Dr. B.R. Ambedkar University Delhi

Minutes of the 35th meeting of

Academic Council

Held on 07.08.2024 at 11:30 AM

Dr.B.R. Ambedkar University Delhi

(Estd. by Govt. of NCT of Delhi vide Act 9 of 2007)

No.F.AUD/26-3(8)/Gov./35th AC/2024 Dated: 07.08.2024

The 35th Meeting of the Academic Council was held on 07.08.2024 at 11:30 AM in the Conference Hall, Dr. B.R. Ambedkar University Delhi, Kashmere Gate, Lothian Road, Delhi 110 006.

The following members were present during the meeting:

1. Professor Anu Singh Lather, Vice Chancellor, Dr.B.R. Ambedkar University Delhi
2. Professor Jagmohan Singh Rajput, Former Director, NCERT, Nominee of the University Grants Commission (UGC) – External Member
3. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters, Dr.B.R.AUD.
4. Professor Kartik Dave, Dean, School of Management, Dr.B.R.AUD
5. Professor Lawrence Liang, Dean, School of Legal and Socio-Political Studies, Dr.B.R.AUD
6. Professor Nakkeeran Nanjappan, Dean, School of Public Policy & Governance, Dr.B.R.AUD
7. Professor Rukmini Sen, Dean, School of Heritage Research and Management & Director, Centre for Publishing, Dr.B.R.AUD
8. Professor Deepita Chakravarty, Dean, School of Development Studies, Dr.B.R.AUD
9. Professor Abhay Kumar Dubey, Director, Centre for Research and Archiving in India and Indigenous Languages & Knowledge System
10. Dr. Anita E. Cherian, Dean (Offg.), School of Culture Creative and Expressions Dr.B.R.AUD
11. Prof. Sanjay Kumar Sharma, School of Liberal Studies, Dr.B.R.AUD
12. Dr. Sunita Singh, Dean (Offg.), School of Education Studies, Dr.B.R.AUD
13. Dr.Rachna Chaudhary, Dean (Offg.), School of Human Studies, Dr.B.R.AUD
14. Dr. Urfat Anjem Mir, Dean (Offg.), School of Undergraduate Studies, Dr.B.R.AUD
15. Dr. Oinam Hemlata Devi, Dean (Offg.), School of Human Ecology, Dr.B.R.AUD
16. Dr. Kritika Mathur, Assistant Professor, School of Management, Dr.B.R.AUD
17. Shri Rajeev Talwar, CMA, Controller of Finance and Registrar (Link Officer) & Secretary, Academic Council, Dr.B.R.AUD

Leave of Absence (Internal Members)

Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies, Dr.B.R.AUD; Prof. Babu P. Remesh, School of Development Studies, Dr.B.R.AUD; Dr.Santosh

Kumar Singh, Dean (Offg.), School of Liberal Studies, Dr.B.R.AUD and Dr. Nitin Malik, Registrar, Dr.B.R.AUD could not attend the meeting due to leave/pre-occupation.

Opening Remarks of the Vice Chancellor

At the outset, the Vice Chancellor extended a warm welcome to all the members of the Academic Council to its 35th meeting. The Vice Chancellor informed the members about the following initiatives which have been undertaken by the university in between the last meeting held on 09.05.2024 and the present meeting:

Admissions:

It was informed that the Admissions in the Academic Session 2024-25 for 21 BA and 28 MA programmes (49 programmes) of the University are currently ongoing through CUET scores and through CMAC for BBA (Innovation, Entrepreneurship and Venture Development). The University was at the 7th rank in the priority list of universities chosen by the applicants in CUET nationally. A total of 3,09,237 UG applicants and 89,773 PG applicants choose Dr.B.R. AUD as their preference. The admissions for 2 Integrated Teacher Education Programmes (ITEPs) are being conducted separately through the National Common Entrance Test (NCET) organised by the NTA.

Through its newly instituted School of Public Policy and Governance, the University has launched MA Public Policy and Governance programme in the 2024-25 admission cycle. The programme has received more than 600 applications for a total 60 seats (including supernumerary seats) in the first cycle itself.

It was informed that the University was the knowledge partner with the Ministry of Minority Affairs (MoMA) in the *Lok Samvardhan Parv*, organised from 16 to 31 July 2024, at Dilli Haat, Delhi where Hon'ble Vice Chancellor was the chief guest and keynote speaker in the programme. The students of the SDes participated in the programme by designing the brochure for the Ministry and organised a stall display representing the University. The students interned for the festival and had the opportunity of interacting with the Hon'ble Minister of Ministry of Minority Affairs, Shri.Kiren Rijiju.

