



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: 27th June, 2026

CIRCULAR

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

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

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

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

Ulhasnagar – 421003

27th June 2026

Dr. Manju Lalwani Pathak
Principal & Chairperson, Academic Council

Copy forwarded for information to:

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

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

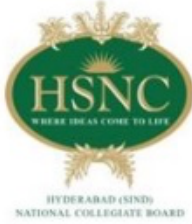
Demonstrate empathy, appreciate cultural diversity, engage in community service, and promote environmental sustainability.

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.



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

Bachelor of Arts
Syllabus for the F.Y.B.A.
(Sociology)

Semester – I

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

PREAMBLE

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

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

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

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

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

Semester- I

Title: Introduction to Sociology

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

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

Unit I. Emergence of Sociology

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

Unit II. Pioneers of Sociology

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

Unit III. Social Institutions

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

Unit IV. Introduction to Society and Culture

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

10**Scheme of Examination and Assessment Pattern**

Paper – 100 Marks

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

Format of Question Paper

Attempt any 4 out of 6 questions.

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

Internal Examination: Continuous Evolution - 40 marks**Note: The use of AI tools will be incorporated wherever and whenever necessary**

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

11**REFERENCES**

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

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

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

**Vertical - 2
Minor**

Not Applicable

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



HSNC Board's

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(Autonomous)

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University College Code: 217 | JD Office: T14



Estd. Year
1965

Faculty of Interdisciplinary

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

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



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

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

Semester- I

Title: Social Media and Communication

**Vertical - 3
Major Subject - 2 Credits**

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

Title: Social Media and Communication

Sr. No.	Heading	Particulars
1	Description of the Course:	This course explores the dynamic world of social media and its impact on communication practices in both personal and professional contexts. Tracing the evolution from early platforms to the complex ecosystem of today's digital media, students will critically examine the role of social media in interpersonal relationships, academic engagement, and public discourse. The course equips learners with analytical tools to understand social media's influence on identity, community building, and knowledge sharing, while also addressing ethical concerns and emerging trends such as AI and platform convergence.
2	Vertical 1	Major
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	2 Credits
5	Hours allotted	60 Hours
6	Marks allotted	50 Marks
7	Course Objectives	<ol style="list-style-type: none"> 1. To introduce students to the historical development and conceptual frameworks of social media. 2. To analyze the features, functions, and communication dynamics of contemporary social media platforms. 3. To explore the influence of social media on interpersonal relationships, academic environments, and broader social interactions.
8	Course Outcomes	<p>CO1. Identify and describe key concepts and historical milestones in the development of social media.</p> <p>CO2. Analyze communication trends across major modern platforms and assess their societal impact.</p>

CO3. Evaluate the effectiveness and limitations of social media as a tool for academic and interpersonal communication.

9

Title: Social Media and Communication

Syllabus

Module 1: Social Media – Past and Present

- Concept and evolution of social media
- Brief history and development of digital communication tools
- Overview of early platforms (e.g., Orkut, MySpace, Friendster)
- Role of Web 2.0 in shaping social media

Module 2: The Modern Social Media Landscape

- Features and communication styles of Instagram, X (formerly Twitter), TikTok, Snapchat
- Social media and interpersonal communication: trends, challenges, and etiquette
- Academic use of social media: research, knowledge sharing, and e-learning tools
- Emerging platforms and the impact of AI (e.g., Threads, Clubhouse, AI-generated content)

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Attempt any 2 out of 3 questions.

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

Internal Examination: Continuous Evolution - 20 marks

Note: The use of AI tools will be incorporated wherever and whenever necessary

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

References:-

1. **Boyd, Danah** (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale University Press.
2. **Fuchs, Christian** (2021). *Social Media: A Critical Introduction* (3rd ed.). SAGE.
3. **Kaplan, Andreas M. & Haenlein, Michael** (2010). *Users of the World, Unite! The Challenges and Opportunities of Social Media*. *Business Horizons*, 53(1), 59–68.
4. **Van Dijck, José** (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford University Press.
5. **Shirky, Clay** (2008). *Here Comes Everybody: The Power of Organizing Without Organizations*. Penguin.
6. **Turkle, Sherry** (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.
7. **Marwick, Alice E. & Boyd, Danah** (2011). *The Drama! Teen Conflict, Gossip, and Bullying in Networked Publics*. In *A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society*.
8. **Poell, Thomas, Rajagopalan, Sudhir, & van Dijck, José** (2022). *Platforms and Cultural Production*. Polity Press.
9. **Rheingold, Howard** (2012). *Net Smart: How to Thrive Online*. MIT Press.
10. **Papacharissi, Zizi** (2015). *Affective Publics: Sentiment, Technology, and Politics*. Oxford University Press.

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

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

Semester- I

Title: Climate Change and Sustainability

**Vertical - 4
VSC - 2 Credits**

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

Title: Climate Change and Sustainability

Sr. No.	Heading	Particulars
1	Description the Course:	This course offers a foundational introduction to the discipline of sociology, exploring its basic concepts, theories, and methods. It familiarizes students with the sociological perspective and its relevance in understanding human society, culture, social institutions, and processes of change. Through the study of topics such as socialization, stratification, roles, norms, and values, the course encourages critical thinking about social life and contemporary issues. It aims to equip students with the tools to analyze everyday social phenomena and appreciate the diversity and complexity of social realities.
2	Vertical 1	Major
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> 1. Understand the relationship between nature, environment, and society. 2. Learn the meaning of sustainability, development, and climate change. 3. Get familiar with the 17 Sustainable Development Goals (SDGs) and their importance for India. 4. Explore key environmental thinkers like Ramachandra Guha and Vandana Shiva. 	
8	<p>Course Outcomes: Students should be able to.</p> <p>CO1. Students will explain how society and environment are connected.</p> <p>CO2. They will understand the concepts of sustainability, development, and climate change.</p> <p>CO3. Students will recognize the significance of the SDGs for India.</p> <p>CO4. They will gain knowledge of environmental scholars and their contributions.</p>	

Title: Climate Change and Sustainability

Syllabus

Unit 1:- Expanding Concepts and Theories

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

Unit 2 :- Case Studies & Contemporary Issues

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

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Attempt any 2 out of 3 questions.

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

Internal Examination: Continuous Evaluation - 20 marks
Note: The use of AI tools will be incorporated wherever and whenever necessary

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

11

REFERENCES

1. Environmental Sociology” by Michael Mayerfeld Bell – Gives a global overview in simple terms .
2. “Sociology and the Environment” by Michael Redclift – Good for development and climate discussions
 - Articles/Videos:
3. UNESCO Video – What is Sustainable Development? (YouTube) – Easy animated explainer.
4. Down To Earth Articles – Good for Indian case studies and contemporary examples.
 - Websites:
5. United Nations SDG Official Website (India Section)
6. NITI Aayog SDG India Index Report – For India’s progress on SDGs.
 - Videos:
7. SDGs Explained for Students – UNICEF India (YouTube)
8. Ramachandra Guha lectures (YouTube)
9. Vandana Shiva TED Talks
 - Articles:
10. Guha’s article: “The Environmentalism of the Poor” (PDF versions available online).
11. Shiva’s article: “Staying Alive: Women, Ecology and Development”.

 - Books (optional reading):

12. Ramachandra Guha – “Environmentalism: A Global History”
13. Vandana Shiva – “Soil Not Oil” or “Staying Alive”

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

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

Semester- I

Title: Sociology of Ageing

**Vertical - 4
SEC - 2 Credits**

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

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

First Year B. A.

Semester- I

Vertical – 5

Ability Enhancement Course (AEC) -2 Credits

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

Title: Communication Skills in English
Course Code: CHMBAAECI

Sr. No.	Heading	Particulars
1	Description the Course:	<p><i>Communication Skills in English</i> is an Ability Enhancement Course designed to strengthen learners' foundational skills in English language communication, which is essential for academic success and professional competence in a globalized world. This course equips first-year undergraduate students with core competencies in Listening, Speaking, Reading, and Writing (LSRW), integrating traditional and digital forms of communication.</p> <p>By using a skill-based and learner-centric approach, the course develops not just linguistic ability but also confidence, clarity, and creativity in expression. Emphasis is placed on real-life application and employability, such as drafting professional documents, preparing for interviews, and speaking effectively in diverse social and work-related settings. The course also introduces learners to digital communication etiquette and strategies for enhancing their English proficiency through independent learning.</p>
2	Vertical 4	Ability Enhancement Course
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: To develop functional proficiency in English by focusing on the core LSRW skills for personal, academic, and professional communication.</p> <p>CO(A)2: To introduce learners to professional contexts where English communication is essential (interviews, presentations, digital interactions).</p> <p>CO(A)3: To equip students to comprehend and interpret a variety of texts with analytical and critical insight.</p> <p>CO(A)4: To familiarize learners with digital communication tools and netiquette for effective virtual communication.</p>	

<p>8</p>	<p>Course Outcomes: Student will be able to</p> <p>CO-1: Apply LSRW skills effectively in academic, social, and professional settings.</p> <p>CO-2: Demonstrate fluency and clarity in speaking and writing, with appropriate tone and register.</p> <p>CO-3: Interpret written and audio-visual texts from various domains with a critical understanding.</p> <p>CO-4: Prepare professional documents and communicate using contemporary digital platforms with confidence.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Listening and Reading for Academic and Professional Purposes</p> <p>1. Understanding Communication in Context:</p> <ul style="list-style-type: none"> ● Role of English in professional and global contexts ● Modes of communication: Verbal, Non-verbal, Visual, and Digital ● Characteristics of professional communication (clarity, brevity, tone, audience awareness) <p>2. Listening Skills:</p> <ul style="list-style-type: none"> ● Listening to professional conversations (e.g., meetings, interviews, news reports) ● Identifying tone, emphasis, and implied meaning ● Listening for argument, perspective, and intent ● Activities: Note-taking, summarizing, identifying key takeaways <p>3. Reading Skills:</p> <ul style="list-style-type: none"> ● Reading job advertisements, email threads, and formal reports ● Identifying purpose and structure in professional texts ● Inference and contextual meaning ● Grammar Focus: Prepositions, Modal verbs, Sentence transformation, Error correction, Collocations <p>Texts: Passages from industry reports, editorials, HR communications, NGO newsletters, and workplace scenarios.</p>

UNIT II: Speaking and Writing for Employability (15 Lectures)

1. Speaking Skills:

- Group Discussions: Types, format, participation strategies
- Mock Interviews: Responding to commonly asked questions, body language, tone
- Role Plays: Customer service dialogue, workplace communication, formal introductions
- Presentation Skills: Structure, visual aids, delivery techniques

2. Writing Skills:

- Email Etiquette: Writing formal and semi-formal emails
- Cover Letters and Resumes: Targeted for specific job roles
- Writing Minutes of Meeting and Notices
- Report Writing: Internship/Workplace reports
- Grammar Focus: Sentence connectors, Subject-verb agreement, Active/Passive voice

Tasks:

- Drafting a formal job application with resume
- Writing professional emails and LinkedIn summaries
- Preparing and presenting a 2-minute speech

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

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

Internal Examination: Continuous Evaluation - 20 marks




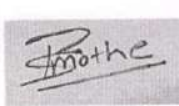

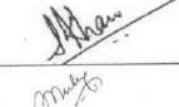
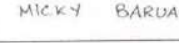
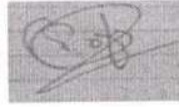
	Assessment / evaluation	Marks
1.	Writing Assignment: Students are required to draft a job application letter along with a resume using the following AI assistance: Canva Resume Builder, Resume.oi, Zety, Novopresume, Rezi etc OR Prepare an effective LinkedIn profile for professional networking and career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

11**REFERENCES:**

1. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 3rd ed., Oxford UP, 2015.
2. Kaul, Asha. *Effective Business Communication*. 2nd ed., PHI Learning, 2015.
3. Lesikar, Raymond V., et al. *Business Communication: Connecting in a Digital World*. 13th ed., McGraw-Hill Education, 2014.
4. Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. 12th ed., Cengage Learning, 2021.
5. Rizvi, M. Ashraf. *Effective Technical Communication*. Tata McGraw-Hill, 2005.
6. Eberhard, Jane, et al. *Developing Academic Literacy: A Handbook for International Students*. Palgrave Macmillan, 2022.
7. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford UP, 2013.
8. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
9. Goleman, Daniel. *Working with Emotional Intelligence*. Bantam, 1998.
10. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books, 1990.
11. Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster, 2004.
12. Jones, Leo. *Cambridge Advanced Communication Skills*. Cambridge UP, 1989.
13. Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge UP, 2006.

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

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

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



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





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

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

Semester – I

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

PREAMBLE

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

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

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

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

PSO-3 Students will understand aspects of language.

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

Smt
Smt. Chandibai Himathmal Mansukhani College
(Autonomous)

First Year

Semester- I

Title: Communication Skills in Sindhi

Vertical - 5
Ability Enhancement Course
2 Credit

with effect from
Academic Year 2025-2026

Title: Communication Skills in Sindhi
COURSE CODE: CHMSINIAEC

Sr. No.	Heading	Particulars
1	Description the Course:	Communication is the core component of commerce and trade. In communication, language plays very significant role. If a student has mastered the skills of language, undoubtedly, he or she would be able to communicate in the best manner. In this course basic part of Sindhi language would be taught based on the NEP 2020. Innovative approaches like critical thinking, creative mind, and use of technology will lead to communicating and participating with different groups. The vocabulary section would be given prominence. The course would be in the Devanagari script so that it can attract majority of the students. Even non-Sindhi students shall have opportunity to adopt this course.
2	Vertical 1	AEC – Ability Enhancement Course
3	Type	Theory + Practicum (Teaching Method: Lecture/ Discussion/Reading)
4	Credit	2 credits (1 credit = 15 hours for theory or 30 hours of Practical work in a semester)
5	Hours allotted	30 Hours
6	Marks allotted	50Marks
7	Course Objectives: After successful completion of this course: CO(A) 1: The learner will get understanding of communication skills. CO(A) 2: The learner will understand how to accurate the pronunciation of special words in Sindhi CO(A) 3: The learner will improve the conversation skill in Sindhi. CO(A) 4: The learner will become best communicator in Sindhi language	
8	Course Outcomes: Student will be able to CO1: Know the basic special features of Sindhi language. CO2: Understand communication skills. CO3: Knowing the conversation with businessmen and customers CO4: Know the etiquettes with parents, relatives, friends and others in effective way	

Syllabus

UNIT I: Fundamental of Sindhi Communication

- Introduction of Communication skills through Pictorial Presentation
- Importance of Language
- Basic aspects of language:
 - i) Types of Language, ii) Role of Language, iii) Changes in Language iv) Non-violent aspects of language v) Language & New generation vi) Language & Modern technology
- New Education Policy (NEP) & Importance of language
- Sindhi language: (Special features of spoken Sindhi language with pronunciation through audio visual presentation)

UNIT II: Functional Communication

- Importance of Communication
- Types of Communication (Presentation through video clips):
 - i) Verbal, ii) non-verbal, iii) Written iv) Digital Communication
- Characteristics of Communication
- Obstacles in Communication of Sindhi Language
- Methods of Best Communication through role plays
- Spoken Sindhi in Business
- Conversation with customers and proprietors

Syllabus

यूनिट १: सिंधी राबते जो बुनियाद

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

यूनिट २: अमली राबतो (असराइतो गालाइण जो तरीको)

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

10**Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

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

Format of Question Paper

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

	Assessment / evaluation	Marks
1.	Written assignment on any one of the following topics 1) Draft a Notice and Report writing in Sindhi 2) Simulate dialogues such as interview, daily conversation and public speaking in Sindhi (Students are required to use AI assistance in the preparation of their drafts. Eg: Microsoft Copilot, Google Gemini, Google voice Typing tool)	15
2.	Class Attendance and Participation	05
Total		20

11**REFERENCE BOOKS:**

1. Sanchari Basha – By Dr. Pushpa Kodwani
2. Sindhi Pahakaa – Dr. Jetly M.K.
3. Sindhi Muhavahra – By Hardwani Lachhman
4. Sindhi Adhyat mak Shabdhkesh – By Hardwani Lachhman
5. Acho Sindhi Sikhu – By Hardwani Lachhman

Syllabus Committee:

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

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

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

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

First Year

Semester - I

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

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

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

Title: Environmental Management and Sustainable Development-I
Course Code: CHMVECI

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the basics of environmental management and sustainable development. It explains how ecosystems work, the importance of biodiversity, and the need to protect our natural resources. Students will learn about different environmental problems, human impact on nature, and how to manage disasters. The course also covers Indian environmental movements, ethics, and the role of public awareness. Real-life examples and case studies help students understand the connection between nature and human communities in a simple and practical way.
2	Vertical 5	VEC
3	Type & Teaching Methods	Theory + Practicum Lectures/Discussions/Presentations/Case Studies, etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To introduce about ecosystems, biodiversity and to make aware for the need of conservation.</p> <p>CO(A)2: To sensitize students towards environmental concerns, issues, and impacts of human population.</p> <p>CO(A)3: To analyze the impact of human population growth and development activities on the environment, including issues related to displacement, disaster response, and rehabilitation.</p> <p>CO(A)4: To foster awareness of environmental ethics and the role of cultural and social movements in shaping sustainable environmental practices through communication, policy, and activism.</p>
8	Course Outcomes:	<p>Student will be able to</p> <p>CO1: Explain the interrelationships within ecosystems and analyze energy flow and succession, using examples from various ecological zones.</p> <p>CO2: Critically evaluate biodiversity levels and conservation strategies, applying knowledge of endemic species, threats, and ecological services to real-world scenarios.</p> <p>CO3: Assess the socio-environmental implications of population growth, displacement, and disasters, incorporating case studies to understand sustainable development challenges.</p> <p>CO4: Demonstrate an understanding of environmental ethics and advocacy, by interpreting the influence of cultural values, environmental movements, and communication strategies on sustainability.</p>

9

Syllabus

UNIT I: Ecosystems, Biodiversity and Conservation

- Introduction, structure, and function of ecosystems; Energy flow: food chains, food webs and ecological succession. Case studies of the following:
 - Forest ecosystem
 - Grassland ecosystem
 - Desert ecosystem
 - Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)
- Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns.
- India as a mega-biodiversity nation; Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value.

UNIT II: Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g. CNG vehicles in Delhi).

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

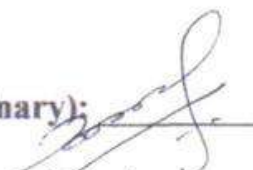
Attempt any 3 out of 4 questions.

