



SNDT Women's University, Mumbai

**Integrated Teacher Education
Programme
(ITEP)**

Faculty – Interdisciplinary Studies (Education) Program

ITEP- B.A.B.Ed.

with Secondary Stage Specialization

(Four Years, Semester Program w.e.f. Academic year 2023-24)

SNDT Women's University

ITEP B.A. B.Ed. with Secondary Stage Specialization Curriculum Structure

Introduction-

The 4-year integrated B.Ed. is a dual-major holistic bachelor's degree in Education as well as a specialized subject such as language, history, geography and economics. Beyond the teaching of cutting-edge pedagogy, this teacher education program is grounded in Indian values, languages, knowledge, ethos and tribal tradition, psychology of adolescents, knowledge of India, its art and more.

Programme Education Objectives (PEOs)

On successful completion of the Four-year B.A.B.Ed. Program, pupil teachers will be able to:

- PEO1 Understand comprehensive knowledge of the aims of education, curricular goals, competencies and learning outcomes defined for secondary stage.
- PEO2 Apply procedural knowledge to adopt effective pedagogical approaches to curriculum transaction that would facilitate the achievement by children of the expected learning outcomes and competencies on completion of secondary stage.
- PEO3 Analyse the structure of knowledge as reflected in disciplinary streams and subjects.
- PEO4 Develop an understanding of the concept of assessment and its practices.

Programme Outcomes (POs)

The student teachers will, after completion of 4 years of B.A.B.Ed. Program

- PO1 Teaching competency: Designing and delivering developmentary appropriate learning experiences required to promote age-appropriate physical development, socio-emotional ethical development, cognitive development, aesthetic and cultural development of children enrolled in secondary stage.
- PO2 Assessment competency: Select and apply assessment methods, tools and processes that are appropriate for children studying in secondary stage, and recording, documentation and reporting of student progress towards the expected learning outcomes.
- PO3 Inclusive Learning Environment: Responding to the learning needs of students with disability or other learning disabilities, students with individual learning needs, including through identification of disability or development delay of children in secondary stage, and delivering learning experiences in an inclusive and caring environment

- PO4 Classroom Management: Managing classrooms activities and field-based learning, and student behaviour, and engaging with parents and other caregivers of children in secondary stage as well as with community members and leaders for mobilising support for ensuring retention and learning achievement of enrolled children.
- PO5 Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
- PO6 Professional Dispositions: Demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community.
- PO7 Integration of Technology: Apply various Information communication and technology tools for experiential learning as well as effective teaching-learning process.
- PO8 Team Work: Enable to work as a member or leader in diverse teams and in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

Programme Specific Outcomes (PSOs)

- PSO1 Enable to comprehend the development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of education system in India, teaching-learning methods, strategies, epistemological basis of education, school management, professional ethics and observation of school activities by school internship.
- PSO2 Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance programmes and administering psychological tools, ICT based Communication and teaching and lesson planning.
- PSO3 Interactive processes wherein group reflection, critical thinking, creativity and innovation will be encouraged.

Curriculum Structure

Semester 2

Semester II							
Course Code	Course	Title of the Course	Total Hours	Cr	Internal	External	Total Marks
Major in Education (Foundation of Education)							
10140112	FOE	Philosophical and Sociological Perspectives of Education	60	4	50	50	100
Major in Education (Ability Enhancement Courses)							
	AEC	Language 1 (as per the 8 th schedule of constitution of India) – Sanskrit / Mrathi/Gujarati	60	4	50	50	100
	IKS	Inception of Indian Knowledge System	30	2	20	30	50
Major in Disciplinary (Disciplinary Courses)							
10110111	DMC English / History	Disciplinary Subject 3-	60	4	50	50	100
10110811							
10110112	DMC English / History	Disciplinary Subject 4-	60	4	50	50	100
10110812							
10110113	DMC English / History	Disciplinary Subject 5	60	4	100	00	100
10110813							
			330	22	320	230	550
Total (Theory + Practical)							550

Semester II

Foundation of Education (FOE)

Philosophical and Sociological Perspectives of Education

Course Code: 10140112

Credit -4

Marks: 100

Theory: 50

Practicum: 50

Learning Hours: 60

About the Course:

This course offers an in-depth exploration of the fundamental concepts, aims, and philosophies that shape education systems. Through a comprehensive study of both Eastern and Western educational traditions, students will gain a broad understanding of how philosophical perspectives influence educational practices and objectives.

Learning Outcomes: After learning this course, learners will be able to -

- articulate various definitions and conceptualizations of education from both Eastern and Western perspectives, and from ancient to modern times.
- analyse how philosophical views shape the aims, objectives, and practices of education.
- discuss the role of philosophy in determining educational goals and methodologies.
- compare the educational philosophies of prominent Indian thinkers
- evaluate the contributions of Western educational thinkers
- describe the Vedic-Upanishadic Gurukul system, including its aims, curriculum, and teaching methodologies, and analyze the educational significance of Buddhist and Jain traditions.
- discuss the principles of Idealism, Naturalism, Pragmatism, and Realism in the context of education.
- explain how education contributes to the socialization of children and the inculcation of democratic values, while discussing the relationship between education, freedom, and discipline.

- analyse the concepts of national integration and international understanding, and evaluate the role of education in promoting multiculturalism and global awareness.
- identify current social issues in Indian society such as illiteracy, population growth, superstition, communal disharmony, and gender disparity,
- propose educational strategies to address these issues.
- understand the teacher's role in fostering social change and educating children for civic responsibility
- develop awareness and advocacy for environmental protection, sustainable development, and life skills education,
- encourage the adoption of social manners and civic responsibilities among students.

