Credits**

**Not Applicable**

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

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

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

**Title: Open Elective**

**Vertical – 3  
Open Elective - 2 Credit**

**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



## Title: Stress Management II

**Course Code: CHMPSYII2**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	Building on the foundational understanding of stress developed in Semester I, this course helps students examine how their own thoughts, emotions, and behaviours shape their experience of stress. Through structured self-reflection and evidence-based psychological approaches, students will develop a deeper understanding of their personal stress patterns and build practical resilience strategies suited to their academic and everyday lives. This course equips students not just with knowledge about stress but with the self-awareness and tools to manage it meaningfully and sustainably.
2	<b>Vertical 3</b>	Open Elective
3	<b>Type</b>	Theory (Teaching Method: Lectures/Group Discussion /Presentation, Educational Activities etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> CO(A)1: To enable students to identify and examine their own cognitive, emotional, and behavioural responses to stress using psychological frameworks. CO(A)2: To equip students with applied strategies for building personal resilience and sustaining long-term psychological wellbeing.	
8	<b>Course Outcomes:</b> Student will be able to CO1: Students will be able to identify and critically reflect on their personal thinking patterns, emotional responses, and behavioural reactions under stress CO2: Students will be able to develop and implement an individually tailored resilience plan drawing from lifestyle, mind-body, and psychological approaches to stress management.	
9	<p style="text-align: center;"><b>Syllabus</b></p> <b>UNIT 1 : Cognitive, Behavioral, and Emotional Aspects of Stress Management</b> 1.1 Thinking and Stress: how our thoughts influence our stress levels; identifying negative thinking patterns, cognitive distortions, and reframing situations more helpfully. 1.2 Changing Stress Behaviours: recognizing avoidance and procrastination, and other stress-driven habits; simple behavioural strategies to build healthier routines. 1.3 Emotions and Stress: understanding emotional responses to stress; developing emotional awareness, self-regulation, and healthy coping strategies 1.4 CBT in Action: Applying the thought-feeling-behaviour connection to real-life stress scenarios such as exam pressure, relationship conflicts, and social anxiety. <b>UNIT 2 : Building a Stress-Resilient Life</b> 2.1 Stress at College and Work: managing academic pressure, deadlines, performance anxiety, and workplace stress. 2.2 Building Resilience: understanding why some people bounce back from adversity; developing flexibility, optimism, problem-solving, and a growth mindset. 2.3 Lifestyle Approaches to Stress Management: role of physical activity, diet, sleep, and responsible use of technology and social media in long-term stress management. 2.4 Mind-Body Approaches: yoga, mindfulness, breathing exercises, and holistic wellness practices — integrating ancient wisdom with modern science for everyday stress relief.	

<p><b>10</b></p>	<p style="text-align: center;"><b>Scheme of Examination and Assessment Pattern</b>  Paper –50 Marks  <b>External Examination: Semester End External- 30marks Time : 1.00 hour</b>  Format of Question Paper</p> <p>Two out of Three questions to be attempted</p> <table border="1" data-bbox="302 405 1464 592"> <thead> <tr> <th>Question No</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 1</td> <td>15</td> </tr> <tr> <td>Q2</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 2</td> <td>15</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;"><b>Total 30</b></td> </tr> </tbody> </table> <p><b>Internal Examination: Continuous Evaluation-20 marks</b></p> <table border="1" data-bbox="358 678 1464 1066"> <thead> <tr> <th>Sr. no.</th> <th>Assessment /Evaluation</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Self-Reflective Case Analysis - Students will analyze a personally experienced stress situation based on Unit I by identifying and examining their own cognitive patterns, emotional responses, and behavioural reactions.</td> <td>10</td> </tr> <tr> <td>2.</td> <td>Personal Resilience Plan -Students will develop an individually tailored resilience plan drawing from Unit II outlining specific lifestyle, mind-body, or workplace strategies to address the patterns identified in self-reflective analysis with a realistic implementation timeline.</td> <td>10</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;"><b>Total 20</b></td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15	Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15			<b>Total 30</b>	Sr. no.	Assessment /Evaluation	Marks	1.	Self-Reflective Case Analysis - Students will analyze a personally experienced stress situation based on Unit I by identifying and examining their own cognitive patterns, emotional responses, and behavioural reactions.	10	2.	Personal Resilience Plan -Students will develop an individually tailored resilience plan drawing from Unit II outlining specific lifestyle, mind-body, or workplace strategies to address the patterns identified in self-reflective analysis with a realistic implementation timeline.	10			<b>Total 20</b>
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		<b>Total 20</b>																							
<p><b>11</b></p>	<p><b>REFERENCE BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd.</li> <li>2. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications. 11</li> <li>3. Hariharan, M., &amp; Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd.</li> <li>4. Olpin, M. &amp; Hesson, M. (2021). Stress Management for Life: A Research-Based Experiential Approach. 5th Edition</li> <li>5. Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.</li> </ol>																								

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

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

**Semester- II**

**Vertical – 4**

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

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

## VSC Title: Thinking and Learning Skills

Course Code: CHMPSYII3

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	<p>This vocational course is designed to develop essential thinking and learning skills in first year undergraduate students. Unit 1 focuses on building critical and creative thinking through psychologically rooted techniques such as Socratic Questioning, Metacognition and Guilford's Divergent Thinking model. Unit 2 equips students with practical problem solving and decision making skills through frameworks like the IDEAL Model, Insight Problem Solving and Dewey's Model of Reflective Thinking.</p> <p>The course is experiential and application oriented — encouraging students to actively practise and apply psychological techniques in academic and everyday life contexts rather than simply understanding them theoretically</p>
2	<b>Vertical 4</b>	VSC
3	<b>Type</b>	Theory +Practicum (Lectures/Role Play/Group Discussion / Presentation / Journal Writing etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p>CO(A)1 : To develop students' critical and creative thinking abilities through psychologically rooted techniques and equip them to evaluate information including AI generated content thoughtfully - making.</p> <p>CO(A)2: To equip students with practical problem solving and decision-making skills using evidence based psychological frameworks and reflective thinking practices.</p>
8	<b>Course Outcomes:</b>	<p>Student will be able to</p> <p>CO1: Students will be able to apply critical and creative thinking techniques such as Socratic Questioning, Metacognition and Divergent Thinking to academic and real life situations.</p> <p>CO2: Students will be able to use structured psychological frameworks to solve problems, make rational decisions and reflect meaningfully on their own thinking and learning processes.</p>

<p><b>9</b></p>	<p style="text-align: center;"><b>Syllabus</b></p> <p><b>UNIT 1: Thinking Skills – Critical &amp; Creative Thinking</b></p> <p>1.1 Introduction to Thinking &amp; Learning Skills; Defining Critical Thinking</p> <p>1.2 Techniques for Critical Thinking — Socratic Questioning, Fact vs Opinion Analysis &amp; Metacognition</p> <p>1.3 Creative Thinking — Definition, Stages &amp; Divergent Thinking — Guilford's Creativity Model &amp; Brainstorming</p> <p>1.4 AI &amp; Critical Thinking — Evaluating AI Generated Information &amp; Spotting Misinformation</p> <p><b>UNIT 2: Learning Skills – Problem Solving &amp; Decision Making</b></p> <p>2.1 Defining a Problem &amp; Stages of Problem Solving — 5 Whys Technique &amp; Root Cause Analysis</p> <p>2.2 Problem Solving Strategies — IDEAL Model &amp; Insight Problem Solving — Gestalt Psychology Approach</p> <p>2.3 Decision Making Process — Rational Choice Theory &amp; Cost Benefit Analysis</p> <p>2.4 Barriers to Decision Making — Cognitive Biases &amp; Reflective Thinking — Dewey's Model of Reflection</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

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
Students are required to undertake a project that demonstrates the application of concepts from Unit I and Unit II as below:		
1.	Critical & Creative Thinking Activity -Students will evaluate an AI generated text using Fact vs Opinion Analysis and Socratic Questioning and apply Divergent Thinking and Brainstorming to generate solutions to an everyday problem	10
2.	Problem Solving & Decision Making Case Study- Students will analyse a real life case study using the 5 Whys Technique and IDEAL Model and reflect on their problem solving process using Dewey's Model of Reflective Thinking	10
		<b>Total 20</b>

11

**REFERENCE BOOKS:**

- Nair, A.R. , Ranjan, S. , Haridwar, G. & Santhanam, D., (2021). Life Skills: Ready Reckoner. Chennai: Southern Book Star.
- Robbins, S.P., Judge, T. A., & Vohra, N., (2017). Chennai: Pearson India Education Services Pvt. Ltd.

**SEC Title: Describing and Graphical Presentation of data**

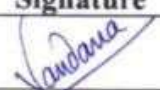

**Course Code: CHMPSYII4**


Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This skill enhancement course introduces first year students to the fundamentals of statistical description and graphical representation of data in the context of psychological research. Unit 1 equips students with the ability to calculate and interpret measures of central tendency and variability using real life data sets. Unit 2 develops students' ability to visually represent and interpret data through graphs, charts and normal distribution curves, including an introduction to AI tools for data visualization. The course is hands-on and computation oriented — students actively calculate, plot and interpret data rather than simply understanding concepts theoretically.
2	<b>Vertical 4</b>	SEC
3	<b>Type</b>	Theory+ Teaching Method (Lectures/Group Discussion / Presentation etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<p><b>Course Objectives:</b></p> <p>CO(A)1: To equip students with the ability to calculate and interpret measures of central tendency and variability using real life psychological data.</p> <p>CO(A)2: To develop students' skills in constructing and interpreting graphical representations of data including normal distribution and AI assisted visualization tools.</p>	
8	<p><b>Course Outcomes:</b> Student will be able to</p> <p>CO1: Students will be able to calculate and interpret Mean, Median, Mode, Range, Variance, Standard Deviation and Z Score using real life data sets.</p> <p>CO2: Students will be able to construct and interpret various graphs and charts, plot normal distribution curves and use AI tools to present psychological data effectively.</p>	
9	<p align="center"><b>Syllabus</b></p> <p><b>UNIT 1: Measures of Central Tendency and Variability</b></p> <p>1.1 Measures of Central Tendency: definition, types, and uses in psychological research; calculation and interpretation of Mean, Median, and Mode</p> <p>1.2 Measures of Variability: definition, types, and uses in psychological research; calculation and interpretation of Range, Variance, and Standard Deviation</p> <p>1.3 Z Score: meaning, calculation, and interpretation; understanding an individual score relative to a group</p> <p>1.4 Normal Distribution and Normal Curve: properties of the normal curve, plotting and interpreting Z Scores on the normal distribution</p> <p><b>UNIT 2 : Graphical Representation and Interpretation of Data</b></p> <p>2.1 Data Distribution: understanding Skewness and Kurtosis; interpretation using Box Plot</p> <p>2.2 Bar Graph, Histogram, and Line Graph: construction and interpretation</p> <p>2.3 Pie Chart and Frequency Polygon: construction and appropriate use</p> <p>2.4 AI Tools for Data Visualization: using technology such as Excel, Google Sheets, and AI-assisted tools to present and interpret psychological data effectively</p>	


<b>10</b>	<b>Scheme of Examination and Assessment Pattern</b>		
	Paper –50 Marks		
	<b>External Examination: Semester End External - 30 marks Time: 1:00 hour</b>		
	Format of Question Paper		
	<b>Question No</b>	<b>Nature of Questions</b>	<b>Marks</b>
	Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
	Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
			<b>Total 30</b>
	<b>Internal Examination: Continuous Evaluation - 20 marks</b>		
		<b>Assessment / evaluation</b>	<b>Marks</b>
<b>Submission of Project as below:</b>			
1.	Statistical Calculation Exercise: Students must calculate and interpret Mean, Median, Mode, Range, Standard Deviation and Z Score on a real life psychological data presenting their work with clear steps and interpretation of results	10	
2.	Data Visualization Project: Students will collect a small real life data set of their choice, represent it using at least three different graphs or charts and write a short interpretation of what the data reveals, using an AI visualization tool for at least one graph.	10	
		<b>Total 20</b>	
<b>11</b>	<b>REFERENCE BOOKS:</b> <ol style="list-style-type: none"> <li>1. King, B. M., Rosopa, P.J., &amp; Minium, E. W. (2018). Statistical reasoning in the behavioral sciences (7th ed.). John Wiley &amp; Sons Inc.</li> <li>2. Ghosh, B.N., (1982). Scientific Methods and Social Research, New Delhi: Sterling Publishers Pvt. Ltd.</li> </ol>		



**Department of Psychology:**

SrNo	Name of the Faculty	Designation and College	Signature
1.	Ms. Vandana N Solanki	Associate Professor & Head, Department of Psychology, Smt. C.H.M. College	
2.	Ms. Sitara Kapil Menon	Assistant Professor, Department of Psychology, Smt.C.H.M. College	

Name & Signature of the Ad hoc BoS Chairperson: Ms. Vandana N Solanki 

Name & Signature of the Dean: Dr. Prashant Kelkar 



**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	<b>Description of the Course:</b>	<p>The course <b>English for Academic and Professional Communication</b> 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	<b>Vertical 5</b>	<b>AEC: “English for Academic and Professional Communication”</b>
3	<b>Type</b> Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<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>

<b>8</b>	<p><b>Course Outcomes:</b> 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>
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<b>9</b>	<h2 style="margin: 0;">Syllabus</h2>
	<p><b>UNIT I: Communication for Academic Excellence</b> <span style="float: right;"><b>15 hours</b></span></p> <p><b>A. Foundations of Effective Communication</b></p> <ul style="list-style-type: none"> <li>• Elements and barriers of communication</li> <li>• Verbal and non-verbal communication strategies</li> <li>• Listening skills and note-taking techniques</li> </ul> <p><b>B. Academic Discourse and Expression</b></p> <ul style="list-style-type: none"> <li>• Reading for comprehension and analysis</li> <li>• Structuring paragraphs and developing arguments</li> <li>• Paraphrasing, summarizing, and synthesizing ideas</li> </ul> <p><b>C. Oral and Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Group discussions, debates, and public speaking</li> <li>• Seminar presentations and peer feedback</li> <li>• Active listening and responding in academic dialogue</li> </ul> <p><i>Learning Emphasis: Building precision, articulation, and critical response in academic contexts.</i></p> <p><b>UNIT II: Communication for Professional Development</b> <span style="float: right;"><b>15 hours</b></span></p> <p><b>A. Professional Writing and Documentation</b></p> <ul style="list-style-type: none"> <li>• Report writing</li> <li>• Writing proposals, memos, and meeting minutes</li> </ul> <p><b>B. Workplace and Digital Communication</b></p> <ul style="list-style-type: none"> <li>• Cross-cultural and team communication in professional spaces</li> <li>• Business and technical communication essentials</li> <li>• Writing for online platforms: blogs, LinkedIn, and professional networking</li> </ul> <p><b>C. Media and Visual Literacy</b></p> <ul style="list-style-type: none"> <li>• Interpreting advertisements, infographics, and social media content</li> <li>• Writing captions, press notes, and short formal posts</li> </ul> <p><i>Learning Emphasis: Application of communication skills in real-world and digital professional settings.</i></p>

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**Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

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

Format of Question Paper

All questions are compulsory:

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

**Internal Examination: Continuous Evaluation - 20 marks**


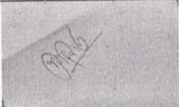
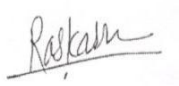
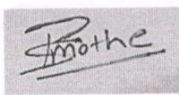
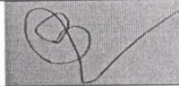
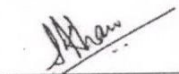
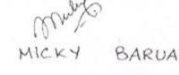

	Assessment / evaluation	Marks
1.	Written Assignments on <b>any one</b> of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes  (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.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

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
<b>1</b>	<b>Description the Course:</b>	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.
<b>2</b>	<b>Vertical 1</b>	AEC – Ability Enhancement Course
<b>3</b>	<b>Type</b>	Theory + Practicum (Teaching Method: Lecture/ Discussion/Reading)
<b>4</b>	<b>Credit</b>	2 credits (1 credit = 15 hours for theory or 30 hours of Practical work in a semester)
<b>5</b>	<b>Hours allotted</b>	30 Hours
<b>6</b>	<b>Marks allotted</b>	50Marks
<b>7</b>	<b>Course Objectives:</b> After successful completion of this course: <b>CO(A) 1:</b> The learner will get understanding of communication skills. <b>CO(A) 2:</b> The learner will understand how to accurate the pronunciation of special words in Sindhi <b>CO(A) 3:</b> The learner will improve the conversation skill in Sindhi. <b>CO(A) 4:</b> The learner will become best communicator in Sindhi language	
<b>8</b>	<b>Course Outcomes:</b> Student will be able to <b>CO1:</b> Know the basic special features of Sindhi language. <b>CO2:</b> Understand communication skills. <b>CO3:</b> Knowing the conversation with businessmen and customers <b>CO4:</b> Know the etiquettes with parents, relatives, friends and others in effective way	

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

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

**UNIT II: Digital & Modern Communication in Sindhi**

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

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## Syllabus

### Communication Skills in Sindhi

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

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

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

- ईमेल ऐ मैसेज लिखण, पेशेवर ईमेल, वाट्सप ऐ समसे (Message) जा शिष्टाचार (Etiquettes), घोषणा याद 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.

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<b>10</b>	<b>Scheme of Examination and Assessment Pattern</b>		
	Paper – 50 Marks		
	<b>External Examination: Semester End External - 30 marks Time: 1:00 hour</b>		
	Format of Question Paper		
	<b>Question No</b>	<b>Nature of Questions</b>	<b>Marks</b>
	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
	<b>Total</b>		<b>30</b>
<b>Internal Examination: Continuous Evolution - 20 marks</b>			
		<b>Total 30</b>	
	<b>Assessment / evaluation</b>	<b>Marks</b>	
1.	<b>Written assignment on any one of the following topics</b> 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	
<b>Total</b>		<b>20</b>	
<b>11</b>	<b>REFERENCE BOOKS:</b>		
	1. Sanchari Basha – By Dr. Pushpa Kodwani		
	2. Sindhi Pahakaa – Dr. Jetly M.K.		
	3. Sindhi Muhavahra – By Hardwani Lachhman		
	4. Sindhi Adhyat mak Shabdhkesh – By Hardwani Lachhman		
	5. Acho Sindhi Sikhu – By Hardwani Lachhman		

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

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

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

**First Year**

**Semester - II**

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

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

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

## Title: Environmental Management and Sustainable Development - II

**Course Code: CHMVEC2**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	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	<b>Vertical 5</b>	VEC
3	<b>Type &amp; Teaching Methods</b>	Theory + Practicum Lectures/Discussions/Presentations/Case Studies, etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p><b>CO(A)1:</b> To develop a comprehensive understanding of various types of environmental pollution, their sources, standards, and impacts on human health and ecosystems.</p> <p><b>CO(A)2:</b> To familiarize students with environmental laws, constitutional provisions, and regulatory frameworks related to environmental protection and management.</p> <p><b>CO(A)3:</b> To equip learners with knowledge of environmental management tools, pollution control measures, and sustainable waste management practices.</p> <p><b>CO(A)4:</b> 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><b>Course Outcomes:</b> Student will be able to</p> <p><b>CO1:</b> Identify and analyze different types of environmental pollution and assess their impacts on human health and ecological systems.</p> <p><b>CO2:</b> Explain key environmental laws, constitutional provisions, and institutional mechanisms for environmental protection.</p> <p><b>CO3:</b> Apply environmental management tools and sustainable waste management practices in real-world contexts.</p> <p><b>CO4:</b> 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;"><b>Syllabus</b></p> <p><b>UNIT I: Environmental Pollution and Health</b></p> <ul style="list-style-type: none"> <li>• Understanding pollution: Production processes and generation of wastes; Assimilative capacity of the environment; Definition of pollution; Point sources and non-point sources of pollution.</li> <li>• Air pollution: Sources of air pollution; Primary and secondary pollutants; Indoor air pollution; Adverse health impacts of air pollutants; National Ambient Air Quality Standards.</li> <li>• 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.</li> <li>• Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health.</li> <li>• Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health.</li> <li>• Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.</li> </ul> <p><b>UNIT II: Environmental Management</b></p> <ul style="list-style-type: none"> <li>• Introduction to environmental laws and regulation: Constitutional provisions- Article 48A, Article 51A (g) and other derived environmental rights;</li> <li>• Introduction to environmental legislations on the forest, wildlife and pollution control. Environmental management system: ISO 14001 Life cycle analysis; Cost-benefit analysis</li> <li>• Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability; Ecolabeling /Ecomark scheme.</li> <li>• Introduction to Millennium Development Goals, Sustainable Development Goals, &amp; Mission Life.</li> </ul>

**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.**

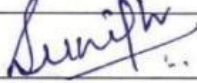
Question No	Nature of Questions	Marks
Q1	Theory Question based on Unit I	10
Q2	Theory Question based on Unit I	10
Q3	Theory Question based on Unit II	10
Q4	Theory Question based on Unit II	10
<b>TOTAL</b>		<b>30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

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

**11****REFERENCES:**

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

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



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

**First Year**

**Semester- II**

**Title: Cocurricular Course I**

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

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

**Title: Cocurricular Course - I**

**Course Code: CHMCCI6**

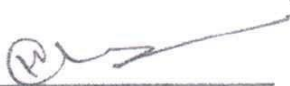
Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement 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	<b>Vertical 6</b>	Cocurricular Course (Mandatory)
3	<b>Type Teaching Methods</b>	Non Theory Participation, Report Writing, Presentation etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To inculcate a spirit of active participation in cultural, social, environmental, and creative activities.</li> <li>2. To enhance personal and interpersonal skills through real-life experiences and teamwork.</li> <li>3. To foster a sense of responsibility, leadership, and community engagement among students.</li> <li>4. To develop self-confidence and emotional well-being through creative expression and collaboration.</li> <li>5. To integrate classroom learning with experiential learning for holistic growth.</li> </ol>
8	<b>Learning Outcomes:</b>	<p>By the end of the course, students will be able to:</p> <p><b>LO1:</b> Participate meaningfully in diverse co-curricular activities and reflect on their learning experiences.</p> <p><b>LO2:</b> Demonstrate improved communication, leadership, and teamwork skills.</p> <p><b>LO3:</b> Exhibit increased awareness of social responsibility and civic engagement.</p> <p><b>LO4:</b> Build confidence through creative, cultural, and intellectual expressions.</p> <p><b>LO5:</b> Maintain a portfolio or activity log to track participation and personal development.</p>

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

**Suggested Readings:**

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

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

  
**Dr. Manju Lalwani Pathak**





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

# **Bachelor of Arts**

## **Psychology**

**(Aided Course)**

**Semester – III**

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

## **PREAMBLE**

The Bachelor of Arts in Psychology program is designed to provide students with a comprehensive understanding of human behaviour, cognition, and emotion. This program emphasizes critical thinking, reasoning, and awareness. Through a combination of theoretical coursework and practical experiences, the BA in Psychology course aims to cultivate a nuanced understanding of the complexities of human behaviour.