Student activities:

It was informed that the students of various Schools completed their following summer internships and training:

- SHRM students completed their summer internships for four weeks at the following organisations: a) Delhi Development Authority, b) Department of Archaeology, Government of NCT Delhi, c) National Science Centre, New Delhi, d) Ernst and Young, e) Surat Science Centre and Fort Museum, f) NRLC, Lucknow, g) Manav Sangrahalaya, Bhopal, h) Art Life Restoration Studio, i) Lal Bahadur Shastri Memorial. SHRM students also completed the trainings during summer:

- Two week training for Masters in Conservation students at National Research Laboratory for Conservation of Cultural Property, Lucknow on Painting Conservation
- 10 day field based training for Masters in Archaeology students with the Department of Archeology, Govt of NCT Delhi. The students took training at the Mutiny Memorial, Mehrauli Archeological Park, Lodhi Gardens, Bijri Khan Tomb and Sanjay Van

- Students from SES completed their summer internship of three weeks in 21 organisations spread across different states of the country. Some of these organisations included: a) Waulden school, Delhi, b) Vikramshila, Kolkata, c) Udaan, Indore, d) Kumudalaya, Assam, e) Kanglatongbi Children Home, Manipur, f) Key Education Foundation, Bengaluru, g) Bal Gokulam Foundation, Gujarat.
- SVS BVoc and MVoc students of three cohorts from across programme trajectories underwent internship and industry training for various job roles. Some of these organisations included: Ministry of Tourism, Delhi Tourism, Taj Group of Hotels, Marriott Hotel Amritsar), Decathlon, Maruti Suzuki, IIT Nursery School, Mobile Creches, and Santa Maria School.
- SoM students of the BBA, MBA and MBA (IEV) programmes undertook internships across various organisations. Some of these were: Ministry of Finance, BSES Yamuna Power Ltd., BHEL, Honda Cars India Limited, Indian Oil Corporation, GAIL, IFFCO Tokio General Insurance, Azad Foundation, and Salaam Balak Trust. The School also organised an educational field visit to the Mother Dairy factory, Patparganj for BBA second-year students on 17 May 2024.
- SLS students undertook summer internship at the Lok Samvardhan Parv organised at Dilli Haat in association with the National Minorities Development and Finance Corporation (NMDFC), Ministry of Minority Affairs, Government of India. SLS also organised internships for students at the Delhi administrative headquarters of the National Minorities Development and Finance Corporation (NMDFC), Ministry of Minority Affairs, Government of India.

It was informed that the Schools also organised research workshops with external and internal experts for students. For instance, SHS organised a research writing workshop on 30 July 2024. SLS organised two sessions on social science research for the students on 4 and 6 June 2024.

SHRM students, Tripti Soni and Brishti Mitra, of Masters in Archaeology 2022-24, have started a venture called *Gatha: Tales of India*, to promote India's legacy and culture. The team creates series and social media posts, and organises heritage walks and *baithaks*. Some of their activities include: Connaught Place Heritage Walk, Durga Puja Heritage Baithak, Bose and Beyond-Heritage Talk, A Walkthrough

Exhibition on Printmaking Practices in Bengal in collaboration with Akar Prakar Art Gallery.

Events:

It was informed that University leadership in collaboration with the District Magistrate (Central Delhi), Shri G. Sudhakar organised a *Voter Awareness Campaign* on 21 May 2024 in the Kashmere Gate area. The University leadership, faculty, staff members and students interacted with and distributed awareness material to the communities, shopkeepers and others.

On the occasion of the *World Environment Day*, the Tree Man of Haryana, Shri Devendra Sura, delivered a seminar on the topic *Commitment to Urban Greening*, at the Kashmere Gate Campus, on 5 June 2024. School of Human Ecology provided support for the programme.

International Yoga Day was celebrated on 21 June 2024, at all the campuses of the University. The University leadership, faculty and staff members and students practised yoga asanas and pranayam. The practice session was led by the Controller of Finance, Shri Rajiv Talwar, who is a certified yoga trainer.

SDes celebrated the 10-year anniversary of the MDes (Social Design) programme on 17 May 2024. Guest speakers from the industry and academia were invited. MDes students participated by designing mementos and displays for the programme.