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

Internal Examination: Continuous Evaluation - 20 marks		
	Assessment / evaluation	Marks
1.	Class Test, Creative writing/visits/role play (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ Quiz)	10
2.	Project /Presentation / Viva/Group Discussion/Case study	10
TOTAL		20

11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Carson, R. (2002). <i>Silent Spring</i>. Houghton Mifflin Harcourt. 2. Gadgil, M., & Guha, R. (1993). <i>This Fissured Land: An Ecological History of India</i>. University of California Press. 3. Gleeson, B., & Low, N. (Eds.). (1999). <i>Global Ethics and Environment</i>. Routledge. 4. Gleick, P. H. (1993). <i>Water in Crisis</i>. Pacific Institute for Studies in Development, Environment & Security; Stockholm Environment Institute; Oxford University Press. 5. Sodhi, N. S., Gibson, L., & Raven, P. H. (Eds.). (2013). <i>Conservation Biology: Voices from the Tropics</i>. John Wiley & Sons. 6. Thapar, V. (1998). <i>Land of the Tiger: A Natural History of the Indian Subcontinent</i>. 7. Warren, C. E. (1971). <i>Biology and Water Pollution Control</i>. W. B. Saunders. 8. Wilson, E. O. (2006). <i>The Creation: An Appeal to Save Life on Earth</i>. W. W. Norton. 9. Harper, Charles L. (2017). <i>Environment and Society: Human Perspectives on Environmental Issues</i> (6th Edition). Routledge. 10. Rajagopalan, R. (2011). <i>Environmental Studies: From Crisis to Cure</i>. Oxford University Press. 11. Harris, Frances (2012). <i>Global Environmental Issues</i> (2nd Edition). Wiley-Blackwell.
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Name & Signature of the Dean & Ad-hoc BoS Chairperson (Interdisciplinary):


Dr. Nitin Arekar



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

First Year

Semester - I

Title: Indian Knowledge System

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

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

Title: Indian Knowledge System
Course Code: CHMIKSI

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

Syllabus

UNIT I: Introduction

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

UNIT II


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

UNIT III (Select Any FIVE out of the following)

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

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

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


(Dr. Nitin Arekar)



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

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

Vertical – 6

OJT, FP, CEP, CC, RP

Not Applicable

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



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

**Bachelor of Arts
(Sociology- Major)
(Aided Course)**

Semester – II

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

PREAMBLE

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

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

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

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

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

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

Title: Fundamentals of Sociology

Vertical – 1

Major Course - 4 Credits

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

Title: Fundamentals of Sociology

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the basic concepts of social life, including social stratification, inequality, social control, and deviance. It explores different types of crime and approaches to rehabilitation, helping students understand how society responds to violations of norms. The course also covers social interaction, communication, and key social processes, along with the growing role of virtual interaction in modern society.
2	Vertical- 1	Major Course
3	Type	Theory
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	<p>Course Objectives:</p> <p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> • To help students understand basic sociological concepts such as stratification, social control, deviance, and interaction. • To examine different forms of inequality and discrimination present in society. • To introduce major sociological perspectives on crime and deviance. • To enable students to understand communication, social processes, and emerging patterns of virtual interaction. 	
8	<p>Course outcomes:</p> <p>CO1. Students will understand how social stratification and discrimination operate in society.</p> <p>CO2. Students will be able to explain crime, deviance, and social control using sociological perspectives.</p> <p>CO3. Students will identify different types of crime and understand the role of rehabilitation.</p> <p>CO4. Students will demonstrate an understanding of social interaction, communication, and virtual relationships in modern society.</p>	

Syllabus**Unit-1: - Social Stratification**

- Concept of Social stratification
- Types of Social Stratification and Discrimination - Age, Caste, Class, Gender, Religion, Race and Differently Abled
- Social Mobility

Unit- 2: - Social Control and Deviance

- Social Control, Conformity and deviance: Meaning and forms
- Perspectives on Crime: Functionalist (Merton), Symbolic Interactionist (Becker), Marxist perspective (Chambliss)

Unit 3: - Types of Crime and Rehabilitation

- White-collar crime, corporate crimes, Cyber crimes
- Environmental Crime
- Criminal Rehabilitation

Unit 4 Social Interaction

- Understanding Social Interaction
 - Communication
 - Verbal and nonverbal communication (face, body, gestures)
 - Relationship between culture and communication
- Social Process
 - Cooperation
 - Accommodation
 - Assimilation
- Virtual Interaction -- Interaction, relationships at a distance on a global/virtual platform, building trust, etc.

10

**Format of Question Paper (External and Internal)
For 4 Credit Courses
60 Marks**

- Note:-** 1) Attempt any Four out of Six
2) Each question carries equal marks. (15 Marks each)

**INTERNAL EVALUATION
For 2-Credits Marks : 40**

Note: The use of AI tools will be incorporated wherever and whenever necessary

<u>Sr No</u>	<u>Particular</u>	<u>Marks</u>
1	Assignments.	20
2	Classroom Presentation.	10
3	Book Review/Essay Submission/Movie Review/Class Test.	10
	Total: -	40

11

References

- Dasgupta and Saha (2012) An introduction to Sociology, Pearson.
- Giddens, Anthony (2017) Sociology (8th edition), Atlantic Publishers.
- Haralambos M and Heald (2009) Sociology Themes and Perspectives. New Delhi Oxford University Press.
- Julia Jary and David Jary (2005) Dictionary of Sociology Collins.
- Macionis, John (2005) Sociology (10th edition) Prentice Hall.
- Marshall Gordon. Dictionary of Sociology New Delhi Oxford University Press.
- Schaefer Richard Sociology A Brief Introduction (2006) sixth edition Tata McGraw Hill New Delhi.
- Schaeffer and Lamm (1998) Sociology (6th edition) McGraw Hill.
- Stolley S, Kathy (2005) The Basics of Sociology, Greenwood Press.
- समाजशास्त्रातील मूलभूत संकल्पना. डॉ. सजेराव साळुंखे. नरेंद्र प्रकाशन, पणे

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

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

**Vertical - 2
Minor**

Not Applicable

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



HSNC Board's

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14



Faculty of Interdisciplinary

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

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



Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

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

Title: Social Media and Society: Identity, Power, and Digital Citizenship

Vertical – 3

Open Electives (OE-2)

2 Credits

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

Title: Social Media and Society: Identity, Power, and Digital Citizenship

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the social, cultural, and political impact of social media in everyday life. It helps learners understand how digital technologies shape identities, relationships, activism, and democracy. Students will explore real-life case studies, debate issues like surveillance and misinformation, and learn to critically evaluate online trends and digital behavior.
2	Vertical – 1	OE (Open Electives)
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives By the end of the course, students will be able to:</p> <p>CO(A)1: Describe key sociological concepts related to identity, community, and digital culture.</p> <p>CO(A)2: Analyse how social media influences political communication and activism.</p> <p>CO(A)3: Evaluate issues around misinformation, data privacy, and digital ethics.</p> <p>CO(A)4: Apply sociological frameworks to assess online behaviour, trends, and movements.</p>	
8	<p>Course Outcomes: Learning Outcomes (LOs)</p> <p>CO1: Identify how digital identities are constructed and negotiated online.</p> <p>CO2: Explain how virtual communities and networks shape social belonging.</p> <p>CO3: Examine the role of social media in elections, protests, and public discourse.</p> <p>CO4: Critically assess digital risks such as surveillance, cyberbullying, and echo chambers</p>	
9	<p>Syllabus-</p> <p>Unit-1 Social Media, Identity, and Everyday Life</p> <ul style="list-style-type: none"> ● Understanding Digital Identity ● Self-presentation, anonymity, authenticity 	

- The role of algorithms in shaping identity and visibility
- Online reputation and digital footprints
- Communities, Networks, and Belonging

Unit-2 Networked Sociality and Peer cultures

- Social Media in Everyday Life
- Impact on relationships, communication, and lifestyle
- Online-offline boundaries
- Digital well-being: stress, validation culture, screen time, mental health

Unit-3 Digital Activism and Movements

Case studies:

- MeToo Movement – Gender Justice and Online Advocacy
- Black Lives Matter (BLM) and Climate Activism – Global Digital Campaigns
- Farmers’ Protests – Social Media and Collective Mobilization
- Campus Movements – Hashtag Activism and Citizen Journalism

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

Format of Question Paper

(External and Internal) For 2 Credit Courses

- Note: - 1) Attempt any Two questions from the following.
2) Each question carries equal marks. (15 Marks each)

Internal Examination: Continuous Evaluation – 20 Marks

Note: The use of AI tools will be incorporated wherever and whenever necessary

	Assessment/ Evaluation	Marks
1	Class test	10
2	Project and presentation/Assignment/Essay submission /Book review	10
	Total	20

REFERENCES:

- boyd, danah. *It's Complicated: The Social Lives of Networked Teens*. Yale University Press, 2014.
(Covers digital identity, self-presentation, and online social networks.)
- Van Dijck, José. *The Culture of Connectivity: A Critical History of Social Media*. Oxford University Press, 2013.
(Explores algorithms, networks, and how social media shapes visibility and identity.)
- Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. Polity Press, 2012.
(Relevant for digital activism, social movements, and online mobilization.)
- Marwick, Alice E. *Status Update: Celebrity, Publicity, and Branding in the Social Media Age*. Yale University Press, 2013.
(Focus on self-presentation, online reputation, and digital footprints.)
- Papacharissi, Zizi. *A Networked Self: Identity, Community, and Culture on Social Network Sites*. Routledge, 2011.
(Covers communities, networks, belonging, and peer cultures in online life.)

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

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

Women and Environment

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

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

Title: Women and Environment

Sr. No.	Heading	Particulars
1	Description the Course:	This course explores the interconnected relationship between women and the environment through feminist perspectives. It introduces key ideas like eco-feminism, feminist environmentalism, and the ways environmental changes affect rural, tribal, and urban women differently. The course also examines major struggles and resistance movements such as the Chipko Movement and global environmental campaigns and highlights how communities protect indigenous rights, culture, and natural resources. Students gain an understanding of gendered experiences of environmental issues and the role of women in environmental justice movements.
2	Vertical -4	Vocational Skill Course (VSC)
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To understand the relationship between women, nature, and environmental issues through feminist perspectives. 2. To study how environmental changes impact rural, tribal, and urban women differently. 3. To examine women-led struggles, indigenous rights movements, and global environmental activism. 	
8	Course Outcomes: <p>CO1. Students will be able to explain eco-feminism, feminist environmentalism, and gendered environmental experiences.</p> <p>CO2. Students will understand the role of women in environmental protection, tribal resistance, and community movements.</p> <p>CO3. Students will analyse major environmental movements such as Chipko and global North–South campaigns.</p>	

9	<p style="text-align: center;">Syllabus</p> <p>Unit 1: Women and environment</p> <ol style="list-style-type: none"> 1. Eco-feminism, nature, principle and critique 2. Feminist Environmentalism 3. Impact of environment on rural, tribal and urban women <p>Unit II: Struggles & Resistance for Change</p> <ol style="list-style-type: none"> 1. Protection and Preservation of Indigenous Rights and culture 2. Tribal Struggles, Chipko movement 3. Environmental Movements: Global North, Global South 												
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 50 Marks</p> <p style="text-align: center;">Format of Question Paper Pattern (External and Internal) For 2 Credit Courses</p> <p>Note:- 1) Attempt any Two questions from the following. 2) Each question carries equal marks. (15 Marks each)</p> <p>Internal Examination: Continuous Evaluation - 20 marks Note: <u>The use of AI tools will be incorporated wherever and whenever necessary</u></p> <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>Class Test</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Project and presentation / Assignment / Essay Submission/ Book review</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total -20</td> <td></td> </tr> </tbody> </table>		Assessment / evaluation	Marks	1.	Class Test	10	2.	Project and presentation / Assignment / Essay Submission/ Book review	10	Total -20		
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Total -20													
11	<p>References:</p> <ul style="list-style-type: none"> • Chaudhary. S. N. (Ed.) (2010) “<i>Tribal Economy at Crossroads</i>”, New Delhi, Rawat publication. Readings: <i>Antiquity to modernity in Tribal India</i> (1998), Edited Volumes I-IV, Tribal Studies of India Series, New Delhi, Inter India Publications. • Gupta R., (2007), “<i>Tribal Contemporary Issues Appraisal and Intervention</i>”, New Delhi, Concept Publishing Company • Kabeer, N. (1995). <i>Reversed Realities</i>. London: Verso • Kapadia, K. (Ed.). (2002). <i>Violence of Development: The Politics of Identity, Gender, and Social Inequalities in India</i>. New Delhi: Zubaan • Lindenbach, A. (2007). <i>Forest Futures: Global Representations & Ground Realities in the Himalayas</i>. Delhi: Permanent Black 												

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| | <ul style="list-style-type: none">• Moser, C.O.N. (1993). <i>Gender Planning & Development- Theory, Practice & Training</i>. London: Routledge• Nathan, D. & Xaxa, V. (2012), “<i>Social Exclusion and Adverse Inclusion</i>”, New Delhi, Oxford University Press.• Rao, S. and Reddi, M., (2007) “<i>Tribal Development: Issues and Perspective</i>”, Delhi, The Associated Publishers.• Sah D. C. and Sisodia, Y., (Eds.) (2004) “<i>Tribal Issues in India</i>”, Madhya Pradesh Institute of Social science Research, Ujjain, Rawat |
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

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

Geriatric care

Vertical- 4

Skill Enhancement Course (SEC)

Credits-2

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

Title: Geriatric care

Sr. No.	Heading	Particulars
1	Description the Course:	This course provides an introduction to the ageing process and the major physiological, psychological, and social challenges faced by older adults. It highlights the importance of nutrition, health education, and social support systems. The course also focuses on geriatric care practices, including palliative care, respite care, hospice care, and counselling. Students gain basic knowledge to understand ageing and promote healthy, dignified, and meaningful later life.
2	Vertical – 4	Skill Enhancement Course (SEC)
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. Explain key physical, mental, and social changes during old age. 2. Identify nutritional requirements and common health challenges faced by elderly people. 3. Recognize different types of elderly care systems such as palliative, respite, and hospice care. 4. Apply basic concepts of geriatric counselling and understand the importance of social support networks 	

8	Course Outcomes: <p>CO1. To understand the biological, psychological, and social changes associated with ageing.</p> <p>CO2. To examine common health issues and nutritional needs of elderly individuals.</p> <p>CO3. To study various support systems, care structures, and community resources available for senior citizens.</p> <p>CO4. To develop awareness about geriatric counselling, palliative care, and holistic wellbeing of the elderly.</p>
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9	<p>Syllabus-</p> <p>Module 1: Overview of Ageing process and age-related challenges</p> <ul style="list-style-type: none"> • Physiological and psychosocial changes during old age • Nutritional needs of the elderly • Common health issues • Health Education <p>Module 2: Support and Care for Elderly</p> <ul style="list-style-type: none"> • Social Support and Social Networking (health club, Senior citizen association etc) • Geriatric Palliative care • Respite and Hospice Care • Geriatric Counselling
10	<p>Question Paper Pattern (External and Internal) For 2 Credit Courses</p> <p>Note: - 1) Attempt any Two questions from the following. 2) Each question carries equal marks. (15 Marks each)</p>

INTERNAL EVALUATION		
Marks: 20		
<u>Sr No</u>	<u>Particular</u>	<u>Marks</u>
1	Assignments.	10
2	Book Review/Essay Submission/Movie Review/Class Test.	10
<p>Note: The use of AI tools will be incorporated wherever and whenever necessary</p>		

11	<p>References:</p> <ul style="list-style-type: none"> • Kaur S, Kishore J and Singh A, 2014, Comprehensive Textbook of Elderly Care, Century Publication. • Ramamurthi, P.V., Jamuna, D, eds, 2004 Handbook of Indian Gerontology. New Delhi, Serial Publication. • Desai M, Siva, R, eds, 2000, Gerontological Social Work in India: Some Issues and Perspectives, Delhi, B.R. Publishing Corporation • Help age India 2008, Senior Citizens Guide, New Delhi: Research and Strategic Development Division, Helpage India. • Geriatric Care: A User-Friendly Document, NICE Monograph Series, New Delhi: Old Age Care Division: National Institute of Social Defense, Ministry of Social Justice and Empowerment, Government of India. 2008 • 6.Sathyanarayana, K. and Medappa, N, 1997 Editorial: care of the aged – A Long Haul Ahead. Indian Journal of Medical Research 106. • 7.Gangopadhyay J, 2021, Culture Context and Aging of Older Indians- Narratives from India and Beyond, Springer • 8.Dhillon P, 2022, Psycho-Social Aspects of Aging in India, Om Publication
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**Smt. Chandibai Himathmal Mansukhani College
(Autonomous)**

First Year B. A.

Semester- II

Vertical – 5

Ability Enhancement Course (AEC) -2 Credits

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

Title: English for Academic and Professional Communication

Course Code:

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

8	<p>Course Outcomes: After completing this course, learners will be able to:</p> <p>CO1: Communicate ideas effectively using academic and professional registers of English. CO2: Demonstrate clarity, fluency, and coherence in verbal and written communication. CO3: Apply academic writing conventions such as tone, structure, citation, and logical flow. CO4: Engage critically with texts, visuals, and digital media for interpretation and response. CO5: Exhibit professional etiquette, teamwork, and intercultural competence in communication.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Communication for Academic Excellence 15 hours</p> <p>A. Foundations of Effective Communication</p> <ul style="list-style-type: none"> • Elements and barriers of communication • Verbal and non-verbal communication strategies • Listening skills and note-taking techniques <p>B. Academic Discourse and Expression</p> <ul style="list-style-type: none"> • Reading for comprehension and analysis • Structuring paragraphs and developing arguments • Paraphrasing, summarizing, and synthesizing ideas <p>C. Oral and Presentation Skills</p> <ul style="list-style-type: none"> • Group discussions, debates, and public speaking • Seminar presentations and peer feedback • Active listening and responding in academic dialogue <p><i>Learning Emphasis: Building precision, articulation, and critical response in academic contexts.</i></p> <p>UNIT II: Communication for Professional Development 15 hours</p> <p>A. Professional Writing and Documentation</p> <ul style="list-style-type: none"> • Report writing • Writing proposals, memos, and meeting minutes <p>B. Workplace and Digital Communication</p> <ul style="list-style-type: none"> • Cross-cultural and team communication in professional spaces • Business and technical communication essentials • Writing for online platforms: blogs, LinkedIn, and professional networking <p>C. Media and Visual Literacy</p> <ul style="list-style-type: none"> • Interpreting advertisements, infographics, and social media content • Writing captions, press notes, and short formal posts <p><i>Learning Emphasis: Application of communication skills in real-world and digital professional settings.</i></p>

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

All questions are compulsory:

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

Internal Examination: Continuous Evaluation - 20 marks


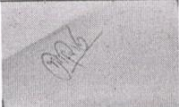
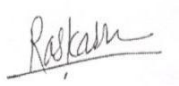
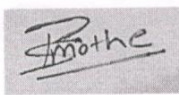
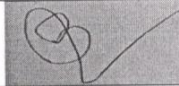
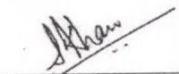
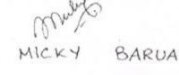

	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance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

11

REFERENCES:

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

Syllabus Committee:

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

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



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





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

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

Semester – II

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

PREAMBLE

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

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

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

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

PSO-3 Students will understand aspects of language.