Each academic year is divided into two semesters. Student performance is evaluated through two components: an internal assessment of 40 marks and an external examination of 60 marks. The program also focuses on the all-round development of students' personalities. Students will engage with foundational psychological concepts and research methodologies, exploring topics such as developmental psychology, social influences, abnormal Behaviour, and cognitive processes.

The curriculum encourages the application of psychological principles to real-world scenarios, fostering skills in communication, problem-solving, and empirical analysis.

Graduates are equipped to pursue careers in diverse fields such as education, healthcare, social services, and human resources.

## **PROGRAMME SPECIFIC OUTCOME (PSOs)**

**PSO1:** Students will accurately define and explain foundational concepts in psychology, including cognition, behavior, emotion, and development.

**PSO2:** Students will be able to understand research design and conduct basic psychological research, formulating hypotheses and analyzing data.

**PSO3:** Students will be able to understand application of psychological theories to real-life scenarios, demonstrating critical thinking and problem-solving skills.

**PSO4:** Students will be prepared to pursue higher education or professional careers in psychology related fields like Counselling, HR, research and social work.

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

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

**Semester- III**

**Title: Developmental Psychology**

**Vertical - 1  
Major Subject - 4 Credit**

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

**Title: Developmental Psychology**  
**Course Code:CHMPSYIII1**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	Developmental psychology explores the changes and continuities in human abilities throughout life, encompassing physical, cognitive, linguistic, and social dimensions. Developmental psychology focus on human growth and changes across the lifespan, including physical, cognitive, social, intellectual, perceptual, personality and emotional growth.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory+ Practicum (Teaching Method: Lectures/Group Discussion /Presentation etc.)
4	<b>Credit</b>	4 Credits
5	<b>Hours allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<b>Course Objectives:</b> <b>CO(A)1:</b> To understand the process of human development, encompassing physical, cognitive, and socio-emotional changes from conception to old age. <b>CO(A)2:</b> Learning about major developmental theories and key themes like nature vs. nurture, continuity vs. discontinuity. <b>CO(A)3:</b> Understanding the influence of heredity, environment, and various social contexts ( family, peers, school, and media) on individual development. <b>CO(A)4:</b> To critically examine the impact of emerging technologies, media, and artificial intelligence on human development, learning, identity formation, social relationships, and well-being across the lifespan.	
8	<b>Course Outcomes:</b> Student will be able to <b>CO 1:</b> Explain the Process of Human Development from birth to adolescence. <b>CO2:</b> Explain and Analyze the theoretical viewpoints in relation to Developmental Psychology. <b>CO3:</b> Explain the physical, cognitive, social and personality factors that influence individual development. <b>CO4:</b> Evaluate the influence of family, peers, culture, media, and emerging technologies (including Artificial Intelligence) on human development and well-being across different stages of life.	

## Syllabus

### UNIT 1: From Birth till Infancy

- 1.1 The Process of Birth, Alternative Birthing Procedures, Birth Complications.
- 1.2 Physical Development-Physical Growth in Infancy: Four Principles of growth, Nervous and Brain Development.
- 1.3 Cognitive Development in Infancy-Piaget's Sensorimotor Stage, Support and Challenges for Piaget's theory, Roots of Language.
- 1.4 Social and Personality Development in Infancy-Stranger Anxiety and Separation Anxiety, Forming Attachment.

### UNIT 2: Development in Preschool Years

- 2.1 Physical Development - Brain Lateralization and Motor Development.
- 2.2 Cognitive Development- Piaget's Stage of Operational Thinking, Vygotsky view of Cognitive Development.
- 2.3 Personality Development- Gender Identity: Biological Perspective, Psychoanalytic Perspectives, Social Learning Approaches and Cognitive Approaches.
- 2.4 Social Development- Categorizing Play and Social aspects of Play, Effective Parenting

(Baumrind's Parenting Styles), and Cultural Differences in Child Rearing Practices.

### UNIT 3: Development in Middle Childhood

- 3.1 Physical Development –Motor Development, Physical & Mental Health, Psychological Disorders & Children with Special Needs.
- 3.2 Cognitive Development: Piaget's Stage: The rise of Concrete Operational Thought, Vygotsky's Approach - Classroom Instructions, Intellectual Disabilities and Gifted Individuals.
- 3.3 Personality Development-Psychosocial Development, Understanding One's Self, Development of Self-Esteem, Psychological effects of virtual influencers and AI companions
- 3.4 Social Development: Family Life and its Importance, Dual Career Parenting Analysis, Divorce and Single-Parent Families.

### UNIT 4: Development During Adolescence

- 4.1 Physical Development: Physical and Sexual Maturation, Nutrition, Food, and Eating Disorders, Impact of Digital Technologies and AI on Physical and Mental Health
- 4.2 Cognitive Development- Piagetian Approach: Using Formal Operations, Threats to Adolescents' Well-Being- Illegal Drugs, Sexually Transmitted Infections.
- 4.3 Personality Development: Development of Self-Concept and Self-Esteem, Identity Formation: Change or Crisis?, Marcia's Approach to Identity Development.
- 4.4 Social Development: Dating, and Sexual Relationships in the Twenty-First Century, Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Trans-sexualism, Teenage Pregnancies.

**10****Scheme of Examination and Assessment Pattern**

Paper 60 Marks

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

Format of Question Paper

<b>Question No</b>	<b>Nature of Questions</b>	<b>Marks</b>
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15
Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15
		<b>Total 60</b>

**Internal Examination: Continuous Evaluation - 40 marks**

	<b>Assessment / evaluation</b>	<b>Marks</b>
1.	Submission of Essay on a given topic	15
2.	Classroom Presentation	15
3.	Regularity & Participation in Departmental Activities	10
		<b>Total 40</b>

**REFERENCE BOOKS:**

1. Feldman, R. S., & Babu, N. (2018). Development across the life span. (8th ed.). Pearson India Education Services Pvt. Ltd.
2. Feldman, R. S. (2013). Psychology and your life. (2nd ed.). New York: McGraw Hill Publications
3. Feldman, R. S. (2015). Development across the life span. Dorling Kindersley (India) Pvt. Ltd. 11
4. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
5. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
6. Ciccarelli, S. K., White, J. N. & Misra, G. (2015). Psychology. 5th ed. New Jersey: Pearson education.
7. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. (3rd ed.). Wadsworth Thomson Learning Baron

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

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

**Semester- III**

**Title: Introduction to Personality Psychology**

**Vertical - 1  
Major Subject - 2 Credit**

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

**Title: Introduction to Personality Psychology**

**Course Code: CHMPSYIII2**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	The course contains various components of Introduction to Personality Psychology. The topics covered in the course include various concepts, theories and measurements related to Psychology of Personality.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Project Based
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p>CO(A)1 : To explain Psychoanalytic Perspective and Behavioral Perspective of Personality Development.</p> <p>CO(A)2 : To enhance understanding about the Humanistic Perspective and Trait Theories of Personality.</p>
8	<b>Course Outcomes:</b>	<p>Student will be able to</p> <p><b>CO1:</b> Understand the basic application of Psychodynamic Perspective (Freud and Neo-Freudians) and Behaviourists (Bandura and Rotter).</p> <p><b>CO2:</b> Understand the basic application of Humanistic Orientation (Maslow, Roger) and describe, and evaluate Trait Theories of personality (Allport, Cattell, PEN; Big Five; and emerging approaches).</p>
9	<b>Name of the Project Topics/ Broad Areas</b>	<p><b>The Psychodynamic Perspective</b></p> <ol style="list-style-type: none"> <li>1. Freud's Conception of Personality</li> <li>2. Carl Jung's Analytic Theory</li> <li>3. Alfred Adler's Social Psychological Theory</li> <li>4. Erik Erikson's Contemporary Psychoanalytic Theory.</li> <li>5. AI as a tool for self-reflection and emotional expression.</li> </ol> <p><b>Behavioral Perspective</b></p> <ol style="list-style-type: none"> <li>6. Ivan Pavlov – Classical Conditioning</li> <li>7. B.F. Skinner – Operant Conditioning,</li> <li>8. Dollard and Miller's Stimulus-Response Theory</li> </ol> <p><b>Social Cognitive View</b></p> <ol style="list-style-type: none"> <li>9. Albert Bandura Social Learning Theory, Social media recommendation systems and observational learning.</li> <li>10. Rotter's Social Learning Theory</li> </ol> <p><b>Trait Approaches to Personality</b></p> <ol style="list-style-type: none"> <li>11. Gordon Allport's work</li> </ol>

13. Big Five and emerging approaches: Measurement and application

### **Humanistic Approaches to Personality**

14. Abraham Maslow's Theory

15. Carl Rogers Theory

16. Can AI support empathy, self-awareness, and psychological well-being?

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

### **Project (Dissertation) Report:**

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

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing*. The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

#### **1. Title Page**

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the In-charge Teacher
- Month of Submission

#### **2. Certificate by the Institute**

#### **3. Certificate by In-charge Teacher**

#### **4. Student's Declaration**

#### **5. Acknowledgement**

#### **6. Abstract**

- A brief summary of the field visit, key observations, and main conclusions (200-300 words)

#### **7. Table of contents**

- Include headings and subheadings with page numbers.

#### **8. List of Figures and Tables**

- List all figures and tables included in the report with corresponding page numbers.

#### **9. Chapter1: Introduction**

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

#### **10. Chapter2: Literature Review**

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

#### **11. Chapter 3: Methodology**

- Describe the approach and tools used for data collection during the visit (e.g.

	<p>observational methods, interviews, archival research).</p> <ul style="list-style-type: none"> <li>• Discuss the rationale behind the chosen methods.</li> </ul> <p><b>12. Chapter 4: Field Work Descriptions, Observations and Analysis</b></p> <ul style="list-style-type: none"> <li>• Provide detailed descriptions of each site visited/ Field work carried out.</li> <li>• Include observations related to fieldwork: work’s-relevance to topic selected.</li> <li>• Use photographs, diagrams, and sketches, etc. to support the descriptions.</li> <li>• Analyze the data collected in relation to the study objectives.</li> </ul> <p><b>13. Chapter 5: Conclusion and Recommendations</b></p> <ul style="list-style-type: none"> <li>• Discuss how the findings from the visit contribute to the understanding of subject area.</li> <li>• Summarize the key findings and their significance.</li> <li>• Offer recommendations based on the research findings for further study or preservation efforts.</li> </ul> <p><b>14. References</b></p> <ul style="list-style-type: none"> <li>• List all sources cited in the report in a consistent format.</li> </ul> <p><b>15. Appendices</b></p> <ul style="list-style-type: none"> <li>• Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.</li> </ul>														
<p><b>10</b></p>	<p style="text-align: center;"><b>Scheme of Examination and Assessment Pattern</b> Paper –50 Marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%; text-align: center;">Criteria</th> <th style="width: 20%; text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td><b>Field visit completion, Attendance and interaction</b></td> <td style="text-align: center;">15</td> </tr> <tr> <td><b>Overall Report quality</b></td> <td></td> </tr> <tr> <td>1. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations</td> <td style="text-align: center;">20</td> </tr> <tr> <td>2. Overall Project Report Structure and Style</td> <td style="text-align: center;">05</td> </tr> <tr> <td>3. Presentation Skills &amp; Communication</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </tbody> </table>	Criteria	Marks	<b>Field visit completion, Attendance and interaction</b>	15	<b>Overall Report quality</b>		1. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	20	2. Overall Project Report Structure and Style	05	3. Presentation Skills & Communication	10	<b>Total</b>	<b>50</b>
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<p><b>11</b></p>	<p><b>REFERENCE BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Hall, C.S., Lindzey, G., &amp; Campbell, J.B. (1998). Theories of Personality. New York: J Wiley &amp; Sons.</li> <li>2. Schultz, D.P., &amp; Schultz, S.E. (2017). Theories of Personality. Australia: Cengage Learning.</li> <li>3. Engler, B. (2014). Personality Theories: An Introduction. Belmont: CA: Wadsworth Cengage. 11</li> <li>4. Ryckman, R.M. (2004). Theories of Personality (8th ed.). Belmont: CA: Wadsworth Cengage.</li> <li>5. Ciccarelli, S. K. &amp; Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) Pvt. Ltd.</li> <li>6. Ciccarelli, S. K., White, J. N. &amp; Misra, G. (2015). Psychology. (5th ed.). New Jersey: Pearson education.</li> </ol>														







HSNC Board's

# Smt. Chandibai Himathmal Mansukhani College (Autonomous)



(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14

## Faculty of Interdisciplinary

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

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



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

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

**Semester- III**

**Title: Psychology of Personal Relationships**

**Vertical - 3  
Major Subject - 2 Credit**

**with effect from  
Academic year 2026-27**

## Title: Psychology of Personal Relationships

**Course Code: CHMPSYIII3**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	The topics covered in the course include various concepts related to personal relationship like friendship, and family, etc. Also Understanding and managing stresses and strains in relationships. Psychological impact of relationship dissolution, emphasizing coping mechanisms and emotional well-being.
2	<b>Vertical 3</b>	Open Elective
3	<b>Type</b>	Theory (Teaching Method: Lectures/Group Discussion / Presentation, Role Play etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>  CO(A)1: To explore the different factors leading to formation of relationships and to examine the strategies to handle personal relationships  CO(A)2: To examine challenges, maintenance strategies, and the psychological impact of relationship dissolution, emphasizing coping mechanisms and emotional well-being.	
8	<b>Course Outcomes:</b> Student will be able to <b>CO1:</b> Describe the development and maintenance of interpersonal relationships and explain the factors contributing to relationships. <b>CO2:</b> Analyze relationship challenges, maintenance strategies, and the psychological impact of breakups to develop insights into relationship well-being and resilience.	
9	<b>Syllabus</b>	
	<b>UNIT 1: Foundations, Dynamics and Maintenance of Personal Relationships</b> 1.1 Nature & Importance of relationships. Interdependency in relationships, Influence of dating apps, social media and digital platforms in initiating and maintaining relationships. Influence of individual differences and human nature on relationships - gender, sex, personality and esteem 1.2 Expectations from relationships. Types of relationships. Economies in relationships & self-expansion model. Commitment in relationships - investment model of relationships 1.3 Best Communication Models and Destructive Patterns of Communication.	
	<b>UNIT 2 : Maintaining, Enhancing and Rebuilding Relationships.</b> 2.1 Changing Rate of Divorce. Predictors of Divorce. Breaking Up. Dealing with relationship issues (hurt feelings, ostracism, jealousy, deception & lying, betrayal) 2.2 Dealing with conflicts – understanding interpersonal conflict. Instigating Events in conflicts (criticism, illegitimate demands, rebuffs, and cumulative annoyance) attribution as a cause of conflict, role of AI-mediated communication in amplifying or misinterpreting conflict situations.	

<p><b>10</b></p>	<p style="text-align: center;"><b>Scheme of Examination and Assessment Pattern</b>  Paper –50 Marks  <b>External Examination: Semester End External - 30 marks Time: 1:00 hour</b>  Format of Question Paper</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Question No</th> <th style="width: 65%;">Nature of Questions</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 1</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 2</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total 30</b></td> <td></td> </tr> </tbody> </table> <p style="margin-top: 20px;"><b>Internal Examination: Continuous Evaluation - 20 marks</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 75%;">Assessment / evaluation</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Role Play, Presentation /Creative writing/Movie Review/ Assignment etc.</td> <td style="text-align: center;">20</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total 20</b></td> <td></td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15	Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15	<b>Total 30</b>				Assessment / evaluation	Marks	1.	Role Play, Presentation /Creative writing/Movie Review/ Assignment etc.	20	<b>Total 20</b>		
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Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15																				
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15																				
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	Assessment / evaluation	Marks																				
1.	Role Play, Presentation /Creative writing/Movie Review/ Assignment etc.	20																				
<b>Total 20</b>																						
<p><b>11</b></p>	<p><b>REFERENCE BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Miller R.S.(2015). Intimate relationships. (7th ed). McGraw-Hill Edu.</li> <li>2. Garth J. O. Fletcher, Jeffry A. Simpson, Lorne Campbell, &amp; Nickola C. Overall (2013) The Science of Intimate Relationships. Wiley-Blackwell.</li> <li>3. Baron, R. A., &amp; Branscombe, N. R. (2017). Social psychology. Pearson Education India.</li> <li>4. Baumeister, R. F., &amp; Bushman, B. J. (2020). Social psychology and human nature. Cengage Learning.</li> <li>5. Finkel, E. J., Simpson, J. A., &amp; Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core principles. Annual Review of Psychology, 68(1), 383-411.</li> <li>6. Thomas, P. A., Liu, H., &amp; Umberson, D. (2017). Family relationships and wellbeing. Innovation in aging, 1(3), igx025 Retrieved from <a href="https://www.researchgate.net/publication/321014662_Family_Relationships_and_WellBeing">https://www.researchgate.net/publication/321014662_Family_Relationships_and_WellBeing</a></li> </ol>																					



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

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

**Semester- III**

**Title: Skill Enhancement Course –**

**Vertical - 4  
Major Subject - 2 Credit**

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

**Title: Introducing Statistics for Psychology**

**Course Code: CHMPSYIII4**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	The course contains various components of Introducing Statistics for Psychology. The topics covered in the course include concepts related to fundamental statistical methods; data organize, analyze, and interpret psychological data in research.
2	<b>Vertical 4</b>	SEC
3	<b>Type</b>	Theory + Practicum (Teaching Method Lectures /Group Discussion/Presentation etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> CO(A)1: To understand Fundamentals of Statistics for Psychology CO(A)2: To learn about Measures of Central Tendency and Variability	
8	<b>Course Outcomes:</b> Student will be able to CO1: Describe and explain role of statistical methods, graphs, and probability in psychology, and calculate and interpret percentile rank. CO2: Describe, calculate, interpret, and apply measures of central tendency and variability.	
9	<b>Syllabus</b> <b>UNIT 1: Fundamentals of Statistics for Psychology</b> 1.1 Definition, importance, and applications of Statistics in psychology, including traditional and AI-driven data analysis. 1.2 Meaning, calculation, and application Percentiles and Percentile Ranks in psychological assessment. 1.3 Frequency Distributions, Histograms, Pie Charts, and Bar Graphs. 1.4 Understanding Probability, Normal Distribution, and its relevance in psychology <b>UNIT 2: Measures of Central Tendency and Variability</b> 2.1 Measures of Central Tendency – Understanding and calculating mean, median, and mode. 2.2 Measures of Variability – Range, variance, and standard deviation. 2.3 Normal Distribution-Characteristics and significance in psychological testing. 2.4 Application of Central Tendency and Variability in Psychology, including use in data-driven decision-making, psychometric analysis, and AI-assisted research.	

## Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
	<b>Total</b>	<b>30</b>

	Assessment / evaluation	Marks
1.	Submission of Assignment – Simple Data Collection and Application of Statistics (choose any as per syllabus).	20
	<b>Total</b>	<b>20</b>

### **REFERENCE BOOKS:**

1. Howitt, D., & Cramer, D. (2017). Introduction to Statistics in Psychology (6th ed.). Pearson.
2. King, B. M., Rosopa, P.J., & Minium, E. W. (2018). Statistical reasoning in the behavioral sciences (7th ed.). John Wiley & Sons Inc.
3. Howel, D. (2020). Statistical methods for psychology. Cengage.
4. Field, A. (2017). Discovering Statistics Using R. (5th ed.). Sage Publications.
5. Ron, A., Coups, E. J., & Aron, E. N. (2018). Statistics for the Behavioral and Social Sciences: A Brief Course (6th ed.). Pearson.

Smt. Chandibai Himathmal Mansukhani College

**(Autonomous)**

**HSNC Board's**

**Smt. Chandibai Himathmal Mansukhani College, Ulhasnagar**

**(Autonomous)**

**Affiliated to the University of Mumbai**

**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 (कायालयीन लेखनव्यवहार आणि पत्रव्यवहार)

**COURSE CODE: CHMAECMARIII**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	<b>(कायालयीन लेखनव्यवहार आणि पत्रव्यवहार)</b> लेखन ओळख ते लेखन कौशल्य हा बराच मोठा प्रवास आहे. वाचन आणि लेखनाच्या सरावाने, लेखन कौशल्य णवकणसत करता येते. बहुतेक वेळा आपि णमळवलेले ज्ञान हे णलणखत स्वरूपात मांडावे लागते. त्यासाठी आपि लेखन कौशल्याचे योग्य उपयोजन करतो. लेखने म्हिजे मजकूर तांतोतांत उतरवि नव्हे. एखादे णनवेदन, वृत्त, णनबांध, पुस्तकाची णिपि, अजज यांसाठी लेखन आवश्यक असते. कायाजलयीन पत्रव्यवहार, कायजवृत्ते, नोंदी, जाणहरात, णिपि ही सवज उपयोजत लेखन कौशल्ये आहेत. कायाजलयीन पत्रव्यवहार करि हे एक वेगळ्या प्रकारचे कौशल्य आहे. त्यातील काही उपयोजन कौशल्यांचा णवचार या अभ्यासपणत्रकेत अपेणित आहे. कायाजलयीन लेखन व्यवहार आणि पत्रव्यवहार या अभ्यासपणत्रकेत णशकणवला जाईल.
2	<b>Vertical 5</b>	Ability Enhancement Course
3	<b>Type</b>	Theory
4	<b>Credit</b>	2 Credits (1 Credit = 15 Hours for Theory or 30 Hours of Practical Work in a Semester)
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<b>C01:</b> कायाजलयीन लेखन व्यवहार स्वरूप समजावनू सांगि. <b>C02:</b> कायाजलयीन पत्रव्यवहाराचे स्वरूप समजावनू सांगि., <b>C03:</b> प्रभावी कायाजलयीन लेखनासाठी आवश्यक असिन्त्या िमता आणि तांत्रांचा पररचय करून देिे,
8	<b>Learning Outcomes:</b>	प्रस्तुत अभ्यासक्रम शिकल्यानंतर: L01: णवद्यार्थ्यांना कायाजलयीन लेखन व्यवहाराचे स्वरूप समजेल, L02: णवद्यार्थ्यांना कायाजलयीन पत्रव्यवहाराचे स्वरूप समजेल. L03: प्रभावी कायाजलयीन लेखनासाठी आवश्यक असिन्त्या तांत्रांचा णवद्यार्थ्यांना पररचय होईल.

## Syllabus

9

### UNIT I कायालयीन लेखनव्यवहार

1. जाहीर णनवेदन आणि माणहतीपत्रक
2. इणतवृत्त लेखन
3. गिप्पी लेखन

(६० णमणनिांच्या १५ ताणसका, श्रेयांकन १)

(सचूना : णवद्यार्थ्यांमध्ये उपरोक्त कायाजलयीन लेखन व्यवहार व पत्रव्यवहार करण्यासाठी आवश्यक कौशल्ये व िमता णवकणसत होतील या दृष्टीने णशिकांनी सराव करून घ्यावा.)

### UNIT II: कायालयीन पत्रव्यवहार

1. कायाजलयीन/प्रशासनक पत्र
2. नोकरीसाठी अजजलेखन
3. पत्रात्मक लेखन: नवी रूपे (शुभेच्छा, णनमांत्रि)

(६० णमणनिांच्या १५ ताणसका, श्रेयांकन-१)

(सचूना : णवद्यार्थ्यांमध्ये उपरोक्त कायाजलयीन लेखन व्यवहार व पत्रव्यवहार करण्यासाठी आवश्यक कौशल्ये व िमता णवकणसत होतील या दृष्टीने णशिकांनी 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
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Project and presentation / Viva	Marks
1.	<ul style="list-style-type: none"><li>• AI च्या साहाय्याने जाहीर णनवेदन आणि माणहतीपत्रक तयार करि. त्यामध्ये शीर्जक, उणिष्ट, कायजक्रमाचे वेळापत्रक, सल्ला इत्यादीची आकर्जक माांडी करि.</li><li>• AI साधने वापरून सभेचे Audio/Video नुसार इणतवृत्त तयार करि.</li></ul>	20

		<p>त्यानंतर णवद्याथ्यांनी त्यात आवश्यक ती सुधारि करि.</p> <ul style="list-style-type: none"> <li>• AI चा वापर करून कायाजलयीन णिष्पी तयार करि. त्यातील भार्ा, रचना, औपचाररकता इत्यादींचे परीिि करून सुधाररत णिष्पी तयार करि.</li> <li>• AI साधनांच्या माध्यमातून प्रशासणनक पत्रांचे णवणवध नमुनारूप तयार करि. भार्ेची औपचाररकता तपासि.</li> <li>• AI साधनांच्या साहाय्याने नोकरीसाठी अजज तयार करि. णदलेल्या जाणहरातीवर आधाररत Cover Letter तयार करि.</li> <li>• णवणवध प्रसांगांसाठी AI साधनांच्या आधारे णनमांत्रिपत्र व शुभेच्छापत्र तयार करि.</li> </ul> <p><b>AI साधने:</b> <a href="#">ChatGPT</a>, <a href="#">Google Gemini</a>, <a href="#">Claude</a>, <a href="#">Perplexity AI</a>, <a href="#">NotebookLM</a>, <a href="#">Canva</a>, <a href="#">CapCut</a>, <a href="#">InVideo</a>, <a href="#">Grammarly</a>, <a href="#">QuillBot</a>, <a href="#">Whisper</a>, <a href="#">ElevenLabs</a></p>		
				<b>Total 20</b>
<b>11</b>	<p><b>संदर्ा ग्रंथ (Reference Books) :</b></p> <ol style="list-style-type: none"> <li>१. प्रशासणनक लेखन, भार्ा सांचालनालय, महाराष्ट्र शासन, मुंबई, १९६६</li> <li>२. भाणर्क सजजन आणि उपयोजन, राजन गवस, अरुि णशांदे, गोमिश्वर पािील, वज्ज प्रकाशन, पुिे, २०१२</li> <li>३. परब प्रकाश, व्यावहाररक मराठी, णमथुन प्रकाशन, डोंणबवली प्लूमुंबई, १९८९</li> <li>४. नाईक सदानांद, राजभार्ा मराठी, व्यावहाररक मराठी, प्रका-नागरी सेवा प्रबोणधनी, मुंबई, २००२</li> <li>५. तावरै स्नेहल (सांपा.), व्यावहाररक मराठी, स्नेहवधजन प्रकाशन, पुिे, चौथी आवृत्ती, २०११</li> <li>६. केतकी मोडक, सांतोर् शेिई, सुजाता शेिई (सांपा.), उपयोजजत मराठी, पद्मगांधा प्रकाशन, २०१२</li> <li>७. नसीराबादकर ल. रा., व्यवहाररक मराठी, भार्ा णवकास सांशोधन सांस्था, कोल्हापरू २०२३</li> </ol>			

**Smt. Chandibai Himathmal Mansukhani College**

**(Autonomous)**

**Second year B.A.**

**Semester -III**

**Vertical-5**

**Ability Enhancement Course (English)**

**2 Credits**

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

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

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

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	<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	<b>Vertical 4</b>	Ability Enhancement Course
3	<b>Type</b> Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<p><b>Course Objectives:</b></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>	

<b>8</b>	<p><b>Course Outcomes:</b> 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>
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<b>9</b>	<p style="text-align: center;"><b>Syllabus</b></p> <p><b>UNIT I: Listening and Reading for Academic and Professional Purposes</b></p> <p><b>1. Understanding Communication in Context:</b></p> <ul style="list-style-type: none"> <li>• Role of English in professional and global contexts</li> <li>• Modes of communication: Verbal, Non-verbal, Visual, and Digital</li> <li>• Characteristics of professional communication (clarity, brevity, tone, audience awareness)</li> </ul> <p><b>2. Listening Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening to professional conversations (e.g., meetings, interviews, news reports)</li> <li>• Identifying tone, emphasis, and implied meaning</li> <li>• Listening for argument, perspective, and intent</li> <li>• Activities: Note-taking, summarizing, identifying key takeaways</li> </ul> <p><b>3. Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading job advertisements, email threads, and formal reports</li> <li>• Identifying purpose and structure in professional texts</li> <li>• Inference and contextual meaning</li> <li>• Grammar Focus: Prepositions, Modal verbs, Sentence transformation, Error correction, Collocations</li> </ul> <p><b>Texts:</b> Passages from industry reports, editorials, HR communications, NGO newsletters, and workplace scenarios.</p> <p><b>UNIT II: Speaking and Writing for Employability (15 Lectures)</b></p> <p><b>1. Speaking Skills:</b></p>
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- 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	<b>Short Notes</b> (Attempt any 3 out of 5) - <b>Unit 1</b> <b>OR</b> Attempt <b>Essay Type</b> question. (1 out of 2) - <b>Unit 1</b>	15
Q. 2	<b>Short Notes</b> (Attempt any 3 out of 5) - <b>Unit 2</b> <b>OR</b> Attempt <b>Essay Type</b> question. (1 out of 2) - <b>Unit 2</b>	15
	<b>Total</b>	<b>30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
1.	<b>Writing Assignment:</b> 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 <b>OR</b> Prepare an effective LinkedIn profile for professional networking and career opportunities	15

2.	<b>Attendance:</b> Attendance percentage will be evaluated to award marks.	05
	<b>Total</b>	<b>20</b>

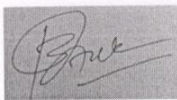


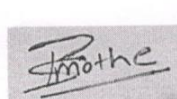
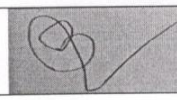
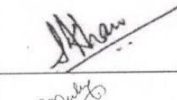
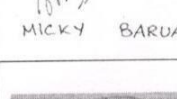
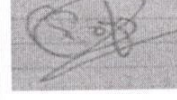
**11**

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14. Thill, John V., and Courtland L. Bovee. *Excellence in Business Communication*. 13th ed., Pearson, 2017.
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16. Crystal, David. *English as a Global Language*. 2nd ed., Cambridge UP, 2003.
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|  | <p>18. Locker, Kitty O., and Donna Kienzler. <i>Business and Administrative Communication</i>. 11th ed., McGraw-Hill Education, 2018.</p> <p>19. Cambridge University Press. <i>English for the Workplace: A Resource Book for Communication Skills</i>. Cambridge UP, 2016.</p> |
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### Syllabus Committee:

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

**Second Year B.A**

**(Hindi)**

**Semester – III**

**Title : हहदी भाषा : कौशल के आधार**

**Vertical - 5**

**Ability Enhancement Course 2 Credits**

with effect from Academic Year 2025-

2026

**Title : हहदी भाषा : कौशल के आधार****Course Code : CHMAECHINIII**

Sr.No.	Heading	Particulars
1.	<b>Description of the Course :</b>	विद्यार्थियों के वलए हहदी एक सामान्य भाषा हनने के साथ विशेष भाषा तब बन जाती है जब िह हहदी के माध्यम से पनने कौशल म, पवभिदवधि कर,, हहदी के माध्यम से रनजगार के कद पिसरों कन ्ात् कर,, सस ददवि से ातयंत लाभिध क 4र यनयनगी वसधि हनगा, हहदी भाषा म, कौशल विकास की पसीम संभािनाएं हैं 4र कौशल के विवभन्न आयाम जड़े ुएए हैं जन पलग – पलग ददशाओं म, देखे जा सकते हैं, ातयंत विद्यार्थियों म, लेखन, िाचन कौशल की पवभिदवधि करने के साथ रनजगारनरक पिसर दान करता है ।
2.	<b>Vertical : 5</b>	AEC
3.	<b>Type : Teaching Method</b>	Theory + Practicum Lecture / Discussion / Presentation / Self Study, etc.
4.	<b>Credit :</b>	2 Credits
5.	<b>Hours Allotted :</b>	30 Hours
6.	<b>Marks Allotted :</b>	50 Marks
7.	<b>Course Objectives :</b>	<b>CO1 :</b> विद्यार्थियों कन लेखन, िाचन कौशल का ज्ञान देना ि रनजगार के पिसरों से जने ना । <b>CO2 :</b> विद्यार्थियों कन लेखन, िाचन कौशल से नररचय करते ुएए पवभव्यवि की शैवल्यों का विकास करना । <b>CO3 :</b> विद्यार्थियों कन भाषण कला के विविध रूनों कन समझाना, मौवलकता म, पवभिदवधि लाना ि विशेषज्ञता ददलाना । <b>CO4 :</b> विद्यार्थियों कन श्रिण कौशल की विशेषताओं से नररचय कराते ुएए श्रिण कौशल के लाभों से पिगत कराना ।

8.	<p><b>Learning Outcomes :</b></p> <p><b>LO1 :</b> विद्यार्थियों का लेखन, िाचन कौशल के ज्ञान ावि के साथ मौलिक पवभव्यवि म, बदलाि आएगा ।</p> <p><b>LO2 :</b> विद्यार्थियों का लेखन, िाचन कौशल द्वारा मानवसक विकास हनगा, नठन शवि , शैली का विकास हनगा ।</p> <p><b>LO3 :</b> विद्यार्थियों कन लेखन, भाषण कौशल से भवषक – शवि , शैवलियों का संिध न हनगा विशेषज्ञता आएगी ।</p> <p><b>LO4 :</b> विद्यार्थियों कन लेखन, िाचन, श्रािण, भाषण कौशल की विशेषताओं 4र यनयनवगता का ज्ञान ात् हनगा ।</p>
9.	<b>Syllabus</b>
	<b>UNIT I : हहदी भाषा कौशल के आधार</b>
	<p>1.1 लेखन कौशल का पथ ँि स्िरून लेखन कौशल की यनयनवगता ँि महत्ि</p> <p>1.2 लेखन कौशल की विवधयाँ ँि विशेषताँ</p> <p>1.3 िाचन कौशल का पथ , स्िरून ँि विशेषताँ</p> <p>1.4 िाचन कौशल की यनयनवगता ँि विवधयाँ</p>
	<b>UNIT II : हहदी भाषा कौशल के आधार</b>
	<p>2.1 भाषण कौशल का पथ ँि स्िरून</p> <p>2.2 भाषण कौशल का महत्ि ँि यनयनवगता</p> <p>2.3 भाषण कौशल की विवधयाँ ँि विशेषताँ</p> <p>2.4 श्रिण कौशल का पथ , स्िरून ँि विशेषताँ</p> <p>2.5 श्रिण कौशल का महत्ि ँि यनयनवगता</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 ारून	सकाद	पंक
<b>बाह् म मूल्यांकन</b>		
श्च 1 : चार श्चों म, से दकन्हीं दन श्चों के यत्तर वलवखए ।	सकाद 1	15
श्च 2 : चार श्चों म, से दकन्हीं दन श्चों के यत्तर वलवखए ।	सकाद 2	15
<b>क्ल पंक</b>		<b>30</b>

मूल्यांकन ारून	पंक
<b>आंतररक मूल्यांकन</b>	
• रचनात्मक काय / क्लन / पसासनम,ट सत्यादद	10
• स्तडवत नररसंिाद सहभावगता सत्यादद	05
• पकादवमक, व्यािसावयक एि कौशल संिध न गवतविधयाँ	05
<b>क्ल पंक</b>	<b>20</b>

**हहदी भाषा कौशल के आधार  
क्लन के वलए AI से संभावित विषय**

- लेखन कौशल की यनयनवगता एि महत्ि म, AI आधाररत पध्ययन
- लेखन कौशल की विवधयाँ एि विशेषताएँ म, AI आधाररत विश्लेषण
- िाचन कौशल की यनयनवगता एि विवधयाँ का AI आधाररत पध्ययन
- भाषण कौशल का महत्ि एि यनयनवगता म, AI आधाररत पध्ययन
- भाषण कौशल की विवधयाँ एि विशेषताएँ म, AI आधाररत पध्ययन
- श्रिण कौशल का पथ, स्िरून एि विशेषताएँ म, AI आधाररत विश्लेषण
- श्रिण कौशल का महत्ि एि यनयनवगता म, AI आधाररत विश्लेषण

**11.**

**संदभ ग्रंथ सूची -**

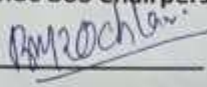
1. हहदी भाषा वशक्षण के विविध आयाम - ाध्यानक डॉ. राठौर, दकनले एवडशन
2. पवभनि नत्र लेखन - डॉ. पवनल हसह
3. हहदी के व्यािहाररक रून - डॉ. संतनष मनटिनी, नररददश्य ्काशन, मडंबद
4. हहदी भाषा लेखन कौशल - गडलीबाबा नवललके शन ासिट वलवमटेड

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

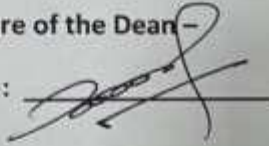
Name & Signature of the Ad-hoc BoS Chairperson -

Dr. Bhavna M. Rochlani :



Name & Signature of the Dean -

Dr. Nitin Arekar :



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

**Smt**

**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	<b>Description the Course:</b>	<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	<b>Vertical 6</b>	Cocurricular Course (Mandatory)
3	<b>Type Teaching Methods</b>	Non Theory Participation, Report Writing, Presentation etc.
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To inculcate a spirit of active participation in cultural, social, environmental, and creative activities.</li> <li>2. To enhance personal and interpersonal skills through real-life experiences and teamwork.</li> <li>3. To foster a sense of responsibility, leadership, and community engagement among students.</li> <li>4. To develop self-confidence and emotional well-being through creative expression and collaboration.</li> <li>5. To integrate classroom learning with experiential learning for holistic growth.</li> </ol>
8	<b>Learning Outcomes:</b>	<p>By the end of the course, students will be able to:</p> <p><b>LO1:</b> Participate meaningfully in diverse co-curricular activities and reflect on their learning experiences.</p> <p><b>LO2:</b> Demonstrate improved communication, leadership, and teamwork skills.</p> <p><b>LO3:</b> Exhibit increased awareness of social responsibility and civic engagement.</p> <p><b>LO4:</b> Build confidence through creative, cultural, and intellectual expressions.</p> <p><b>LO5:</b> Maintain a portfolio or activity log to track participation and personal development.</p>

9	<b>Syllabus</b>																											
	<b>Unit I - Suggested Areas of Participation in the activities:</b> <ul style="list-style-type: none"> <li>• <b>Cultural Events:</b> Drama, dance, music, literary events, debates, etc.</li> <li>• <b>Social Outreach:</b> Blood donation, awareness campaigns, cleanliness drives.</li> <li>• <b>Clubs &amp; Societies:</b> Photography, quiz, environment club, shram club, etc.</li> <li>• <b>Sports &amp; Fitness:</b> College tournaments, yoga, marathons, fitness challenges.</li> <li>• <b>Institutional Events:</b> Foundation Day, Annual Day, College Festivals, Intercollegiate events.</li> <li>• <b>National Festivals:</b> Independence Day, Republic Day etc.</li> </ul> <b>Unit II - Program Specific Topics</b> <ul style="list-style-type: none"> <li>• <b>Workshops/Seminars:</b> Report Writing, Personality Development, Soft Skills, Leadership Talks.</li> <li>• <b>Speak, Show, Shine:</b> Presentation / Poster Presentation / Viva and Learning Experience</li> </ul> <b>Mode of Evaluation:</b> <ul style="list-style-type: none"> <li>• <b>Faculty Coordinator:</b> To guide and evaluate student progress.</li> <li>• <b>Participation Proof:</b> Certificates, photos, attendance records.</li> <li>• <b>Reflective Journal:</b> Minimum 2-3 pages summarizing experiences, learning, and growth.</li> <li>• <b>Final Viva/Presentation:</b> 5-minute talk on poster presentation and on overall learning.</li> </ul>																											
10	<b>Scheme of Examination and Assessment Pattern</b> <b>Based on 3 approved Activities</b> <b>Semester End External - 30 marks</b> <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;"><b>Total</b></td> <td style="text-align: center;"><b>30</b></td> </tr> </tbody> </table> <b>Internal Examination: Continuous Evaluation – 20 marks</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 75%;">Assessment / Evaluation</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>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;"><b>Total</b></td> <td style="text-align: center;"><b>20</b></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	<b>Total</b>		<b>30</b>		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	<b>Total</b>		<b>20</b>
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1.	Reflective journal	10																										
2.	Presentation/ poster presentation/viva	10																										
<b>Total</b>		<b>20</b>																										