It was informed that the SLGC launched an initiative, *Conversations at Karampura*, with the aim of fostering intellectual exchange and collaboration among the faculty members of the University. The first session of this initiative on the theme *The Story of Hindi: A View from the Outside*, led by Prof. Salil Misra, was held on 17 May 2024.

SLGC organised a one-day mock conference, *Justice as translation: Versions and Adaptations of the Mahabharata*, for MA Law & Politics students on 20 May 2024.

It was informed that the SVS organised a webinar, *Promoting the Right to Play for Every Child*, on the occasion of International Day of Play, 11 June 2024. External experts and internal faculty members were the panellists.

It was informed that the SCCE organised a visual art display, *All Artists are Verbs in Making*, during 13 to 16 June 2024.

It was informed that the SHS MA Psychology programme organised a lecture, *Dreaming as an Expression of the Spiritual Psyche*, by Dr. Willow P. Trimbach, Associate Professor, California Institute of Integral Studies, USA, 21 June 2024.

SHS MA Gender Studies students, Prashanti Rai, Oindrila and Garima Joshi, participated in the British High Commission's Diplomacy Stimulation Workshop on the theme of *Gender and Health*, on 23 July 2024.

It was informed that the HRDC of the University organised a two-day *Orientation Programme* for the newly inducted faculty members on 15-16 July 2024. The new

faculty members were introduced to the University's goals, systems and process, as well as curricular, pedagogic and assessment policies and practices. In-house faculty members from different Schools were invited as resource persons.

University Participation in National Programmes:

It was informed that the Swayam MOOC course, *Geography of Health and Wellbeing* (4 credits), under the Nodal Agency as Indira Gandhi National Open University prepared by Dr. Aakriti Grover, SGA commenced on 15 July 2024. The Vice Chancellor congratulated Dr. Aakriti Grover and Dean (SGA).

School of Education Studies (SES) was invited to participate in two programmes organised by the National Council for Teacher Education (NCTE) for the institutions granted recognition for the NEP 2020 recommended Integrated Teacher Education Programmes (ITEPs). These programmes included: a) a two-day *National Workshop on ITEP and other Reforms of NCTE*, 23-24 June 2024, Indian National Science Academy, Delhi, and b) a one-day *Orientation and Sensitization for ITEP*, 28 June 2024, International Convention Centre, Greater Noida.

The University's IQAC participated in a *Regional Consultative Workshop on Accreditation Reforms* organised by NAAC Executive Committee, at Babasaheb Bhimrao Ambedkar University (Central University), Lucknow, on 26 July 2024.

Achievements:

Before the commencement of the meeting, Shri Rajiv Talwar, CMA, Controller of Finance and Registrar (Link Officer) Dr.B.R.AUD informed the Academic Council about the additional charge of Vice Chancellor, Indira Gandhi Delhi Technical University for Women (IGDTUW) given to Prof. Anu Singh Lather, Hon'ble Vice Chancellor on 12 July 2024.

It was also informed that Prof. Anu Singh Lather, HVC, was the Chairperson of the Expert Committee constituted by the All India Council for Technical Education (AICTE), for designing the model curriculum for the Bachelor of Business Administration (BBA) and Bachelor of Management Studies (BMS) programmes. Under the leadership of HVC, faculty members from various Schools of the University contributed to the development of core and elective courses for the programmes. The curriculum was released by the AICTE on 11 July 2024 for PAN – INDIA, Higher Education Institutions (HEIs).

The Academic Council congratulated Prof. Anu Singh Lather, Hon'ble Vice Chancellor, Dr.B.R.AUD on assumption of additional charge of Vice Chancellor, IGDTUW and also appreciated the role and contribution made by HVC in designing the model curriculum for the Bachelor of Business Administration (BBA) and Bachelor of Management Studies (BMS) programmes.

Agenda 35.1 : Confirmation of the Minutes of the 34th Meeting of the Academic Council held on 09.05.2024

The Minutes of the 34th Meeting of the Academic Council held on 09.05.2024, were circulated among all the members vide email and hard copy dated 15.05.2024. No observations and comments were received from any of the members.

Decision : The Academic Council confirmed the minutes of its 34th meeting held on 09.05.2024.

Agenda 35.2 : Action Taken Report (ATR) on the decisions taken in the 34th meeting of the Academic Council

Action Taken Report on the decisions taken in the 34th meeting of the Academic Council held on 09.05.2024 was placed before the Academic Council vide (**Appendix-1**).