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

Smt
Smt. Chandibai Himathmal Mansukhani College
(Autonomous)

First Year

Semester- II

Title: Communication Skills in Sindhi

Vertical - 5
Ability Enhancement Course
2 Credit

with effect from
Academic Year 2025-2026

Title: Communication Skills in Sindhi
COURSE CODE: CHMSINIIAEC

Sr. No.	Heading	Particulars
1	Description the Course:	Communication is the core component of commerce and trade. In communication, language plays very significant role. If a student has mastered the skills of language, undoubtedly, he or she would be able to communicate in the best manner. In this course basic part of Sindhi language would be taught based on the NEP 2020. Innovative approaches like critical thinking, creative mind, and use of technology will lead to communicating and participating with different groups. The vocabulary section would be given prominence. The course would be in the Devanagari script so that it can attract majority of the students. Even non-Sindhi students shall have opportunity to adopt this course.
2	Vertical 1	AEC – Ability Enhancement Course
3	Type	Theory + Practicum (Teaching Method: Lecture/ Discussion/Reading)
4	Credit	2 credits (1 credit = 15 hours for theory or 30 hours of Practical work in a semester)
5	Hours allotted	30 Hours
6	Marks allotted	50Marks
7	Course Objectives: After successful completion of this course: CO1: The learner will get understanding of communication skills. CO2: The learner will understand how to accurate the pronunciation of special words in Sindhi CO3: The learner will improve the conversation skill in Sindhi. CO4: The learner will become best communicator in Sindhi language	
8	Learning Outcomes: Student will be able to LO1: Know the basic special features of Sindhi language. LO2: Understand communication skills. LO3: Knowing the conversation with businessmen and customers LO4: Know the etiquettes with parents, relatives, friends and others in effective way	

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

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

UNIT II: Digital & Modern Communication in Sindhi

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

Syllabus

Communication Skills in Sindhi

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

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

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

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

10**Scheme of Examination and Assessment Pattern**

Paper – 50 Marks

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

Format of Question Paper

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

Internal Examination: Continuous Evolution - 20 marks

	Assessment / evaluation	Marks
1.	Written assignment on any one of the following topics 1) Draft a formal letter and formal E_mail in Sindhi 2) Write a conversation between Customer and Shopkeeper, Nurse and patient. (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Powtoon, Elicit)	15
2.	Class Attendance and Participation	05
Total		20

11**REFERENCE BOOKS:**

1. Sanchari Basha – By Dr. Pushpa Kodwani
2. Sindhi Pahakaa – Dr. Jetly M.K.
3. Sindhi Muhavahra – By Hardwani Lachhman
4. Sindhi Adhyat mak Shabdhkesh – By Hardwani Lachhman
5. Acho Sindhi Sikhu – By Hardwani Lachhman

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

First Year

Semester - II

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

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

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

Title: Environmental Management and Sustainable Development - II

Course Code: CHMVEC2

Sr. No.	Heading	Particulars
1	Description the Course:	This course examines the relationship between environmental pollution and human health, with detailed coverage of air, water, soil, noise, thermal, and radioactive pollution and their sources, standards, and impacts. It enables learners to understand pollution generation processes, waste management challenges, and the assimilative capacity of the environment. The course also introduces environmental laws, constitutional provisions, and regulatory frameworks, along with tools such as Environmental Management Systems (ISO 14001), life cycle analysis, and cost–benefit analysis. Emphasis is placed on sustainable practices, pollution control measures, the 3R concept, ecolabeling, and global initiatives such as the Sustainable Development Goals and Mission LiFE.
2	Vertical 5	VEC
3	Type & Teaching Methods	Theory + Practicum Lectures/Discussions/Presentations/Case Studies, etc.
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1: To develop a comprehensive understanding of various types of environmental pollution, their sources, standards, and impacts on human health and ecosystems.</p> <p>CO(A)2: To familiarize students with environmental laws, constitutional provisions, and regulatory frameworks related to environmental protection and management.</p> <p>CO(A)3: To equip learners with knowledge of environmental management tools, pollution control measures, and sustainable waste management practices.</p> <p>CO(A)4: To create awareness about global and national sustainability initiatives such as the Sustainable Development Goals, Mission LiFE, and their role in achieving sustainable development.</p>

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

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

Attempt any 3 out of 4 questions.

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

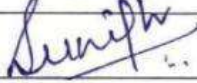
Internal Examination: Continuous Evaluation - 20 marks

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

11

REFERENCES:

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

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



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

First Year

Semester- II

Title: Cocurricular Course I

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

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

Title: Cocurricular Course - I

Course Code: CHMCCI6


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

9	Syllabus																											
	Unit I - Suggested Areas of Participation in the activities: <ul style="list-style-type: none"> • Cultural Events: Drama, dance, music, literary events, debates, etc. • Social Outreach: Blood donation, awareness campaigns, cleanliness drives. • Clubs & Societies: Photography, quiz, environment club, shram club, etc. • Sports & Fitness: College tournaments, yoga, marathons, fitness challenges. • Institutional Events: Foundation Day, Annual Day, College Festivals, Intercollegiate events. • National Festivals: Independence Day, Republic Day etc. Unit II - Program Specific Topics <ul style="list-style-type: none"> • Workshops/Seminars: Report Writing, Personality Development, Soft Skills, Leadership Talks. • Speak, Show, Shine: Presentation / Poster Presentation / Viva and Learning Experience Mode of Evaluation: <ul style="list-style-type: none"> • Faculty Coordinator: To guide and evaluate student progress. • Participation Proof: Certificates, photos, attendance records. • Reflective Journal: Minimum 2-3 pages summarizing experiences, learning, and growth. • Final Viva/Presentation: 5-minute talk on poster presentation and on overall learning. 																											
10	Scheme of Examination and Assessment Pattern Based on 3 approved Activities Semester End External - 30 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Activity No</th> <th style="width: 65%;">Nature of Activities</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Title of Approved Activity - 1</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Title of Approved Activity - 2</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Title of Approved Activity - 3</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> Internal Examination: Continuous Evaluation – 20 marks <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 80%;">Assessment / Evaluation</th> <th style="width: 15%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Reflective journal</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Presentation/ poster presentation/viva</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>	Activity No	Nature of Activities	Marks	1.	Title of Approved Activity - 1	10	2.	Title of Approved Activity - 2	10	3.	Title of Approved Activity - 3	10	Total		30		Assessment / Evaluation	Marks	1.	Reflective journal	10	2.	Presentation/ poster presentation/viva	10	Total		20
Activity No	Nature of Activities	Marks																										
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3.	Title of Approved Activity - 3	10																										
Total		30																										
	Assessment / Evaluation	Marks																										
1.	Reflective journal	10																										
2.	Presentation/ poster presentation/viva	10																										
Total		20																										

Suggested Readings:

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

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



 Dr. Manju Lalwani Pathak





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

Bachelor of Arts
(Sociology- Major)
(Aided Course)

Semester – III

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

PREAMBLE

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

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

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

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

**Second Year B. A.
(Sociology)
Semester- III**

Title: Structure and Change

Vertical – 1

Major Course - 4 Credits

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

Title: Structure and change

Sr. No.	Heading	Particulars
1	Description the Course:	This paper focuses on understanding how society is organized and how it changes over time. It examines key components of social structure such as institutions, roles, norms, caste, and class. The paper also discusses various theories and factors of social change like technology, education, and social movements and how they influence mobility, development, and transformation in modern and traditional societies.
2	Vertical- 1	Major Course
3	Type	Theory
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. By the end of the course, students should be able to: 2. Students should be able to understand and describe the foundational ideas of classical Indian sociologists, especially on caste, Indology, nationalism, and social change. 3. Students should be able to engage with and comprehend important sociological readings that explore caste, class, kinship, inequality, and contemporary global risks. 	
8	<p>Course outcomes</p> <p>CO1 Students should be able to explain and critically discuss the key theories and contributions of classical Indian sociologists like G.S. Ghurye, M.N. Srinivas, and A.R. Desai.</p> <p>CO2 Students should be able to interpret and analyze selected sociological writings by Leela Dube, Ranajit Guha, Andre Beteille, and Ulrich Beck in the context of Indian society and beyond.</p>	

Title: Structure and change**Syllabus****Unit-1: - Classical Indian Sociologist**

- G.S. Ghurye (Indology & Characteristics of Caste System).
- M.N. Srinivas (Sanskritization & Dominant Caste, Westernization & Secularization).
- A.R. Desai (Social Background of Indian Nationalism, Peasant Struggles).

Unit- 2: - Selected readings in Sociology

- Leela Dube (Family, Kinship & Marriage: South & South East Asia).
- Ranajit Guha (Subaltern Studies).
- Andre Beteille (Caste, Class, Power, Inequality & Social Stratification).
- Ulrich Beck (Risk Society).

Unit 3: - Changing population pattern: Impact and Concern

- The Right to the City – Henry Lefebvre.
- Factors and Types of Migration.
- Types of Migrants.

Unit 4:- Urban Governance

- Role Planning agencies (MMRDA & SRA).
- Lack of Availability of Open Space.
- Mills to Malls: Loss of a city's identity.

10	<p style="text-align: center;">Format of Question Paper (External and Internal) For 4 Credit Courses 60 Marks</p> <p>Note:- 1) Attempt any Four out of Six 2) Each question carries equal marks. (15 Marks each)</p> <p style="text-align: center;">Internal Evaluation :40 marks</p> <p style="text-align: center;">Note: The use of AI tools will be incorporated wherever and whenever necessary</p> <table border="1" data-bbox="269 506 1513 695"> <thead> <tr> <th data-bbox="269 506 375 548">Sr.no</th> <th data-bbox="375 506 1390 548">Particular</th> <th data-bbox="1390 506 1513 548">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="269 548 375 583">1</td> <td data-bbox="375 548 1390 583">Assignments.</td> <td data-bbox="1390 548 1513 583">20</td> </tr> <tr> <td data-bbox="269 583 375 619">2</td> <td data-bbox="375 583 1390 619">Classroom Presentation</td> <td data-bbox="1390 583 1513 619">10</td> </tr> <tr> <td data-bbox="269 619 375 655">3</td> <td data-bbox="375 619 1390 655">Book Review/Essay Submission/Class Test.</td> <td data-bbox="1390 619 1513 655">10</td> </tr> <tr> <td data-bbox="269 655 375 695"></td> <td data-bbox="375 655 1390 695">TOTAL</td> <td data-bbox="1390 655 1513 695">40</td> </tr> </tbody> </table>	Sr.no	Particular	Marks	1	Assignments.	20	2	Classroom Presentation	10	3	Book Review/Essay Submission/Class Test.	10		TOTAL	40
Sr.no	Particular	Marks														
1	Assignments.	20														
2	Classroom Presentation	10														
3	Book Review/Essay Submission/Class Test.	10														
	TOTAL	40														
11	<p>REFERENCES:</p> <ol style="list-style-type: none"> 1. <i>Caste and Race in India</i> – G.S. Ghurye 2. “Indological approach in Indian sociology” – IGNOU BA Sociology readings 3. <i>Caste in Modern India and Other Essays</i> – M.N. Srinivas 4. <i>Social Change in Modern India</i> – M.N. Srinivas 5. <i>Social Background of Indian Nationalism</i> – A.R. Desai 6. <i>Peasant Struggles in India</i> – A.R. Desai 7. <i>Women and Kinship: South and Southeast Asia</i> – Leela Dube 8. “Seed and Earth: The Symbolism of Biological Reproduction and Sexual Relations” – Leela Dube 9. <i>Subaltern Studies I</i> – Edited by Ranajit Guha 10. “On Some Aspects of the Historiography of Colonial India” – Ranajit Guha 11. <i>Caste, Class and Power</i> – Andre Béteille 12. “The Reproduction of Inequality: Occupation, Caste and Family” – Andre Béteille 13. <i>Risk Society: Towards a New Modernity</i> – Ulrich Beck 14. “Living in the World Risk Society” – Ulrich Beck 15. <i>Writings on Cities</i> – Henry Lefebvre 16. “The Right to the City” – Henry Lefebvre (1968) 17. <i>The Age of Migration</i> – Castles & Mille 															

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

**Second Year B. A.
(Sociology)
Semester- III**

Title: Sociological studies

Vertical – 1

Major Course - 2 Credits

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

Title: Sociological studies

Sr. No.	Heading	Particulars
1	Description the Course:	These projects aim to help students explore contemporary social issues such as the impact of social media, gender roles within families, education and mobility, work-from-home dynamics, migration, consumerism, violence against women, and the changing role of women in society. Through surveys, interviews, and observations, students will analyze how social structures, cultural practices, and technological changes influence individual lives and collective behaviour. The projects encourage critical thinking about everyday social realities and connect classroom theories with realworld situations.
2	Vertical – 1	Major Course
3	Type	Project based
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To enable students to understand and analyze contemporary social issues through a sociological lens. 2. To develop students’ ability to connect theoretical knowledge with real-life situations using research-based learning. 3. To encourage critical thinking, social sensitivity, and problem-solving skills for addressing societal challenges. 	
8	<p>Course Outcomes: Students will be able to:</p> <p>CO1:- Apply sociological concepts and theories to analyze real-life social issues.</p> <p>CO2:- Develop research skills through surveys, interviews, and observations.</p> <p>CO3:- Enhance critical thinking by evaluating how social, cultural, and economic factors shape human behavior.</p>	

CO4:- Promote social awareness by understanding issues such as gender inequality, consumerism, migration, and violence in society.

9

Title: Introduction to sociological studies

Name of the Project Topics/ Broad Areas –

- 1. Impact of Social-Media on Youth Behavior**
 - Study how Instagram, WhatsApp, and YouTube affect communication, relationships, and lifestyle of students.
- 2. Gender Roles in the Family**
 - Observe division of household work in nuclear vs. joint families.
- 3. Education and Social Mobility**
 - Collect data from peers to see whether higher education improves career aspirations.
- 4. Work from Home and Changing Family Dynamics**
 - How remote working (post-COVID) affects work-life balance in middle-class families.
- 5. Impact of Migration on Families**
 - Explore how families are affected when a member migrates for work/studies (emotional + economic changes).
- 6. Consumerism and Youth Culture**
 - Study of how advertisements, brands, and influencers affect buying patterns of students.
- 7. Violence Against Women: Perceptions and Awareness**
 - A survey on college students' awareness about domestic violence, harassment, and legal protections.
- 8. Changing Role of Women in Society**
 - Compare older generation (mothers/grandmothers) with current generation of women regarding work, freedom, and rights.

10

NOTE:-

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 a suggested format.

Scheme of Examination

Total Marks- 50

Note: The use of AI tools will be incorporated wherever and whenever necessary

Criteria	Marks
1. Field visit /Attendance and interaction	15
2. Project Report	20
3. Presentation	15
Total	50

11

REFERENCES:

1. Secondary sources

Faculty of Interdisciplinary

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

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



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

**First Year B. A.
(Sociology)
Semester- III**

Title: Sociology of Everyday -1

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

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

Title: Sociology of Everyday -1

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the sociological understanding of everyday life and helps them connect sociological concepts with their daily experiences. It focuses on social interaction, socialization, status and roles, friendship, interpersonal relationships, and the influence of contemporary social and digital environments. The course enables students to critically examine routine activities, relationships, and behaviours and understand how society shapes everyday experiences.
2	Vertical -3	Open Elective
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To introduce students to the sociological perspective of everyday life and daily social interactions. 2. To help students understand the role of socialization, status, roles, and interpersonal relationships in shaping individual behaviour. 3. To develop students' ability to critically analyse contemporary everyday experiences, including friendship and digital interactions. 	
8	<p>Course Outcomes:</p> <p>After completing this course, students will be able to:</p> <p>CO1. Explain the basic concepts and sociological significance of everyday life and social interactions.</p> <p>CO2. Analyse the influence of socialization, status, roles, and relationships on everyday behaviour.</p> <p>CO3. Apply sociological perspectives to understand friendship, social practices, and contemporary digital life.</p>	

9

Syllabus

Title of Course: Sociology of everyday Life-1

Unit 1: Understanding Everyday Life

- 1. Meaning, Nature and Scope of Sociology of Everyday Life
- 2. Social Interaction – Verbal and Non-Verbal Communication
- 3. Status, Role and Identity in Everyday Life
- 4. Socialization and Everyday Behaviour

Unit 2: Everyday Relationships and Contemporary Life

- 1. Friendship in Contemporary Society (Class, Gender and Friendship)
- 2. Interpersonal Relationships and Social Bonds
- 3. Habitus and Everyday Practices
- 4. Digital Friendship, Social Media and Virtual Interaction

10

**Format of Question Paper Pattern (External and Internal)
For 2 Credit Courses**

30 Marks

- Note:- 1) Attempt any 3 questions from the following
2) Each question carries equal marks. (10 Marks each) Q

Internal Evaluation

Note: The use of AI tools will be incorporated wherever and whenever necessary

Sr.no	Particular	Marks
1	Assignments.	10
2	Book Review/Essay Submission/Class Test.	10
	TOTAL	20

11

REFERENCES:

- 1. Allan, G. (1989) Friendship: Developing a Sociological Perspective. Boulder and San Francisco. Westview Press.
- 2. Bell, S. & Coleman, S. (Eds) (1999). The Anthropology of Friendship. Oxford. Berg.
- 3. Berger, Peter L. (1966) Invitation to Sociology. Penguin Books. Great Britain 4. Das, Veena (1989): Voices of Children. In Daedalus 118 (4, Another India, Fall), pp. 262– 294.
- 4. Devorah Kalekin-Fishman, 2011, ‘Sociology of everyday life’, Sociopedia. Is a, DOI: 10.1177/205684601161

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

**Second Year B. A.
(Sociology)
Semester- III**

Title: Sociology of Tourism

Vertical- 4

SEC - 2 Credits

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

Title: Sociology of Tourism

Sr. No.	Heading	Particulars
1	Description the Course:	This paper introduces students to the sociological study of tourism by examining its meaning, forms, and impact on society. It explores the role of tourism in shaping social relationships, cultural exchange, identity formation, and economic development. The paper also analyses how tourism affects host communities socially, economically, environmentally and encourages critical thinking about sustainable tourism and globalization.
2	Vertical – 4	Skill Enhancement Course (SEC)
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To understand the fundamental sociological concepts related to tourism. 2. To critically examine the cultural, economic, and environmental impacts of tourism on host societies. 3. To explore the management perspectives and forms of tourism operations. 4. To identify and analyse the key challenges and managerial issues within the tourism industry 	
8	<p>Course Outcomes</p> <p>CO1.Students will be able to define and differentiate key concepts such as tour, travel, tourist, and tourism.</p> <p>CO2.Students will develop a sociological lens to interpret tourism's role and significance in society.</p> <p>CO3.Students will assess tourism's multidimensional impact (social, economic, environmental) on host communities.</p> <p>CO4.Students will gain basic managerial insights and recognize key issues in tourism management and planning.</p>	

Syllabus

Unit 1: Understanding Tourism and Society.

1. Basic Concepts: Tour, Travel, Tourist and Tourism
2. Sociology of Tourism: Meaning, Nature and Significance
3. Tourism and Society: Relationship between Tourism and Social Change
4. Impact of Tourism on Host Communities: Social, Economic, Cultural and Environmental Impacts
5. Sustainable and Responsible Tourism
6. Emerging Trends in Tourism: Social Media, Travel Influencers and Digital Tourism

Unit 2: Tourism Management and Emerging Technologies.