**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.  
(Political Science)  
Semester- III**

**Title: Field Project (FP) in Political Science**

**Vertical – 6**

**Field Project - 2 Credits**

With effect from Academic Year  
2025-2026

Title: Field Project in Political Science  
**Course Code- CHMPOLIII5**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	This project-based course introduces students to the structures, processes, and functions of public administration with a focus on its practical application in governance. Through field-based inquiry, institutional visits, and community-level studies, students will critically examine how administrative systems operate at various levels—central, state, and local—and how they interact with citizens. The course encourages experiential learning by engaging students in real-world issues such as service delivery, administrative accountability, public grievances, and the role of civil servants, thereby bridging theoretical knowledge with practical understanding.
2	<b>Vertical - 6</b>	Field Project
3	<b>Type</b>	Project based
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	----Hours
6	<b>Marks allotted</b>	50 Marks
7	<p><b>Course Objectives:</b></p> <p>CO(A)1. To develop a foundational understanding of public administration and its significance in democratic governance.</p> <p>CO(A)2. To familiarize students with the organizational structure and functioning of administrative institutions in India.</p> <p>CO(A)3. To promote analytical skills through observation and documentation of administrative processes and practices.</p> <p>CO(A)4. To encourage students to engage with contemporary administrative challenges through field-based projects.</p>	
8	<p><b>Course Outcomes:</b> By the end of this course, students will be able to:</p> <p><b>CO1:</b> Describe the functioning of administrative units at various levels of government.</p> <p><b>CO2:</b> Conduct basic field research, including data collection and analysis on public</p>	

	<p>administration practices.</p> <p><b>CO3:</b> Evaluate the effectiveness of public service delivery mechanisms in selected case studies or institutions.</p> <p><b>CO4:</b> Communicate their findings through structured reports and presentations, demonstrating critical engagement with administrative realities.</p>
<p>9</p>	<p><b>Title of the Course: Field Project</b></p> <p><b>Name of the Broad Areas on which Project Topics will be based-</b></p> <ol style="list-style-type: none"> <li>1. Functioning of a Local Government Office (e.g., Panchayat/Municipality/Corporation Office)</li> <li>2. Service Delivery Mechanisms in Public Health Centres or Government Hospitals</li> <li>3. Public Grievance Redressal System in a District Collectorate</li> <li>4. Role and Functioning of the Office of the Tehsildar / Revenue Department</li> <li>5. Social Welfare Schemes and Their Implementation at the Block or Taluka Level</li> <li>6. Citizen Charters and Administrative Accountability: A Field Study</li> <li>7. Digital Governance Initiatives in Local or State Administration</li> <li>8. Public Distribution System (PDS): Efficiency and Gaps</li> <li>9. Interaction of Civil Servants with Citizens: A Study of Accessibility and Responsiveness</li> <li>10. RTI (Right to Information) as a Tool for Transparency: Case Studies of Filed Applications</li> <li>11. Field Study on the Working of Government Schools and their Administrative Oversight</li> <li>12. Disaster Management at the Local Level: Preparedness and Administrative Role</li> <li>13. Municipal Solid Waste Management: Challenges in Urban Administration</li> <li>14. Functioning of an Urban Ward Office or Zonal Administrative Office</li> <li>15. Women’s Representation in Local Administration: A Qualitative Study</li> </ol> <p>If required faculty members will allot Projects topics in addition to the above broad areas that are relevant and important to the core Subject. The Project may be taken individually or in a group of students with proper guidance and prior sanction from the Faculty.</p> <p><b>Project (Dissertation) Report:</b> Students are required to submit a report of the field project at the end of the semester in a suggested format.</p>

**Board of Studies in Psychology**

Sr No	Name of the Faculty	Designation
1.	Ms. Vandana N Solanki	Associate Professor & Head, Department of Psychology, Smt. C.H.M. College
2.	Ms. Sitara Kapil Menon	Assistant Professor, Department of Psychology, Smt. C.H.M. College
3.	Dr. Cicilia Chettiar	Associate Professor & Head, Maniben Nanavati College for Women, Vile Parle, Affiliated to SNDT University
4.	Mrs. Sonali Deshbhartar	Associate Professor & Head, SNDT College of Arts and SCB College of Commerce & Science
5.	Ms Geeta Khatwani	Guest Lecturer and Consulting Psychologist, Smt. M.M.K..College of Commerce & Economics

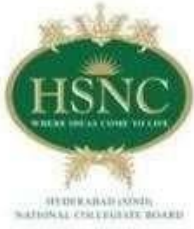
Name & Signature of the Ad hoc BoS Chairperson: Ms. Vandana N Solanki

*Vandana*

Name & Signature of the Dean: Dr. Prashant Kelkar

*Prashant Kelkar*





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

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

**Semester –IV**

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

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

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

**Semester- IV**

**Title: Social Psychology**

**Vertical - 1  
Major Subject - 4 Credit**

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

**Title: Social Psychology**  
**Course Code: CHMPSYIV1**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	Social psychology explores key areas such as attitude formation and change, stereotypes, prejudice, discrimination, prosocial behavior, aggression, and group dynamics. By understanding these social processes, the paper helps explain everyday interactions, decision-making, and the ways people manage impressions and respond to social influence in relationships and society.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory + Practicum (Teaching Method: Lectures/Group Discussion /Presentation etc.)
4	<b>Credit</b>	4 Credits
5	<b>Hours allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<b>Course Objectives:</b> <b>CO(A)1:</b> Students will be able to explain key ideas such as heuristics, mental schemas, and attribution. <b>CO(A)2:</b> Students will examine how attitudes, stereotypes, prejudice, and discrimination develop and influence behavior. <b>CO(A)3:</b> Students will assess the effects of social influence, group processes, and aggression in interpersonal relationships. <b>CO(A)4:</b> Students will evaluate the impact of digital technologies and Artificial Intelligence (AI) on social perception, attitude formation, decision-making, interpersonal relationships, and group behavior.	
8	<b>Course Outcomes:</b> Student will be able to <b>CO1:</b> Define and explain social psychology concepts such as impression formation, attribution, and prosocial behavior <b>CO2:</b> Identify and illustrate examples of attitude change, cognitive dissonance, and discrimination in everyday contexts. <b>CO3:</b> Analyze social situations to determine the effects of conformity, obedience, and group decision-making on behavior <b>CO4:</b> Examine how AI systems and digital environments shape human behavior, social influence, and interpersonal relationships in contemporary society.	
9	<p style="text-align: center;"><b>Syllabus</b></p> <b>UNIT 1: Introduction to Social Psychology</b> 1.1 Social Psychology Definition and concepts 1.2 Heuristics and Mental Schemas 1.3 Attribution: Understanding the causes of behavior 1.4 Impression Formation and Management: Combining Information about Others in Face-to-Face and Online Environments	

**UNIT 2: Attitude, Stereotypes, Prejudice and Discrimination**  
 2.1 Attitude development & its influence  
 2.2 Science of Persuasion: How attitudes are changed?  
 2.3 Cognitive Dissonance: What is it? How do we manage it?  
 2.4 Stereotypes, Prejudice & Discrimination

**UNIT 3: Social Dynamics in Interpersonal Relationships**  
 3.1 Prosocial Behavior; Bystander effect  
 3.2 Perspectives on Aggression: In search of roots of violence  
 3.3 Causes of Human Aggression: Social, cultural, personal and situational  
 3.4 Prevention and Control of Aggression: Traditional and Technology-Assisted Interventions

**UNIT 4: Group Processes and Social Influence**  
 4.1 Groups: When we join and when we leave  
 4.2 Effects of Presence of Others from Task Performance to Behaviour in Crowds  
 4.3 Decision Making by Groups and AI-Supported Collaborative Decision Systems  
 4.4 Social Influence -Conformity, Compliance, Obedience to Authority

10

**Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

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

Format of Question Paper

Question no.	Nature of Questions	Marks
Q.1.	Essay type Question based on Unit 1 (Any 1 out of 2)	15
Q.2.	Essay type Question based on Unit 1 (Any 1 out of 2)	15
Q.3.	Essay type Question based on Unit 1 (Any 1 out of 2)	15
Q.4.	Essay type Question based on Unit 1 (Any 1 out of 2)	15
		<b>Total 60</b>

**Internal Examination: Continuous Evaluation - 40 marks**

	Assessment / evaluation	Marks
1.	Submission of Essay on a given topic	15
2.	Classroom Presentation	15
3.	Regularity & Participation in Departmental Activities	10
		<b>Total 40</b>

**11**

**REFERENCE BOOKS:**

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*, (14th Ed.). New Delhi: Pearson Education; Indian reprint.
2. Myers, D. G. (2013). *Social psychology* (11th ed.). NY: McGraw Hill Education.

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

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

**Semester- IV**

**Title: Introduction to Health Psychology**

**Vertical - 1  
Major Subject - 2 Credit**

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

## Title: Introduction to Health Psychology

**Course Code: CHMPSYIV2**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	Health psychology studies how behavior, lifestyle, and social factors affect health and wellbeing. It focuses on promoting healthy habits, preventing disease, and reducing risky behaviors like smoking or poor diet. The field also explores interventions such as exercise, stress management, and social support to improve overall health.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Project Based
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> CO(A)1: Understand the core concepts of health psychology  CO(A)2: Students will learn what health, illness, disease, and wellbeing mean.	
8	<b>Course Outcomes:</b> Student will be able to CO1: Explain and differentiate key concepts like health, illness, disease, and wellbeing.  CO2: Identify and evaluate health-promoting and health-compromising behaviors, and propose interventions to improve health outcomes.	
9	<b>Name of the Project Topics/ Broad Areas</b> <b>Concepts and Importance of Health Psychology</b> <ol style="list-style-type: none"><li>1. Understanding the Relationship Between Health, Disease, and Wellbeing</li><li>2. The Role of Health Psychology in Modern Healthcare</li><li>3. Impact of Health Behavior on Disease Prevention</li><li>4. Understanding Wellbeing: Physical, Mental, and Social Dimensions</li><li>5. AI-Based Health Monitoring Systems and Their Psychological Impact</li></ol> <b>Health-Promoting Behaviors</b> <ol style="list-style-type: none"><li>6. Exercise and Its Role in Physical and Mental Health</li><li>7. Developing Healthy Eating Habits for Long-Term Health</li><li>8. The Importance of Sleep and Rest in Disease Prevention</li><li>9. Accident Prevention and Safety Behaviors in Daily Life</li></ol> <b>Health-Compromising Behaviors</b> <ol style="list-style-type: none"><li>10. The Psychological and Social Causes of Alcoholism</li></ol>	

12. Psychological Factors Leading to Unhealthy Habits
13. The Role of Digital Mental Health Platforms in Improving Wellbeing

#### **Interventions to Modify Health Behavior**

14. Effectiveness of Stress Management Techniques in Improving Health
15. Role of Social Support and Family Counseling in Health Behavior Change
16. Self-Monitoring Techniques to Improve Health Behaviors
17. Role of Social Skills Training in Preventing Health Risk Behaviors
18. AI mediated techniques to increase Health Behaviour

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

#### **Project (Dissertation) Report:**

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

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing*. The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

##### **1. Title Page**

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the In-charge Teacher
- Month of Submission

##### **2. Certificate by the Institute**

##### **3. Certificate by In-charge Teacher**

##### **4. Student's Declaration**

##### **5. Acknowledgement**

##### **6. Abstract**

- A brief summary of the field visit, key observations, and main conclusions (200-300 words)

##### **7. Table of contents**

- Include headings and subheadings with page numbers.

##### **8. List of Figures and Tables**

- List all figures and tables included in the report with corresponding page numbers.

##### **9. Chapter1: Introduction**

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

##### **10. Chapter2: Literature Review**

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

##### **11. Chapter 3: Methodology**

	<ul style="list-style-type: none"> <li>• Describe the approach and tools used for data collection during the visit (e.g. observational methods, interviews, archival research).</li> <li>• Discuss the rationale behind the chosen methods.</li> </ul> <p><b>12. Chapter 4: Field Work Descriptions, Observations and Analysis</b></p> <ul style="list-style-type: none"> <li>• Provide detailed descriptions of each site visited/ Field work carried out.</li> <li>• Include observations related to fieldwork: work’s-relevance to topic selected.</li> <li>• Use photographs, diagrams, and sketches, etc. to support the descriptions.</li> <li>• Analyze the data collected in relation to the study objectives.</li> </ul> <p><b>13. Chapter 5: Conclusion and Recommendations</b></p> <ul style="list-style-type: none"> <li>• Discuss how the findings from the visit contribute to the understanding of subject area.</li> <li>• Summarize the key findings and their significance.</li> <li>• Offer recommendations based on the research findings for further study or preservation efforts.</li> </ul> <p><b>14. References</b></p> <ul style="list-style-type: none"> <li>• List all sources cited in the report in a consistent format.</li> </ul> <p><b>15. Appendices</b></p> <ul style="list-style-type: none"> <li>• Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.</li> </ul>														
10	<p style="text-align: center;"><b>Scheme of Examination and Assessment Pattern</b> Paper –50 Marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%; text-align: center;">Criteria</th> <th style="width: 20%; text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td><b>Field visit completion, Attendance and interaction</b></td> <td style="text-align: center;">15</td> </tr> <tr> <td><b>Overall Report quality</b></td> <td></td> </tr> <tr> <td>1. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations</td> <td style="text-align: center;">20</td> </tr> <tr> <td>2. Overall Project Report Structure and Style</td> <td style="text-align: center;">05</td> </tr> <tr> <td>3. Presentation Skills &amp; Communication</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </tbody> </table>	Criteria	Marks	<b>Field visit completion, Attendance and interaction</b>	15	<b>Overall Report quality</b>		1. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	20	2. Overall Project Report Structure and Style	05	3. Presentation Skills & Communication	10	<b>Total</b>	<b>50</b>
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<b>Total</b>	<b>50</b>														
11	<p><b>REFERENCE BOOKS:</b></p> <ol style="list-style-type: none"> <li>1. Taylor, S.E. (2018) Health Psychology (10th Ed) Newyork: McGraw Hill</li> <li>2. Dalal, A. K., &amp; Singh, A. K. (1992). Role of causal and recovery beliefs in them psychological adjustment to chronic disease. Psychology and Health, 6(3), 193-203</li> <li>3. Richardson, G. E. (2002). The metatheory of resilience and resiliency. Journal of clinical psychology, 58(3), 307-321.</li> <li>4. Richardson, G. E. (2011). Applications of the metatheory of resilience and resiliency in rehabilitation and medicine. Human Development, Disability, and Social Change, 19(1), 35-42. <a href="https://doi.org/10.7202/1087261ar">https://doi.org/10.7202/1087261ar</a></li> </ol>														

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

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

**Semester- IV**

**Title: Psychology of Relationships II**

**Vertical – 3  
Open Elective - 2 Credit**

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

**Title: Psychology of Relationships II**  
**Course Code: CHMPSYIV3**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	The topics covered in the course include various concepts related to personal relationship like friendship, and family, etc. Also Understanding and managing stresses and strains in relationships. Psychological impact of relationship dissolution, emphasizing coping mechanisms and emotional well-being.
2	<b>Vertical 3</b>	Open Elective
3	<b>Type</b>	Theory (Teaching Method: Lectures/Group Discussion /Presentation, Educational Activities etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p><b>CO(A)1:</b> To provide an overview of personal (close) relationships and to generate discussion about close relationships in the formation, maintenance and stressors in relationships.</p> <p><b>CO(A)2:</b> To examine challenges, maintenance strategies, and the psychological impact of Relationship dissolution, emphasizing coping mechanisms and emotional well-being.</p>
8	<b>Course Outcomes:</b>	<p>Student will be able to</p> <p><b>CO1:</b> Describe the development and maintenance of interpersonal relationships and explain the factors contributing to relationships</p> <p><b>CO2:</b> Analyze relationship challenges, maintenance strategies, and the psychological impact of breakups to develop insights into relationship well-being and resilience.</p>
9	<b>Syllabus</b>	
	<p><b>UNIT 1: Advanced Dynamics and Emotional Intelligence in Relationships</b></p> <p>1.1 Developing self-awareness and regulation of emotions in relationships.</p> <p>1.2 Recognizing and managing subtle relational dynamics (power, influence and reciprocity)</p> <p>1.3 Strengthening social skills: active listening, appreciation and collaborative problem solving.</p> <p>1.4 Understanding the role of AI and digital technologies in shaping interpersonal communication and relationship dynamics.</p> <p><b>UNIT 2: Growth, Resilience and Transforming Relationships</b></p> <p>2.1 Strategies for sustaining long term relationships.</p> <p>2.2 Building resilience in relationships and adapting to changes.</p> <p>2.3 Repairing strained relationships and fostering forgiveness.</p> <p>2.4 Ethical considerations and responsible use of AI in interpersonal relationships a emotional wellbeing.</p>	

**10****Scheme of Examination and Assessment Pattern**

Paper –50 Marks

**External Examination: Semester End External- 30marks Time : 1.00 hour**

Format of Question Paper

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

**Internal Examination: Continuous Evaluation-20 marks**

	Assessment /Evaluation	Marks
1.	Assignment	10
2.	Book Review	10
		<b>Total 20</b>

**11****REFERENCE BOOKS:**

1. Miller R.S. (2015). Intimate relationships. (7th ed). McGraw-Hill Edu.
2. Garth J. O. Fletcher, Jeffrey A. Simpson, Lorne Campbell, & Nickola C. Overall (2013) The Science of Intimate Relationships. Wiley-Blackwell.
3. Baron, R. A., & Branscombe, N. R. (2017). Social psychology. Pearson Education India.
4. Baumeister, R. F., & Bushman, B. J. (2020). Social psychology and human nature. Cengage Learning.
5. Finkel, E. J., Simpson, J. A., & Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core principles. Annual Review of Psychology, 68(1), 383-411.



HSNC Board's

# Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14



Estd. Year  
1965

## Faculty of Interdisciplinary

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

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



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

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

**Semester- IV**

**Title: Basics of Psychological Testing**

**Vertical - 4  
Major Subject - 2 Credit**

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

## Title: Basics of Psychological Testing

Course Code: CHMPSYIV4

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	Psychological testing is the scientific method of measuring individual differences in behavior, abilities, personality, and mental processes. This paper covers the design, development, administration, and interpretation of tests, emphasizing reliability, validity, and ethical use. Psychological tests help in understanding human behavior, guiding decisions in education, clinical settings, and organizational contexts.
2	<b>Vertical 4</b>	VSC
3	<b>Type</b>	Theory + Practicum (Teaching Method Lectures /Group Discussion/Presentation etc.)
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> CO(A)1: Students will learn about types of tests, characteristics of good tests, and ethical considerations. CO(A)2: Students will study steps in test development, reliability, validity, and practical applications of tests.	
8	<b>Course Outcomes:</b> Student will be able to CO1: Define and explain different types of psychological tests, their characteristics, and ethical guidelines. CO2: Understand simple psychological tests, and evaluate their reliability and validity.	
9	<b>Syllabus</b> <b>UNIT 1: Fundamentals of Psychological Testing</b> 1.1 Introduction to Psychological Testing 1.2 Characteristics of a Good Test 1.3 Types of Psychological Tests, AI-Based Assessment Tools and Computerized Psychological Testing 1.4 Ethical Issues in Psychological Testing <b>UNIT 2: Test Construction and Interpretation</b> 2.1 Steps in Test Development – 2.2 Reliability 2.3 Validity 2.4 Application of Psychological Tests – Physical and Digital	

**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	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
<b>Project: Process of Test Construction</b>		
1.	Students will design a small psychological test (e.g., on memory, personality, or study habits) by creating 8–10 sample questions.	10
2.	Theoretically evaluate the test for clarity, reliability, validity, and ethical considerations & Submit the Report .	10
		<b>Total 20</b>

**11****REFERENCE BOOKS:**

1. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th ed.). Cengage Learning.
2. Cohen, R. J., & Swerdlik, M. E. (2017). Psychological Testing and Assessment: An Introduction to Tests and Measurement (9th ed.). McGraw-Hill.