Module 1: Understanding System of Education with Philosophical Perspectives

Content:

1. Concept of Education
2. Various definitions of Education-Eastern, Western, Ancient and Modern
3. Aims and objectives of Education - Individual and Social aims.
4. Role of Philosophy in determining aims and objectives of Education.
5. Interrelation between Education and Philosophical views
6. Vision of Education: Indian Thinkers-An overview of salient features of the 'philosophy and practice' of education Advocated by the following thinkers:
 - Swami Vivekanand
 - Rabindranath Tagore: Liberationist pedagogy
 - M.K.Gandhi: Basic education or education for self-sufficiency
 - Aurobindo Ghosh: Integral education
 - J.Krishnamurthi: Education for individual and social transformation.

Module 2 : Philosophical Schools and Education

Content

1. Ancient Indian Education System- Vedic-Upnishdik Gurukul System

2. Aims of Education, curriculum, teaching methodology, teacher-pupil relationship, Educational significance of following Schools
 - a) Buddhism
 - b) Jainism
3. Western Schools of Education
 - a) Idealism
 - b) Naturalism
 - c) Pragmatism
 - d) Realism
4. Western Thinkers
 - a) Jacques Rousseau
 - b) Maria Montessorie
 - c) Friedrich Frobel
 - d) John Dewey

Module 3 : Understanding System of Education with Social

Perspectives Content :

1. Role of education in socialization of child
2. Meaning and significance of democracy
 - 2.1 Democratic values- Equality, Brotherhood, Common welfare, Justice
 - 2.2 Democracy and education
3. Concept of Freedom and Discipline
4. Concepts of National Integration and Barriers to National Integration
5. Concept of International Understanding and Education as an effective agency of International Understanding
6. Educations and Multiculturalism

Module 4 : Implementing System of Education to reform

Society Content :

1. Current issues and problems in Indian Society – Illiteracy, Population, Superstition, Communal disharmony, Injustice and violence to women, Gender disparity, Dowry system, Female feticide
2. Teacher as an agent of social change.

3. Educating children for civic responsibility
4. Inculcation of social values: Communal harmony, Religious tolerance, Linguistic tolerance, Cultural tolerance, Co-operation, Mutual understanding.
5. Inculcating awareness of Social manners, Environment protection, Sustainable development, Water literacy, Life skills

Assignments (50 marks)

1. Writing an essay on educational thoughts and work of any educational thinker in India (Apart from those mentioned in syllabus) or abroad and relevance of the thoughts in today's Indian education (Marks 13)
2. Prepare a comparative chart of Idealism, Naturalism, Pragmatism, Realism with respect to aims and objective, curriculum, teaching methodology, teacher-pupil relationship and Educational significance (12)
3. As a group activity prepare and perform a Street Play on National Integration or International Understanding. (13)
4. Collect information with the help of a questionnaire, from at least 10 persons and prepare a report on any one of the following problems in Indian Society and suggest remedies: Illiteracy, Population explosion, Superstition, Communal disharmony, Injustice and violence to women, Gender inequality, Dowry system, Female foeticide (Marks 12)

References

- Agarwal Amit, Agarwal Babita;(2010), Education and Society: ABD Publishers Jaipur.
- Agarwal J. C. ;(2012), Philosophical and Sociological Perspective of Education, Shipra Publication New Delhi.
- Agarwal J.C. 'Teacher and Education in a Developing Society'
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- International Commission on Education for the 21st century
- Mathur , Kohli, :(2010) School Administration and Organisation,
- National Curriculum Framework—2005 N.C.E.R.T. New Delhi
- Singh M.M. (Ed.) (1975) _The Constitution of India
- कुंडले, म. बा., डॉ. तापकीर, दत्तात्रेय, डॉ. निममला तापकीर, निक्षणाचे तात्विक व समाजास्त्रीय अणिष्ठा, नित्यूति प्रकाशि, पणे

Semester II

Ability Enhancement Course (AEC)

Nitishatkam I & II

Course Code:

Credit -4

Marks: 100

Theory: 50

Practicum: 50

Learning Hours: 60

Course Title	Neetishatakam (नीतिशिकम्) Part -A
Course Credits	2
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none">• define concept of Neetivichara and Neetivyavhaar.• interpret Neetikathayen and NeetiShlokas.• illustrate use of Neeti in daily routine life.• recommended moral responsibilities for society and civilization
Module 1 (Credit 1) Introduction of Neeti Literature	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none">• identify origin and development of Neeti literature.• compare contribution of Bhartrihari in Indian literature.
Content Outline	<ul style="list-style-type: none">• Origin and development of Neetikatha• Importance of Neeti Literature• Introduction of Bhartrihari
Module 2 (Credit 1) Neetishatakam- Text	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none">• describe the objectives behind that Neeti literature.• illustrate various types of Nature of human beings.• design their life according to the Indian moral values.
Content Outline	<ul style="list-style-type: none">• Shlok No. 1-60 (explanation, references, examples, implication and implementation)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Assignment - 20 Marks
2. Presentation - 10 Marks
3. Poetry Recitation- 10 Marks
4. Class Test on Multiple Choice Questions- 10 Marks