1. Different Forms of Tourism: Cultural, Heritage, Eco, Rural, Medical and Religious Tourism
2. Key Aspects of Tourism Management: Planning, Organising, Marketing and Visitor Management
3. Managerial Issues in the Tourism Industry
4. Role of Technology in Tourism: Online Booking Platforms, Digital Payments and Smart Tourism
5. Introduction to Artificial Intelligence (AI) in Tourism: AI-based Travel Assistants, Chatbots and Personalised Travel Recommendations
6. Ethical Issues and Challenges in AI-driven Tourism: Data Privacy, Employment Concerns and Sustainable Development

Question Paper Pattern (External and Internal)

For 2 Credit Courses

30 Marks

- Note:-** 1) Attempt any 3 questions from the following
 2) Each question carries equal marks. (10 Marks each)

Internal Evaluation

Note: The use of AI tools will be incorporated wherever and whenever necessary

Sr.no	Particular	Marks
1	Assignments.	10
2	Book Review/Essay Submission/Class Test.	10
	TOTAL	20

11

REFERENCES:

1. Chadwick, A. (2017). *The Hybrid Media System: Politics and Power*. Oxford University Press.
2. Tufekci, Z. (2017). *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press.
3. Vaidhyathan, S. (2018). *Antisocial Media: How Facebook Disconnects Us and Undermines Democracy*. Oxford University Press.
4. McNair, B. (2017). *An Introduction to Political Communication*. Routledge.
5. Internet and Mobile Association of India (IAMAI) Reports
6. Election Commission of India: *Model Code of Conduct for Digital Media*
7. Select Articles from *The Wire*, *AltNews*, *BoomLive*, and *FactChecker.in*

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

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

Semester- III

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

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

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

COURSE CODE: CHMAECMARIII

Sr. No.	Heading	Particulars
1	Description the Course:	(कार्यालयीन लेखनव्यवहार आणि पत्रव्यवहार) लेखन ओळख ते लेखन कौशल्य हा बराच मोठा प्रवास आहे. वाचन आणि लेखनाच्या सरावाने, लेखन कौशल्य विकसित करता येते. बहुतेक वेळा आपण मिळवलेले ज्ञान हे लिखित स्वरूपात मांडावे लागते. त्यासाठी आपण लेखन कौशल्याचे योग्य उपयोजन करतो. लेखने म्हणजे मजकूर तंतोतंत उतरवणे नव्हे. एखादे निवेदन, वृत्त, निबंध, पुस्तकाची टिपणे, अर्ज यांसाठी लेखन आवश्यक असते. कार्यालयीन पत्रव्यवहार, कार्यवृत्ते, नोंदी, जाहिरात, टिप्पणी ही सर्व उपयोजित लेखन कौशल्ये आहेत. कार्यालयीन पत्रव्यवहार करणे हे एक वेगळ्या प्रकारचे कौशल्य आहे. त्यातील काही उपयोजन कौशल्यांचा विचार या अभ्यासपत्रिकेत अपेक्षित आहे. कार्यालयीन लेखन व्यवहार आणि पत्रव्यवहार या अभ्यासपत्रिकेत शिकविला जाईल.
2	Vertical 5	Ability Enhancement Course
3	Type	Theory
4	Credit	2 Credits (1 Credit = 15 Hours for Theory or 30 Hours of Practical Work in a Semester)
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	CO1: कार्यालयीन लेखन व्यवहार स्वरूप समजावून सांगणे. CO2: कार्यालयीन पत्रव्यवहाराचे स्वरूप समजावून सांगणे., CO3: प्रभावी कार्यालयीन लेखनासाठी आवश्यक असणाऱ्या क्षमता आणि तंत्रांचा परिचय करून देणे,
8	Learning Outcomes:	प्रस्तुत अभ्यासक्रम शिकल्यानंतर: LO1: विद्यार्थ्यांना कार्यालयीन लेखन व्यवहाराचे स्वरूप समजेल, LO2: विद्यार्थ्यांना कार्यालयीन पत्रव्यवहाराचे स्वरूप समजेल. LO3: प्रभावी कार्यालयीन लेखनासाठी आवश्यक असणाऱ्या तंत्रांचा विद्यार्थ्यांना परिचय होईल.

Syllabus

9

UNIT I कार्यालयीन लेखनव्यवहार

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

(६० मिनिटांच्या १५ तासिका, श्रेयांकन १)

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

UNIT II: कार्यालयीन पत्रव्यवहार

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

(६० मिनिटांच्या १५ तासिका, श्रेयांकन-१)

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

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

hours

Format of Question Paper

All questions are compulsory:

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

Internal Examination: Continuous Evaluation - 20 marks

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

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

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

Second Year B. A.

Semester- III

Vertical – 5

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

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

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

Title: Communication Skills in English
Course Code: CHMBAAECIII

Sr. No.	Heading	Particulars
1	Description the Course:	<p><i>Communication Skills in English</i> is an Ability Enhancement Course designed to strengthen learners' foundational skills in English language communication, which is essential for academic success and professional competence in a globalized world. This course equips first-year undergraduate students with core competencies in Listening, Speaking, Reading, and Writing (LSRW), integrating traditional and digital forms of communication.</p> <p>By using a skill-based and learner-centric approach, the course develops not just linguistic ability but also confidence, clarity, and creativity in expression. Emphasis is placed on real-life application and employability, such as drafting professional documents, preparing for interviews, and speaking effectively in diverse social and work-related settings. The course also introduces learners to digital communication etiquette and strategies for enhancing their English proficiency through independent learning.</p>
2	Vertical 4	Ability Enhancement Course
3	Type Teaching Methods:	Theory+ Practicum (Lecture/ Discussion/ Presentation/ Reading sessions/ Worksheets/ etc.)
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives:</p> <p>CO(A)1: To develop functional proficiency in English by focusing on the core LSRW skills for personal, academic, and professional communication.</p> <p>CO(A)2: To introduce learners to professional contexts where English communication is essential (interviews, presentations, digital interactions).</p> <p>CO(A)3: To equip students to comprehend and interpret a variety of texts with analytical and critical insight.</p> <p>CO(A)4: To familiarize learners with digital communication tools and netiquette for effective virtual communication.</p>	

<p>8</p>	<p>Course Outcomes: Student will be able to</p> <p>CO-1: Apply LSRW skills effectively in academic, social, and professional settings.</p> <p>CO-2: Demonstrate fluency and clarity in speaking and writing, with appropriate tone and register.</p> <p>CO-3: Interpret written and audio-visual texts from various domains with a critical understanding.</p> <p>CO-4: Prepare professional documents and communicate using contemporary digital platforms with confidence.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Listening and Reading for Academic and Professional Purposes</p> <p>1. Understanding Communication in Context:</p> <ul style="list-style-type: none"> ● Role of English in professional and global contexts ● Modes of communication: Verbal, Non-verbal, Visual, and Digital ● Characteristics of professional communication (clarity, brevity, tone, audience awareness) <p>2. Listening Skills:</p> <ul style="list-style-type: none"> ● Listening to professional conversations (e.g., meetings, interviews, news reports) ● Identifying tone, emphasis, and implied meaning ● Listening for argument, perspective, and intent ● Activities: Note-taking, summarizing, identifying key takeaways <p>3. Reading Skills:</p> <ul style="list-style-type: none"> ● Reading job advertisements, email threads, and formal reports ● Identifying purpose and structure in professional texts ● Inference and contextual meaning ● Grammar Focus: Prepositions, Modal verbs, Sentence transformation, Error correction, Collocations <p>Texts: Passages from industry reports, editorials, HR communications, NGO newsletters, and workplace scenarios.</p> <p>UNIT II: Speaking and Writing for Employability (15 Lectures)</p> <p>1. Speaking Skills:</p>

- Group Discussions: Types, format, participation strategies
- Mock Interviews: Responding to commonly asked questions, body language, tone
- Role Plays: Customer service dialogue, workplace communication, formal introductions
- Presentation Skills: Structure, visual aids, delivery techniques

2. Writing Skills:

- Email Etiquette: Writing formal and semi-formal emails
- Cover Letters and Resumes: Targeted for specific job roles
- Writing Minutes of Meeting and Notices
- Report Writing: Internship/Workplace reports
- Grammar Focus: Sentence connectors, Subject-verb agreement, Active/Passive voice

Tasks:

- Drafting a formal job application with resume
- Writing professional emails and LinkedIn summaries
- Preparing and presenting a 2-minute speech

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

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

Internal Examination: Continuous Evaluation - 20 marks

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

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

11

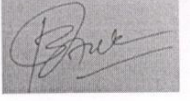
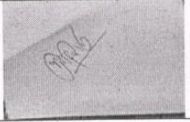
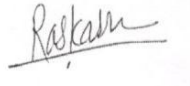
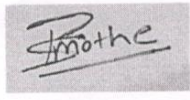
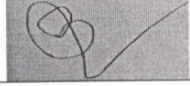
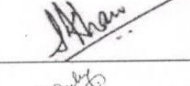
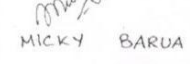

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4. Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. 12th ed., Cengage Learning, 2021.
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6. Eberhard, Jane, et al. *Developing Academic Literacy: A Handbook for International Students*. Palgrave Macmillan, 2022.
7. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford UP, 2013.
8. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
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10. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. Pocket Books, 1990.
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15. Anderson, Paul V. *Technical Communication: A Reader-Centered Approach*. 9th ed., Cengage Learning, 2017.
16. Crystal, David. *English as a Global Language*. 2nd ed., Cambridge UP, 2003.
17. Palfrey, John, and Urs Gasser. *Born Digital: Understanding the First Generation of Digital Natives*. Basic Books, 2016.

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

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

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



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



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

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

Semester – III

Title : हिंदी भाषा : कौशल के आधार

Vertical - 5

Ability Enhancement Course 2 Credits

with effect from

Academic Year 2025-2026

Title : हिंदी भाषा : कौशल के आधार

Course Code : CHMAECHINIII

Sr.No.	Heading	Particulars
1.	Description of the Course :	विद्यार्थियों के लिए हिंदी एक सामान्य भाषा होने के साथ विशेष भाषा तब बन जाती है जब वह हिंदी के माध्यम से अपने कौशल में अभिवृद्धि करें, हिंदी के माध्यम से रोजगार के कई अवसरों को प्राप्त करें, इस दृष्टि से पाठ्यक्रम अत्यंत लाभवर्धक और उपयोगी सिद्ध होगा, हिंदी भाषा में कौशल विकास की असीम संभावनाएं हैं और कौशल के विभिन्न आयाम जुड़े हुए हैं जो अलग – अलग दिशाओं में देखे जा सकते हैं, पाठ्यक्रम विद्यार्थियों में लेखन, वाचन कौशल की अभिवृद्धि करने के साथ रोजगारपरक अवसर प्रदान करता है।
2.	Vertical : 5	AEC
3.	Type : Teaching Method	Theory + Practicum Lecture / Discussion / Presentation / Self Study, etc.
4.	Credit :	2 Credits
5.	Hours Allotted :	30 Hours
6.	Marks Allotted :	50 Marks
7.	Course Objectives : CO1 : विद्यार्थियों को लेखन, वाचन कौशल का ज्ञान देना एवं रोजगार के अवसरों से जोड़ना। CO2 : विद्यार्थियों को लेखन, वाचन कौशल से परिचय करते हुए अभिव्यक्ति की शैलियों का विकास करना। CO3 : विद्यार्थियों को भाषण कला के विविध रूपों को समझाना, मौलिकता में अभिवृद्धि लाना एवं विशेषज्ञता दिलाना। CO4 : विद्यार्थियों को श्रवण कौशल की विशेषताओं से परिचय कराते हुए श्रवण कौशल के लाभों से अवगत कराना।	

8.	<p>Learning Outcomes :</p> <p>LO1 : विद्यार्थियों का लेखन, वाचन कौशल के ज्ञान प्राप्ति के साथ मौलिक अभिव्यक्ति में बदलाव आएगा ।</p> <p>LO2 : विद्यार्थियों का लेखन, वाचन कौशल द्वारा मानसिक विकास होगा, पठन शक्ति, शैली का विकास होगा ।</p> <p>LO3 : विद्यार्थियों को लेखन, भाषण कौशल से भषिक – शक्ति, शैलियों का संवर्धन होगा विशेषज्ञता आएगी ।</p> <p>LO4 : विद्यार्थियों को लेखन, वाचन, श्रावण, भाषण कौशल की विशेषताओं और उपयोगिता का ज्ञान प्राप्त होगा ।</p>
9.	Syllabus
	UNIT I : हिंदी भाषा कौशल के आधार
	<p>1.1 लेखन कौशल का अर्थ एवं स्वरूप लेखन कौशल की उपयोगिता एवं महत्व</p> <p>1.2 लेखन कौशल की विधियाँ एवं विशेषताएँ</p> <p>1.3 वाचन कौशल का अर्थ, स्वरूप एवं विशेषताएँ</p> <p>1.4 वाचन कौशल की उपयोगिता एवं विधियाँ</p>
	UNIT II : हिंदी भाषा कौशल के आधार
	<p>2.1 भाषण कौशल का अर्थ एवं स्वरूप</p> <p>2.2 भाषण कौशल का महत्व एवं उपयोगिता</p> <p>2.3 भाषण कौशल की विधियाँ एवं विशेषताएँ</p> <p>2.4 श्रवण कौशल का अर्थ, स्वरूप एवं विशेषताएँ</p> <p>2.5 श्रवण कौशल का महत्व एवं उपयोगिता</p>

10.

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

All Questions are Compulsory

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

मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
• रचनात्मक कार्य / प्रकल्प / असाइनमेंट इत्यादि	10
• प्रस्तुति परिसंवाद सहभागिता इत्यादि	05
• अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ	05
कुल अंक	20

**हिंदी भाषा कौशल के आधार
प्रकल्प के लिए AI से संभावित विषय**

- लेखन कौशल की उपयोगिता एवं महत्व में AI आधारित अध्ययन
- लेखन कौशल की विधियाँ एवं विशेषताएँ में AI आधारित विश्लेषण
- वाचन कौशल की उपयोगिता एवं विधियाँ का AI आधारित अध्ययन
- भाषण कौशल का महत्व एवं उपयोगिता में AI आधारित अध्ययन
- भाषण कौशल की विधियाँ एवं विशेषताएँ में AI आधारित अध्ययन
- श्रवण कौशल का अर्थ, स्वरूप एवं विशेषताएँ में AI आधारित विश्लेषण
- श्रवण कौशल का महत्व एवं उपयोगिता में AI आधारित विश्लेषण

11.

संदर्भ ग्रंथ सूची –

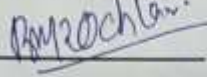
1. हिंदी भाषा शिक्षण के विविध आयाम – प्राध्यापक डॉ. राठौर, किनले एडिशन
2. अभिनव पत्र लेखन – डॉ. अनिल सिंह
3. हिंदी के व्यावहारिक रूप – डॉ. संतोष मोटवानी, परिदृश्य प्रकाशन, मुंबई
4. हिंदी भाषा लेखन कौशल – गुलीबाबा पब्लिकेशन प्राइवेट लिमिटेड

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

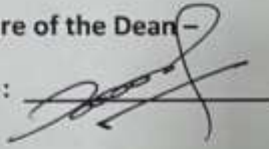
Name & Signature of the Ad-hoc BoS Chairperson -

Dr. Bhavna M. Rochlani :



Name & Signature of the Dean -

Dr. Nitin Arekar :



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

First Year

Semester- III

Title: Cocurricular Course I

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

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

Title: Cocurricular Course - I

Course Code: CHMCCI6

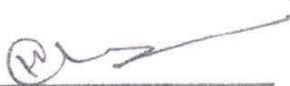
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement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

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

Suggested Readings:

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

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


Dr. Manju Lalwani Pathak



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

**Second Year B. A.
(Sociology)
Semester- III**

Title: Field Project (FP) in Sociology

Vertical – 6

Field Project - 2 Credits

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

Title: Field Project in Sociology

Sr. No.	Heading	Particulars
1	Description the Course:	This course provides students with hands-on experience in sociological research through the design and execution of a field-based project. Students will apply sociological theories and methodologies to study real-world social phenomena, such as communities, institutions, organizations, or social issues. The course emphasizes qualitative and/or quantitative research techniques, including participant observation, interviews, surveys, and data analysis. Students will learn how to formulate research questions, conduct fieldwork ethically, collect and analyze data, and present their findings in written and oral formats. By engaging directly with the social world, students will develop critical thinking, research skills, and an understanding of the challenges and responsibilities of sociological inquiry.
2	Vertical - 6	Field Project
3	Type	Project based
4	Credit	2 Credits
5	Hours allotted	---Hours
6	Marks allotted	50 Marks
7	<p>Course Objectives: To introduce students to major sociological perspectives and their application to social problems.</p> <ol style="list-style-type: none"> 1. To help students understand how different theories interpret causes, consequences, and solutions to social issues. 2. To critically examine real-world problems like inequality in education, public health crises, and environmental degradation. 3. To encourage analytical thinking by linking sociological theory with everyday social realities. 	
8	<p>Course Outcomes: Learning Outcomes:</p> <p>CO1 Understand and apply sociological methods in a real-world context.</p> <p>CO2 Conduct ethical and effective field research.</p> <p>CO3 Analyze social structures and patterns using empirical data.</p> <p>CO4 Communicate research findings clearly and persuasively.</p>	

9

Title of the Course: Field Project

General Social Issues

- Urban Poverty and Social Exclusion: A Field Study
- Gender Roles in Rural vs. Urban Communities
- Impact of Social Media on Youth Behavior and Relationships
- Caste-Based Discrimination in Daily Life
- Substance Abuse Among College Students: A Sociological Analysis

Education and Youth

- Student-Teacher Relationships in Government vs. Private Schools
- Educational Aspirations Among First-Generation Learners
- Peer Pressure and Academic Performance: A Sociological Perspective
- Digital Divide in Education During the Pandemic
- Bullying and Group Dynamics in Schools

Family and Marriage

- Changing Trends in Marriage Among Urban Youth
- Domestic Violence and Women’s Coping Mechanisms
- Intergenerational Communication in Joint vs. Nuclear Families
- Single Parenting and Social Stigma in Indian Society.

10

Scheme of Examination Total

Marks- 50

Note: The use of AI tools will be incorporated wherever and whenever necessary

Criteria	Marks
1) Attendance and interaction	10
2) Project Report	25
3) Field visit / Presentation.	15
Total	50

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Resources:

Primary sources

Secondary sources



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

Bachelor of Arts
(Sociology- Major)
(Aided Course)

Semester – IV

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

PREAMBLE

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

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

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

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

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

**Second Year B. A.
(Sociology)
Semester- IV**

Title: Indian Society: Sociology of Development

Vertical – 1

Major Course - 4 Credits

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

Title: Sociology of Development
Course Code- CHMSOCIV 1

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the major concepts, theories, and approaches to development, from classical modernization theories to contemporary neo-liberal perspectives. It examines alternative and people-centric development models such as Schumacher's "Small is Beautiful" and Indian community-led initiatives like Menda Lekha and Hiware Bazaar. The course explores the impact of globalization on key sectors industry, education, and agriculture highlighting new opportunities, inequalities, and structural changes. Students learn to interpret major indicators of development, including HDI, GII, and the UN Sustainable Development Goals, enabling them to critically analyse national and global development patterns.
2	Vertical- 1	Major Course
3	Type	Theory
4	Credit	4 Credits
5	Hours allotted	60 Hours
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1. To introduce students to the foundational ideas, debates, and theoretical frameworks in the study of development.</p> <p>CO(A)2. To examine diverse models of development, including market-driven, people-centric, and sustainable approaches.</p> <p>CO(A)3. To analyze the impact of globalization on different social sectors and its implications for inequality and growth.</p> <p>CO(A)4. To familiarize students with key development indicators and tools used to assess human, gender, and sustainable development.</p>

8	<p>Course outcomes:</p> <p>CO1. Students will understand major theories and approaches to development, including modernization and neo-liberalism.</p> <p>CO2. Students will be able to critically evaluate alternative models of development with reference to Indian case studies.</p> <p>CO3. Students will analyse how globalization affects industry, education, and agriculture in the contemporary world.</p> <p>CO4. Students will interpret and compare key development indicators such as HDI, GII, and SDGs to assess progress and challenges.</p>
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9	<p>Title: Indian Society: Sociology of Development</p> <p>Syllabus</p> <p>Unit-1: - Understanding Development</p> <ul style="list-style-type: none"> • Concept of Development • Theories of Modernization (Rostow, Smelser, McClelland) • Neo-Liberal approach (David Harvey) <p>Unit- 2: - Alternative approaches to Development</p> <ul style="list-style-type: none"> • Small is beautiful (E. F. Schumacher) • People centric development (Menda Lekha) • Adarsh-Gaon (Hiware Bazaar) <p>Unit 3: - Globalization and Development</p> <ul style="list-style-type: none"> • Globalization and Industry (Service Sector – Gig Economy, Outsourcing, BPOs) • Globalization and Education (NEP 2020 Reforms, Web-based Learning, MOOCs, NIOS, EdTech, Innovative Teaching Methods, Internationalization of Education.) • Globalization and Agriculture (Farmers Mobilization) <p>Unit 4:- Indicators of Development</p> <ul style="list-style-type: none"> • Human Development Index (HDI) (Meaning, dimensions & indicators) • Gender inequality index (GII- reproductive health, empowerment and labour market) • Sustainable Development Goals (SDG-17 goals with targets & indicators)
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10

Format of Question Paper
External Examination
60 Marks 2:00 hrs.