Smt. Chandibai Himathmal Mansukhani College

**(Autonomous)**

**HSNC Board's**

**Smt. Chandibai Himathmal Mansukhani College, Ulhasnagar**

**(Autonomous)**

**Affiliated to the University of Mumbai**

**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 धोरि - २०२० णिद्यार्थ्यांच्या सांगांी णिकासांरि (Wholistic Development) भर देते. या धोरित सांगांी णिकासाचा भाग म्हिनु <b>क्षमता वर्धन अभ्यासक्रम (Ability Enhancement Course)</b> या स्तंभातगत भाणिक कौशल्य अभ्यासक्रमाचा समांिश करण्यात आला आहे. कला, णिणज्य णिणज्ञान या णिद्याशाखांमध्ये अध्ययन करिण्या णिद्यार्थ्यांना णतसया सत्रामध्ये 'आधुणनक भारतीय भांिांचे अध्ययन अणनियग करण्यात आले आहे. सदर <b>क्षमता वर्धन अभ्यासक्रमाचे</b> सरूप प्रामुख्याने भांिकेंद्री असांिे, असेही राष्ट्रीय शैक्षणिक धोरित नमदु करण्यात आले आहे. णिद्यार्थ्यांना णिणिध प्रकारच्या भाणिक कौशल्यांचा तपशीलार पररचय करून देंिे, तसेच ती कौशल्ये आत्मसात करण्याची संधी णिद्यार्थ्यांना उपलब्ध करून देंिे, ही या अभ्यासक्रमाची महत्त्िाची उणिष्टे आहेत. ही उणिष्टे लक्षात घेऊन '<b>लेखन कौशल्ये - २ (महाजालावरील लेखन)</b>' (श्रेयांकने २) या अभ्यासपणत्रकेची आखी करण्यात आली आहे.</p> <p>आंतरमहाजाल हे एकणिसाव्या शतकातील अत्यंत प्रभांी साधन आहे. जगभरातील संगिक एकमेकांशी जोडले जाऊन त्यांचे जाळे तयार झाले आहे. णिणिध सामाणजक माध्यमस्थळांरि सितःचे खाते (अकाउंट) तयार करि आणि त्यांरि मराठी भांिा णि देंिनागरी णलपीतून णलणहि, ही समकालीन संम्रा व्िहारातील आश्यक बाब झाली आहे. यास अनुसरून आपल्या अणभव्यक्तीला व्यासपीठ णमळिनु देंिारी अनुणदनी (ब्लॉग) तयार करि, णिणकपीणडयांरि भेितालातील भांिा, साणहल्य, संस्कृतीशी णनगणडत माणहतीपर णि णिशलेंिात्मक नोंदी णलणहि, सामाणजक माध्यमस्थळांरिल आपल्या खात्यांरि सातत्याने अभ्यासपूग लेखन करि, सिक्रमतेशी णनगणडत समाजगत / आभासी कट्टे (कम्युणनटी ग्रुप) तयार करि, या बाबींसाठी आश्यक सामाणजक माध्यमस्थळ साक्षरता आणि मराठी भांिा णि देंिनागरी णलपीतून णलणहण्याची क्षमता '<b>लेखन कौशल्ये - २ (महाजालावरील लेखन)</b>' (श्रेयांकने २) या अभ्यासपणत्रकेच्या अध्ययनातून णिद्यार्थ्यागमध्ये णनमागि 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><b>Course Objectives:</b></p> <p><b>C01:</b> महाजालांिरील लेखन कौशल्याचे स्िरूप समजांिनु सांगि.</p> <p><b>C02:</b> महाजालांिरि प्रभांिी लेखन करण्यासाठी आशयक असिाच्या तंत्रांचा पररचय करून देंि.</p> <p><b>C03:</b> नेहमीच्या पठडीतील लेखन ि महाजालांिरील लेखन यांमधील साम्य-भेद स्पष्ट करि.</p> <p><b>C04:</b> णिणिध सामाणजक माध्यमस्थळांिरि लेखन करण्यासाठी आशयक कौशल्ये ि क्षमता णिकणसत करि.</p>
8	<p><b>Learning Outcomes:</b></p> <p>प्रस्तुत अभ्यासक्रम शिकल्यानंतर:</p> <p>L01: णिद्यार्थ्यांना महाजालांिरील लेखन कौशल्याचे स्िरूप समजेल.</p> <p>L02: णिद्यार्थ्यांना महाजालांिरि प्रभांिी लेखन करण्यासाठी आशयक तंत्रांचा पररचय होईल.</p> <p>L03: णिद्यार्थ्यांना नेहमीच्या पठडीतील लेखन ि महाजालांिरील लेखन यांमधील साम्य-भेद स्पष्ट होईल.</p> <p>L04: णिद्यार्थ्यांमध्ये णिणिध सामाणजक माध्यमस्थळांिरि लेखन करण्यासाठी आशयक कौशल्ये ि क्षमता णिकणसत होतील.</p>
9	<p style="text-align: center;"><b>Syllabus</b></p> <p><b>UNIT I: सामाजजक माध्यमस्थळांवर मराठी भाषा व देवनागरी लिपीचा वापर करून लेखन (भाग - १)</b></p> <ol style="list-style-type: none"> <li>१. माध्यम साक्षरता</li> <li>२. अनुणदनी (ब्लॉग) लेखन</li> <li>३. णिणकपीणडयांिरील लेखन (६० णमणनटांच्या १५ ताणसका, श्रेयांकन १)</li> </ol> <p>(सचूना : णिद्यार्थ्यांमध्ये उपरोक्त सामाणजक माध्यमस्थळांिरि लेखन करण्यासाठी आशयक कौशल्ये ि क्षमता णिकणसत होतील या दृष्टीने णशक्षकांनी सरांि करून घ्यांिा.)</p> <p><b>UNIT II: सामाजजक माध्यमस्थळांवर मराठी भाषा व देवनागरी लिपीचा वापर करून लेखन (भाग - २)</b></p> <ol style="list-style-type: none"> <li>१. फेसबुक, इन्सटाग्राम, एक्स यांिरील लेखन</li> <li>२. समाज गट (कम्युणनटी ग्रुप), आभासी कट्टे यांिरील लेखन (६० णमणनटांच्या १५ ताणसका, श्रेयांकन-१)</li> </ol> <p>(सचूना : णिद्यार्थ्यांमध्ये उपरोक्त सामाणजक माध्यमस्थळांिरि लेखन करण्यासाठी आशयक कौशल्ये ि क्षमता णिकणसत होतील या दृष्टीने णशक्षकांनी सरांि करून घ्यांिा.)</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
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Project and presentation / Viva	Marks
1.	<ul style="list-style-type: none"> <li>जवजकपीजियासाठी माजहती सांकलन, संश्लध व्यवस्थापन, तथ्य पिताळणी Fact Checking tool तयार करणे आजण लेख तयार करणे.</li> <li>AI सार्ने वापरुन Facebook, Instagram आजण X (Twitter) साठी मराठीतील पोस्ट, Caption, Hashtags आजण Content Calendar तयार करणे.</li> <li>AI Copywriting Tools चा वापर करून सामाजजक माध्यमांसाठी आकषधक व लजययत (Targeted) मजकूर तयार करणे.</li> <li>AI सार्नाच्या सहाय्याने Social Media Content चे भाषा जवश्लेषण, शुद्धलेखन तपासणी आजण देवनागरी जलपीतील लेखन सुरारणा करणे.</li> <li>AI सार्नाच्या सहाय्याने Community Groups आजण Virtual Discussion Platforms साठी माजहतीपूणध पोस्ट, जनजागृती मोहीम आजण सांवादात्मक मजकूर तयार करणे.</li> <li>AI Image Generation आजण Video Tools च्या सहाय्याने सामाजजक माध्यमांसाठी Creative Campaign तयार करणे.</li> <li>Blog, Wikipedia आजण Social Media Content यांची AI-assisted comparative analysis करून प्रभावी जिजजटल लेखनाचा अभ्यास करणे.</li> </ul> <p>AI साधने: <a href="#">ChatGPT</a>, <a href="#">Google Gemini</a>, <a href="#">Claude</a>, <a href="#">Perplexity AI</a>, <a href="#">NotebookLM</a>, <a href="#">Canva</a>, <a href="#">CapCut</a>, <a href="#">InVideo</a>, <a href="#">Grammarly</a>, <a href="#">QuillBot</a>, <a href="#">Whisper</a>, <a href="#">ElevenLabs</a></p>	20
		<b>Total 20</b>

11

**संदर्भग्रंथ (Reference Books) :**

१. मराठी व्याकरण आणण लेखन, णिनायक गंधे ि मीरा जोशी, णनराली प्रकाशन, पुिे, २०१२.
२. उपयोजित मराठी, (संपा.) केतकी मोडक ि अन्सय, पद्मगंधा प्रकाशन, पुिे, २०१२.
३. मराठी भाणिक कौशल्य णिकास, (संपा.) पृथीराज तौर, अधिग पणल्लकेशन्सस, धुळे, २०१८.
४. व्यािहाररक मराठी, ल. रा. नणसराबादकर, भािा णिकास संशोधन संस्था, कोल्हापरू, २०२३.
५. *Aayushi International Interdisciplinary Research Journal* (ISSN 2349-638x) Peer Reviewed Journal [www.aiirjournal.com](http://www.aiirjournal.com)

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 <b>English for Academic and Professional Communication</b> 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	<b>AEC: “English for Academic and Professional Communication”</b>
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>

<b>8</b>	<p><b>Course Outcomes:</b> 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>
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<b>9</b>	<h2 style="margin: 0;">Syllabus</h2>
	<p><b>UNIT I: Communication for Academic Excellence</b> <span style="float: right;"><b>15 hours</b></span></p> <p><b>A. Foundations of Effective Communication</b></p> <ul style="list-style-type: none"> <li>• Elements and barriers of communication</li> <li>• Verbal and non-verbal communication strategies</li> <li>• Listening skills and note-taking techniques</li> </ul> <p><b>B. Academic Discourse and Expression</b></p> <ul style="list-style-type: none"> <li>• Reading for comprehension and analysis</li> <li>• Structuring paragraphs and developing arguments</li> <li>• Paraphrasing, summarizing, and synthesizing ideas</li> </ul> <p><b>C. Oral and Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Group discussions, debates, and public speaking</li> <li>• Seminar presentations and peer feedback</li> <li>• Active listening and responding in academic dialogue</li> </ul> <p><i>Learning Emphasis: Building precision, articulation, and critical response in academic contexts.</i></p> <p><b>UNIT II: Communication for Professional Development</b> <span style="float: right;"><b>15 hours</b></span></p> <p><b>A. Professional Writing and Documentation</b></p> <ul style="list-style-type: none"> <li>• Report writing</li> <li>• Writing proposals, memos, and meeting minutes</li> </ul> <p><b>B. Workplace and Digital Communication</b></p> <ul style="list-style-type: none"> <li>• Cross-cultural and team communication in professional spaces</li> <li>• Business and technical communication essentials</li> <li>• Writing for online platforms: blogs, LinkedIn, and professional networking</li> </ul> <p><b>C. Media and Visual Literacy</b></p> <ul style="list-style-type: none"> <li>• Interpreting advertisements, infographics, and social media content</li> <li>• Writing captions, press notes, and short formal posts</li> </ul> <p><i>Learning Emphasis: Application of communication skills in real-world and digital professional settings.</i></p>

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**Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

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

Format of Question Paper

All questions are compulsory:

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

**Internal Examination: Continuous Evaluation - 20 marks**


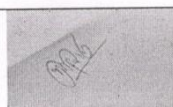
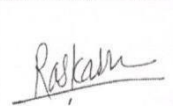
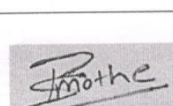
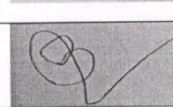
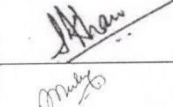
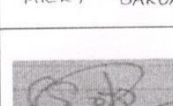
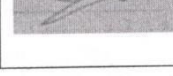
	Assessment / evaluation	Marks
1.	Written Assignments on <b>any one</b> of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes  (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.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

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**REFERENCES:**

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

### Syllabus Committee:

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

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



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



Smt. Chandibai Himathmal Mansukhani College

**(Autonomous)**

**Second Year B.A**

**(Hindi)**

**Semester - IV**

**Title : हहदी भाषा : व्यावहाहाकरप रयोयफग**

**Vertical - 5**

**AEC – 2 Credits**

with effect from Academic Year 2025-

2026

Title : **CHMAECHINIV** : **CHMAECHINIV**

Course Code : **CHMAECHINIV**

Sr.No.	Heading	Particulars
1.	<b>Description of the Course :</b>	<p>The course is designed to provide a comprehensive understanding of the principles and applications of the subject. It covers the following topics:</p> <ul style="list-style-type: none"> <li>Introduction to the subject and its importance in the field.</li> <li>Basic concepts and definitions related to the subject.</li> <li>Theoretical foundations and derivations of key equations.</li> <li>Practical applications and case studies.</li> <li>Recent developments and research trends in the field.</li> </ul> <p>The course is structured to provide a balance between theoretical knowledge and practical skills. It includes laboratory work, assignments, and projects to enhance the learning experience.</p>
2.	<b>Vertical : 5</b>	AEC
3.	<b>Type :</b> <b>Teaching Methods :</b>	<p>Theory + Practicum Lecture / Discussion / Presentation / Self Study, etc.</p>





**11.**

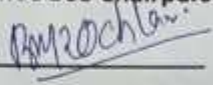
**संदर्भ ग्रंथ सूची -**

1. अणुसंश्लेषण - अणुसंश्लेषण, अणुसंश्लेषण, अणुसंश्लेषण, अणुसंश्लेषण
2. अणुसंश्लेषण - अणुसंश्लेषण, अणुसंश्लेषण, अणुसंश्लेषण
3. अणुसंश्लेषण - अणुसंश्लेषण, अणुसंश्लेषण, अणुसंश्लेषण
4. अणुसंश्लेषण - अणुसंश्लेषण, अणुसंश्लेषण, अणुसंश्लेषण
5. अणुसंश्लेषण, अणुसंश्लेषण, अणुसंश्लेषण


Bos in Hindi :

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

Name & Signature of the Ad-hoc BoS Chairperson –

Dr. Bhavna M. Rochlani : 

Name & Signature of the Dean –

Dr. Nitin Arekar : 





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

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

**Semester- IV**

**Title: Field Project**

**Vertical - 6  
Major Subject - 2 Credit**

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

**Title: Field Project**  
**Course Code: CHMPSYIV5**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	Field Project in psychology is a small-scale research study that allows students to apply psychological concepts and methods to real-life settings. It involves selecting a simple topic, collecting primary data (usually through surveys, questionnaires, or observations), analyzing the results, and presenting findings in a short report.
2	<b>Vertical 6</b>	Field Project
3	<b>Type</b>	Project Based
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> <b>CO(A)1:</b> To develop skills in data collection, observation and interviewing techniques. <b>CO(A)2:</b> To enhance understanding of psychological concepts by applying them to real life settings.	
8	<b>Course Outcomes:</b> Student will be able to <b>CO1:</b> Accurately collect and record data from participants in natural settings. <b>CO2:</b> Demonstrate the ability to analyze and interpret psychological concepts in real life.	
9	<b>Name of the Project Topics/ Broad Areas</b> <b>Cognitive &amp; Learning Psychology</b>  1. Study on students' concentration levels during online vs. offline classes. 2. Survey on preferred learning strategies among undergraduate students. 3. Assessment of memory strategies used by college students. 4. Study on students' perceptions of their attention span while studying. 5. Cognitive Effects of Frequent Use of AI Tools for Problem-Solving and Information Retrieval  <hr/> <b>Personality &amp; Emotional Psychology</b>  6. Survey on self-esteem levels among college students. 7. Study on emotional intelligence among young adults. 8. Assessment of stress levels during examination periods.	

9. Study on procrastination tendencies among undergraduate students.

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### **Health & Well-Being Psychology**

- 10. Study on sleep quality among college students.
- 11. Survey on mindfulness practices among young adults.
- 12. Study on perceived mental well-being among urban youth.
- 13. Assessment of stress-coping strategies among college students.

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### **Family & Relationship Psychology**

- 14. Survey on perceived parental support among adolescents.
- 15. Study on communication satisfaction within families.
- 16. Study on friendship quality among college students.
- 17. Human–AI Interaction and Its Effects on Social Connectedness

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### **Applied / Work & Academic Psychology**

- 18. Assessment of time management skills among college students.
- 19. Study on academic motivation among undergraduate students.
- 20. Survey on job satisfaction among part-time working students.
- 21. Impact of AI-Powered Productivity Tools on Time Management Among College Students

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### **Social & Cultural Psychology**

- 22. Study on attitudes toward mental health among college youth.
- 23. Survey on social media usage patterns among young adults.
- 24. Study on awareness of gender equality issues among college students.
- 25. Assessment of empathy levels in college students.

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

### **Project (Dissertation) Report:**

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

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing*. The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

**16. Title Page**

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the In-charge Teacher
- Month of Submission

**17. Certificate by the Institute****18. Certificate by In-charge Teacher****19. Student's Declaration****20. Acknowledgement****21. Abstract**

- A brief summary of the field visit, key observations, and main conclusions (200-300 words)

**22. Table of contents**

- Include headings and subheadings with page numbers.

**23. List of Figures and Tables**

- List all figures and tables included in the report with corresponding page numbers.

**24. Chapter1: Introduction**

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

**25. Chapter2: Literature Review**

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

**26. Chapter 3: Methodology**

- Describe the approach and tools used for data collection during the visit (e.g. observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

**27. Chapter 4: Field Work Descriptions, Observations and Analysis**

- Provide detailed descriptions of each site visited/ Field work carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

**28. Chapter 5: Conclusion and Recommendations**

- Discuss how the findings from the visit contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

**29. References**

- List all sources cited in the report in a consistent format.

**30. Appendices**

- Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

<p><b>10</b></p>	<p style="text-align: center;"><b>Scheme of Examination and Assessment Pattern</b> Paper –50 Marks</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%; text-align: center;"><b>Criteria</b></th> <th style="width: 20%; text-align: center;"><b>Marks</b></th> </tr> </thead> <tbody> <tr> <td><b>Field visit completion, Attendance and interaction</b></td> <td style="text-align: center;">15</td> </tr> <tr> <td><b>Overall Report quality</b></td> <td></td> </tr> <tr> <td>4. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations</td> <td style="text-align: center;">20</td> </tr> <tr> <td>5. Overall Project Report Structure and Style</td> <td style="text-align: center;">05</td> </tr> <tr> <td>6. Presentation Skills &amp; Communication</td> <td style="text-align: center;">10</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </tbody> </table>	<b>Criteria</b>	<b>Marks</b>	<b>Field visit completion, Attendance and interaction</b>	15	<b>Overall Report quality</b>		4. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	20	5. Overall Project Report Structure and Style	05	6. Presentation Skills & Communication	10	<b>Total</b>	<b>50</b>
<b>Criteria</b>	<b>Marks</b>														
<b>Field visit completion, Attendance and interaction</b>	15														
<b>Overall Report quality</b>															
4. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	20														
5. Overall Project Report Structure and Style	05														
6. Presentation Skills & Communication	10														
<b>Total</b>	<b>50</b>														
<p><b>11</b></p>	<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Primary sources</li> <li>2. Secondary sources</li> </ol>														

### Board of Studies in Psychology

Sr No	Name of the Faculty	Designation
1.	Ms. Vandana N Solanki	Associate Professor & Head, Department of Psychology, Smt. C.H.M. College
2.	Ms. Sitara Kapil Menon	Assistant Professor, Department of Psychology, Smt. C.H.M. College
3.	Dr. Cicilia Chettiar	Associate Professor & Head, Maniben Nanavati College for Women, Vile Parle, Affiliated to SNDT University
4.	Mrs. Sonali Deshbhartar	Associate Professor & Head, SNDT College of Arts and SCB College of Commerce & Science
5.	Ms Geeta Khatwani	Guest Lecturer and Consulting Psychologist, Smt. M.M.K..College of Commerce & Economics