Decision : The Academic Council deliberated on the Action Taken Report and recommended the following:

Resl. No.	Decision	Recommendation of AC
34.2	The Council resolved to note the ATR on the decisions taken in the 33rd meeting held on 11.03.2024 **Decision: The Academic Council noted the Action Taken Report.** **i) The Academic Council noted that the School of Education Studies, in compliance of the Resolution No. 33.13 passed by the Academic Council in its 33rd meeting held on 11.03.2024 has not initiated action on collaboration with Mahatma Gandhi Institute of Education for Peace and Sustainable Development, 35, Ferozshah Road, Connaught Place, Copernicus Marg, New Delhi, Delhi 110001 and Inter University Centre for Teacher Education (IUCTE), Banaras, for possibilities of collaboration in the field of Teacher Education and Signing a MoU.** **After due deliberations, the Academic Council recommended the School of Education Studies to carry out action on the Resolution No. 33.13 within 15 days and submit the Action Taken Report on the same to the Vice Chancellor with a copy marked to the Governance Division and Planning Division.** **ii) The Academic Council noted that the Director, SHRM in response to the Resolution No. 33.20 passed by the Academic Council in its 33rd meeting held on 11.03.2024 has sent the matter to the Director, HRDC for the conduct of workshops/ training of staff members of Schools and Divisions on the Citizen Charter. However, the said action has not been initiated. Accordingly, the Academic Council recommended to inform the Director, HRDC to initiate action in the above matter within 15 days.**	i) The Academic Council deliberated on the action taken report and recommended: (a) to fix a date for signing the MoU with Inter-University Teacher Education (IUCTE), BHU Varanasi. (b) to initiate the signing of MoU with UNESCO Mahatma Gandhi Institute of Education for peace and Sustainable Development. ii) The Academic Council deliberated on the action taken report and recommended to complete the action pertaining to the displaying of Citizen Charter in all the University Campuses at the earliest.

Resl. No.	Decision	Recommendation of AC
34.4	To consider the recommendation made by the Board of Studies, School of Human Studies in approving the new course for MA Gender Studies IKS course title "Being in the World, Knowing the World: Bhakti as Jnāna -Indian Women and their Spiritual Quests" **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to refer back the agenda to the School for the revisiting/reformulation of the IKS course in consultation with other Universities/Organizations. The Academic Council further authorized the Vice Chancellor to approve the courses and to report the same in its next meeting.** **The Academic Council also suggested the Centre for Research and Archiving in India and Indigenous Language & Knowledge System (CRA-IILKS) for inviting experts from other organization/ institutes such as Centre for Oriental Studies, MS University of Baroda and other related organisations for formulating IKS courses. The Academic Council also suggested the CRA-IILKS to consult University IKS Committee for their inputs.**	The Academic Council deliberated on the action taken report and recommended to place the new IKS courses before the Centralized Committee for deliberation and consideration.
34.6	To consider the recommendation made by the Board of Studies, School of Human Studies in approving the new course for MA Psychology IKS course title "Self and Psychology in the Indian Knowledge Tradition" **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the matter and resolved to refer back the agenda to the School for the revisiting/reformulation of the IKS course in consultation with other University/Organization. The Academic Council further authorized the Vice Chancellor to approve the courses and to report the same in its next meeting.**	The Academic Council deliberated on the action taken report and recommended to place the new IKS courses before the Centralized Committee for deliberation and consideration.
34.10	To consider the creation of teaching posts due to introduction of new MA in Public Policy and Governance (MAPPG) programme in the School of Public Policy and Governance, Dr.B.R.Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (ii) and (vi), the Academic Council deliberated on the matter and resolved to recommend the proposal to the Board of Management for creation of posts due to introduction of new MA in Public Policy and Governance (MAPPG) programme in the School of Public Policy and Governance, Dr.B.R. Ambedkar University Delhi as per UGC Regulations 2018 and Govt. of NCT of Delhi norms.**	The Academic Council deliberated on the action taken report and recommended to place the recommendations made by the Academic Council before the Finance Committee and Board of Management for deliberations and consideration.