Internal Assessment Total: 50 Marks

Course Title	Neetishatakam (नीतिशिकम्) Part - B
Course Credits	2
Course Outcomes	After going through the course, learners will be able to <ul style="list-style-type: none"> • define characteristics of great Indian Muktaakavya Paramparaa & Neetikavya Parampara • discuss real implications of Neetishastra • analyze various genres of Neetishatakam • formulate moral responsibilities for society and civilization.
Module 1 (Credit 1) Introduction of Neeti Literature	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • describe origin and development of Muktaakavya Paramparaa & Neetikavya Parampara • appraise different genres of Neetishatakam.
Content Outline	<ul style="list-style-type: none"> • Mukta Kavya Prampara & Neetikavya Parampara • Evaluation of Neetishatakam • Various genres of Neetishatakam
Module 2 (Credit 1) Neetishatakam- Text	
Learning Outcomes	After learning the module, learners will be able to <ul style="list-style-type: none"> • classify use and importance of 'Karma'. • verify various aspects and their implementation of Neetishastrakarar in as well as their and others 'life'. • design their future according to the teachings of Neetishastra.
Content Outline	<ul style="list-style-type: none"> • Shlok No. 61-111(explanation, references, examples, implication and implementation)

External Assessment Total: 50 Marks

Bibliography -

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डडडड ड डडडड डड 'नडडडडडडडड', डडडडड डड डडड डड 2018.

Semester II

Indian Knowledge System (IKS)

Inception of Indian Knowledge System

Course Code:

Credit -4

Marks: 50

Theory: 30

Practicum: 20

Learning Hours: 30

Course Title	Inception of Indian Knowledge System	Hours 30
Module 1 (Credit 1): Antiquary and development of Indian knowledge system		
Learning Outcomes	After learning the module, learners will be able to: <ol style="list-style-type: none">1. Recognize the sources and concept of Indian knowledge system.2. Describe about scientific approaches and techniques, used in Indus Valley Civilization, Vedic Civilization and others.3. Illustrate the origin and development of astronomy and mathematics.4. Analyze & compare the significances and benefits of life sciences in plants, ayurveda, medicines, yoga, meditation etc.5. Justify eternal values as a essence of life sciences in ancient India.6. Develop scientific approach incorporated in Indian knowledge system.	
Content Outline	Antiquary of Indian knowledge system <ul style="list-style-type: none">• Basic knowledge and scope of IKS• Archaeological Sources of IKS- Pre historic period's evidences	8 Hours

	<ul style="list-style-type: none"> ● Indus Valley Civilization- ● Various aspects of Vedic civilization ● Dharma and darshan- Vedic Dharm and Shad Darshan (6+3) <p>Development of scientific thoughts in ancient India</p> <ul style="list-style-type: none"> ● Development of Science and Technology in ancient India ● Astronomy - Aryabhatta and Varahmihir ● Mathematics- Shulvasutra and Baksali manuscript, Formulation of Arithmetic, Algebra and trigonometry ● Life Sciences – Life science in Plants, Anatomy, Physiology, Ayurveda, Medicine, Microbiology, Surgery, Yoga and Meditation etc. 	7 Hours
Module 2 (Credit 1): Development of Engineering Science, Technology & Fine Arts in India		
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. define system, methods and engineering science from ancient India to modern times. 2. elaborate vast contribution of ancient Indian researchers, scientists and architects to the modern world. 3. demonstrate many examples in various fields like agriculture, industry, architecture and performing arts etc. 4. differentiate various aspects of life from ancient to modern times. 5. determine the structure and composition of Indian knowledge system. 6. build a strong clairvoyance of the contributions of Indian knowledge system to mankind 	
Content Outline	<p>Development of Engineering Science & Technology in India</p> <ul style="list-style-type: none"> ● Agriculture, Metallurgy ● Various Industries- Silk Industry, cotton Industry and ship building ● Indian Fine Arts- Cave architecture 	8 Hours

	Temple architecture Vastu- Vidya Sculpture Forts and Stepwells Observatories Paintings Development of Performing arts & culture in India- <ul style="list-style-type: none"> ● Music ● Art of singing ● Art of dancing ● Natyakala ● Cultural traditions ● Folk arts 	7 Hours
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Suggested Pedagogy for Teachers:

1. Project based activities and learning.
2. Presentation and case studies.
3. Film screening and book reviews.
4. Visit to historical places, archives centre, research centre or library nearby.

Assessment Criteria:

10m = Assignment/ Presentation (related to syllabus) 10m =

MCQ Exam

30m = Theory exam

Bibliography:

1. Chakradeo, Ujwala, *Temples of Bharat*, Aayu Publications, New Delhi, 2024.
2. D.N. Bose, S.N. Sen and B. V. Subbarayappa, *A Concise History of Science in India*, Indian National Science Academy, New Delhi, 2009.
3. Datta B. and A. N. Singh, *History of Hindu Mathematics: Parts I and II*, Asia Publishing House, Bombay, 1962.
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7. Mahadevan, B., Bhat, V.R., Pavana, N. (2022), *Knowledge: Framework and Classification*, in *Introduction to Indian Knowledge System*, Pub. PHI Learning, New Delhi.