Name & Signature of the Ad hoc BoS Chairperson: Ms. Vandana N Solanki

*Vandana*

Name & Signature of the Dean: Dr. Prashant Kelkar

*Prashant Kelkar*







**HSNC Board's**

**Smt. Chandibai Himathmal Mansukhani College, Ulhasnagar**

**(Autonomous)**

**Affiliated to the University of Mumbai**

**Bachelor of Arts (Psychology)  
(Aided)**

**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.  
(Psychology)**

**Semester- V**

**Title: Psychopathology**

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

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

**Title: Psychopathology**  
**Course Code:CHMPSYV1**

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This course provides an introduction to the scientific study of abnormal behaviour, emphasizing contemporary classification systems, assessment methods and major theoretical perspectives. It examines anxiety, obsessive-compulsive and stress-related disorders, schizophrenia spectrum disorders, mood disorders and suicide, as well as neurodevelopmental, personality and neurocognitive disorders. The course focuses on the symptoms, etiological factors and treatment approaches associated with psychological disorders from a biopsychosocial perspective.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory + Practicum (Teaching Method- Lectures/Group Discussion/Presentation/ Assignments etc.)
4	<b>Credit</b>	4 Credits
5	<b>Hours allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<b>Course Objectives:</b> CO(A)1: To develop an understanding of the concepts, classification systems, assessment methods and major perspectives in Abnormal Psychology. CO(A)2: To provide knowledge of anxiety disorders, obsessive-compulsive and stress-related disorders, including their symptoms, causes and treatment approaches. CO(A)3: To familiarize students with schizophrenia spectrum disorders, mood disorders and issues related to suicide and intervention. CO(A)4: To enable students to understand neurodevelopmental disorders, personality disorders and neurocognitive disorders across the lifespan.	
8	<b>Course Outcomes:</b> Student will be able to CO1: Explain the concepts, classification systems, assessment methods and major perspectives related to abnormal behaviour. CO2: Identify the symptoms, causes and treatment approaches associated with anxiety disorders, obsessive-compulsive disorders and stress-related disorders. CO3: Describe the characteristics, etiological factors and management of schizophrenia spectrum disorders, mood disorders and suicidal behaviour. CO4: Recognize the features and treatment approaches of neurodevelopmental disorders, personality disorders and neurocognitive disorders.	
9	<p style="text-align: center;"><b>Syllabus</b></p> <b>UNIT 1: Understanding Abnormal Behaviour</b> 1.1 Concepts of abnormality, spiritual, humanitarian and scientific approaches. 1.2 DSM-5-TR, ICD-11, WHODAS 2.0, clinical interview and MSE 1.3 Biological Perspective, Psychodynamic Perspective, Behavioral Perspective 1.4 Cognitive Perspective, Humanistic Perspective, Sociocultural Perspective	

**UNIT 2: Anxiety Disorders, Obsessive-Compulsive Disorder and Related Disorders**  
 2.1 Separation anxiety disorder, Social anxiety disorder and generalized anxiety disorder.  
 2.2 Specific phobias, Panic disorder and Agoraphobia.  
 2.3 Obsessive-compulsive disorder and related disorders  
 2.4 Acute stress disorder, post-traumatic stress disorder,

**UNIT 3: Severe Mental Disorders and Mood Disorders**  
 3.1 Schizophrenia spectrum disorders  
 3.2 Etiology and management of schizophrenia  
 3.3 Depressive disorders & Bipolar disorders  
 3.4 Suicide and intervention strategies

**UNIT 4: Neurodevelopmental Disorders; Personality Disorder; Neurocognitive Disorders**  
 4.1 Autism spectrum disorder, ADHD and intellectual developmental disorder  
 4.2 Personality disorders: Cluster A disorders  
 4.3 Personality disorders: Cluster B and Cluster C disorders  
 4.4 Delirium, dementia, Alzheimer's disease

**10**

**Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15
Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15
		<b>Total 60</b>

**Internal Examination: Continuous Evaluation - 40 marks**

	Assessment / evaluation	Marks
1.	Classroom Presentation on an Assigned Topic	15
2.	Submission of Assignment on an Assigned Topic	15
3.	Participation in Classroom Activity	10
		<b>Total 40</b>

**REFERENCE BOOKS:**

1. Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*.
2. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An integrative approach*. (4th ed.). New Delhi: Wadsworth Cengage learning
3. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*. (13th ed.). Indian reprint 2009 by Dorling Kindersley, New Delhi
4. Nolen-Hoeksema, S. (2008). *Abnormal Psychology*. (4th ed.). New York: McGraw Hill

**Smt. Chandibai Himathmal Mansukhani College**

**(Autonomous)**

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

**Semester- V**

**Title: Psychological Testing Practical**

**Vertical – 1  
Major - 4Credit**

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

## Title: Psychological Testing Practical

### Course Code: CHMPSYV2

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This course introduces the principles and applications of psychological testing and basic psychometrics. It provides knowledge of test construction, reliability, validity and norming procedures, and offers hands-on experience in administering, scoring and interpreting psychological tests and scales. Emphasis is placed on psychometric evaluation, statistical analysis and scientific report writing following APA guidelines.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory (Teaching Method: Lectures/Group Discussion /Presentation, Educational Activities etc.)
4	<b>Credit</b>	4 Credits
5	<b>Hours allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<b>Course Objectives:</b>	<p>CO(A)1: To develop an understanding of the principles of psychological testing, psychometrics and test construction.</p> <p>CO(A)2: To provide practical knowledge of reliability, validity and norming procedures used in psychological measurement.</p> <p>CO(A)3 : To familiarize students with the administration, scoring and interpretation of psychological scales and tests.</p> <p>CO(A)4: To enable students to analyze data and prepare psychological reports using appropriate statistical procedures and APA guidelines.</p>
8	<b>Course Outcomes:</b>	<p>Student will be able to</p> <p>CO1: Explain the basic concepts of psychological testing, psychometrics, test construction and score interpretation.</p> <p>CO2: Compute and interpret reliability, validity and normative scores for psychological measures.</p> <p>CO3: Administer, score and interpret selected psychological tests and scales.</p> <p>CO4: Analyze group data and prepare psychological reports using APA format.</p>
9	<b>Syllabus</b>	<p><b>UNIT 1: Introduction to Psychological Testing</b></p> <p>1.1 Psychological tests, uses, and ethical considerations.</p> <p>1.2 Test development and scale construction</p> <p>1.3 Reliability and validity of psychological measures</p> <p>1.4 Norms and score interpretation: z-scores, T-scores, percentile ranks, sten scores, stanines and types of norms.</p>

**UNIT 2: Practice Exercises – Two Exercises**

- 2.1 Test construction: theorization, item writing, reliability, validity and item analysis.
- 2.2 Scale construction: conceptual framework, scale development, reliability and validity assessment.
- 2.3 Computation of psychometric properties: Reliability coefficients and Validity indices.
- 2.4 Interpretation and evaluation of psychological measures

**UNIT 3: Practice Scale – One**

- 3.1 Administration and scoring of Diener’s 5-Item Subjective Well-Being Scale.
- 3.2 Review of original articles and relevant literature related to the scale.
- 3.3 Estimation of reliability and validity of group data and interpretation
- 3.4 Preparation of results and discussion using APA format and scientific reporting guidelines.

**UNIT 4: Administration and Reporting of Psychological Tests**

- 4.1 Standard Progressive Matrices: administration, scoring, data pooling and report writing.
- 4.2 Oxford Happiness Scale, scoring, statistical analysis and interpretation.
- 4.3 Multidimensional personality scale: IPIP-NEO, scoring, statistical analysis and interpretation.
- 4.4 Preparation of psychological reports: descriptive statistics, interpretation of findings and APA-style reporting.

**10****Scheme of Examination and Assessment Pattern**

Paper –100 Marks

**External Examination: Semester End External- 60marks Time : 2.00 hour**

Format

**External Examination Practical**

1	Instructions Administration & Report	40
2	Viva	20
	<b>Total</b>	<b>60</b>

**Internal Examination: Continuous Evaluation-40 marks**

<b>Sr. no.</b>	<b>Assessment /Evaluation</b>	<b>Marks</b>
1.	Checklist for Instructions and Administration	20
2.	Report Writing	10
3.	Attendance & Journal	10
		<b>Total 40</b>

**REFERENCE BOOKS:**

1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw- Hill International edition. (Indian reprint 2015)
2. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
3. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002
4. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007
5. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). Psychological Testing and Assessment: An introduction to Tests and Measurement. (7th ed.). New Delhi: McGraw- Hill Education (India) Pvt Ltd., Indian adaptation
6. Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
7. Hoffman, E. (2002). Psychological Testing at Work. New Delhi: Tata McGraw-Hill
- Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications.

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

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

**Semester- V**

**Vertical –  
Indian Knowledge System (IKS)- 2Credits**

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

## IKS Title: Indian Psychology

Course Code: CHMPSYV3

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This course introduces the foundations of Indian Psychology and its indigenous perspectives on human nature, consciousness, self and personality. It examines classical concepts from Indian thought and their relevance to contemporary psychological understanding, mental health and well-being, with special emphasis on the applications of meditation and holistic approaches to healing.
2	<b>Vertical 1</b>	IKS
3	<b>Type</b>	Project Based
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p>CO(A)1 : To develop an understanding of the fundamental concepts, models and perspectives of Indian Psychology and their comparison with Western approaches.</p> <p>CO(A)2: To familiarize students with Indian conceptions of self, personality and consciousness and their applications in promoting mental health and psychological well-being.</p>
8	<b>Course Outcomes:</b>	<p>Student will be able to</p> <p>CO1: Explain the major concepts and models of Indian Psychology, including consciousness, self and personality from an indigenous perspective.</p> <p>CO2: Describe the applications of Indian psychological principles and practices in mental health, well-being and holistic healing.</p>

## Name of the Project Topics/Broad Areas

### Project Topics in Indian Psychology

1. Evolution of Indian Psychology: Historical Roots and Contemporary Relevance.
2. Indian Psychology and Indigenous Psychology: Similarities, Differences and Future Directions.
3. Comparative Analysis of Indian and Western Perspectives on Human Nature and Behaviour.
4. Models of Indian Psychology and their Relevance to Contemporary Mental Health.
5. States of Consciousness in Indian Psychology and their Relationship with Modern Consciousness Studies.
6. Types of Knowledge in Indian Thought and their Implications for Psychological Understanding.
7. The Concept of Self (Ātman) in Indian Philosophy and its Psychological Significance.
8. Svabhāva and Personality: An Indian Perspective on Individual Differences.
9. Prakṛti and Personality According to Āyurveda: A Review of Traditional and Empirical Evidence.
10. The Mind–Body Complex in Indian Psychology and its Relevance to Psychosomatic Health.
11. Indriyas and the Sensory-Motor Apparatus: Insights from Indian Psychology and Cognitive Science.
12. Mental Health and Hygiene in Indian Psychology: Preventive Approaches and Lifestyle Practices.
13. Meditation as a Tool for Cognitive, Emotional and Behavioural Well-being: A Review of Empirical Studies.
14. Application of Indian Psychological Principles in Stress Management and Emotional Regulation.
15. Integration of Indian Psychology and Positive Psychology for Promoting Psychological Well-being.
16. Mindfulness and Meditation Practices in Indian Traditions: Psychological Benefits and Clinical Applications.
17. The Role of Yoga and Meditation in Enhancing Mental Health and Quality of Life.
18. Relevance of Indian Psychological Concepts in Counselling and Psychotherapy.
19. Indian Perspectives on Personality and their Comparison with Trait Theories of Personality.
20. Indian Psychology in the Twenty-First Century: Challenges, Opportunities and Future Directions.

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

#### Project (Dissertation) Report:

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

All projects should be typed on A4 sheets, Font Size 12, Times New Roman, one and a half spacing. The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

1. Title Page
  - Title of the Report (Font size 14)
  - Name of the Student
  - Roll number/Seat number
  - Program Title
  - Name of the In-charge Teacher
  - Month of Submission
2. Certificate by the Institute
3. Certificate by In-charge Teacher
4. Student's Declaration
5. Acknowledgement
6. Abstract
  - A brief summary of the field visit, key observations, and main conclusions (200-300 words)
7. Table of contents
  - Include headings and subheadings with page numbers.
8. List of Figures and Tables
  - List all figures and tables included in the report with corresponding page numbers.
9. Chapter1: Introduction
  - Purpose of the visit: Outline the objectives and expected outcome of the field visit.
  - Background Information: Provide context about the site(s) visited, including historical and cultural significance.
  - Scope of the Report: Define the boundaries of what the report will cover.
10. Chapter2: Literature Review
  - Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.
11. Chapter 3: Methodology
  - Describe the approach and tools used for data collection during the visit (e.g. observational methods, interviews, archival research).
  - Discuss the rationale behind the chosen methods.
12. Chapter 4: Work Descriptions, Observations and Analysis
  - Provide detailed descriptions of each work carried out.
  - Include observations related to work's-relevance to topic selected.
  - Use photographs, diagrams, and sketches, etc. to support the descriptions.
  - Analyze the data collected in relation to the study objectives.
13. Chapter 5: Conclusion and Recommendations
  - Discuss how the findings from the visit contribute to the understanding of subject area.
  - Summarize the key findings and their significance.
  - Offer recommendations based on the research findings for further study or preservation efforts.
14. References
  - List all sources cited in the report in a consistent format.
15. Appendices
  - Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

10

**Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

**Internal Evaluation**

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

**External Examination**

<b>Assessment / evaluation</b>	<b>Marks</b>
Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	05
Presentation Skills & Communication	10
<b>Total 30</b>	

11

**REFERENCE BOOKS:**

1. Rao, K.R. &Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
2. Kuppaswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.



**Title: Organizational Behaviour (4 Credits)****Course Code:CHMPSYV4**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Description of the course :</b>	Organizational Behavior is an applied behavioral science drawing on psychology and social disciplines, introducing Evidence-Based Management and spanning topics from individual psychology to organizational systems. The course explains how personality and attitudes shape workplace behavior while addressing contemporary issues like diversity, remote teams, and work stress, and builds personal development tools such as resilience, optimism, and self-efficacy. Students gain practical tools to design engaging and motivating roles, compare leadership styles for different situations, and manage conflict and stress effectively in professional settings. The course connects with HRM, Social Psychology, Strategic Management, and Occupational Health Psychology, linking individual behavior to organizational design and employee well-being. Given the strong industry demand for OB-literate professionals, graduates can pursue career paths in HR, Organizational Development Consulting, Training & Development, Employee Experience roles, and Project Management.
<b>2</b>	<b>Vertical 1</b>	Elective
<b>3</b>	<b>Type :</b>	Theory
<b>4</b>	<b>Credit:</b>	4 credits
<b>5</b>	<b>Hours Allotted :</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	100 Marks
<b>7</b>	<b>Course Objectives:</b> CO(A)1: To understand the meaning of various psychological concepts in the context of organizations CO(A)2: To understand the reasons for organizational decisions and structures CO(A)3: To learn evidence based methods of solving organizational problems CO(A)4: To learn about ways of developing more efficient groups and organizations	
<b>8</b>	<b>Course Outcomes:</b> Students will be able to - CO1: Explain the meaning, scope and core ideas behind organizational behavior. CO2: Describe major concepts of work motivation, job satisfaction and leadership. CO3: Discuss evidence-based organisational interventions and their applications in various scenarios. CO4: Critically evaluate the relevance and limitations of various theories in the	

organizational context.

9

## Syllabus

### Unit 1: Understanding Organizational Behavior

- 1.1 What is Organizational Behavior?
- 1.2 Disciplines, Challenges & Opportunities in OB
- 1.3 Organizational Structure
- 1.4 Workforce Diversity

### Unit 2: Psychological factors

- 2.1 Attitudes
- 2.2 Job Satisfaction
- 2.3 Personality & Values
- 2.4 Psychological Capital

### Unit 3: Motivation and Leadership

- 3.1. Motivation: Meaning & Early Theories
- 3.2 Contemporary Theories of Motivation
- 3.3 Application of Motivation Theories
- 3.4 Leadership: Meaning, Types & Theories

### Unit 4: Organizational Systems, Conflict and Change

- 4.1 Groups
- 4.2 Power in Organizations
- 4.3 Conflict
- 4.4 Work Stress Management

10

### Scheme of Examination and Assessment Pattern

Paper – 100 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15
Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15
		<b>Total 60</b>

**Internal Examination: Continuous Evaluation - 40 marks**

	Assessment / evaluation	Marks
1.	Classroom Presentation on an Assigned Topic	15
2.	Submission of Assignment on an Assigned Topic	15

	3. Participation in Classroom Activities	10
	<b>Total 40</b>	
<b>11</b>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Robbins, S. P., Judge, T. A., &amp; Vohra, N. (2019). Organizational Behavior (18th ed.). Pearson Education</li> <li>2. Singh, K. (2015). Organizational Behaviour: Text and Cases (3rd ed.). Vikas Publishing House.</li> <li>3. Pareek, U., &amp; Khanna, S. (2016). Understanding Organizational Behaviour (4th ed.). Oxford University Press.</li> <li>4. Luthans, F., Luthans, B. C., &amp; Luthans, K. W. (2021). Organizational Behavior: An Evidence-Based Approach (14th ed.). McGraw-Hill Education.</li> <li>5. Spector, P. E. (2021). Industrial and Organizational Psychology: Research and Practice (8th ed.). Wiley India.</li> <li>6. Gupta, C. B. (2014). A Textbook of Organisational Behaviour. Sultan Chand &amp; Sons.</li> <li>7. Sinha, J. B. P. (2008). Culture and Organizational Behaviour. SAGE Publications India</li> </ol>	

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

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

**Semester- V**

**Vertical – 4  
Vocational Skills Course (VSC)- 2Credits**

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

# Title: Psychology and AI

Course Code: CHMPSYV5

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	The curriculum provides a foundation in cognitive AI, covering Machine Learning, neural networks, and Generative AI. It helps students understand AI systems through psychological principles and compare human cognition with machine processes. The course has applications in digital therapeutics, AI-driven mental health support, and predictive diagnostics. Students explore areas such as automated psychometrics, emotion recognition, and the challenges of empathy in machines. It integrates concepts from computer science, neuroscience, ethics, sociology, and philosophy. The program also addresses algorithmic bias and responsible AI use. With growing demand for human-centric AI, it offers strong career prospects. Graduates can pursue roles such as UX Researcher, AI Ethics Officer, Behavioral Data Scientist, Mental Health Tech Consultant, and Human Factors Engineer.
2	<b>Vertical:4</b>	VSC
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p>CO(A)1: To provide an understanding of the foundations of Cognitive AI, machine learning, and the similarities and differences between human and artificial intelligence.</p> <p>CO(A)2: To familiarize students with the applications of AI in psychological practice and the ethical issues related to diagnostics, psychometrics, bias, privacy, and empathy.</p>
8	<b>Course Outcomes:</b> Students will be able to	<p>CO1: Explain the basic concepts of Cognitive AI, machine learning, and human-machine intelligence.</p> <p>CO2: Identify applications of AI in psychology and evaluate major ethical issues associated with AI-based systems.</p>
9		<b>Syllabus</b>

**Unit 1: Foundations of Cognitive AI & Human Intelligence**

1.1 Introduction to AI for Psychologists: Narrow vs. General AI; evolution from the Turing Test to Generative AI.

1.2 Machine Learning and Deep Learning: Supervised, Unsupervised, Reinforcement Learning, and Artificial Neural Networks.

1.3 Large Language Models and Transformers: Token prediction, Attention mechanisms, and human-like conversation.

1.4 Human vs. Machine Intelligence: Comparison of perception, attention, memory, and biological versus artificial neural systems.

**UNIT 2: AI in Psychological Practice & Ethics**

2.1 Digital Therapeutics and AI Chatbots: Applications in mental health care and associated ethical issues.

2.2 AI in Diagnostics and Automated Psychometrics: Predictive modeling, personality assessment, and related concerns.

2.3 Algorithmic Bias and Diversity: Sources of bias, psychological consequences, and ethical implications.

2.4 Empathy, Privacy, and the Black Box Problem: Limitations of AI in replicating human empathy and ensuring transparency.

**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

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15
		<b>Total 30</b>

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
1.	Classroom Presentation on an Assigned Topic	10
2.	Submission of Assignment on an Assigned Topic	10
		<b>Total 20</b>

**11**

**Text Books / Reference**

1. Crowder, J. A., & Friess, S. (2013). Artificial psychology: The quest for what it means to be human. Springer Science & Business Media.
2. Tormen, F. (2022). The psychology of artificial intelligence. Routledge.
3. Daumé, H., III. (2017). A course in machine learning (v0.9). ciml.info
4. American Psychological Association. (2024). Report of the APA presidential task force on artificial intelligence and psychology. apa.org Given the topics are based on recent advances, teachers and students are encouraged to refer to other online resources

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

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

**Semester- V**

**Vertical – 6  
Community Engagement Project (CEP)- 2Credits**

**with effect from  
Academic Year 2026-27**

# Title: Community Engagement Project (CEP) in Psychology

Course Code: CHMPSYV6

Sr. No.	Heading	Particulars
1	<b>Description of the Course:</b>	This Community Engagement Project provides students with experiential learning opportunities in mental health promotion, well-being, and community development. Through supervised field-based activities and collaboration with community organizations, students gain practical exposure to preventive, awareness, and research-oriented initiatives in psychology.
2	<b>Vertical 6</b>	CEP
3	<b>Type</b>	Project Based
4	<b>Credit</b>	2 Credits
5	<b>Hours allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b>	<p>CO(A)1: To provide students with practical exposure to community-based mental health promotion and well-being initiatives.</p> <p>CO(A)2: To develop skills in community engagement, awareness generation, and supervised field-based psychological activities.</p>
8	<b>Course Outcomes:</b> Student will be able to	<p>CO1: Participate in and document community-based mental health and well-being activities under supervision.</p> <p>CO2 : Identify community needs and apply basic psychological principles in promoting mental health and resilience.</p>
9	<b>Community Engagement Project Topics</b>	<ol style="list-style-type: none"><li>1. Mental Health Awareness and Promotion in the Community.</li><li>2. Stress Management and Emotional Well-being among Adolescents.</li><li>3. Mindfulness and Meditation Practices for Psychological Well-being.</li><li>4. Promoting Healthy Lifestyle Practices for Mental Health.</li><li>5. Self-awareness and Personal Growth among Young Adults.</li><li>6. Enhancing Emotional Regulation through Relaxation Techniques.</li><li>7. Community-Based Programs for Stress Reduction and Resilience Building.</li><li>8. School Mental Health and Life Skills Promotion.</li><li>9. Mental Hygiene and Preventive Mental Health Practices.</li><li>10. Psychological Well-being among Older Adults.</li><li>11. Promoting Positive Mental Health through Yoga and Mindfulness.</li><li>12. Sleep Hygiene and Its Impact on Mental Health.</li><li>13. Coping Strategies and Resilience among College Students.</li><li>14. Community Awareness Programs on Anxiety, Stress and Depression.</li><li>15. Digital Well-being and Healthy Technology Use.</li></ol>

16. Quality of Life and Subjective Well-being in Different Age Groups.
17. Value Education and Psychological Well-being.
18. Emotional Intelligence and Interpersonal Relationships.
19. Designing and Implementing a Community Mental Health Intervention.
20. Evaluation of Mental Health Promotion Programs in Community Settings.