Note:- 1) Attempt any Four out of Six
2) Each question carries equal marks. (15 Marks each)

INTERNAL EVALUATION

The use of AI tools will be incorporated wherever and whenever necessary
Marks: 40

Sr.No	<u>Particular</u>	<u>Marks</u>
1	Assignments.	20
2	Classroom Presentation.	10
3	Book Review/Essay Submission/Movie Review/Class Test.	10
	Total: -	40

11

REFERENCES

1. Todaro, M. P., & Smith, S. C. (2015). Economic Development. Pearson.
2. Haralambos, M., & Holborn, M. (2019). Sociology: Themes and Perspectives. HarperCollins.
3. Giddens, A. (2017). Sociology. Polity Press.
4. Schumacher, E. F. (1973). Small Is Beautiful: Economics as if People Mattered. Vintage.
5. Sen, Amartya. (1999). Development as Freedom. Oxford University Press.
6. Dreze, J., & Sen, A. (2013). An Uncertain Glory: India and its Contradictions. Penguin Books.
7. Gupta, Dipankar. (1997). The Context of Sociology: Essays and Notes. Orient Blackswan.
8. Escobar, A. (1995). Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
9. United Nations Development Programme (UNDP). Human Development Reports. (Various years).
10. Government of India. National Education Policy (NEP 2020). Ministry of Education.

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

Second Year B. A.

(Sociology)

Semester- IV

Title: Introduction to Sociological studies-II

Vertical – 1

Major Course 2 Credits

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

Title: Introduction to Sociological studies-II

Course Code- CHMSOCIV 2

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the foundational concepts, perspectives, and methods of Sociology. It helps learners understand how society functions, how individuals and groups interact, and how culture, norms, values, and institutions shape everyday life. Through theoretical insights and practical activities, students develop sociological thinking, observe social realities critically, and relate personal experiences to larger social structures. The course provides a base for understanding social problems, challenges, and opportunities in contemporary society.
2	Vertical – 1	Major Course
3	Type	Project based
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives:	<p>CO(A)1. To introduce students to the basic concepts and scope of Sociology as a social science.</p> <p>CO(A)2. To develop sociological thinking through the study of culture, social behaviour, and everyday interactions.</p> <p>CO(A)3. To familiarize learners with key sociological theories and perspectives on self, society, and culture.</p> <p>CO(A)4. To encourage students to analyze social problems, inequalities, and challenges in India.</p> <p>CO(A)5. To promote critical observation and application of sociological concepts through field-based and reflective activities.</p>

8

Course Outcomes:

Students will be able to:

CO1. Students will understand fundamental sociological concepts and the relevance of sociological thinking.

CO2. Students will be able to apply sociological imagination to connect personal experiences with broader social structures.

CO3. Students will analyze cultural practices, social norms, and everyday interactions from a sociological perspective.

CO4. Students will identify and explain major social issues, challenges, and opportunities within Indian society.

CO5. Students will demonstrate basic sociological skills through observation, reflection, and simple field activities.

9

Title: Introduction to Sociological studies-II

Name of the Project Topics/ Broad Areas –

1. Problems and Challenges in Rural Education
2. Challenges Faced by Women in the Workforce
3. Social Problems of Urban Slums: Issues & Possible Solutions
4. Youth and Mental Health: Concerns & Support Opportunities
5. Gender Inequality in Household and Workplace Roles
6. Challenges in Accessing Healthcare in Rural India
7. Impact of Social Media on Youth: Problems & Opportunities
8. Migration from Rural to Urban Areas: Causes, Challenges & Benefits
9. Gender-based Violence: Social Causes and Preventive Measures
10. Challenges of Elderly Population in Contemporary Society
11. Unemployment Among Youth: Social Factors and Opportunities
12. Environmental Pollution: Social Impact and Possible Solutions
13. Problems Faced by LGBTQ+ Community in Indian Society
14. Caste-based Discrimination: Challenges and Changing Trends
15. Digital Divide in India: Barriers and Future Opportunities
16. Substance Abuse Among Adolescents: Social Causes & Interventions
17. Child Labour in India: Issues, Causes & Solutions
18. Access to Clean Water: Social Problems and Community Responses
19. Homelessness in Urban India: Social Causes and Support Systems
20. Opportunities and Challenges in the Gig Economy (e.g., Zomato, Swiggy)

NOTE:- 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 a suggested format.

10

**Scheme of Examination
Total Marks- 50**

Criteria	Marks
1. Attendance and interaction	05
2. Assignment	25
3. Presentation / Viva	20
Total	50

Note: The use of AI tools will be incorporated wherever and whenever necessary

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REFERENCES:

1. Secondary sources



HSNC Board's

Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

(Affiliated to the University of Mumbai)

University College Code: 217 | JD Office: T14



Faculty of Interdisciplinary

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

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



REFERENCES:

1. Allan, G. (1989) *Friendship: Developing a Sociological Perspective*. Boulder and San Francisco. Westview Press.
2. Bell, S. & Coleman, S. (Eds) (1999). *The Anthropology of Friendship*. Oxford. Berg.
3. Berger, Peter L. (1966) *Invitation to Sociology*. Penguin Books. Great Britain 4. Das, Veena (1989): *Voices of Children*. In *Daedalus* 118 (4, Another India, Fall), pp. 262– 294.
4. Devorah Kalekin-Fishman, 2011, 'Sociology of everyday life', *Sociopedia*. Is a, DOI: 10.1177/205684601161

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

**Second Year B. A.
(Sociology)
Semester- IV**

Title: Introduction to Qualitative Social Research

Vertical- 4

VSC -2 Credits

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

Title: Introduction to Qualitative Social Research
Course Code- CHMSOCIV 4

Sr. No.	Heading	Particulars
1	Description the Course:	This course introduces students to the basic concepts and methods of Qualitative Research in Sociology. It covers the nature, significance, and ethical aspects of qualitative inquiry, along with key techniques such as participant observation, interviews, and focus groups. Students learn how to collect and interpret non-numerical data to understand social behaviour and experiences.
2	Vertical – 4	Vocational Skill Course (VSC)
3	Type	Theory
4	Credit	2 Credits
5	Hours allotted	30 Hours
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1. To provide students with an orientation to Qualitative Social Research CO(A)2. To acquaint students with the important concepts, techniques and processes in qualitative research CO(A)3. To enable students to apply theoretical knowledge of social research to field study.	
8	Course Outcomes CO1. Appreciate the nature and operations of qualitative social research CO2. Learn about the basic tools and techniques in qualitative social research CO3. Equip themselves to conduct and interpret simple research projects	

9	<p>Title: Introduction to Qualitative Social Research</p> <p>Syllabus</p> <p>Module 1: Qualitative Research</p> <ul style="list-style-type: none"> • Nature, Characteristics, Significance • Critique to Quantitative Research • 3.Value Orientation and Ethical Consideration in Research <p>Module 2: Techniques in Qualitative Research</p> <ul style="list-style-type: none"> • Participant Observation • Interview • Focus group
10	<p>Question Paper Pattern (External and Internal) For 2 Credit Courses</p> <p>Note: - 1) Attempt any Two questions from the following. 2) Each question carries equal marks. (15 Marks each)</p>

<p><u>INTERNAL EVALUATION</u></p> <p><u>The use of AI tools will be incorporated wherever and whenever necessary</u></p> <p>Marks: 20</p>		
<u>Sr No</u>	<u>Particular</u>	<u>Marks</u>
1	Assignments.	10
2	Book Review/Essay Submission/Movie Review/Class Test.	10

11

Reference Books:

- Bryan Alan, (2012). Social research methods, Oxford Publication
- Bryman Alan (2001), Social Research Methods, Oxford University Press.
- Cresswell, J. W. (2007), Qualitative Inquiry and Research Design Choosing among five approaches, Sage Publication: New Delhi
- Cresswell, J.W, (2002), Research Design Qualitative Quantitative and Mixed Methods Approaches, Sage Publication: New Delhi
- Gibbs Graham (2007), Analyzing Qualitative Research, The Sage Qualitative Research Kit, Sage Publications.
- Somekh Bridget & Lewin Cathy (ed), (2005) Research Methods in Social Science
- Uwe Flick (2007), Designing Qualitative Research, The Sage Qualitative Research Kit, Sage Publications.
- Uwe Flick (2007), Managing Quality in Qualitative Research, The Sage Qualitative Research Kit, Sage Publications.

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

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

Semester- IV

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

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

Title: लेखन कौशल्ये - २ (महाजालावरील लेखन)

COURSE CODE: CHMAECMARIII

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

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

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

hours

Format of Question Paper

All questions are compulsory:

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

Internal Examination: Continuous Evaluation - 20 marks

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

11

संदर्भ ग्रंथ (Reference Books) :

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

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

Second Year B. A.

Semester- IV

Vertical – 5

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

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

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

Title: English for Academic and Professional Communication

Course Code: CHMBAAECIV

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

8	<p>Course Outcomes: After completing this course, learners will be able to:</p> <p>CO1: Communicate ideas effectively using academic and professional registers of English.</p> <p>CO2: Demonstrate clarity, fluency, and coherence in verbal and written communication.</p> <p>CO3: Apply academic writing conventions such as tone, structure, citation, and logical flow.</p> <p>CO4: Engage critically with texts, visuals, and digital media for interpretation and response.</p> <p>CO5: Exhibit professional etiquette, teamwork, and intercultural competence in communication.</p>
9	<p style="text-align: center;">Syllabus</p> <p>UNIT I: Communication for Academic Excellence 15 hours</p> <p>A. Foundations of Effective Communication</p> <ul style="list-style-type: none"> • Elements and barriers of communication • Verbal and non-verbal communication strategies • Listening skills and note-taking techniques <p>B. Academic Discourse and Expression</p> <ul style="list-style-type: none"> • Reading for comprehension and analysis • Structuring paragraphs and developing arguments • Paraphrasing, summarizing, and synthesizing ideas <p>C. Oral and Presentation Skills</p> <ul style="list-style-type: none"> • Group discussions, debates, and public speaking • Seminar presentations and peer feedback • Active listening and responding in academic dialogue <p><i>Learning Emphasis: Building precision, articulation, and critical response in academic contexts.</i></p> <p>UNIT II: Communication for Professional Development 15 hours</p> <p>A. Professional Writing and Documentation</p> <ul style="list-style-type: none"> • Report writing • Writing proposals, memos, and meeting minutes <p>B. Workplace and Digital Communication</p> <ul style="list-style-type: none"> • Cross-cultural and team communication in professional spaces • Business and technical communication essentials • Writing for online platforms: blogs, LinkedIn, and professional networking <p>C. Media and Visual Literacy</p> <ul style="list-style-type: none"> • Interpreting advertisements, infographics, and social media content • Writing captions, press notes, and short formal posts <p><i>Learning Emphasis: Application of communication skills in real-world and digital professional settings.</i></p>

10

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

All questions are compulsory:

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

Internal Examination: Continuous Evaluation - 20 marks

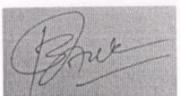


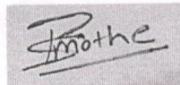
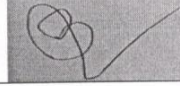
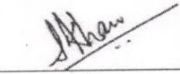
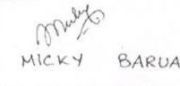

	Assessment / evaluation	Marks
1.	Written Assignments on any one of the following topics: 1. Report writing 2. Writing proposals, memos, and meeting minutes (Students are required to use AI assistance in the preparation of their drafts. Eg: Notion AI, Otter.ai, Grammarly, Google Gemini)	15
2.	Class Attendance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

11

REFERENCES:

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

Syllabus Committee:

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

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

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



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

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

Semester – IV

Title : हिंदी भाषा : व्यावहारिक प्रयोग

Vertical - 5

AEC – 2 Credits

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

Title : हिंदी भाषा : व्यावहारिक प्रयोग

Course Code : CHMAECHINIV

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

4.	Credit :	2 Credits (1 Credit = 15 Hours for Theory)
5.	Hours Allotted :	30 Hours
6.	Marks Allotted :	50 Marks
7.	Course Objectives :	<ol style="list-style-type: none"> 1. विद्यार्थियों को राजभाषा हिंदी का विधिवत ज्ञान प्रदान करना । 2. विद्यार्थियों को राजभाषा हिंदी के संवैधानिक महत्त्व से परिचित करवाना । 3. विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना । 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिन्हों आदि का ज्ञान प्रदान करना ।
	Learning Outcomes :	<p>LO1 : विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा, एवं दक्षता प्राप्त होगी ।</p> <p>LO2 : विद्यार्थियों को राजभाषा हिंदी के संवैधानिक महत्त्व की जानकारी प्राप्त होगी ।</p> <p>LO3 : विद्यार्थियों को हिंदी – संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध, व्यावहारिक रूप का ज्ञान होगा ।</p> <p>LO4 : विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिन्हों आदि का ज्ञान प्राप्त होगा ।</p>
9.	Syllabus	
	UNIT I :	
	1. हिंदी भाषा – सामान्य परिचय	
	2. राजभाषा हिंदी – संवैधानिक महत्त्व	
	3. वर्णमाला – स्वर एवं व्यंजन	
	4. शब्द भेद – सामान्य परिचय (संज्ञा आदि)	
	UNIT II :	
	1. वाक्य – सामान्य परिचय	
	2. वर्तनी – शुद्धता का प्रयोग एवं सावधानियाँ	
	3. कारक एवं विराम चिन्ह	
	4. निबंध लेखन – (सामाजिक निबंध, आत्मकथात्मक निबंध, समसामायिक निबंध)	

10.

Scheme of Examination and Assessment Pattern

Paper – 50 Marks

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

Format of Question Paper

All Questions are Compulsory

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

मूल्यांकन प्रारूप	अंक
आंतरिक मूल्यांकन	
• रचनात्मक कार्य / प्रकल्प / असाइनमेंट इत्यादि	10
• प्रस्तुति परिसंवाद सहभागिता इत्यादि	05
• अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ	05
कुल अंक	20

हिंदी भाषा : व्यावहारिक प्रयोग
प्रकल्प के लिए AI से संभावित विषय

- वर्णमाला स्वर एवं व्यंजन में AI आधारित अध्ययन
- शब्द भेद – सामान्य परिचय संज्ञा आदि में AI आधारित अध्ययन
- वर्तनी – शुद्धता का प्रयोग एवं सावधानियों में AI का उपयोग
- कारक एवं विराम चिन्ह में AI आधारित अध्ययन

11.

संदर्भ ग्रंथ सूची –

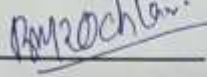
1. बाबूराम सक्सेना – सामान्य भाषा विज्ञान, हिंदी साहित्य सम्मेलन, प्रयाग ।
2. कामताप्रसाद गुरू – हिंदी व्याकरण, लोकभारती प्रकाशन, इलाहाबाद ।
3. आचार्य देवेन्द्र नाथ शर्मा – भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली ।
4. भाषा विज्ञान एवं भाषा शास्त्र – कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी ।
5. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद ।

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

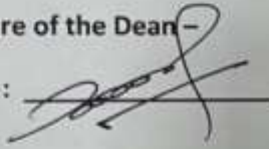
Name & Signature of the Ad-hoc BoS Chairperson -

Dr. Bhavna M. Rochlani :



Name & Signature of the Dean -

Dr. Nitin Arekar :



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

First Year

Semester- IV

Title: Cocurricular Course I

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

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

Title: Cocurricular Course - I

Course Code: CHMCCI6

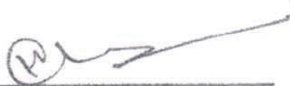
Sr. No.	Heading	Particulars
1	Description the Course:	<p>This student-friendly Co-Curricular Course is uniquely designed to promote holistic development through active participation in various college-based activities. Unlike traditional theory-based subjects, this course emphasizes hands-on involvement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

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

Suggested Readings:

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

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


Dr. Manju Lalwani Pathak



Smt. Chandibai Himathmal Mansukhani College

(Autonomous)

Second Year B. A.

(Sociology)

Semester- IV

Title: Field Project (FP) in Sociology

Vertical – 6

Field Project - 2 Credits

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

Title: Field Project in Sociology

Course Code- CHMSOCIV 5

Sr. No.	Heading	Particulars
1	Description the Course:	This course provides students with hands-on experience in sociological research through the design and execution of a field-based project. Students will apply sociological theories and methodologies to study real-world social phenomena, such as communities, institutions, organizations, or social issues. The course emphasizes qualitative and/or quantitative research techniques, including participant observation, interviews, surveys, and data analysis. Students will learn how to formulate research questions, conduct fieldwork ethically, collect and analyze data, and present their findings in written and oral formats. By engaging directly with the social world, students will develop critical thinking, research skills, and an understanding of the challenges and responsibilities of sociological inquiry.
2	Vertical – 6	Field Project
3	Type	Project based
4	Credit	2 Credits
5	Hours allotted	----Hours
6	Marks allotted	50 Marks

7	<p>Course Objectives: To introduce students to major sociological perspectives and their application to social problems.</p> <p>CO(A)1. To help students understand how different theories interpret causes, consequences, and solutions to social issues.</p> <p>CO(A)2. To critically examine real-world problems like inequality in education, public health crises, and environmental degradation.</p> <p>CO(A)3. To encourage analytical thinking by linking sociological theory with everyday social realities.</p>
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8	<p>Course Outcomes: Learning Outcomes:</p> <p>CO1:- Understand and apply sociological methods in a real-world context.</p> <p>CO2:- Conduct ethical and effective field research.</p> <p>CO3:- Analyze social structures and patterns using empirical data.</p> <p>CO4:- Communicate research findings clearly and persuasively.</p>
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9	<p>Title of the Course: Field Project</p> <p>Module 1: Education & Social Development</p> <ol style="list-style-type: none"> 1. Educational Challenges Faced by Rural Students 2. Dropout Rates: Reasons and Family Background 3. Role of NGOs in Promoting Rural Education 4. Digital Divide in Rural Schools 5. Comparison between Urban and Rural Education <p>Module 2: Health, Nutrition & Welfare</p> <ol style="list-style-type: none"> 6. Impact of Anganwadi Centres on Early Childhood Development 7. Awareness about Government Health Schemes (Ayushman Bharat etc.) 8. Awareness and Utilization of Government Schemes <p>Module 3: Rural Economy & Agriculture</p> <ol style="list-style-type: none"> 9. Household Income Patterns in Rural Villages 10. Use of Technology in Rural Farming <p>Module 4: Gender, Governance & Community</p> <ol style="list-style-type: none"> 11. Gender Division of Labour in Rural Households 12. Women’s Participation in Local Governance (Gram Panchayat) 13. Impact of Self-Help Groups (SHGs) on Women Empowerment 14. Role of NGOs in Rural Social Development
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10	<p style="text-align: center;">Scheme of Examination Total Marks- 50</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Attendance and interaction</td> <td style="text-align: center;">05</td> </tr> <tr> <td style="text-align: center;">2. Project Report /Field Visit</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="text-align: center;">3. Presentation /Assignment</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">50</td> </tr> </tbody> </table> <p>Note: <u>The use of AI tools will be incorporated wherever and whenever necessary</u></p>	Criteria	Marks	1. Attendance and interaction	05	2. Project Report /Field Visit	20	3. Presentation /Assignment	25	Total	50
Criteria	Marks										
1. Attendance and interaction	05										
2. Project Report /Field Visit	20										
3. Presentation /Assignment	25										
Total	50										
11	<p>Resources:</p> <ol style="list-style-type: none"> 1. Primary sources, 2 Secondary sources 										



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

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

Semester – V

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

PREAMBLE

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Demonstrate a comprehensive understanding of classical and contemporary sociological theories and concepts

PSO2: Apply sociological perspectives to analyse real-world social issues such as gender inequality, industrial transformations, and urban challenges.