8. Mahadevan, B., Vinayak Rajat Bhat, and R.N. Nagendra Pavana, Introduction to Indian Knowledge System: Concepts and Applications, PHI Learning Private Limited, New Delhi, 2022.
9. Mahadevan, B., Bhat, V.R., Pavana, N. (2022), Astronomy, in Introduction to Indian Knowledge System, Pub. PHI Learning, New Delhi.
10. Mukharji, Anisha Shekhar. Jantar Mantar, Maharaja Jaysingh's Observatory in Delhi, Atlantic Publication, Delhi, 2010.
11. M. Hiriyanna, M., *Outlines of Indian Philosophy*, Motilal Banarsidass, New Delhi, 1994.
12. Pandey, Om Prakash, Sanskrit Vichar ki Aviram Bhartiya Yatra, Uttar Pradesh Hindi Sansthan, Lucknow, 2019
13. Pandey, Om Prakash, Vedic Vangamay ka Parisheelan, Uttar Pradesh Hindi Sansthan, Lucknow, 2020.
14. Pandey, K.K., Kriya Sarira Comprehensive Human Physiology, Chaukhambha Sanskrit series, Varanasi, 2018.
15. Pandey, K.K., Prakrutik Aahar Dwara Nisargopachar Nature Care Through Natural Foods, Chaukhambha Orientalia, Varanasi, 2008.
16. Pandey, K.K., Bharatiya Kundali Ganit, Chaukhambha Sanskrit series, Varanasi, 2018.
17. Pandey, K.K. Kriya Sarira Comprehensive Human Physiology, Chaukhambha Sanskrit series, Varanasi, 2018.
18. Pandey, K.K., Goliya Rekhaganitam, Chaukhambha Sanskrit series, Varanasi, 2018.
19. Shukla Vidyadhar & Tripathi Ravidatt, Aayurved ka Itihas evam Parichay, Chaukhambha Sanskrit Sansthaan, New Delhi, 2017
20. Sharma, Acharya Privrat, Charak Samhita, Vol. 1&2, Chaukhambha Sanskrit Sansthaan, Varanasi, 2017

Websites:

- <https://iksin dia.org/index.php>
Official Website of IKS- Indian Knowledge System
- <https://www.youtube.com/watch?v=uKcf-hSlcUE>
Address by Prof Kapil Kapoor | Indian Institute of Advanced Study (FDP 2021)
- https://www.youtube.com/watch?v=MDJTXNiH2_A Mukul
Kanitkar on Bharatiya Knowledge System
- <https://www.youtube.com/watch?v=uARMhv97pjk>
“भारतीय ज्ञान परंपरा और उसका वर्तमान सन्दर्भ” प्रो. रजनीश कु मार शुक्ल का विशेष
व्याख्यान महात्मा गांधी अंतरराष्ट्रीय व्हं दी विश्वविद्यालय, वर्धा Mahatma Gandhi
Antarrashtriya Hindi Vishwa Vidyalaya, Wardha
 - <https://www.youtube.com/watch?v=oTwgf56GbsA>
Scientific History Of India | Mukul Kanitkar Lecture in DTU
- <https://youtu.be/gNINmPJqXJc?si=WFBbuUT65mLZzpOW>
Ancient India's Scientific Achievements & Contribution in Mathematics, Astronomy, Science &
Medicine

**Disciplinary Subject 3
English**

Basic Concepts of Literary Studies – Part I

Course Title	Basic Concepts of Literary Studies - I
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Comprehend the basic concepts of what constitutes literature and literariness
	2. Distinguish between different forms and styles of writing
	3. Identify the forms and genres of literature especially with regards to prose writing
	4. Think and write about books using their knowledge of the features of organized writing.
Module 1 (Credit 1) Introducing Literary Studies	
Learning Outcomes	After learning the module, learners will be able to
	1. Discern the larger field of literary studies.
	2. Engage with what constitutes as literature.
Content Outline	1.What is Literature? 2.The notion of literariness and figure of the literary author. 3.Different types of literature, para-literature and other forms of creative and non-creative writing (The materials can be chosen by the teacher).
Module 2 (Credit 1) Forms of Literature	
Learning Outcomes	After learning the module, learners will be able to
	1. The importance of understanding forms in literary studies.
	2. Identify various forms of literature.
Content Outline	1.What is form? What is Content? 2.Fiction and type of Fiction: Drama, Poetry, Fantasy, Humor, Fable, Fairy Tales, Science Fiction, Realistic Fiction, Folklore, Horror, Historical Fiction, Short Stories, Legend, Mythology, Mystery and others. 3.Non-fiction and its types: Essays, Biography, Autobiography, Reports and others.

	<p>4. Graphic narratives.</p> <p>5. Learning about non-fiction: ‘A Tryst with Destiny’, Speech by Jawaharlal Nehru.</p> <p>6. ‘Toba Tek Singh,’ a short story by Sadat Hassan Manto.</p>
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EVALUATION PATTERN - INTERNAL ASSESSMENT -50 MARKS

References

1. Prasad, B. *A Background to the Study of English Literature*, 2008 (reprint). Chennai:Macmillan, India Ltd.
2. Klarer, Mario *An Introduction to Literary Studies*. 1998. London: Routledge.
3. Hopkins, Chris. *Thinking About Text- An Introduction to English Studies*. 2001. New York: Palgrave.
4. Daiches, David. *A Study of Literature for Readers and Critics* 1968. London: Andre Deutsch.
5. Stephen, Martin. *English Literature: A Student Guide*. 2000, Longman, London.

**Disciplinary Subject 3
Basic Concepts of Literary Studies- Part II**

Course Title	Basic Concepts of Literary Studies- II
Course Credits	2
Course Outcomes	<p>After going through the course, learners will be able to</p> <p>1 Enhance their ability to truly appreciate and understand literature by being able to analyze and discuss it with proper critical vocabulary.</p> <p>2. Have more concentrated ability to deepen their knowledge of techniques and forms.</p> <p>3. Demonstrate familiarity with be able to use the intellectual strategies that literary critics use to interpret and discuss literary works.</p> <p>4. Identify poetic forms and critical terms associated with the study of poetry.</p>
Module 1 (Credit 1) Genres and Fiction	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <p>1. Be familiar with various genres- popular as well as canon literary texts.</p> <p>2. Develop literary response to various literary texts.</p>