Indicative list of areas for CEP:

This is a broad list of areas for which the department/ HoD/ Faculty can decide places/ institutions/organisations/ communities/etc. for the visit. The place to visit has to be relevant to some field of psychology and behavioural science, and associated with the courses learned so far.

The fields will include, but not be limited to

(A) Government organisations: Panchayat/Palika/Mahanagarpalika; department of the government; govt. offices, specific purpose offices; project offices; etc.

(B) NGO: Non-Government organisations working in the field of education, health, mental health, gender, caste, environment, social issues, community care, rehabilitation, research, capacity building, advocacy, awareness, support groups, sub-fields of psychology, etc. This is an indicative list, and you can choose an NGO working in the area beyond this list.

(C) Non-Profit Community Organisations: Organisations that are working for the community.

(D) Corporates: Companies with departments like recruitment and selection, HR, employee relations, T&D, Compensation and benefits, market research, product development, advertisement, consultancy, etc. This is an indicative list, and you can choose to work in the area beyond this list.

(E) Educational Institutions: Schools, colleges, universities; Institutions, Special needs schools and institutions, mental health institutions, etc. This is an indicative list, and you can choose an educational institution working in the area beyond this list.

(F) Health Care Setups: various mental and physical health setups like hospitals, counselling centres, psychotherapy centres, day care centres, support groups, etc.

(G) Any other organisation: As per the need of the college/ department

(H) Research Organisation: University, IIT/IIM, Research Institutions, etc. Teachers and the department can add more areas as per their requirement.

Nature of Community Engagement Activities for Psychology

This section describes what are the various activities that the Department/teachers can undertake in the community engagement program. This list of activities is just indicative and

NOT exhaustive. Teachers/HOD/Department/College can choose/develop appropriate community engagement activities for their settings. It must be noted that all these activities should be non-clinical in nature. It needs to be noted that students cannot conduct interventions on their own, either individually or in groups. They need to carry out activities (A) under the supervision of a teacher and (B) if they are associated with some organisation/institution/community, then they need to engage themselves in the process of intervention that is being carried out by trained professionals in the organisation. The following list is an indicative list, and the student has to engage in any of the activities under supervision.

#### Community-Based Activities

**Primary Prevention Activities:** Addressing the root causes of problems before they manifest, such as implementing anti-bullying programs in schools, raising awareness about gender/caste-based discrimination, identifying and raising awareness about pseudo-psychology practice, etc.

**Community/ Social / Cultural Research:** Students can engage in community-based research programmes to engage with the community. For this, they can work under the guidance of the mentor/they can work with the organisation where such a program is being implemented. They can help in data collection/data entry/community work associated with research, etc.

**Empowerment Activities:** Helping individuals gain control over their lives and advocate for their needs, like community organising and advocacy for social change.

**Support Groups:** working for peer support and connection, such as self-help groups for individuals dealing with specific challenges.

**Social Action Strategies:** Working to influence community policies and practices to improve well-being, like advocating for increased funding for mental health services; advocacy against social stigma, etc.

Teachers and the department can add more areas as per their requirements.

**Behavioural / Psychological Activities. Positive Psychology Activities and Engagements:** Work with organisations/ individuals for focusing on building resilience, promoting well-being, creativity, and enhancing positive emotions like hope and optimism through techniques of positive psychology practice.

**Setting-Based Activities:** Tailoring interventions to specific settings, such as implementing mental health awareness programs in schools/ organisations/ colleges, etc.

**Psychoeducation:** Providing information and education about mental health conditions to increase understanding and reduce stigma.

Recreation Programs: Utilising recreational activities like exercise, art, and peer support to promote well-being.

Activities :

They can carry out street play, flash mob, awareness poster exhibition, awareness campaign, mass-media based drives, social-media based drives, Community and stakeholder meeting, Public forums, presentations and workshops, social events, folk media (oral traditions methods like, role-plays, story-telling, songs, dances, plays, and poems on specific issues are presented in group-situations). They can be part of community/social/cultural research. They can work under the guidance of the mentor/they can work with the organisation where such program is being implemented. They can help in data collection/data entry/community work associated with research, etc. This should help the better their community understanding and preparedness to design research for the community. They can engage in Mass communication through creation of printed materials (brochures, cartoons, comics, billboards, pamphlets, posters, resource booklets, newspapers articles, magazines articles, create e-news-letter, etc.), audio-visual resources (such as pre-recorded audio, pod-cast, videos, reels, YouTube channel, etc.), and electronic media (radio and television are popular media in creating awareness on social issues). The internet is the most powerful and cost-effective medium of creating awareness through websites, email discussions, weblogs, blogs, etc. They can engage in education and awareness in a formal and informal manner like conducting workshops, seminars, etc.

Public Relations (PR) activities can be carried out, which include analysis of public perception, modifying/designing the organisation's policy/programmes in consonance with public interest and then executing the programmes for communication with the public.

Advocacy can be carried out when support for a particular initiative is needed from either the government or from civil society. For example, gender discrimination, mental health, open psychological services, etc.

Awareness campaign can be carried out for Awareness-Raising, Social Marketing (SM),

Behaviour change communication (BCC).

Data-based Interventions: Using data from the community to create awareness and attitude change can be carried out.

Teachers and the department can add more areas and activities as per their requirements.

Caution: It must be noted that all these activities are non-clinical in nature. Dealing with clinical psychology/psychiatry patients, diagnosed cases, working for psychotherapy or clinical counselling is not permitted under the community engagement program. All the activities must be non-clinical in nature, as at this level, students do not have adequate training to deal with psychiatric patients or other forms of diseases/disorders.

10

**Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

**External Examination: Semester End External - 30 marks**

Format of Evaluation

<b>Assessment / evaluation</b>	<b>Marks</b>
Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	05
Presentation Skills & Communication	10
<b>Total 30</b>	

**Internal Examination: Continuous Evaluation - 20 marks**

<b>Criteria</b>	<b>Marks</b>
Attendance, Community Interactions, completion and interaction with supervisor	10
Overall report quality	10
<b>Total 20</b>	

11

**REFERENCE BOOKS:**

1. Crowder, J. A., & Friess, S. (2013). Artificial psychology: The quest for what it means to be human. Springer Science & Business Media.
2. Tormen, F. (2022). The psychology of artificial intelligence. Routledge.
3. Daumé, H., III. (2017). A course in machine learning (v0.9). ciml.info
4. American Psychological Association. (2024). Report of the APA presidential task force on artificial intelligence and psychology. apa.org





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

**Bachelor of Arts**  
**(Psychology)**  
**(Aided)**

**Semester – VI**

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



## **PREAMBLE**

The B.A. Psychology program introduces students to the scientific study of human behavior and mental processes. The program builds a strong foundation in understanding human behavior across individual, social, and organizational contexts.

Through a blend of theory, research, and applied learning, the three-year course nurtures critical thinking, empathy, and scientific inquiry. Students graduate with skills that are not only academically enriching but also deeply relevant to real-world challenges and personal growth.

The course also fosters ethical awareness, cultural sensitivity, and scientific enquiry preparing students for a foundation for advanced studies and diverse career paths in mental health, education, research, human resource and social services.

## **PROGRAMME SPECIFIC OUTCOME (PSOs)**

**PSO1:** Gain foundational knowledge in core areas of psychology including Cognitive, Developmental, Social, Industrial, Counselling and Abnormal psychology.

**PSO2:** Understand the application of psychological principles to real-life settings such as education, mental health, industry, and community.

**PSO3:** Develop understanding of psychological testing, data analysis, and basic research methodology.

**PSO4:** Develop cultural sensitivity, ethical reasoning, and social responsibility in understanding and addressing behavioral issues.

**PSO5:** Prepare for higher education or professional careers in psychology-related fields like counseling, HR, research, and social work.

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

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

**Semester- VI**

**Title: Cognitive Psychology**

**Vertical I Major -4 Credits**

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

**Title Cognitive Psychology**  
**Course Code: CHMPSYVI1**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	The course contains various components of Cognitive Psychology, for the students who are opting the course in M1 schemes. The topics covered in the course deals with peoples mental life involving, how people perceive, attend, acquire, store, transform, use, reason, and decide.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory
4	<b>Credit</b>	4 credits
5	<b>Lectures allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<b>Course Objectives:</b> CO(A)1: To develop an interest in understanding the basics of Cognitive Processes. CO(A)2: To help the students understand how individuals mentally focus and interpret sensory information. CO(A)3: To provide understanding of memory storage facilities and retrieval processes of cognition. CO(A)4: To recognize the various techniques of reasoning, problem solving, decision making and to understand how to deal with situations.	
8	<b>Course Outcomes:</b> CO1: Recognize and explain Brain structure and function involved in cognitive processes. CO2: Identify the underlying framework involved in Attention and Perception. CO3: Able to illustrate the composition and use of Memory processes. CO4: Appreciate the underlying mechanisms involved in Reasoning, Problem Solving, and Decision Making.	
9	<b>Syllabus</b>	
	<b>UNIT 1: The Brain</b>	

	<p>1.1 Structure of the Brain  1.2 Research Methods in Cognitive Psychology  1.3 Localization and Lateralization of Function  1.4 AI Applications in Brain Imaging and Neural Data Analysis</p> <p><b>UNIT2: Perception and Attention</b>  2.1 Gestalt Approaches and Bottom-Up Processes  2.2 Top-Down Processes  2.3 Selective Attention and Divided Attention  2.4 Automaticity and the Effects of Practice</p> <p><b>UNIT 3: Working Memory and Long-Term memory</b>  3.1 Characteristics of Short-Term Memory  3.2 Working Memory  3.3 Characteristics of Long-Term Memory  3.4 The Reconstructive Nature of Memory</p> <p><b>UNIT 4: Reasoning, Problem Solving and Decision Making</b>  4.1 AI Applications in Brain Imaging and Neural Data Analysis  4.2 Blocks to Problem Solving  4.3 Types of Reasoning  4.4 Decision Making and Cognitive Illusions in Decision Making</p>																																	
10	<p style="text-align: center;"><b>Scheme of Examination and Assessment Pattern</b>  Paper – 100 Marks</p> <p><b>External Examination: Semester End External - 60 marks Time: 2:00 hours</b></p> <p style="text-align: center;">Format of Question Paper</p> <table border="1" data-bbox="293 1297 1458 1570"> <thead> <tr> <th>Question No</th> <th>Nature of Questions</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 1</td> <td>15</td> </tr> <tr> <td>Q2</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 2</td> <td>15</td> </tr> <tr> <td>Q3</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 3</td> <td>15</td> </tr> <tr> <td>Q4</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 4</td> <td>15</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total 60</b></td> <td></td> </tr> </tbody> </table> <p><b>Internal Examination: Continuous Evaluation - 40 marks</b></p> <table border="1" data-bbox="293 1646 1437 1845"> <thead> <tr> <th></th> <th>Assessment / evaluation</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Classroom Presentation on an Assigned Topic</td> <td>15</td> </tr> <tr> <td>2.</td> <td>Submission of Assignment on an Assigned Topic</td> <td>15</td> </tr> <tr> <td>3.</td> <td>Participation in Classroom Activity</td> <td>10</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total 40</b></td> <td></td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15	Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15	Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15	Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15	<b>Total 60</b>				Assessment / evaluation	Marks	1.	Classroom Presentation on an Assigned Topic	15	2.	Submission of Assignment on an Assigned Topic	15	3.	Participation in Classroom Activity	10	<b>Total 40</b>		
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11	<p><b>Text Book/ Reference Books:</b></p> <ol style="list-style-type: none"> <li>Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5<sup>th</sup> ed.). New Delhi: Sage Publications India Pvt. Ltd.</li> <li>Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention and Memory.</li> </ol>																																	

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3. Galotti, K.M. (2007). Cognitive Psychology: In and Out of the Laboratory. (4<sup>th</sup> ed.). Thomson Learning
4. Goldstein, E.B. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning India, Indian Reprint 2008
5. Goldstein, E.B. (2005). Cognitive Psychology: Connecting Mind, Research and Everyday Experience. Wadsworth/Thomson Learning
6. Matlin, M.W. (1995). Cognition. (3<sup>rd</sup> ed.). Bangalore: Prism Books Pvt. Ltd.

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

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

**Semester- VI**

**Title: Experimental Psychology Practical**

**Vertical I Major -4 Credits**

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

## Title: Experimental Psychology Practical

**Course Code : CHMPSYVI2**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	Experimental Psychology provides a comprehensive understanding of the scientific study of human behavior and mental processes through research-based methods. Students learn to formulate hypotheses, define variables, design ethical experiments, and analyze data using modern tools such as R, JASP, Jamovi, PsychoPy, and OpenSesame. The course develops critical skills in statistical analysis, scientific report writing, and evidence-based decision-making. As the methodological foundation of psychology, it closely supports areas such as Cognitive Psychology, Biopsychology, Statistics, and Psychometrics by enabling the testing of theories and behavioral processes. With growing demand for data-driven insights, the course prepares students for careers in user experience research, market research, clinical research, behavioral science, data analytics, and academic research, making it highly relevant in today's technology-driven and evidence-focused world.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Practical
4	<b>Credit</b>	4 credits
5	<b>Lectures allotted</b>	60 Hours
6	<b>Marks allotted</b>	100 Marks
7	<b>Course Objectives :</b>	<p>CO(A)1: To develop an understanding of the principles, methods, and ethical foundations of experimental psychology and scientific research.</p> <p>CO(A)2: To equip students with practical skills in designing, conducting, and managing psychological experiments using manual and computerized research tools.</p> <p>CO(A)3: To develop competence in collecting, analyzing, and interpreting psychological data using appropriate statistical techniques and software applications.</p> <p>CO(A)4: To enhance scientific communication, critical thinking, and research-report writing skills in accordance with APA guidelines.</p>
8	<b>Course Outcomes :</b>	<p>CO1: Identify and operationally define independent, dependent, and control variables, and select appropriate experimental designs for psychological research problems.</p> <p>CO2: Design and conduct psychological experiments using computerized platforms such as PsychoPy, OpenSesame, or CogLab while adhering to ethical research standards.</p> <p>CO3: Analyze experimental data using statistical techniques (e.g., t-tests and ANOVA) and interpret findings with the support of software such as JASP, R, or Excel.</p> <p>CO4: Prepare and present complete APA-style experimental reports that effectively communicate research objectives, methodology, results, and conclusions.</p>

**UNIT 1: Introduction to Experimental Psychology and Statistics in Psychological Research**

1.1 Variables: Types (IV, DV, Control variables; categorical and continuous), Operational definition

1.2 Designs: Types (one IV and two IV): Independent Groups Design, Repeated Measures Designs, Complex Designs, and Quasi-Experimental Designs; Sampling; Randomization and Counterbalancing.

1.3 Hypotheses: Statistical hypothesis– Null and Alternative

1.4 Statistical Analysis Scales of Measurement; Ethics in experimental psychology.

**UNIT 2: Practice Exercises – Two Exercises**

2.1 Literature review and identifying a problem.

2.2 Exercise One: An Experimental Situation given to the students. They have to Discuss design, write hypothesis, IV, DV, Control Variables, Statistical Analysis, Ethical Issues.

2.3 Exercise Two: Variables are given to the students. They have to Design experiment, write hypothesis, discuss Statistical Analysis, and Ethical Issues.

2.4 Report writing – APA format( Students will write a report of these exercises in the journal. They are not part of the external examination conduction.)

**UNIT 3: Practice Experiment – One Experiments**

3.1 Experiment 1: Moral Reasoning: Trolley experiment

3.2 Conduct the experiment.

3.3 Review Original Article

3.4 Write result and discussion of group data using APA format(Students will write a report of these exercises in the journal. They are not part of the external examination conduction.)

**UNIT 4: Experiments in Psychology to be conducted in the Department Laboratory**

4.1 Conduct ANY TWO of the Three Experiments

- *Experiment 1: Reasoning in Social Situations: A Study Using the Wason Selection Task*

- *Experiment 2: Prospects Theory: Effect of gain / loss on risky choices.*

- *Experiment 3: Feature Binding and Recall: Testing the Passive Storage Function of the Episodic Buffer*

4.2 Use appropriate Statistics

4.3 Report Writing

4.4 Use of Computerized Experiment: CogLab to conduct the experiment to teach computerization of the experiments.

**10****Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

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

<b>Practical Exam External</b>	<b>Marks</b>
Instructions, Conduct and report	40
Viva	20
<b>Total 60</b>	

**Internal Examination: Continuous Evaluation - 40 marks**

	<b>Assessment / evaluation</b>	<b>Marks</b>
1.	Instructions and Conduct	20
2.	Report Writing	10
3.	Attendance & Journal	10
		<b>Total 40</b>

**Text Books / Reference**

1. Amato, M. R. (1979). *Experimental psychology: Methodology, psychophysics and learning*. Tata McGraw Hill.
2. Belhekar, VM. (2016) *Statistics for Psychology using R*. Sage.
3. Broota, K. D. (1989). *Experimental design in behavioural research*. Wiley Eastern.
4. Goldstein, B. E. (2002). *Sensation and perception*. Wadsworth.
5. King, B. M., Rosopa, P. J., Minium, E. W., Kapur, P., & Dubey, S. (2023). *Statistical reasoning in the behavioral sciences* (7th ed., An Indian Adaptation)
6. Kling, J. W., & Riggs, L. A. (1984). *Woodworth and Schlosberg experimental psychology*. Khosla Publishing House.
7. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw-Hill Education
8. Snodgrass, J. G., Levy-Berger, G., & Haydon, M. (1985). *Human experimental psychology*. Oxford University Press.
9. Foot, P. (1967). The problem of abortion and the doctrine of the double effect. *Oxford Review*, 5, 5–15. Greene, J. D., Sommerville, R. B., Nystrom, L. E., Darley, J. M., & Cohen, J. D. (2001). An fMRI investigation of emotional engagement in moral judgment. *Science*, 293(5537), 2105–2108.
10. Reasoning in Social Situations (Wason Selection Task):
11. Cosmides, L. (1989). The logic of social exchange: Has natural selection shaped how humans reason? Studies with the Wason selection task. *Cognition*, 31(3), 187–276.
12. Prospect Theory (Gain/Loss Framing Effect):
13. Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, 211(4481), 453–458.
14. Feature Binding and Recall (Episodic Buffer Testing): Baddeley, A. D., Allen, R. J., & Hitch, G. J. (2011). Binding in visual working memory: The role of the episodic buffer. *Neuropsychologia*, 49(6), 1393–1400

**Checklist for Course teachers to certify the journal as complete.**

1. Introduction of experimental psychology based on unit one
2. Ensured conduction and report of following in the journal
  - a. Report of Practice Exercise 1
  - b. Report of Practice Exercise 2
  - c. Report of Practice Experiment 1
  - d. Report of Experiments in Psychology – Experiment 1
  - e. Report of Experiments in Psychology – Experiment 2
  - f. Report of Experiments in Psychology – Experiment 3
  - g. Report of Computerised Experiment 1
3. For the experiment requiring group data analysis, the analysis is carried out
4. For computerised experiment, screen shot of the experiment and individual data.

**Journal Format**

1. Certificate of Journal Completion by Course Teacher and Coordinator/In-charge /HoD/VP/P
2. Index signed by Course teacher and in-charge/Coordinator/ HoD
3. Introduction of experimental psychology based on unit one
4. Report of Practice exercise 1
5. Report of Practice exercise 2
6. Report of Practice Experiment 1
7. Report of Experiments in Psychology – Experiment 1
8. Report of Experiments in Psychology – Experiment 2
9. Report of Experiments in Psychology – Experiment 3
10. Report of Computerised – Experiment 1

**Certificate format**

**Certificate of Journal Completion**

This is to certify that \_\_\_\_\_ (Full Name of the Student) is a student of BA (M1/M1-M2/M1-M2-M3) format of Semester V/VI of \_\_\_\_\_ college.