PSO3: Engage in research-based inquiry, data analysis, and interpretation using quantitative methods.

PSO4: Appreciate the dynamics of work, gender, HR development, and urban life within the Indian context and beyond.

PSO5: Exhibit skills in communication, teamwork, and ethical reasoning necessary for community engagement and professional growth.

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

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

Semester-V

Title: THEORETICAL SOCIOLOGY

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

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

Title: THEORETICAL SOCIOLOGY

Sr. No.	Heading	Particulars
1	Description of the Course:	This paper indicates a foundational understanding of sociological theories by tracing their classical roots and examining their relevance in contemporary contexts. It explores the pioneering contributions of thinkers like Emile Durkheim, Karl Marx, and Max Weber, and the historical forces that shaped their ideas. Students are introduced to major theoretical perspectives including functionalism, conflict theory, symbolic interactionism, ethnomethodology, and dramaturgy. By engaging with these frameworks, the learner is encouraged to think critically about social structures, institutions, and everyday life, while developing the ability to analyze complex social issues through a theoretical lens.
2	Vertical	1(Major)
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	4 Credits
5	Hours allotted	60 Hrs.
6	Marks allotted	100 Marks
7	Course Objectives:	CO(A)1. To introduce students to foundational and modern sociological theories. CO(A)1. To explore the contributions of key thinkers like Marx, Durkheim, Weber, and Mead. CO(A)1. To examine theoretical paradigms like functionalism, conflict, and symbolic interactionism. CO(A)1. To foster critical thinking in interpreting sociological phenomena. CO(A)1. To develop skills to apply theory to social problems.

8	<p>Learning Outcomes: Students should be able to...</p> <p>CO1: Demonstrate an understanding of classical and contemporary theories.</p> <p>CO2: Apply sociological theories to analyze societal trends.</p> <p>CO3: Evaluate the relevance of various theoretical approaches.</p> <p>CO4: Construct theoretically informed arguments in essays and discussions.</p>
9	<p style="text-align: center;">Syllabus</p> <p>Unit I. Foundations of classical sociological theory</p> <p>1.1 Historical background and emergence of Sociology</p> <p>1.2 Emergence of Positivism: August Comte’s Law of three stages and Positive Philosophy</p> <p>1.3 Social Evolution Theory: Herbet Spencer’s theory of evolution</p> <p>Unit II. Contribution of Emile Durkheim</p> <p>2.1 Division of Labour</p> <p>2.2 Theory of Religion</p> <p>2.3 Theory of Suicide</p> <p>Unit III. Emerging Conflict Perspectives</p> <p>3.1 Karl Marx: Dialectical materialism, Theory of Class Conflict</p> <p>3.2 Ralph Dahrendorf: Conflict Theory, Power and Authority</p> <p>3.3 Antonio Gramsci: Neo Marxism, Hegemony and the Ruling Ideas</p> <p>Unit IV. Contemporary Theories</p> <p>4.1 Harold Garfinkel: Ethnomethodology</p> <p>4.2 Erving Goffman: Dramaturgy</p> <p>4.3 G. H. Mead- Symbolic Interactionism</p>
10	<p style="text-align: center;">Scheme of Examination and Assessment Pattern</p> <p style="text-align: center;">Paper – 100 Marks</p> <p>Internal Continuous Assessment: 40% External, Semester End Examination 60%</p> <p>Individual Passing in Internal and External Examination</p> <p>Continuous Evaluation through: Quizzes, Class Tests, Group/ Individual Presentation, Project, Creative Writing, Assignment etc. (at least 2)</p> <p style="text-align: center;">QUESTION PAPER PATTERN</p> <p>A) External/ Semester End Examination (Marks: 60) (Duration: 2 Hours)</p> <p>Note: Attempt any 4 out of 6 questions</p> <p>Q. 1 Essay Type Question (Module 1): 15 marks</p> <p>Q. 2 Essay Type Question (Module 2): 15 marks</p> <p>Q. 3 Essay Type Question (Module 3): 15 marks</p> <p>Q. 4 Essay Type Question (Module 4): 15 marks</p> <p>Q. 5 Essay Type Question (Any Module): 15 marks</p>

Q. 6 Short Notes (Any 2 out of 4) (All Modules): 15 marks

B) Continuous Internal Evaluation (Marks: 40)

Sr. No.	Internal Evaluation Tools (Any Three) As far as and wherever possible with application of AI tools	Marks
1	Assignment/ Review of any work of the thinker	15
2	Individual/ Group presentation OR Quiz/ MCQs	15
3	Classroom Participation/ Participation in Departmental Activities/ Attendance	10
TOTAL		40

Suggested AI Tools-

[Google Forms](#),

[ChatGPT](#),

[Perplexity AI](#),

[Google Forms](#)

[Canva AI](#), [Gamma](#)

11 REFERENCES

1. Adams, B. NandSydie, R.A,2001 Sociological Theory I&II,GreatBritian, Weidenfeld& Nicolson.
2. Coser Lewis, 1971, Masters of Sociological Thought (2nded), Harcourt Brace Jovanovich ,Inc.
3. Delaney Tim, 2005, Contemporary Social Theory –Investigation and Application, Delhi Pearson Education Inc.
4. Fletcher Ronald, 2000, The Making of Sociology –A Study of Sociological Theory Beginnings and Foundations, New Delhi, Rawat Publications.
5. Joseph Jonathan (ed) 2005. Social Theory, Edinburg, Edinburg University Press.
6. Ritzer George, 1988, Sociological Theory (2nd ed.), New York, Mc –Graw-Hill Publication. Ritzer George, 1996, Sociological Theory (4th ed.), New York, Mc- Graw-Hill Publication.-
7. Srivastsan R, History of Development Thought, a Critical Anthology,(ed) 2012,New Delhi, Routledge Taylor and Francis Group .
8. Turner Jonathan, 2001, The Structure of Sociological Theory (4th ed.), Jaipur, Rawat Publication.
9. WHO: Elder Abuse Factsheet
10. Video:
11. UN Video on Elder Abuse Prevention

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

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

Semester- V

Title: Quantitative Research Techniques

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

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

Title: Quantitative Research Techniques

Sr. No.	Heading	Particulars
1	Description of the Course:	Research remains a cornerstone of both public and private sectors. This course is designed to deepen students' methodological expertise, offering a holistic perspective on sociological research. By bridging theory with practical, hands-on experience, the curriculum empowers learners to build a robust foundation in essential research skills.
2	Vertical	-----
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	4 Credits
5	Hours allotted	60 Hrs.
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1. To orient students towards positivist research paradigms.</p> <p>CO(A)2. To teach step-by-step quantitative research processes.</p> <p>CO(A)3. To train students in survey methods, questionnaires, and sampling.</p> <p>CO(A)4. To guide students in writing proposals and research reports.</p> <p>CO(A)5. To equip them to interpret statistical data using univariate analysis.</p>
8	Course Outcomes: Students should be able to...	<p>CO 1. Explain the theoretical consideration, main steps, reliability, validity and ethics in Quantitative Social Research.</p> <p>CO 2. Compare Quantitative and Qualitative Social Research.</p> <p>CO 3. Discuss the characteristics, research proposal, method and methodology of Quantitative Social Research.</p> <p>CO 4. Evaluate Quantitative Social Research.</p> <p>CO 5. Construct a Questionnaire on a contemporary social phenomenon.</p>

9

Syllabus

Title: Quantitative Research Techniques

Unit I. An Introduction

- Positivism and its critique
- Similarities and differences between Quantitative and Qualitative Social Research
- Reliability and Validity of Quantitative Social Research

Unit II. Process of Quantitative Social Research

- Steps in Quantitative Social Research
- Research Proposal in Quantitative Social Research
- Ethics in Quantitative Social Research

Unit III. Data Collection in Quantitative Social Research

- Survey Method
- Questionnaire as data collection tool
- Sampling and its types

Unit IV. Tools in Quantitative and Qualitative Social Research

- Interview
- Observation
- Case study

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

***Internal Continuous Assessment: 40% External, Semester End Examination 60%**

***Individual Passing in Internal and External**

Examination Continuous Evaluation through:

Quizzes, Class Tests, Group/ Individual Presentation, Project, Creative Writing, Assignment etc. (at least 2)

QUESTION PAPER PATTERN

External/ Semester End Examination (Marks: 60) (Duration: 2 Hours)

Note: Attempt any 4 out of 6 questions

Q. 1 Essay Type Question (Module 1): 15 marks

Q. 2 Essay Type Question (Module 2): 15 marks

Q. 3 Essay Type Question (Module 3): 15 marks

Q. 4 Essay Type Question (Module 4): 15 marks

Q. 5 Essay Type Question (Any Module): 15 marks

R. 6 Short Notes (Any 2 out of 4) (All

Units): 15 marks

Continuous Internal Evaluation (Marks: 40)

Sr. No.	Internal Evaluation Tools (Any Three) As far as and wherever possible with application of AI tools	Marks
1	Assignment/ Review of any work of the thinker	15
2	Individual/ Group presentation OR Quiz/ MCQs	15
3	Classroom Participation/ Participation in Departmental Activities/ Attendance	10
TOTAL		40

Google Forms,
Google Sheets
ChatGPT,
Perplexity AI,
Google Forms
Canva AI, Gamma

Reference Books:

11

- Best, J., Kahn, J. (2008) Research in Education (10th ed.). Prentice Hall. Pearson Education.
- Bryman, A. (1988). Quantity and Quality in Social Research. London: Routledge
- Goode, W., Hatt, P. (1981). Methods in Social Research. McGraw-Hill Book Company. Somekh, B., Lewin, C. (ed) (2005). Research Methods in the Social Sciences. New Delhi: Vistaar Publications.

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

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

Semester- V

Title: Indian Knowledge Systems and Social Thought

Vertical – 1 Major-IKS Credits-2

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

Sr. No.	Heading	Particulars
1	Description of the Course:	This course provides a foundational understanding of Indian Knowledge Systems (IKS) from a sociological perspective. It examines indigenous traditions of education, knowledge transmission, language, and philosophical thought, and explores the relationship between knowledge, Dharma, and social continuity. The course also assesses the contemporary relevance of IKS in modern education, ethics, and nation-building within the framework of NEP 2020.
2	Vertical	1 (Major IKS)
3	Type- Teaching Methods	Project Based
4	Credit	2 Credits
5	Hours allotted	30 hrs.
6	Marks allotted	50 Marks
7	Course Objectives: CO(A)1. To introduce the foundational concepts of Indian Knowledge Systems. CO(A)2. To examine indigenous traditions of education and knowledge transmission. CO(A)3. To understand the relationship between knowledge, Dharma, and social institutions. CO(A)4. To analyse the contemporary relevance of IKS in education and society.	
8	Course Outcomes: Student will be able to After completing the course, students will be able to: CO 1. Explain the foundational features of indigenous education and knowledge traditions in India. CO 2. Understand the ethical and social dimensions of Indian social thought. CO 3. Analyze the role of knowledge systems in preserving social continuity. CO 4. Evaluate the relevance of Indian Knowledge Systems in contemporary education and society.	
9	<p style="text-align: center;"><u>Indian Knowledge Systems and Social Thought</u></p> <p style="text-align: center;"><u>Titles of the Projects</u></p>	

Title: **Indian Knowledge Systems and Social Thought**

Unit I: Foundations of Indigenous Knowledge and Education

1. The Gurukul System of Education: Features, Values, and Contemporary Relevance
2. Comparison between Gurukul Education and Modern School Education
3. Traditional Indian Methods of Teaching and Learning
4. Role of Guru and Shishya in Knowledge Transmission
5. Development of Indian Knowledge Traditions from the Vedic Period to the Present
6. Ancient Indian Universities: Takshashila, Nalanda, and Vikramashila
7. Knowledge, Dharma, and Social Order in Indian Society
8. Role of Indigenous Knowledge in Preserving Indian Culture and Heritage
9. Traditional Ecological Knowledge in Indian Communities
10. Contribution of Women to Indigenous Knowledge Systems in India
11. Oral Traditions and Folk Knowledge as Sources of Indigenous Knowledge
12. Indigenous Health Practices: Ayurveda, Yoga, and Home Remedies
13. Traditional Agricultural Knowledge and Sustainable Farming Practices
14. Indian Philosophical Traditions and Their Contribution to Knowledge
15. Community-Based Learning Practices in Tribal and Rural India

Unit II: Contemporary Relevance of Indian Knowledge Systems

1. Integration of Indian Knowledge Systems in NEP 2020
2. Role of IKS in Value-Based Education
3. Indian Knowledge Systems and Environmental Sustainability
4. Ethics in Indian Knowledge Traditions: Relevance in Modern Society
5. Social Responsibility through Indian Cultural Values
6. Yoga and Meditation for Mental Health and Well-being
7. Indian Knowledge Systems and Sustainable Development Goals (SDGs)
8. Role of Indigenous Knowledge in Climate Change Adaptation
9. Global Recognition of Yoga and Ayurveda
10. Indian Knowledge Systems and Global Peace
11. Traditional Water Conservation Systems in India
12. Revival of Indigenous Crafts and Local Knowledge
13. Digital Preservation of Indigenous Knowledge
14. Role of Artificial Intelligence in Documenting and Promoting Indian Knowledge Systems

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 a suggested format.

10

Scheme of Examination and Assessment Pattern

Total Marks – 50 Marks

Criteria	Marks
1. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	30
2. Overall Project Report Structure and Style	10
3. Presentation Skills & Communication	10
Total	50

Reference Books:

- 11
1. Béteille, André. (1991). *Society and Politics in India: Essays in a Comparative Perspective*. New Delhi: Oxford University Press.
 2. Bose, N. K. (1967). *Culture and Society in India*. Bombay: Asia Publishing House.
 3. Shah, A. M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman.
 4. Government of India. (2021). *Indian Knowledge Systems: Framework and Guidelines*. New Delhi: Ministry of Education.
 5. Dharampal. (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. New Delhi: Biblia Impex.
 6. Altekar, A. S. (1944). *Education in Ancient India*. Banaras: Nand Kishore & Bros. (Reprint: New Delhi: Low Price Publications, 2009).
 7. Radhakrishnan, S. (1927). *The Hindu View of Life*. London: George Allen & Unwin. (Indian Reprint: HarperCollins India, 2009).
Kapoor, Kapil and Danino, Michel (eds.). (2022). *Indian Knowledge Systems: Nature, Philosophy and Character*. New Delhi: DK Printworld.

Text Books:

1. Dube, S. C. (1990). *Indian Society*. New Delhi: National Book Trust.
2. Srinivas, M. N. (1966). *Social Change in Modern India*. New Delhi: Orient Blackswan.
National Council of Educational Research and Training. (2006). *Indian Society*. New Delhi: NCERT.

Smt. Chandibai Himathmal Mansukhani College
Smt
(Autonomous)

Third Year B.A.
(Sociology)
Semester- V

Title: Urban Sociology

Vertical: 1(Elective)

Credits- 4

With effect from
Academic Year 2026-2027

**Title: Urban Sociology
Elective**

Sr. No.	Heading	Particulars
1	Description of the Course:	Urban Sociology studies cities, urban life, urbanization, migration and urban problems, and is especially important in the context of rapid urbanization in India. The course is closely related to disciplines such as Sociology, Economics, Political Science, Geography and Environmental Studies. The knowledge gained can be applied in areas like urban planning, municipal administration, development projects and NGOs. With increasing urban growth, there is a growing demand for professionals in urban development, planning and research and career opportunities include urban planner, researcher, policy analyst, NGO professional and academician
2	Vertical	1(Elective)
3	Type Teaching Methods	Theory
4	Credit	4 Credits
5	Hours allotted	60 hrs
6	Marks allotted	100 Marks
7	Course Objectives:	<p>CO(A)1. To explain basic urban concepts and types of cities.</p> <p>CO(A)2. To study classical urban theories by Wirth, Burgess, Simmel, etc.</p> <p>CO(A)3. To analyze India's urbanization in colonial and post-independence periods.</p> <p>CO(A)4. To identify contemporary urban challenges like slums and pollution.</p> <p>CO(A)5. To understand city planning and urban crime from a sociological lens.</p>
8	Course Outcomes: Student will be able to	<p>CO1: Describe types and functions of cities and urban spaces.</p> <p>CO2: Apply classical theories to understand urban life.</p> <p>CO3: Analyze historical patterns of Indian urbanization.</p> <p>CO4: Identify and suggest solutions to urban problems.</p> <p>CO5: Identify and suggest solutions to urban problems.</p>

9

Syllabus

Unit I Basic Concepts

- Classification of Cities: Pre-industrial, Post-industrial, Millionaire City, Mega City, World/Global Cities, Capital City, Primate City, Dual city, Metropolis.
- Rural Town, Town and Cities
- Urban, Urbanism, Urbanization

Unit II. Traditional Theories

- Louis Wirth and George Simmel
- Ernest Burgess and Homer Hoyt
- Robert Ezra Par

Unit III. : Contemporary Theories

- Manuel Castells
- David Harvey
- Henri Lefebvr

Unit IV. Urban Processes and Transformations

- Industrialization, Migration and Urban Expansion
- Spatial Segregation and Urban Ecology
- Globalization and Changing Urban Landscapes

10

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

***Internal Continuous Assessment: 40% External, Semester End Examination 60%**

***Individual Passing in Internal and External**

Examination Continuous Evaluation through:

Quizzes, Class Tests, Group/ Individual Presentation, Project, Creative Writing, Assignment etc. (at least 2)

QUESTION PAPER PATTERN

External/ Semester End Examination (Marks: 60) (Duration: 2 Hours)

Note: Attempt any 4 out of 6 questions

Q. 1 Essay Type Question (Module 1): 15 marks

Q. 2 Essay Type Question (Module 2): 15 marks

Q. 3 Essay Type Question (Module 3): 15 marks

Q. 4 Essay Type Question (Module 4): 15 marks

Q. 5 Essay Type Question (Any Module): 15 marks

S. 6 Short Notes (Any 2 out of 4) (All Units): 15 marks

B-Continuous Internal Evaluation

Marks: 40

Sr. No.	Particular Internal Evaluation Tools (Any Three) As far as and wherever possible with application of AI tools	Marks
1	Assignment	10
2	Field Visit Report	10
3	Review of Cities	10
4	Classroom participation and Attendance	10
Total		40

[Google Forms](#),

[Google Sheets](#)

[ChatGPT](#),

[Perplexity AI](#),

[Google Forms](#)

[Canva AI](#), [Gamma](#)

REFERENCES:

11

1. Ashwatthapa, K. 2005. Human Resource and Personnel Management, Text and cases, The
2. Mcgraw Hill Companies. New Delhi
3. Ghanekar A. 2000. Human Resource Management Managing Personnel the HRD Way, Everest Publishing House. Mumbai
4. Lane, H.(ed). 2005. The Blackwell handbook of Global Management: A guide to managing complexity, Blackwell Publishing. United Kingdom
5. Mamoria C, Gankar, S.V. 2007, Personnel Management, Himalaya Publishing House, Mumbai. 5. Nair N,Latha Nair. 2004. Personal Management and Industrial Relations, S Chand 2 Company Ltd. New Delhi.
6. P.Subba Rao.2005.Human Resource Management and Industrial Relations, Himalaya
7. Publishing House. Mumbai
8. Rao T.V. 1999. Reading in Human Resource Development, Oxford and IBH publishing Co. Pvt. Ltd, New Delhi.
9. Rao V.S.P.2007. Personnel and Human Resource Management- Text and Cases, Himalaya Publishing House, Mumbai.
10. Rao T.V. 1996. Human Resource Development: Experiences, Interventions, Strategies, Sage Publications, New Delhi.
11. Sarma A.M.2005. Personnel and Human Resource Management, Himalaya Publishing House, Mumbai.
12. Silvera D.M. 1990, Human Resource Development, New India Publications. New Delhi.