Content Outline	Adventure, Bildungsroman, Chick lit, Crime and Detective, Epistolary, Family Saga, Feminist, Gothic, Graphic, Historical, Magic Realism, Realist, Romance, Utopian, Victorian, War, Autobiographical & Biographical works.
Module 2 (Credit 1)) Language Skills in Literary Writing	
Learning Outcomes	After learning the module, learners will be able to
	1. Develop effective writing skills.
	2. Write well developed essays.
Content Outline	1.Importance of cohesion, coherence and structures in writing. 2.Voices and figures of speech. 3.Collocations and word-formations. 4.Linking words, synthesis and clauses.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) External Evaluation-50 marks

1. Long question on literary texts prescribed – 20 marks.
2. Short notes on literary texts-10 marks.

3. MCQs on basic concepts- 20 marks. References

1. Maynard, John R. "The Bildungsroman." *A Companion to the Victorian Novel* 1 (2002): 279- 301.
2. David, Deirdre, ed. *The Cambridge companion to the Victorian novel*. Cambridge University Press, 2012.
3. Lodge, David. *The art of fiction*. Random House, 2012.
4. Lentricchia, Frank, and Thomas McLaughlin, eds. *Critical terms for Literary study*. University of Chicago Press, 2010.

Disciplinary Subject 4
English
English for Empowerment

Course Title	English for Empowerment -Paper II (For Students of Non- English Medium)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Use literary texts as contexts for teaching language in use.
	2. Enable listening and using language in context.
	3. Write longer, descriptive and creative text.
	4. Develop accuracy, appropriateness and fluency in communication.

Module 1 (Credit 1) Understanding Short Stories	
Learning Outcomes	After learning the module, learners will be able to
	1. Improve Reading skills.
	2. Analyze and respond to the textual content
Content Outline	Prescribed Texts: First two short stories from <i>Yuvakatha</i> , vol 7, ed. By Keerti Ramachandra, Katha, New Delhi, 1996.

Module 2 (Credit 1) Language in Use (In Graphics and Magazines)	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand and relate to graphic content (in books/magazines)
	2. Create and make effective verbal and visual presentations
	3. Write short and long sentences using the given words.

Content Outline	<p>Prescribed text:</p> <ol style="list-style-type: none"> 1. Articles from magazines in English. 2. Cartoon books, graphic stories, animated audio-visual content
Module 3 (Credit 1) Paragraph and Letter Writing	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Write longer paragraphs on given topics.
	<ol style="list-style-type: none"> 2. Write Formal Letters of Complaints / letters to editors.
Content Outline	<p>Prescribed components:</p> <ol style="list-style-type: none"> 1. Long Paragraph Writing 2. Formal Letters of Complaints. Letters to editors.
Module 4 (Credit 1) Speaking Skills	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Develop listening skills.
	<ol style="list-style-type: none"> 3. Respond to spoken structures.
Content Outline	<p>Prescribed component:</p> <p>· <i>A Course in Listening and Speaking – II</i>, V.Sasikumar et.al, Cambridge University Press, 2014.</p>

Internal Examination - 50 marks	
Activity	Marks
1.Assignments (Conversation/Role play) based on prescribed text	20
2.Collection of samples of long paragraphs	10
3,Compilation of Sample Formal Letters	10

4.Group Discussions on given topics	10
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Semester end External Examination - 50 marks	
1.Unseen Comprehension	15
2.Short notes on Novella – (3 from 5)	15
3.Grammar and Vocabulary (Do as Directed)	10
4.Long Paragraph writing OR Formal Letter Writing	10

References:

- 1.Nagaraj, Geeta. *Write to Communicate*,Cambridge University Press/Foundation Books, 2004
- 2.Sasikumar V. et.al . *A Course in Listening & Speaking- II* Cambridge University Press, 2006.
- 3.Moula Shaikh ed. *Communication Skills : A Practical Approach*. Frank Bros. & Co. 2011
- 4.Grellet, Francoise. *Developing Reading Skills*,Cambridge University Press, 1981.

Disciplinary Subject 5
English
Academic Writing - English Language and Literature- Part I

Course Title	English Language and Literature- I For Students of Non-English medium
Course Credits	2
Course Outcomes	After completing the course, the learners will be able to:
	1.Read and understand simple literary texts.
	2.Be aware of and apply the forms of email and letter writing.
Module 1 (Credit 1) Reading and Listening Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1.Use the literary text as a context to learn language through receptive skills.
	2.Develop reading skills.
Content Outline	Short stories from Let’s Go Home and other Stories by Meenakshi Mukherjee. 1. <i>The Portrait of a Lady</i> by Khushwant Singh 2. <i>Let’s go Home</i> by Kewlian Sio Comprehension- Close Reading, Skimming, Scanning
Module 2 (Credit 1) Speaking and Writing Skills	
Learning Outcomes	After learning the module, learners will be able to:
	1.Use language in context.
	2.Learn to communicate effectively through formal, goodwill letters and emails.
Content Outline	1.Language in Use: Vocabulary Building, Verbs – Tenses, Subject-Verb Agreement 2.Formal Letters - Leave Notes, Enquiries and Complaints 3.Goodwill Letters - Thank You and Congratulatory notes The student should also be able to write emails in all the above given topics.

Pattern of evaluation

External (Summative) Assessment: 50 marks

Question 1 –Seen Passage- Comprehension and Grammar (15 marks)

Question 2 – 20 marks

A. Formal Letter and Email- 1 out of 2 (10 marks)

B. Goodwill Letter and Email- 1 out of 2 (10 marks)

Question 3- Drafting speeches- (15 marks)

References

1. *Let's Go Home and Other Stories*. Ed. by Meenakshi Mukherjee. Orient Blackswan Pvt Ltd. New Delhi (2009)
2. Gangal, J.K. *A Practical Course in Effective English-Speaking Skills*. PHI Learning Private Limited, 2012.
3. Gangal, J.K. *A Practical Course in Developing Writing Skills in English*. PHI Learning Private Limited, 2011.
4. Urmila Rai, S.M Rai (2007), *Business Communication*. Himalaya Publishing House Pvt. Ltd.
5. *Principles and Practices of Business Communication*. Aspi Doctor and Rhoda Doctor, Sheth Publishers.