The student has completed Two Practice Exercises, One Practice experiment, Three Experiments in Psychology conducted in Laboratory, one computerised experiment, and reported them in the journal. The checklist for course teachers has been checked and the journal adheres to the format outlined in the syllabus. The student's work is complete and their progress is satisfactory.

Sign of Course Teacher

- c. Sign of Coordinator/HoD/Vice-Principal/Principal Stamp and Seal of the Department/College

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

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

**Semester- VI**

**Title: Positive Psychology**

**Vertical I Major -4 Credits**

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

## Title: Positive Psychology

**Course Code: CHMPSYCVB**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
<b>1</b>	<b>Description of the course :</b>	Positive Psychology is the scientific study of human strengths, wellbeing, and optimal functioning. This course explores key concepts such as happiness, resilience, character strengths, positive emotions, meaning in life, and psychological flourishing. Students examine evidence-based theories and interventions that promote individual and community wellbeing while developing an understanding of how positive psychological principles can be applied in education, healthcare, organizations, and everyday life. The course emphasizes a strengths-based approach to enhancing mental health, personal growth, and quality of life across the lifespan.
<b>2</b>	<b>Vertical :</b>	Major
<b>3</b>	<b>Type :</b>	Theory / Practical
<b>4</b>	<b>Credit:</b>	4 credits
<b>5</b>	<b>Hours Allotted:</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	100 Marks
<b>7</b>	<b>Course Objectives:</b>	CO(A)1: To introduce students to the foundational concepts, theories, and historical development of Positive Psychology. CO(A)2: To develop an understanding of happiness, wellbeing, positive emotions, and their role in enhancing human functioning. CO(A)3: To examine key positive traits and adaptive psychological processes, including optimism, hope, resilience, and post-traumatic growth. CO(A)4: To explore the applications, relevance, and limitations of Positive Psychology in educational, health, organizational, and community contexts.
<b>8</b>	<b>Course Outcomes:</b>	CO1 : Explain the major concepts, scope, historical foundations, and theoretical models of Positive Psychology, happiness, and well-being. CO2: Analyze the role of positive emotions and psychological strengths in promoting individual well-being and optimal functioning. CO3 : Identify and evaluate positive traits and adaptive processes such as optimism, hope, resilience, and post-traumatic growth using psychological frameworks. CO4: Apply Positive Psychology principles and interventions to real-life situations and critically assess their effectiveness, relevance, and limitations across different settings.
<b>9</b>		<b>Syllabus</b>

**Unit 1: Foundations of Positive Psychology**

- 1.1 History and development of Positive Psychology
- 1.2 Levels of Positive Psychology: subjective, individual and group
- 1.3 Understanding emotion; Positive and negative emotions
- 1.4 Basic emotion theories relevant to Positive Psychology

**Unit 2: Happiness and Wellbeing**

- 2.1 Happiness and Subjective Well-being and its components
- 2.2 Cross-national perspectives on well-being
- 2.3 Eudaimonic wellbeing
- 2.4 Psychological wellbeing and meaning; Models of wellbeing

**Unit 3: Positive Traits and Adaptive Strengths**

- 3.1 Optimism and explanatory style; Hope theory; Resilience
- 3.2 Post-traumatic growth
- 3.3 Positive ageing
- 3.4 Individual differences in coping and adaptation

**Unit 4: Applications of Positive Psychology**

- 4.1 Positive psychological interventions
- 4.2 Gratitude and strengths-based interventions
- 4.3 Health, exercise and wellbeing
- 4.4 Applications of positive psychology

**10****Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

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

## Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2 )based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2 )based on Unit 2	15
Q3	Essay Type Question (Any 1 out of 2 )based on Unit 3	15
Q4	Essay Type Question (Any 1 out of 2 ) based on Unit 4	15
<b>Total 60</b>		

**Internal Examination: Continuous Evaluation - 40 marks**

	Assessment / evaluation	Marks
1.	Classroom Presentation on an Assigned Topic	15
2.	Submission of Assignment on an Assigned Topic	15
3.	Participation in Classroom Activity	10
<b>Total 40</b>		

**11****Text Books / Reference**

- 1. Hefferon, K., & Boniwell, I. (2011). Positive Psychology: Theory, Research and

Applications. McGraw-Hill / Open University Press

2. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2021). *Positive psychology: The scientific and practical explorations of human strengths* (5th ed.). Wiley.
  3. Snyder, C. R., & Lopez, S. J. (Eds.). (2009). *The Oxford handbook of positive psychology* (2nd ed.). Oxford University Press.
  4. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
  5. Seligman, M. E. P. (2011). *Flourish: A new understanding of happiness and well-being*. Free Press.
  6. Linley, P. A., & Joseph, S. (Eds.). (2004). *Positive psychology in practice*. Wiley.
  7. Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications*. Open University Press.
  8. Carr, A. (2020). *Positive psychology: The science of well-being and human strengths* (3rd ed.). Routledge.
  9. Huppert, F. A., Baylis, N., & Keverne, B. (Eds.). (2005). *The science of well-being*. Oxford University Press.
  10. Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. Penguin Press

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

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

**Semester- VI**

**Title: Industrial Psychology**

**Vertical I Major -2 Credits**

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

## Title: Industrial Psychology

**Course Code : CHMPSYVI4**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	Industrial Psychology focuses on the scientific study of human behavior in workplace settings and its application to improving organizational effectiveness. The course introduces students to key areas such as job analysis, recruitment and selection, employee training and development, performance appraisal, and talent management. It emphasizes evidence-based approaches to hiring, employee assessment, performance evaluation, and workforce development. Students gain an understanding of how psychological principles can be applied to enhance productivity, employee wellbeing, and organizational success. The course also highlights the role of Industrial Psychology in modern human resource management, leadership development, and data-driven decision-making across diverse organizational contexts.
2	<b>Vertical 1</b>	Major
3	<b>Type</b>	Theory
4	<b>Credit</b>	2 credits
5	<b>Lectures allotted</b>	30 Hours
6	<b>Marks allotted</b>	50 Marks
7	<b>Course Objectives:</b> CO(A)1: To introduce students to the fundamental concepts, principles, and applications of Industrial and Organizational (I/O) Psychology in workplace settings. CO(A)2: To develop an understanding of recruitment, selection, hiring processes, and the role of job analysis in identifying suitable candidates for organizational roles. CO(A)3: To familiarize students with employee training and development processes, including the design and implementation of training programs. CO(A)4: To examine performance appraisal systems, employee grievances, and their significance in enhancing organizational effectiveness and employee wellbeing.	
8	<b>Course Outcomes:</b> Student will be able to : CO1: Explain the key concepts, theories, and functions of Industrial and Organizational Psychology and their relevance to organizational success. CO2 : Apply principles of job analysis, recruitment, and selection to evaluate and recommend appropriate hiring practices for different work settings. CO3 : Design basic employee training and development modules based on organizational and workforce needs. CO4 : Analyze performance appraisal methods and employee grievance procedures, and evaluate their role in improving employee performance and workplace relations.	

## Syllabus

### Unit 1: Understanding Industrial Psychology

- 1.1 Introduction to the field of I/O psychology – history, fields, educational requirements & employment of I/O psychologists. Introduction to Artificial Intelligence in the Workplace
- 1.2 Talent development: job & work analysis – its uses, gathering Job analysis information, types of job analysis and its methods. Understanding performance – basic model of performance, Campbell’s model, criterion deficiency& contamination.
- 1.3 Recruitment & Hiring-Recruitment process- sources for recruiting, factors affecting recruitment, recruiter characteristics, realistic job previews.
- 1.4 Selection: meaning and definition, Need for scientific selection, Selection devices. Opportunities and Challenges of AI in Organizational Settings

### Unit 2: Performance Appraisals and Training

- 2.1 Performance appraisal: Meaning, purpose and approaches of performance appraisal. Various performance criteria. Why do performance appraisal: validation of selection criteria, identifying training needs, decision making related to pay & promotion?
- 2.2 Methods of performance appraisals-subjective & objective techniques Sources of bias in appraisal, Importance of post appraisal interview, Fair employment practices
- 2.3 Employees training: Concepts, need, importance, steps in training program, Goals of training, need assessment, organizational analysis, learning process in training, transfer of training.
- 2.4 Methods- on the job training, job rotation, business games, ice-breaking sessions, soft skills training, SWOT analysis, in basket training, role play, behavior modeling, executive coaching, e training, assessment centers. Evaluating training programmes. Ethical Issues in AI-Based Performance Evaluation.

### Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Question No	Nature of Questions	Marks
Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15
Q2	Essay Type Question (Any 1 out of 2 ) based on Unit 2	15
<b>Total 30</b>		

**Internal Examination: Continuous Evaluation - 20 marks**

	Assessment / evaluation	Marks
1.	Classroom Presentation on an Assigned Topic	10
2.	Submission of Assignment on an Assigned Topic	10
<b>Total 20</b>		

**Text Books / Reference**

1. Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2025). *Psychology and work today*. Routledge.
2. Landy, F.J., & Conte, J.M. (2007). *Work in the 21<sup>st</sup> century: An introduction to Industrial & Organizational Psychology*. Blackwell publishing Ltd.
3. Aamodt, M. G. (2004). *Applied industrial/organizational psychology*. Wadsworth.
4. Anderson, N., Ones, D.S., Sinagil, H.K., & Viswesvaran, C. (2001). *Handbook of Industrial and Organizational Psychology* (vol. 1. & 2). Sage Publishers.
5. Buckingham, M., & Coffman, C. (1999). *First break all the rules: What the World's Greatest Managers Do Differently*. Great Britain: Pocket Books.
6. Deb, T. (2006). *Strategic Approach to Human Resources Management; concepts, Tools*  
Application. New Delhi: Atlantic Publishers and Distributors
8. Griffin, M. A. (2007). Specifying organizational contexts: Systematic links between contexts and processes in organizational behavior. *Journal of Organizational Behavior*, 859-863.
9. Khanka, S. S. (2003). *Human Resource Management*. New Delhi: S Chand & Company Ltd.
10. Krishnan, T. N. (2011). Understanding employment relationship in Indian organizations through the lens of psychological contracts. *Employee Relations*, 33(5), 551-569.

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

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

**Semester- VI**

**Title: Counselling Psychology**

**Vertical 1 Elective -4 Credits**

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

## Title: Counselling Psychology

**Course Code :CHMPSYVI5**

Sr. No.	Heading	Particulars
1	<b>Description the Course:</b>	This course provides a comprehensive foundation in counselling psychology by introducing students to the nature, principles, and professional practice of counselling. It focuses on the development of effective counselling relationships, essential counselling skills, ethical responsibilities, and the processes involved in counselling from initiation to termination. Students are also exposed to major counselling theories and approaches, enabling them to understand diverse perspectives on human behavior, personal growth, and psychological change.
2	<b>Vertical 1</b>	Elective
3	<b>Type</b>	Theory
4	<b>Credit</b>	4 credits
5	<b>Lectures allotted</b>	60 Hours
6	<b>Marks allotted</b>	100Marks
7	<b>Course Objectives:</b>	<p>CO(A)1: To develop an understanding of counselling as a profession, including its principles, professional roles, counsellor characteristics, and ethical standards.</p> <p>CO(A)2: To equip students with knowledge and skills required for establishing and maintaining effective counselling relationships through appropriate interviewing and communication techniques.</p> <p>CO(A)3: To examine the processes involved in counselling, including transference, counter-transference, and termination, follow-up, and referral procedures.</p> <p>CO(A)4: To introduce and compare major counselling theories and approaches, including psychodynamic, humanistic, behavioural, cognitive-behavioural, and systemic perspectives.</p>
8	<b>Course Outcomes:</b>	<p>Students will be able to:</p> <p>CO1: Explain the nature, scope, ethical principles, and professional responsibilities of counselling and the role of the counsellor.</p> <p>CO2: Demonstrate the use of basic counselling skills and appropriate interviewing techniques for developing effective counselling relationships.</p> <p>CO3: Analyse counselling processes, including transference, counter-transference, termination, follow-up, and referral, and apply appropriate intervention strategies.</p> <p>CO4: Compare and evaluate major counselling theories in terms of their assumptions, goals, techniques, and applications to diverse client concerns.</p>
9	<b>Syllabus</b>	
	<b>Unit 1: Professional Foundations of Counselling</b>	

	<p>1.1 Definition of Counselling  1.2 The Personality and the Background of the Counselor  1.3 Professional Aspects of Counseling  1.4 Ethical Aspects of Counseling</p> <p><b>Unit 2: Building and Working in the Counselling Relationship</b>  2.1 Factors that influence the Counseling Process  2.2 Types of Initial Interviews; Conducting the Initial Interview  2.3 Counselor Skills in the Understanding and Action Phases  2.4 Transference and Countertransference</p> <p><b>Unit 3: Termination of the Counselling Relationship</b>  3.1 Function and Timing of Termination  3.2 Premature Termination and Counselor-Initiated Termination  3.3 Issues Related to Termination: Resistance to Termination  3.4 Ending on a Positive Note ; Follow-Up and Referral</p> <p><b>Unit 4: Counselling Theories</b>  4.1 Psychoanalytic Approach; Adlerian Theory  4.2 Humanistic Theories: Person-Centered Counseling, Existential Counseling and Gestalt Therapy  4.3 Behavioural Counselling Cognitive and Cognitive-Behavioral Counselling: REBT, Reality and Cognitive Therapy  4.4 System Theories: Bowen Systems Theory, Structural Family Counseling and Strategic (Brief) Counseling</p>																																	
<p><b>10</b></p>	<p style="text-align: center;"><b>Scheme of Examination and Assessment Pattern</b>  Paper – 100 Marks  <b>External Examination: Semester End External - 60 marks Time: 2:00 hours</b></p> <p style="text-align: center;">Format of Question Paper</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Question No</th> <th style="width: 65%;">Nature of Questions</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q1</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 1</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q2</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 2</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q3</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 3</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">Q4</td> <td>Essay Type Question (Any 1 out of 2) based on Unit 4</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total 60</b></td> <td></td> </tr> </tbody> </table> <p><b>Internal Examination: Continuous Evaluation - 40 marks</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 70%;">Assessment / evaluation</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Classroom Presentation on an Assigned Topic</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Submission of Assignment on an Assigned Topic</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Participation in Classroom Activity</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total 40</b></td> <td></td> </tr> </tbody> </table>	Question No	Nature of Questions	Marks	Q1	Essay Type Question (Any 1 out of 2) based on Unit 1	15	Q2	Essay Type Question (Any 1 out of 2) based on Unit 2	15	Q3	Essay Type Question (Any 1 out of 2) based on Unit 3	15	Q4	Essay Type Question (Any 1 out of 2) based on Unit 4	15	<b>Total 60</b>				Assessment / evaluation	Marks	1.	Classroom Presentation on an Assigned Topic	15	2.	Submission of Assignment on an Assigned Topic	15	3.	Participation in Classroom Activity	10	<b>Total 40</b>		
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<p><b>11.</b></p>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. Baruth, L. G. &amp; Manning, M. L. (1999). Multicultural Counseling and Psychotherapy: A Lifespan Perspective. Second edition. New Jersey: Prentice Hall.</li> <li>2. Corey,G. (2017). Theory and Practice of Counseling and Psychotherapy. 10th Edition. New Delhi: Cengage Learning India Private Limited.</li> <li>3. Gelso, C.J., &amp; Fretz, B.R. (2001). Counseling Psychology: Practices, Issues, and Intervention. First Indian reprint 2009 by Cengage Learning India</li> </ol>																																	

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|--|---|
|  | <ol style="list-style-type: none"><li data-bbox="332 233 1485 304">4. McLeod, J. (2009). <i>An Introduction to Counseling</i>. (4th ed.). Open University Press/ McGraw-Hill Higher Education</li><li data-bbox="332 304 1453 384">5. Welfel, E. R., &amp; Patterson, L. E. (2005). <i>The Counseling Process: A Multi-theoretical Integrative Approach</i>. (6th ed.). Singapore: Thomson Brooks/ Cole</li></ol> |
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**Smt. Chandibai Himathmal Mansukhani College  
(Autonomous)**

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

**Semester- VI**

**Title: OJT**

**Vertical 6 : 4 Credits**

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

**Title of Paper: On the Job training in Different Psychology related Work Sectors(OJT)****Course Code :CHMPSYVI6**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	<b>Description of the course:</b>	On-the-Job Training (OJT) is an experiential learning course that provides students with hands-on exposure to professional psychological practice in real-world settings. Through supervised placements in hospitals, counselling centres, educational institutions, corporate organizations, NGOs, and community agencies, students apply theoretical knowledge, develop professional competencies, and gain practical experience in ethical and effective psychological service delivery. The course serves as a bridge between academic learning and professional employment, enhancing workplace readiness, interpersonal skills, and career development.
2	<b>Vertical:</b>	On the Job Training (OJT )
3	<b>Type :</b>	Practical
4	<b>Credit:</b>	4 credits
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b>	<p>CO1: To provide students with practical exposure to professional work environments across diverse psychology-related sectors through supervised on-the-job training.</p> <p>CO2: To develop an understanding of organizational functioning, workplace practices, professional expectations, and ethical responsibilities in real-world settings.</p> <p>CO3: To enhance professional competencies, interpersonal skills, adaptability, and workplace readiness required for successful career development.</p> <p>CO4: To enable students to integrate and apply psychological knowledge and skills acquired in the classroom to real-life professional contexts</p>
8	<b>Learning Outcomes:</b>	<p>LO1: Describe the structure, functions, and professional practices of organizations and work settings related to psychology.</p> <p>LO2: Demonstrate appropriate workplace behavior, professional communication, and the ability to adapt to organizational expectations and best practices.</p> <p>LO3: Assess personal strengths, limitations, and developmental needs through self-reflection and professional feedback obtained during training.</p> <p>LO4: Apply psychological concepts, skills, and practical experiences gained during on-the-job training to future academic, professional, and career-related contexts.</p>
9	<b>Guidelines for Implementation:</b>	<ol style="list-style-type: none"><li>1. Psychology teacher shall be coordinator. Coordinators would coordinate the field placement of students assigned to them.</li><li>2. Coordinators can choose to place the student in a related job setting or any other psychology related organisation and industry depending on availability, requirement or students interest.</li><li>3. Student can opt to search for an internship/apprenticeship on their own, provided that they furnish a letter from the organisation stating that the student has been selected for the internship and would follow the guidelines of the academic requirement of the students OJT.</li></ol>

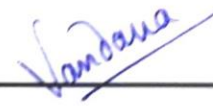
	<ol style="list-style-type: none"> <li>4. Student would have to intern in the related work setup for minimum 4 weeks and maximum 6 weeks, depending on the academic calendar, completion of the term and the scheduling of examinations.</li> <li>5. Supervision and training would be the sole responsibility of the organizations. Course Teacher/coordinator would not be required to supervise on field. However the coordinator will have to coordinate with the organization.</li> <li>6. Students would have to furnish a “Certificate of Completion of OJT” from the organization stating satisfactory completion and positive evaluation of the said student.</li> <li>7. The organization will require to fill in an Evaluation Sheet (provided by the Department) duly signed by a competent authority.</li> <li>8. Student would require to do a presentation and submit a report to the Department on the OJT which will be a part of the evaluation.</li> </ol>	
<b>10</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination 60%</b>
	<b>Individual Passing in Internal and External Examination</b>	
<b>11</b>	<b>Continuous Evaluation through:</b> <b>Internal evaluation: 40 marks</b> Presentation and Report evaluation by Coordinator/Mentor: 40 marks	<b>External, Semester-end examination: 60 marks</b> Evaluation Sheet (to be filled by the organization): 60 marks

**Caution: It must be noted that all these activities are non-clinical in nature. Dealing with clinical psychology/psychiatry patients, diagnosed cases, working for psychotherapy or clinical counselling is not permitted under the community engagement program. All the activities must be non-clinical in nature, as at this level, students do not have adequate training to deal with psychiatric patients or other forms of diseases/disorders.**

## Board of Studies in Psychology:

Sr No	Name of the Faculty	Designation
1.	Ms. Vandana N Solanki	Associate Professor & Head, Department of Psychology, Smt. C.H.M. College
2.	Ms. Sitara Kapil Menon	Assistant Professor, Department of Psychology, Smt. C.H.M. College
3.	Dr. Neeta Mehta	Associate Professor, V G Vaze College, Mulund V C Nominee
4.	Dr. Cicilia Chettiar	Associate Professor & Head, Maniben Nanavati College for Women, Vile Parle, Affiliated to SNDT University
5.	Mrs. Sonali Deshbhartar	Associate Professor & Head, SNDT College of Arts and SCB College of Commerce & Science
6.	Ms Geeta Khatwani	Guest Lecturer, Consulting Psychologist, Smt. M.M.K..College of Commerce & Economics

Name & Signature of the BoS Chairperson Ms. Vandana N Solanki



Name & Signature of the Dean Dr. Prashant Kelkar