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

T.YB.A.

(Sociology)

Semester-V

**Title: Sociology of Gender
(Minor)**

**Vertical – 2
Credits-2**

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

Syllabus

Title of Paper: Sociology of Gender

Sr. No.	Heading	Particulars
1	Description of the course: (Including but not limited to)	Gender is a fundamental axis of social life that shapes identities, relationships, institutions, and power. This course offers Third Year students a rigorous sociological introduction to the study of gender from its conceptual foundations to its expression in feminist theory, masculinity studies, and activist movements. Students will examine how gender is constructed, performed, and contested across social and cultural contexts, with particular attention to the Indian experience. The course builds critical awareness of patriarchy, heteronormativity, intersectionality, and emerging forms of gender-based activism, equipping students to engage analytically with contemporary gender debates.
2	Vertical:2	Minor
3	Type:	Theory
4	Credit:	2 Credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	CO(A)1. To trace the evolution of gender as a category of social analysis and introduce key concepts of sex, gender, sexuality, and patriarchy. CO(A)2. To critically engage with major feminist theoretical frameworks Liberal, Radical, and Dalit feminism. CO(A)3. To examine masculinity as a social construct and analyze its relationship to power, and violence. CO(A)4. To understand the emergence and trajectory of women's movements in India, including contemporary forms of gender-based activism.
8	Course Outcomes: Upon successful completion, students will be able to:	CO1. Demonstrate critical understanding of foundational gender concepts including intersectionality, heteronormativity, and performativity and apply them to social contexts. CO2. Analyze feminist and masculinity theories and evaluate their application to gender relations, power structures, and social institutions in India. CO3. Assess the significance of feminist movements, situating them within broader struggles for political reservation, rights, and social justice.

9	Syllabus	
Module 1: Basic Concepts of Gender		
<ol style="list-style-type: none"> 1. Sex, Gender and Sexuality 2. Patriarchy and Gender Socialization 3. Beyond Gender Binaries — Heteronormativity, Intersectionality and Performativity 		
Module 2: Feminist Movements in India		
<ol style="list-style-type: none"> 1. Trajectory of Women’s Movements in India: An Overview 2. Political Reservation and Women’s Participation 3. Digital Feminism and New Forms of Protest 		
10	Text Books / References:	
<ol style="list-style-type: none"> 1. Butler, Judith. 1990. Gender Trouble. Routledge: New York. 2. Geeta, V. 2002. Gender (Theorizing Feminism). Gazelle Distribution Trade. 3. Chopra, R., Dasgupta, C. & Janeja, M.K. 2000. Understanding Masculinity. EPW 35(19). 4. Chowdhry, P. 2005. Crisis of Masculinity in Haryana. EPW 40(49). 5. Roy, Rahul. 2013. Men and Their Lakshman Rekha. EPW 48(8). 6. Rege Sharmila (2006) "Baby Kondiba Kamble" writing Caste /Writing Gender, New Delhi,Zuban Publisher pp 261 -303. 7. https://share.google/pRQUN3Sf4yBtWBpsr 		
11	Journal Articles:	
<ol style="list-style-type: none"> 1. Ingraham, C. 1994. The Heterosexual Imaginary. ASA 12(2), 203–219. 2. Sama Team. 2007. Assisted Reproductive Technologies in India. EPW 42 (23), 2184–2189. 3. Madge, J. Varada. 2012. Ethical Issues in Assisted Reproductive Technologies. Social Medicine 6(3). 		
12	Internal Continuous Assessment: 40%	External, Semester End Examination: 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through:	Quizzes, Class Tests, Presentations, Projects, Role Play, Creative Writing, Assignments etc. (at least 3)
QUESTION PAPER PATTERN (External and Internal) A- External / Semester End Examination		
Time: 01-hour		Marks: 30
Note: Attempt any Two.		
Q1 Essay Type Questions (Unit I). Marks 15		
Q2 Essay Type Questions (Unit II). Marks 15		
Q3 Short Notes (Attempt Any Two) (All Units). Marks 15		

B- Continuous Internal Examination

Sr. No	Particulars Internal Evaluation Tools (Any Two) As far as and wherever possible with application of AI tools	Marks
1	Project Report and Presentation	10
2	Field visit /Classroom Participation and Attendance	10
	TOTAL	20

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

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

Semester- V

Title: Sociology of Care

Vertical-4

VSC-Credits-2

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

Title: Sociology of Care

Sr. No.	Heading	Particulars
1	Description the Course:	The course explores the social dimensions of care. It is relevant for understanding the complexities of care in diverse societies addressing issues like changing family structures, care disparities, intersectionality and care, class inequalities. Students can explore work avenues in social work, healthcare, policy making and advocacy, community development and NGOs, corporate social responsibility initiatives focusing on care and well-being.
2	Vertical -4	4(VSC)
3	Type Teaching Methods	Theory
4	Credit	2-Credits
5	Hours allotted	30 hrs
6	Marks allotted	50 Marks
7	Course Objectives:	CO(A)1. To examine Care as a fundamental, ethical social practice CO(A)2. To understand the nature and importance of Sociology of Care
8	Course Outcomes:	The learner will be able to CO 1. Appreciate significance and dimensions of Sociology of Care CO 2. Engage with the key issues like gender disparity, class inequality in care system in India
9	Syllabus	
	<p>Unit I. Understanding Sociology of Care</p> <p>a. Emergence and relevance of Sociology of care system b. Theoretical foundations of care c. bioethics of care</p> <p>Unit II: Issues and concerns in care system in India</p> <p>a. Gendered division of care b. Inequalities and intersectionality in care c. Social Care: The case of Ageing / Disability / Queer / Tribal communities (Any one)</p>	

10	Scheme of Examination and Assessment Pattern													
	Paper – 50 Marks													
	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination												
<p>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3) Projects, Presentation, Field Trips</p> <p style="text-align: center;">QUESTION PAPER PATTERN (External and Internal) A- External / Semester End Examination</p> <p style="text-align: center;">Time: 01-hour Marks: 30</p> <p>Note: Attempt any Two.</p> <p>Q1 Essay Type Questions (Unit I). Marks 15 Q2 Essay Type Questions (Unit II). Marks 15 Q3 Short Notes (Attempt Any Two) (All Units). Marks 15</p> <p style="text-align: center;">B- Continuous Internal Examination</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Sr. No</th> <th style="text-align: center;">Particulars Internal Evaluation Tools (Any Two) As far as and wherever possible with application of AI tools</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Project Report and Presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Field visit /Classroom Participation and Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>			Sr. No	Particulars Internal Evaluation Tools (Any Two) As far as and wherever possible with application of AI tools	Marks	1	Project Report and Presentation	10	2	Field visit /Classroom Participation and Attendance	10	TOTAL		20
Sr. No	Particulars Internal Evaluation Tools (Any Two) As far as and wherever possible with application of AI tools	Marks												
1	Project Report and Presentation	10												
2	Field visit /Classroom Participation and Attendance	10												
TOTAL		20												

Reference Books:

1. Aulenbacher B, Lutz H, Riegraf B (2018) Introduction: towards a global sociology of care and care work. *Curr Sociology*
 2. Daly M (ed) (2001) Care work: the quest for security. International Labor Office, Geneva
 3. Foner N (1994) The caregiving dilemma: work in the American nursing home. University of California Press, Berkeley
 4. Manna Samita, Patra Soumyajit Patra (2025) Sociology of Care: Understanding Existing Social System in the Face of Social Transformations. In Chauhan A, Niumai A, Palatsingh T (eds) *Hundred Years of Sociology in India*. Springer Nature, Singapore
 5. Meyer MH (2000) Care work: gender, class, and the welfare state. New York
 6. Nodding, Nel (2013) Caring a relational approach to Ethics and Moral Education. California University of California Press
 7. Norris C (2002) Deconstruction. Routledge, New York
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 10. Tendulkar Patil A (2025) Intricacies and Exigencies of Gerontological Care in India. In Chauhan A, Niumai A, Palatsingh T (eds) *Hundred Years of Sociology in India*. Springer Nature, Singapore
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**Smt. Chandibai Himmathmal Mansukhani College
(Autonomous)**

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

Semester- V

Title: Community Engagement Project (CEP) in Sociology

Field Project-Credits-2

Vertical-6

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

Sr. No.	Heading	Particulars
1	Description the Course:	The Community Engagement Project (CEP) is an experiential learning course that bridges sociological theory with community practice. It enables students to engage directly with local communities, understand social realities through observation and interaction, and develop research, communication, and problem-solving skills. The course promotes civic responsibility, social sensitivity, and ethical engagement while addressing local social issues through fieldwork. Students collect and analyze primary data, prepare project reports, and suggest practical solutions to community problems.
2	Vertical 6	Community Engagement Project
3	Type Teaching Methods	Project based
4	Credit	2-Credits
5	Hours allotted	---- hrs
6	Marks allotted	50 Marks
7	<p>Course Objectives After completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the significance of community engagement in sociological studies. 2. Apply sociological concepts and research methods in real-life community settings. 3. Develop skills in observation, interviewing, survey, and field documentation. 4. Foster social responsibility, empathy, and ethical values. 5. Identify community problems and analyze them using sociological perspectives. 6. Promote participatory learning and collaborative problem-solving. 	
8	<p>Course Outcomes (COs)</p> <p>Upon successful completion of the course, students will be able to:</p> <p>CO1: Explain the concept and importance of community engagement in sociology.</p> <p>CO2: Conduct field-based sociological research using appropriate research methods.</p> <p>CO3: Analyze community issues using sociological theories and concepts.</p>	

9

Title: **Community Engagement Project (CEP) in Sociology**

Community and Social Development

1. Cleanliness and Sanitation in Rural or Urban Communities
2. Solid Waste Management Practices
3. Water Conservation and Community Participation
4. Rainwater Harvesting Awareness
5. Community Health and Hygiene Practices

Education

1. School Dropout among Children
2. Digital Literacy in Rural Communities
3. Inclusive Education for Children with Disabilities
4. Mid-Day Meal Scheme: Community Perspective

Gender and Social Justice

1. Gender Equality in Local Communities
2. Women Empowerment through Government Schemes
3. Domestic Violence Awareness
4. Child Rights and Child Protection
5. Gender Sensitization among College Students

Urban Sociology

1. Problems of Urban Slums
2. Traffic Management and Public Awareness
3. Urban Waste Management
4. Public Transport and Commuting Patterns
5. Housing Problems in Urban Areas

Digital Society

1. Cyber Safety Awareness
2. Social Media and Youth
3. Digital Payments and Financial Inclusion
4. Digital Divide in Rural and Urban Area

Rural Sociology

1. Rural Livelihood and Employment
2. Organic Farming Practices
3. Government Welfare Schemes in Rural Areas
4. Migration and Rural Development
5. Rural Entrepreneurship

10

Scheme of Examination

Paper – 50 Marks

Criteria	Marks
1. The activity completion and interaction/ Data analysis	15
2. Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	25
3. Overall Project Report Structure and Style	05
4. Presentation Skills & Communication	05
Total	50

11

Resources:

1. Primary sources
2. Secondary sources

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

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

Semester- VI

Title: SOCIOLOGY OF WORK

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

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

Title- SOCIOLOGY OF WORK

Sr. No.	Heading	Particulars
1	Description of the Course:	This paper familiarizes students with the sociological dimensions of work, labour, and industry, and how these have evolved in response to technological advancements and globalization. It introduces key concepts like work culture, industrial relations, and work ethics, while also addressing newer developments such as automation, artificial intelligence, and the growth of the service sector. The course pays special attention to the informal economy, labour unions, and the changing skill requirements in a digital world. Learners will gain the ability to critically assess the socio-economic impacts of industrial changes and understand the value of decent and inclusive work environments.
2	Vertical	-----
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	4 Credits
5	Hours allotted	60 Hrs.
6	Marks allotted	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To acquaint students with the basic concepts in Sociology. 2. To familiarize students with the theoretical background of different concepts. 3. To equip students with basic understanding regarding structure of society. 4. To make the students aware of the application of sociological concepts in everyday life situations. 5. To create a foundation for and foster interest in further study in Sociology..
8	Learning Outcomes: Students should be able to...	<p>LO1: Understand the basic concepts in Sociology.</p> <p>LO2: Know the theoretical background of different concepts</p> <p>LO3: Understand the basic societal structure and organization.</p> <p>LO4: Apply Sociological concepts to understand various phenomena in day-to-day life.</p> <p>LO5: Feel interested and motivated to pursue further study in the field of Sociology</p>

Syllabus

Unit I. Work, Industry, and Industrialization

- Basic Concepts: Work, Work behavior, Work environment, Work ethics and Work culture.
- Sociology of work: - Origin, Nature, and Scope.
- Industry: Evolution and characteristics, Industrialization: Pre-conditions, Consequences, Impact of industrialization on women and work.

Unit II. Organization of Work

- Fordism
- Post Fordism
- Post Industrialism

Unit III. Emerging Trends in Industry

- Work and automation
- Industrial relations and Trade Unions
- Emergence of Service Industry.

Unit IV. Knowledge Industry

- Liberalization, Privatization and Globalization- Meaning, Features and Impact
- Impact of AI on employment patterns.
- Processes: Outsourcing (BPO and KPO).

Scheme of Examination and Assessment Pattern

Paper – 100 Marks

Marks :60 Time :2 Hours

Note: Attempt any Four

Q 1. Essay type question (Unit I) -15 Marks

Q 2. Essay type question (Unit II) -15 Marks

Q 3. Essay type question (Unit III) -15 Marks

Q 4. Essay type question (Unit IV) -15 Marks

Q 5. Essay type (Any Unit) -15 Marks

Q 6. Short Notes (Any Two)

Continuous Evaluation through:

Quizzes/ Class Tests: **10 marks**

Assignment :**10 marks**

Project Presentation: **10 marks**

Field visit/Participation in *Department*

Activities:10 marks

Total :40 marks

	(All Units) 15 Marks	<p>As far as and wherever possible with application of AI tools</p> <p>Google Forms, Google Sheets ChatGPT, Perplexity AI, Google Forms Canva AI, Gamma</p>	
11	<p>REFERENCES :</p> <ol style="list-style-type: none"> 1. Agarwal, Nandini, 2012. Sociology of Work. Third Year BA: Sheth Publishers 2. AIMA and PWC Report, 2018. How Artificial Intelligence is Shaping Jobs in India? 3. Bhowmik, Sharit K. (2012). Industry, Labour and Society, New Delhi. Orient Black 4. Braverman, Harry, 1998. Labour and Monopoly Capital: The Degradation of Work in 5. Century. http://digamo.free.fr/braverman.pdf 6. Dutt and Sundaram, 2007. “Indian Economy”: S. Chand Publications 7. Edgell. S. 2006. The Sociology of work. Sage Publications, United Kingdom 8. Giddens. A. 2009. Sociology, 6th Edition, Polity Press 9. Grint, Keith (2000). Work and society, Reader: Wiley Publications, US 10. Hopkins, John, Women, writing and the industrial revolution 11. JSTOR. Women and industrialization in Asia by V Lovel 1996 http://www.jstor.org/sta 12. JSTOR. Women, Children and Industrialization in the early Republic: Evidence from th manufacturing census. Claudia. Goldin and Kenneth, Sokoloff 13. Krishan, Kumar, 2005. From post-industrial to post modern society: Blackwell publishi 14. Lakha, Salim, 1988. Organised Labor and Militant Unionism: The Bombay Textile Wor 15. Strike of 1982, Bulletin of Concerned Asian Scholars 16. Macionis, P, Plummer, K. 2008. Sociology a global introduction-4th edition: Pearson Ltd. 17. revolution, Ivy pinchveck. Paperback. Also available in Kindle 18. Zuboff, Shoshana, 1981. Psychological and Organizational Implication of Computer-Mediated 19. Work, CISR No 71, Sloan WP No. 1224-81 		

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

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

Title: SOCIOLOGY OF HUMAN RESOURCE DEVELOPMENT

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

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

Title: SOCIOLOGY OF HUMAN RESOURCE DEVELOPMENT

Sr. No.	Heading	Particulars
1	Description of the Course:	This paper provides an interdisciplinary approach to understanding human resource development by combining sociological insights with organizational practices. It covers the evolution, goals, and strategies of HRD, with emphasis on recruitment, selection, performance appraisal, and talent management. Topics such as corporate social responsibility, ergonomics, and total quality management are discussed to show how human behaviour interacts with workplace structures. Learners are encouraged to view HRD not just as a managerial function, but as a means of fostering social development, ethical leadership, and meaningful work cultures in both public and private sectors.
2	Vertical	-----
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	4 Credits
5	Hours allotted	60 hrs
6	Marks allotted	100 Marks
7	Course Objectives: <ol style="list-style-type: none"> 1. To understand the nature and evolution of HRD. 2. To explore recruitment, selection, and performance appraisal processes. 3. To introduce students to corporate skills like networking and communication. 4. To examine organizational responsibility and ergonomic principles. 5. To develop practical knowledge of HR practices and quality management. 	
8	Learning Outcomes: Student will be able to <p>LO1: Explain HRD concepts and their application in real-world settings.</p> <p>LO2: Identify and evaluate recruitment and selection procedures. LO3: Develop interpersonal and managerial skills like networking. LO4: Assess the role of CSR and quality management in HR.</p> <p>LO5: Apply HR concepts to design strategies for social development.</p>	

Syllabus

Unit Overview of Human Resource Development

- Evolution of HR
- Essentials of HRD (Nature, Scope, functions, and goals)
- Roles, goals, and effectiveness of HR manager

Unit II. Recruitment, Selection and Performance Appraisal

- Recruitment: Relevance, Factors, Process and Programmes
- Selection: Selection Procedure, Barriers to effective selection
- Performance Appraisal: Purpose, Methods, Process & Design

Unit III. Management Services and Operations

- Communication skills and networking
- Project and Talent Management: Need, Importance and Benefits
- Image Building: Features, Need and Benefits

Unit IV. Human resource behaviour and organizations

- Ergonomics and human factors at work
- Corporate Social Responsibility
- Total Quality Management

QUESTION PAPER PATTERN

(External and Internal)

A-External /Semester End Examination

Marks :60 Time :2 Hours

Note: Attempt any Four

Q 1. Essay type question (Unit I) -15 Marks

Q 2. Essay type question (Unit II) -15 Marks

Q 3. Essay type question (Unit III) -15 Marks Q

4. Essay type question (Unit IV) -15 Marks Q 5.

Essay type (Any Unit) -15 Marks

Q 6. Short Notes (Any Two) (All Units) -15

Marks

a)

b)

c)

d)

B-Continuous Internal Evaluation**Marks :40**

Sr. No.	Particular As far as and wherever possible with application of AI tools	Marks
1	Assignment / Review of Cases	10
2	Industrial visit Report	10
3	Participation in Departmental Activities	10
4	Classroom participation and Attendance	10
Total		40

[Google Forms](#),
[Google Sheets](#)
[ChatGPT](#),
[Perplexity AI](#),
[Google Forms](#)
[Canva AI](#), [Gamma](#)

Reference Books:

1. Armstrong, M. (2020). Armstrong's Handbook of Human Resource Management Practice. Kogan Page.
2. Cvenkel, N. (2020). Employees' Experiences of Workplace Violence: Raising Awareness of Workplace Stress, Well-being, Leadership, and Corporate Social Responsibility. In *CSR in an age of Isolationism* . Emerald Publishing Limited.
3. Cvenkel, N. (2020). *Well-being in the workplace: governance and sustainability insights to promote workplace health*. Springer Nature.
4. Grant, A. M., & Parker, S. K. (2014). *Redesigning Work: A New Era of Well-being and Engagement*. Palgrave Macmillan.
5. Scott S, George B, Veena V.2010.Human Resources Management, Cengage Learning India Pvt Ltd
6. Emerging technologies and the future of work in India, International Labor Organization, Tandem Research, June 2018.
7. Future of work in India, World Economic Forum, 6th October, 2018.