Disciplinary Subject 5

English

Academic Writing - English Language and Literature- Paper II

Course Title	English Language and Literature – Paper II
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Read, understand, and respond to simple narratives.
	2. Learn to write letters and emails correctly and coherently in English.
Module 1 (Credit 1) Reading and Listening Skills	
Learning Outcomes	After learning the module, learners will be able to
	1. Learn to answer various types of questions based on texts.
	2. Develop the ability to organize, connect and condense key points of information.

Content Outline	Short stories from the book <i>Let's Go Home and other Stories</i> by Meenakshi Mukherjee. <ol style="list-style-type: none"> a. <i>The White Dove</i> by Indrayani Sowkar b. <i>The Meeting Pool</i> by Ruskin Bond Note Taking and Note Making
Module 2 (Credit 1) Speaking and Writing Skills	
Learning Outcomes	After learning the module, learners will be able to
	1. Use tense forms accurately.
	2. Strengthen the ability to write formal letters and emails
Content Outline	. Language in Use: Vocabulary Building, Verbs – Tenses, Subject- Verb Agreement, Prepositions . Formal Letters and Emails- Requests and Invitations

Pattern of evaluation external evaluation -50 marks

Question 1- Seen Passage- Comprehension and Grammar (20 marks)

Question 2 – 10 marks Formal Letter and Email- 1 out of 2 (10 marks)

Question 3- 20 marks- Short notes based on stories 2 /4 .

References

1. *Let's Go Home and Other Stories*, by Meenakshi Mukherjee. Orient Blackswan Pvt Ltd. New Delhi (2009)
2. Gangal, J.K. *A Practical Course in Effective English Speaking Skills*. PHI Learning Private Limited, 2012.
3. Gangal, J.K. *A Practical Course in Developing Writing Skills in English*. PHI Learning Private Limited, 2011.
4. Turkel, Judi Kesselman and Franklynn Peterson *Note-Taking Made Easy* . University of Wisconsin Press, 2001.

Disciplinary Subject 3
History: Popular Culture: Music, Dance, Cinema and Mass Media

Course Code: 10110811

Marks: 100

Learning Hours: 60

Theory: 50

Credit -4

Practicum: 50

About the Course:

The very idea of history has undergone tremendous changes in the few decades. The new B. A. History syllabus aims to give a comprehensive understanding of the various facets of human life including the material culture, the institutions, the cultures and the philosophy, literature and arts and many other domains.

10110813

Popular Culture: Music and Dance	
Course Outcomes	After going through the course, learners will be able to
	1. analyse concept of popular culture
	2. classify the different facets of Popular Culture
	3. critique different forms of Music and dance
Module 1 (Credit 1) Understanding Popular Culture	
Learning Outcomes	After learning the module, learners will be able to
	1. define the concept of popular culture
	2. analyse popular culture through a study of theoretical discussion on the subject.
Content Outline	<ul style="list-style-type: none"> ➤ Popular Culture: Definition and Rationale ➤ Popular Culture as Folk Culture, Mass Culture, People's culture ➤ Popular Culture and High / Classical Culture
Module 2 (Credit 1) Popular Music and dance	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss music and dance as a form of Popular Culture
	2. estimate different forms of music and dance

Content Outline	<ul style="list-style-type: none"> ➤ Light Classical Music (Bhajan, Qawwali, Ghazals, Jazz) and Folk Music ➤ Popular Music-Rap, Bollywood Music, Korean Music ➤ Folk and Popular Dance: Styles of Bollywood Dance, Western and Korean Dance (any three)
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	Popular Culture:
Course Outcomes	After going through the course, learners will be able to
	1. distinguish different forms of cinema
	2. examine Cinema as forms of Popular Culture
	3. assess the influence of mass media on popular culture
Module 3 (Credit 1) Cinema	
Learning Outcomes	After learning the module, learners will be able to
	1. analyze cinema as a form of Popular Culture
	2. assess the relevance of cinema in society
Content Outline	<ul style="list-style-type: none"> ➤ Genres of popular cinema ➤ Cinema and Nationalism ➤ Various features of popular cinema: actions, romance, item dance etc.
Module 4(Credit 1) Mass Media	
Learning Outcomes	After learning the module, learners will be able to
	1. classify the various genres of mass media and its impact on popular culture
	2. examine the influence of advertisements, OTT and mass media on popular culture.
Content Outline	<ul style="list-style-type: none"> ➤ Popular culture through Advertisements ➤ Mass media: Facebook, Twitter, Whats up, Instagram etc. ➤ OTT : Netflix, Prime Video, Soni live etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Projects on any form of Art
- 2) Attending concerts of Music, dance performance and write assignment
- 3) Presentation on various singers and instrumentalists
- 4) Watch popular movies and write an assignment on the critical analysis of it's popularity.
- 5) Critical appreciation of movies, facebook posts etc. followed by a report on the activity.
- 6) Critical analysis through a Review writing on any Web-series of your choice.
- 7) Make presentation based on autobiography or biography of an artist/director or producer.

Reading list:

1. Alam, Javed, 2004. The Vulnerable Populations and Democracy in Who Wants Democracy? Orient Longman, New Delhi.
2. Appadurai, Arjun, 1999. Public Culture in Veena Das (ed.) Oxford India Companion to Sociology and Social Anthropology, New Delhi, Oxford University Press.
3. Bose, Brinda (ed.), 2006. Introduction in Gender and Censorship, New Delhi, Women Unlimited.
4. Chaitanya Deva, 2021, An Introduction To Indian Music, Ministry of Information and Broadcasting, Government of India.
5. Malcolm Croft, 2019. BTS: The Ultimate Fan Book: Experience the K-Pop Phenomenon!, Carlton Books

6. Natalie Sarrazine, 2020. *Popular Music in Contemporary India*, New York, Routledge.
7. Rege, Sharmila. 2002. "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.
8. Roy, Srirupa, 2007. *Moving Pictures: The Films Division of India and the Visual Practices of the Nation-State in Beyond Belief: India and the Politics of Postcolonial Nationalism*, New Delhi, Permanent Black.
9. Sathe, Makarand, 2015. *A Socio-political History of Marathi Theatre*, New Delhi, Oxford University Press .
10. Shobhna Gupta, *Dances of India*, Har-Anand Publications, New Delhi, 2002.
11. Storey, John, 2003. *Popular Culture as an Arena of Hegemony in Inventing Popular Culture: From Folklore to Globalization*, Oxford, Wiley–Blackwell:.
12. Uberoi, Patricia, 2006. *‘Beautyfull Wife, Denger Life‘ Engaging with Popular Culture in Freedom and Destiny: Gender, Family, and Popular Culture in India*, New Delhi, Oxford University Press.
13. Vaidehi (Tr. Tejaswini Niranjana), 1988. *Gulabi Talkies and Other Stories*, Penguin Books, New Delhi.

Disciplinary Subject 4

History: Tourism Products of India

Course Code: 10110812

Marks: 100

Learning Hours: 60

Theory: 50

Credit -4

Practicum: 50

About the Course:

The programme makes them aware about their rich history, heritage and culture and their role in its conservation. The programme further aims at creating an enlightened woman-historian who is capable of shaping her own future as well as building our society based on gender equality and sustainability.

Course Title	Tourism Products of India
Course Credits	4
Course Outcomes	After going through the course, learners will be able to 1.describe the tourist products of India 2.distinguish the various types of tourist products 3.identify the significance of religious, natural, environmental and health tourism products 4.assess the tourist resource potential of India
Module 1 (Credit 1)	Types of tourist products
Learning Outcomes	After learning the module, learners will be able to 1.explain the meaning of tourist products 2.identify new and innovative tourist products in India
Content Outline	<ul style="list-style-type: none">➤ Types of tourism products- cultural, religious, spiritual, wellness, health, medical, adventure, nature-related, MICE etc➤ World Heritage Sites in India➤ New products- e-Tourism, rural/agro tourism, gastronomy and wine tourism, dark tourism
Module 2 (Credit 1)	Cultural Tourism
Learning Outcomes	After learning the module, learners will be able to

	1.explain the meanings and significance of cultural tourism
	2.identify the major cultural tourist destinations and products in India
	➤ Monuments and archaeological sites (discuss any two sites)
	➤ Fairs and Festivals (discuss any two examples)
	➤ Museums, galleries, exhibitions (discuss any two examples)
Module 3 (Credit 1) Health, Wellness and Medical Tourism	
Learning Outcomes	After learning the module, learners will be able to
	1.explain the meanings and significance of health and wellness tourism
	2.identify the major health and medical tourist destinations and products in India
Content Outline	<ul style="list-style-type: none"> ▫ Health and wellness tourism: meaning and significance ▫ Status of medical tourist industry in India ▫ Any two illustrative examples of wellness retreats /spas in India
Module 4 (Credit 1) Religious and pilgrim travel	
Learning Outcomes	After learning the module, learners will be able to
	1.explain the meanings and significance of religious tourism
	2.identify the major health and medical tourist destinations and products in India
Content Outline	<ul style="list-style-type: none"> ➤ Religious sites and products in India : meaning and significance ➤ Pilgrim circuits in India- Buddhist circuit, Jain circuit, Chardham yatra etc. ➤ Any two examples of religious destinations (example Golden Temple, Ajmer Dargah etc.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :

- 1) Visit a museum/heritage/tourist monument in your area and identify its strengths and weaknesses from the point of view of tourism
- 2) Collect information and create a presentation/ tourist brochure about the major tourist attractions in your city
- 3) Enlist the major world heritage sites in India

Reading list:

1. Albanese, M., 1999. —Architecture in India, New Delhi, Book Service.
2. Dalal, R, Datta, Koshy. P., 2014. —Eyewitness Travel Guide- India, London, Dorling Kindersley Ltd.
3. Gupta, S, 2002.—Cultural Tourism in India, Indraprastha Museum of Art & Archaeological, New Delhi.
4. Mathur, A., 2016. —Fundamentals of Travel & Tourism, New Delhi, Ane Books Pvt. Ltd.
5. Vaidyanthan, S., 2006. —Temples of South India- A photographic journey, Mumbai, Edition Publishers & Distributors.
6. कु रकणी , मळन्ना, २००९. भशायाष्ट्रातीर नमटन , नुणे, डामभोड प्रकाळन.
7. गद्रे, प्रबाकय, २००२. भशायाष्ट्रातीर ककले, नुणे, डामभोड प्रकाळन.
8. घाणेकय, १९९८. प्र. के. भशायाष्ट्र स्थर दळिन, नुणे, स्रेशर प्रकाळन.
- देळनोडे, ग.द. २००९. भशायाष्ट्रातीर ककले, नुणे, डामभोड प्रकाळन.
9. देळभुख, बूळण ल दाते, ननणखर. २०१८. बायतीम करा आणण वोस्कृ ती, वकार प्रकाळन.