Journal:

- Al Hazi, M. (2021). Development of framework for talent management in the global context. *Open Journal of Business and Management*, 9(4).
- Asakdiyah, S., & Hapsari, A. A. (2023). The Impact of Engagement-Based Leadership, HR Technology Adaptation, and Skill Development on Work Efficiency: Mediating Through Employee Well-being. *Ambidextrous: Journal of Innovation, Efficiency and Technology in Organization*, 1(01).
- Choudhury, P. R., Foroughi, C. and Larson, B. (2021). *Work-from-anywhere: The productivity effects of geographic flexibility*, Strategic Management Journal, Volume4 2, Issue 4
- Ehnert, I., Parsa, S., Roper, I., Wagner, M., & Muller-Camen, M. (2016). Reporting on sustainability and HRM: a comparative study of sustainability reporting practices by the world's largest companies. *The International Journal of Human Resource Management*, 27(1).

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

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

Semester- VI

Title: Culture, Media and Society

Vertical - 1 Major Course- Credits-4

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

Title: Culture, Media and Society

Sr. No.	Heading	Particulars
1	Description of the Course:	This paper critically examines gender as a central category in sociological analysis, tracing its evolution from binary definitions to a more nuanced and intersectional understanding. It introduces students to foundational feminist theories—liberal, radical, and socialist—and expands into contemporary perspectives like Dalit feminism, queer theory, and black feminism. By engaging with both global and Indian contexts, students are encouraged to reflect on gender roles in institutions such as family, marriage, and kinship, while also analyzing legal and social reforms that have shaped the status of women in India. The paper nurtures inclusive thinking and builds awareness about gender justice and equality.
2	Vertical	1(Major)
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	4 Credits
5	Hours allotted	60 hrs.
6	Marks allotted	100 Marks
7	Course Objectives:	<ul style="list-style-type: none"> • To introduce major theoretical perspectives in media and cultural studies. • To examine different forms of mass media and their social functions. • To analyze the relationship between media and democracy and social institutions. • To understand the role of advertisement in shaping consumer culture. <p>To examine media ownership, regulation, and political influence.</p>

8

Course Outcomes:

After completing the course, students will be able to:

- Explain key theoretical perspectives in media and cultural studies.
- Analyze different forms of mass media such as print, film, and advertisement.
- Evaluate the role of media in democracy and representation.
- Assess the impact of media on socialization and marginalized communities.

Critically examine issues of media control, ownership, and digital activism.

Syllabus

Unit I. Theoretical Perspectives in Media and Culture

- A. Social Construction Theory (Berger & Lackmann)
- B. Culture Industry Theory (Frankfurt School – Adorno & Horkheimer)
- Public Sphere Theory (Habermas)

Unit II. Mass Media

- A. Print Media
- B. Films
- C. Advertisement

Unit III. Media and Society

- A. Media and Democracy
- B. Media and Marginalized Groups (Caste, Class, Gender)
- C. Media and Socialization

Unit IV. Media, Power and Control

- A. Media and Politics
- B. Ownership, Regulation and Censorship
- C. Alternative Media: Blog Writing, Social Media Activism and Digital Participation

I

10 Text Books:

1. McQuail, D. (2010). *Mass communication theory* (6th ed.). Sage Publications.
2. Baran, S. J., & Davis, D. K. (2015). *Mass communication theory: Foundations, ferment, and future* (7th ed.). Cengage Learning.
3. Ahuja, B. N. (2011). *Mass communication and media today* (3rd ed.). Surjeet Publications.

	<p>4. Storey, J. (2018). <i>Cultural theory and popular culture: An introduction</i> (8th ed.). Pearson Education.</p> <p>5. Uma Joshi (2002): <i>The text book of Mass Communication and media</i>. Amol Publications.</p>
<p>11</p>	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Berger, P. L., & Luckmann, T. (1966). <i>The social construction of reality: A treatise in the sociology of knowledge</i>. Penguin Books. 2. Castells, M. (2010). <i>The rise of the network society</i> (2nd ed.). Wiley-Blackwell. 3. Adorno, T. W., & Horkheimer, M. (2002). <i>Dialectic of enlightenment: Philosophical fragments</i>. Stanford University Press. 4. Fiske, J. (2011). <i>Understanding popular culture</i> (2nd ed.). Routledge. 5. Habermas, J. (1989). <i>The structural transformation of the public sphere: An inquiry into a category of bourgeois society</i> (T. Burger, Trans.). Polity Press. <p>Van Zoonen, L. (1994). <i>Feminist media studies</i>. Sage Publications.</p>
<p>12</p>	<p>Internal Continuous Assessment: 40%</p> <p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
<p>13</p>	<p>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)</p>

QUESTION PAPER PATTERN
(External and Internal)
A- External / Semester End Examination

Time: 2 hours

Marks: 60

Note: Attempt any Four.

- | | |
|--|----------|
| Q1. Essay Type Questions (Unit I). | Marks 15 |
| Q2. Essay Type Questions (Unit II). | Marks 15 |
| Q3. Essay Type Questions (Unit III). | Marks 15 |
| Q4. Essay Type Questions (Unit IV). | Marks 15 |
| Q5. Essay Type Questions (Any Unit). | Marks 15 |
| Q6. Short Notes (Attempt Any Two) (Based on all Units). | Marks 15 |
| a) | |
| b) | |
| c) | |
| d) | |

B- Continuous Internal Examination

Sr. No	Particulars	Marks
1	Written Assignments and Presentation	10
2	Book Review/ Quiz/ Field Visit	10
3	Participation in Department Activity	10
4	Classroom Participation and Attendance	10
	TOTAL	40

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

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

Semester- VI

**Title: Gender and Society: Emerging Issues and Contemporary
Debates**

Vertical – 1 Major

Credits- 2

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

Title: Gender and Society: Emerging Issues and Contemporary Debates

Sr. No.	Heading	Particulars
1	Description of the Course:	Gender-based violence, legal discrimination, and workplace inequality remain pressing realities in contemporary India. This course builds on foundational gender studies to examine emerging and contested issues at the intersection of gender, law, and society. Students will critically analyze the structures and sites of violence against women, engage with feminist critiques of personal and protective legislation. With a focus on the Indian feminist landscape, this course equips Third Year students to connect sociological theory with lived social realities and ongoing policy debates.
2	Vertical	1(Major)
3	Type Teaching Methods	Theory + Practicum Lecture/ Discussion/Presentation/ Case Study
4	Credit	2 Credits
5	Hours allotted	30 hrs
6	Marks allotted	50 Marks
7	Course Objectives:	<p>1. To identify and analyze the diverse sites and forms of violence against women, including domestic, caste-based, and digital violence.</p> <p>To critically examine protective legislation from a feminist perspective, assessing their limitations and transformative potential.</p>
8	Course Outcomes: Upon successful completion, students will be able to:	<p>1. Identify and critically analyze the structural causes and social manifestations of violence against women across physical and virtual spaces.</p> <p>2. Evaluate feminist legislation such as PWDVA 2005,</p> <p>3. POSH Act, 2013 and the Transgender Persons (Protection of Rights) Act, 2019.</p>

9	<p style="text-align: center;">Syllabus</p> <p>Unit-1. Gender based Violence</p> <ol style="list-style-type: none"> 1. Violence against Women and Transgender person 2. Caste-Based Violence 3. Violence in Virtual Spaces <p>Unit-2 Legislations — A Feminist Critique</p> <ol style="list-style-type: none"> 1. Protection of Women from Domestic Violence Act (PWDVA), 2005 2. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) (POSH) Act, 2013 3. The Transgender Persons (Protection of Rights) Act, 2019 	
10	<p>Text Books / References:</p> <ol style="list-style-type: none"> 1. Menon, Nivedita. 2013. Seeing Like a Feminist. Zubaan: New Delhi. 2. Menon, Nivedita. 2004. Recovering Subversion: Feminist Politics Beyond the Law. Permanent Black: New Delhi. 3. Omvedt, G. 1990. Violence Against Women: New Movements and New Theories in India. Kali for Women: New Delhi. 4. Kannabiran, K. (Ed.). The Violence of Normal Times: Essays on Women's Lived Realities. Kali for Women: New Delhi. 5. Patel, V. 2002. Women's Challenges of the New Millennium. Gyan Publishing House: New Delhi. 6. CREA. 2006. Sexual Rights and Social Movements. CREA: New Delhi. 7. https://ruralindiaonline.org/en/library/resource/the-transgender-persons-protection-of-rights-act-2019 8. https://prsindia.org/billtrack/the-transgender-persons-protection-of-rights-bill-2019 	
11	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination: 60% Individual Passing in Internal and External Examination</p>

12	Continuous Evaluation through:	Quizzes, Class Tests, Presentations, Projects, Role Play, Creative Writing, Assignments etc. (at least 3)												
	<p> External, Semester End Examination: 60% Time: 01-hour Marks: 30 </p> <p> Attempt any two questions from three (15 marks each). Qs 1-2 from Units 1 and 2 respectively. Qs 3 Short notes (any 2 out of 4) (7.5 marks each). From both Units </p> <p> Internal Continuous Assessment: 40% </p>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Sr. No</th> <th style="width: 70%;">Particulars</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Written Assignments</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Classroom Participation and Attendance</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>			Sr. No	Particulars	Marks	1	Written Assignments	10	2	Classroom Participation and Attendance	10	TOTAL		20
Sr. No	Particulars	Marks												
1	Written Assignments	10												
2	Classroom Participation and Attendance	10												
TOTAL		20												

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

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

Semester- VI

Title Social Movements

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

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

Title: Social Movements

Sr. No.	Heading	Particulars
1	Description the Course:	Social movements play a crucial role in shaping societies and promoting social change, how collective action challenges inequality and transforms institutions. The subject is relevant, practical, intellectually stimulating, and increasingly important in today's socially dynamic world. Historically, movements such as the Civil Rights Movement, the Indian Independence Movement, and contemporary movements like Black Lives Matter have significantly shaped societies.
2	Vertical	1 (Elective)
3	Type Teaching Methods	Theory Lecture/ Discussion/Presentation/ Case Study
4	Credit	4 Credits
5	Hours allotted	60 hrs
6	Marks allotted	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To develop an understanding of Social Movement in terms of various concepts and theories of Social Movement 2. To trace the shift in the Social Movements 3. To explain the emergence of new people's movement in the Neo liberal era.
8	Course Outcomes:	<ol style="list-style-type: none"> 1. Learn about important historical and contemporary social movements 2. Understand the diverse motivations and goals that activists bring to movements 3. Examine social movements and how they impact change in societies, both locally and globally.

9

Syllabus

Unit I. Introduction to social movement

1. Concept, Definition and Characteristics of Social Movement
2. Types of Social Movements
3. Forms of collective action

Unit II. Approaches to study of Social Movement

1. Structural functional and Conflict
2. Relative Deprivation and Resource Mobilization
3. Subaltern studies And New Social Movement

Unit III. Social Movement in the post-independence era

1. Labour movement
2. Dalit panther movement
3. Peasant and agrarian movement

Unit IV. New Social Movement in India

1. Environmental movement
2. Civil rights/Democratic rights movement
3. Struggles of PAPs (Project Affected Persons)

10

Scheme of Examination and Assessment Pattern

Internal Continuous Assessment: 40%

External, Semester End Examination 60% Individual Passing in Internal and External Examination

Continuous Evaluation through:

Project/Assignment: **10 marks**

Presentation: **10 marks**

Quiz / Class Test: **10 marks**

Role Play/Creative activity: **10 marks**

Total :40 marks

QUESTION PAPER PATTERN

External/ Semester End Examination (Marks: 60) (Duration:

2 Hours) Note: Attempt any 4 out of 6 questions

- Q.1 Essay Type Question (Module 1): 15 marks
- Q.2 Essay Type Question (Module 2): 15 marks
- Q.3 Essay Type Question (Module 3): 15 marks
- Q.4 Essay Type Question (Module 4): 15 marks
- Q.5 Essay Type Question (Any Module): 15 marks
- Q.6 Short Notes (**Any 2** out of 4) (All Units): 15 marks
 - a)
 - b)
 - c)

Question No	Nature of Questions	Marks
Q1	Theory	20
Q2	Theory	20
Q3	Theory	20
	TOTAL	60

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

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

Semester- VI

Title: On Job Training (OJT)

**Vertical - 6
Course- 4 Credits**

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

Title: OnJobTraining(OJT)

Sr. No.	Heading	Particulars
1	Description of the Course:	The On-the-Job Training (OJT) in Sociology course provides students with practical exposure to professional work environments where sociological knowledge is applied. Students are placed in government departments, NGOs, educational institutions, healthcare organizations, industries, social welfare agencies, community development organizations, CSR units, research institutions, and local self-government bodies. The course enables students to integrate classroom learning with workplace experience, develop professional competencies, and understand organizational functioning while contributing to community welfare and social development.
2	Vertical	Six
3	Type	Experiential learning component of the undergraduate program
4	Credit	4 Credits
5	Hours allotted	60 hrs
6	Marks allotted	100 Marks
7	<p>Course Objectives: After completing this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply sociological knowledge and research methods in professional work settings. 2. Understand the structure, functions, and working culture of organizations. 3. Develop professional ethics, communication, leadership, and teamwork skills. 4. Gain practical experience in community development and social welfare programmes. 5. Enhance analytical and problem-solving abilities through workplace learning. 6. Develop competencies in field documentation, report writing, and data management. 7. Use digital technologies and AI tools for documentation, analysis, and presentation. 8. Improve employability and career readiness in sociology-related professions. 	

<p>8</p>	<p>Course Outcomes (COs)</p> <p>Upon successful completion of the course, students will be able to:</p> <p>CO1: Demonstrate the application of sociological concepts in workplace settings. CO2: Perform assigned professional responsibilities effectively in organizations. CO3: Collect, analyze, and interpret field data using appropriate sociological methods. CO4: Demonstrate ethical behavior, teamwork, communication, and leadership skills. CO5: Prepare professional reports, maintain work diaries, and present workplace experiences. CO6: Utilize digital and AI tools for workplace documentation, data analysis, and reporting.</p>
<p>9</p>	<p style="text-align: center;">Syllabus</p> <p style="text-align: center;">Title: OnJob Training in Sociology</p> <p>Suggested Training Organizations:</p> <p>Students may undergo training in:</p> <ul style="list-style-type: none"> • Non-Governmental Organizations (NGOs) • Gram Panchayats and Municipal Corporations • District Social Welfare Offices • Women and Child Development Department • Health Centres and Public Health Departments • Schools and Colleges • CSR (Corporate Social Responsibility) Units • Community Development Projects • Rural Development Agencies • Research Organizations • Old Age Homes • Orphanages and Child Care Institutions • Skill Development Centres • Tribal Development Departments • Labour Welfare Offices • Environmental Organizations

Suggested OJT Timeline – Semester VI

Sr. No	Phase	Activity
1	Pre-OJT (Semester V End / Summer Break)	OJT orientation by HOD; identification and approval of host organisation; submission of Student Undertaking; issuance of Outreach/Relieving Letter by college
2	During OJT (Semester Break or post-college hours)	Completion of 120 hours at host organisation; maintenance of logbook/attendance; regular interaction with Faculty Mentor; submission of progress reports
3	Post-OJT (Early Semester VI)	Submission of OJT Report (minimum 1500 words); submission of all documentation; presentation/viva-voce before internal examiner; marks uploaded to university portal

Suggested OJT Project Topics

Social Welfare

1. Implementation of Government Welfare Schemes
2. Functioning of Integrated Child Development Services (ICDS)
3. Women Empowerment Programmes
4. Senior Citizen Welfare Services
5. Child Protection Services

Community Development

6. Rural Development Programmes
7. Village Development Planning
8. Community Health Awareness Campaigns
9. Swachh Bharat Mission Activities
10. Water Conservation Initiatives

Education

11. School Social Work
12. Inclusive Education Programmes
13. Digital Literacy Campaigns
14. Career Guidance for School Students
15. Adult Education Programmes

Health

- 16. Public Health Awareness
- 17. Nutrition and Health Programmes
- 18. Mental Health Awareness
- 19. HIV/AIDS Awareness
- 20. Substance Abuse Prevention

Component		Marks
Internal Assessment (Report + Presentation/Viva) – by Internal Examiner		60
External Evaluation – by Industry/Organization Supervisor		40
TOTAL		100
Internal Evaluation Criteria (60 Marks)		
Sr.	Parameter	Marks
1	Quality of presentation and communication skills	10
2	Practical understanding and application of Political Science knowledge	20
3	Relevance and diversity of learning experience	20
4	OJT Report (structure, content, analysis, minimum 1500 words)	10
TOTAL		60
External Evaluation Criteria (40 Marks – by Supervisor)		
Sr.	Parameter	Marks
1	Completion of minimum 120 hours	15
2	Performance during OJT (quality of work, initiative, responsiveness)	15
3	Punctuality, regularity, and professional conduct	10
TOTAL		40

General Guidelines for Students

- OJT is a mandatory credit course and non-completion will affect semester results.
- Only students eligible for Semester VI (Third Year UG) may undertake OJT under this scheme.
- OJT may be completed during semester breaks or after college hours/non-working days during the semester.
- Self-acquired OJTs are permissible only with prior written approval from the department.
- Students must adhere to the professional code of conduct, confidentiality requirements, and workplace norms of the host organisation at all times.
- OJT undertaken at organisations without proper departmental approval will not be considered for credit.
- All documents and the OJT Report must be submitted before the evaluation deadline announced by the department.
- Students must report any workplace issues, harassment, or concerns to the Faculty Mentor or OJT Nodal Officer immediately.
- Marks will be uploaded to the University examination portal only after completion of assessment.

Syllabus Framing Committee: Department of Sociology

Sr No	Name of the Faculty	Designation and College
1.	Dr. Pradeep Gangurde	Associate Professor & Head Department of Sociology Smt.CHM College Ulhasnagar.
2.	Dr. Tulsidas Rokade	Professor & Head Department of Sociology, Gogate Jogalekar College Ratnagiri. (V.C. Nominee)
3.	Dr. Sarjerao Borhade	Associate Professor & Head Department of Sociology Satish Pradhan Dnyan Sadhana College Thane. (Subject Expert)
4.	Ms.Pooja Duseja	Assistant Professor- Department of Sociology Smt.CHM College Ulhasnagar.
5.	Dr.Laxmi Periyar	Assistant Professor- Department of Sociology Smt.CHM College Ulhasnagar.
6.	Adv. Rupali Kadalak	Advocate Bombay High Court
7.	Mr.Yogesh Singh	CO-Rudra Foundation Kalyan

Name & Signature of the BoS Chairperson: Dr. Pradeep Gangurde

Name & Signature of the Dean: Dr. Prashant Kelkar