Disciplinary Subject 5
History: India through Objects & Local History

Course Code: 10110813

Marks: 100

Learning Hours: 60

Credit -4

Theory: 50

Practicum: 50

About the Course:

The programme makes them aware about their rich history, heritage and culture and their role in its conservation. The syllabus will further help the students to get acquainted with the various trends in history-writing such as local history, women 's history, history of ideas.

Course Title	India through objects & Local History
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. discuss historical themes through OBL (Object based learning)
	2. interpret beyond traditional techniques through somatic and embodied learning
	3. comprehend Indian history through critical analysis of the material remains from the past
	4. analyse connections among events and developments in broader historical contexts
Module 1 (Credit 1) : Studying history through objects	

Learning Outcomes	After learning the module, learners will be able to
	1. discuss historical themes through material culture
	2. apply to use the senses of touch, sound and smell to further learning beyond the traditional techniques of reading etc.
Content Outline	<ul style="list-style-type: none"> ➤ Material culture: meaning and scope ➤ Historical objects through touch, sound and smell ➤ Digital exhibits in museums and galleries: prospects and challenges

Module 2 (Credit 1) India through Objects

Learning Outcomes	After learning the module, learners will be able to
	1. comprehend Indian history through asking questions of material remains from the past
	2. analyse connections among events and developments in broader historical contexts
Content Outline	<ul style="list-style-type: none"> ➤ Theme: Movement and Migration: Bharhut railings, headless statue of Kanishka ➤ Theme: Royal life in India: Gold coins of Samudragupta, Jahangir's wine cup, Chola queen Sembiyan Mahadevi's bronze idol ➤ Objects of everyday use in India: terracotta clay toys from Harappa, Jamdani saree from Bengal and a Naga bead belt

Course Title	Local History
Course Outcomes	After going through the course, learners will be able to
	1. discuss the concept and various aspects of local history
	2. classify the sources of local history
	3. explain how historians reconstruct history of various towns and cities in India and the world
	4. assess how local history is significant in shaping our collective identity and associated with the history of the nation
Module 3 (Credit 1) Local history: idea, scope, methodology	
Learning Outcomes	After learning the module, learners will be able to
	1. define and discuss the nature and scope of local history.
	2. apply the methodology and historiography of local history in India and the world.
Content Outline	<ul style="list-style-type: none"> ➤ Local History: Definitions and scope ➤ Sources: myths, texts, archival, monuments, oral history ➤ Writings on local history (Works on Mumbai, Kolkata, Pune, Sangli etc.) (Any two)
Module 4 (Credit 1) Study of your own city / town	
Learning Outcomes	After learning the module, learners will be able to
	1. describe the rich heritage of the town / city in which she lives
	2. undertake research work on any aspect of local history
Content Outline	<ul style="list-style-type: none"> ➤ Sources to study the history of your town ➤ Festivals, monuments, organizations, food and other local culture. ➤ People 's history (participation of citizens in the freedom movement or any other social /political movements)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- 1) Research Paper on any aspect of the cultural History of your city/town/village.
- 2) Report writing after visiting any historical place of your city/town/village.
- 3) Presentation on the contribution of freedom fighters in your city/town/village.
- 4) Write a note on local history.

Reading list:

1. Burnest, Hurst A.R., 1925. Labour & Housing in Bombay, London, P. S. King & Son, Ltd.
2. Dasgupta, Ashin, 1990. Indian Merchants and the Decline of Surat, 1700 – 1750, Delhi, Manohar.
3. David, M. D., 1973. History of Bombay 1661-1708, University of Bombay, Bombay.
4. David, M. D., 1995. Bombay-The City of Dreams (A History of the First City in India), Bombay, Himalaya Publishing House.
5. Dobbin, Christine, 1972. Urban Leadership in Western India : Politics & Communities in Bombay city 1840-1885, London, Oxford University Press.
6. Dossal, Mariam, 1991. Imperial Designs and Indian Realities: The Planning of Bombay City 1845-1875, Bombay, Oxford University Press.
7. Dossal, Mariam, 2010. Theatre of Conflicts, City of Hope Mumbai 1660 to Present Times, New Delhi, Oxford University Press.
8. Dwivedi, Sharada & Mehrotra Rahul, 1995. Bombay the Cities Within, Bombay, India Book House Pvt. Ltd.
9. Dwivedi, Sharada and Mehrotra, Rahul, 1999. Fort walks Around Bombay's Fort area, Bombay, Eminence Design Pvt. Ltd.
10. Ganesh, Kamala, Thakkar, Usha and Chadha, Gita (eds.), 2008. Zero Point Bombay: In and Around Horniman Circle, Mumbai, Lusre/Roli Books.
11. Kamat, Manjiri (ed), 2013. Mumbai Past and Present, Mumbai, Indus Source Books.
12. Kashid, Sukhdeo (ed.) 2006. Mumbai's Water, Researched by Deepak Rao and Sanjeev Bidi, Mumbai, Municipal Engineers Association.
13. Kathpalia, Nayana and Lambah, Abha Narayan (Comp.), 2002. Heritage Buildings and Precincts Mumbai, A Conservation Manual for Owners and Occupiers, Mumbai, Mumbai Heritage Conservation Committee, Urban Design Research Institute.
14. Mahaluxmivala, Pestonji, 1936. History of the Bombay Electric Supply and Tramways Company Limited, Bombay.
15. Modi, Nawaz (ed.), 1998. The Parsis in Western India: 1818 to 1920, Bombay, Allied Publishers Ltd.
16. Patel, Sujata and Thorner Alice (ed.), 1995. Bombay: Metaphor for Modern India, Bombay, Oxford University Press.