Resl. No.	Decision	Recommendation of AC
34.11	To consider the recommendations made by the Board of Studies, School of Global Affairs in approving the courses for the existing BA programmes **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies of School of Global Affairs in approving the courses for the existing BA programmes. The Academic Council suggested the School to explore Memorandum of Understanding (MoU) with National Institute of Disaster Management (NIDM) for designing programme/courses in Disaster Management.**	The Acaedemic Council deliberated on the action taken report and recommended to call the NIDM Officials for signing the MoU with Dr.B.R.Ambedkar University Delhi.
34.13	To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding the new courses for existing UG and PG Programmes of the School of Global Affairs **Decision: The Academic Council deliberated on the matter and resolved to ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding the new courses for existing UG and PG Programmes of the School of Global Affairs.**	The Academic Council deliberated on the action taken report and recommended to change the title of the PG Course titled "War, Peace and Love" in International Relations (MA/MPH Elective) to "War, Peace and Trust".
34.17	To report the action taken on resolution No.32.8 passed by the Academic Council, pertaining to the draft Orphan Policy/guidelines **Decision: The Academic Council noted the information.**	The Academic Council deliberated on the action taken report and recommended to place the recommendations made by the AC before the Board of Management for deliberations and consideration.
34.18	To report the Admission Brochure 2024-2025 of Dr. B.R. Ambedkar University Delhi **Decision: The Academic Council noted the information.**	The Academic Council deliberated on the action taken report and recommended to place the recommendations made by the AC before the Board of Management for information.
34.25	To deliberate and consider the proposal for starting D.LITT/D.SC/D.ED/LL.D at Dr.B.R. Ambedkar University Delhi **Decision: In exercise of the powers conferred under Section 24 (1) (xvii) and Statute 12(1)(a), the Academic Council deliberated and appreciated the proposal of Dr.B.R.Ambedkar University Delhi for the commencement of D.LITT/D.SC/D.ED/LL.D. The Academic Council recommended to constitute a sub-committee to carry out the modalities for D.LITT/D.SC/ D.ED/LL.D and authorized the Vice Chancellor to taken further necessary action in the matter.**	The Academic Council deliberated on the action taken report and recommended the Dean, Academic Affairs to submit the final report, within 20 days.

Agenda 35.3 : To consider the introduction of a new course "Constitutional Foundations of Criminal Procedure" in BA (Law and Politics) programme in the School of Legal and Socio-Political Studies (SLPS)

It was submitted to the Academic Council that the School of Legal and Socio-Political Studies (SLPS) will commence its fourth year of BA (Law and Politics) Programme starting next year, as per FYUP under the National Education Policy, 2020 (NEP).

It was submitted that in order to introduce and implement the new courses, the school had to design new courses as well as reshuffle some of the ordering of the courses. Accordingly, the school has proposed the introduction of a new course "Constitutional Foundations of Criminal Procedure" which will be offered to the students in their third year after they have already gone through some foundational courses on constitutional law and it will also run alongside the course that the school offers on Core Concepts in Law. The course has been recommended by the BoS of the school vide email dated 29.07.2024.

The details of the new course under BA (Law and Politics) programme of School of Legal and Socio-Political Studies (SLPS) **Appendix-2** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the matter pertaining to the introduction of a new course "Constitutional Foundations of Criminal Procedure" in the School of of Legal and Socio-Political Studies (SLPS). After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council considered and resolved to approve tthe proposal of the School regarding introduction of a new course "Constitutional Foundations of Criminal Procedure" in School of Legal and Socio-Political Studies (SLPS). The Academic Council further suggested the School to mention the details of the latest editions in their book references.

Agenda 35.4 : To consider the recommendations made by the Board of Studies, School of Education Studies regarding course structure of the Integrated Teacher Education Programmes (BABEd Preparatory and BABEd Secondary)

It was submitted to the Academic Council that the Board of Studies, School of Education Studies in its 22nd meeting held on 19.06.2024 had deliberated on the course structures under two Integrated Teacher Education Programmes (BA BEd Preparatory and BA BEd Secondary) which were launched in 2023. It was submitted that both the programmes are recognized

by the National Council for Teacher Education (NCTE) and the programme structure document, credit framework and courses were prepared according to the 'Curriculum Framework' document and the course outlines provided by the NCTE. It was submitted that the Foundations of Education and Ability Enhancement courses were also presented before the Board of Studies

As per NCTE guidelines, courses for the BA component of the programme need to be taken from the pre-existing BA programmes at the institution. It was placed before the Academic Council that all BA courses at Dr.B.R. AUD (except for geography) have already been approved by the Council.Further; the Geography courses from Semester 4 onwards were also presented before the Board of Studies. It was submitted to the Academic Council that the Board of Studies, after due deliberations recommended the following programme structure documents and courses:

I. INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED PREPARATORY)

II. Foundations of Education

1. Philosophical and Sociological Perspectives of Education – II
2. Education Policy Analysis

III. Stage-Specific Content-cum-Pedagogy Courses

3. Basics of Pedagogy at Preparatory Stage
4. Content cum Pedagogy: The World Around Us (I)
5. Content cum Pedagogy: The World Around Us (II)
6. Content cum Pedagogy: The World Around Us (III)
7. Content cum Pedagogy of English (I)
8. Content cum Pedagogy of English (II)
9. Content cum Pedagogy of English (III)
10. Content cum Pedagogy of Hindi (I)
11. Content cum Pedagogy of Hindi (II)
12. Content cum Pedagogy of Hindi (III)

IV. Ability Enhancement/ Value Added Courses (AEC/VAC)

13. Mathematical & Quantitative Reasoning
14. Sports, Nutrition and Fitness
15. Arts (Performing and Visual) and Creative Expressions II
16. Yoga and Understanding Self
17. Citizenship Education, Sustainability and Environment Education

V. School Experience

18. Pre-Internship Practice
19. School Observation
20. Internship in Teaching
21. School-based research projects
22. Creating Teaching Learning Materials
23. Post Internship

VI. Community Engagement and Service

24. Community Engagement and Service
(Participation in NSS-related activities, New India Literacy Programme, etc.)

INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED SECONDARY)

II. Foundations of Education

25. Philosophical and Sociological Perspectives of Education – II

26. Education Policy Analysis

III. Stage-Specific Content-cum-Pedagogy Courses

27. Basics of Pedagogy at Secondary Stage
28. Content cum Pedagogy of English (I)
29. Content cum Pedagogy of English (II)
30. Content cum Pedagogy of English (III)
31. Content cum Pedagogy of Hindi (I)
32. Content cum Pedagogy of Hindi (II)
33. Content cum Pedagogy of Hindi (III)

IV. Ability Enhancement/ Value Added Courses (AEC/VAC)

34. Mathematical & Quantitative Reasoning
35. Sports, Nutrition and Fitness
36. Arts (Performing and Visual) and Creative Expressions II
37. Yoga and Understanding Self
38. Citizenship Education, Sustainability and Environment Education

V. School Experience

39. Pre-Internship Practice
40. School Observation
41. Internship in Teaching
42. School-based research projects
43. Creating Teaching Learning Materials
44. Post Internship

VI. Community Engagement and Service

45. Community Engagement and Service
(Participation in NSS-related activities, New India Literacy Programme, etc.)

VII. Electives

46. Education for Sustainable Development
47. Gender Education

VIII Geography Discipline Courses

48. Social Geography
49. Environment Geography
50. Remote Sensing and GIS
51. Geography of India
52. Economic Geography
53. Field Trip and Report Writing
54. Political Geography
55. Evolution of Geographical Thought

Programme Structure of Geography
Minutes of Meeting of Geography Consultation
Revised Programme Structure of ITEP/BABEd

The minutes of 22nd Meeting of Board of Studies held on 19.06.2024 along with programme structure, credit framework and courses etc.,**Appendix-3** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Education Studies regarding course structure of Integrated Teacher Education Programmes (ITEP) Preparatory and Secondary. The Academic Council noted that the courses reflect value nurturance among student teachers. It was discussed that the preparation of courses, especially related to pedagogy and school experience focus on social justice and inclusion and transaction of these courses will be coordinated by a strong mentorship component by the school faculty. This mentorship will also enable the student teachers to

connect with the social contexts of the classroom, reflect upon these experiences and also understand challenges new contexts bring about. These courses are pivotal for the professional growth of the students.

After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Education Studies regarding course structure of the Integrated Teacher Education Programmes (BABEd Preparatory and BABEd Secondary). Further, the Academic Council suggested to change the title of the course on "The World Around Us" to "India and the World Around Us". Since this is a core pedagogy course at the preparatory stage, clarification may also be sought from the NCTE regarding change in title. It was suggested the course content should not include a focus on the socio-economic-cultural and geographical contexts of India.

Agenda 35.5 : To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Early Childcare Centre Management and Entrepreneurship (ECCME)

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies (SVS) in its 17th meeting held on 17.05.2024 had deliberated on the following Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Early Childcare Centre Management and Entrepreneurship (ECCME) in the School of Vocational Studies (**Appendix-4**).

Sl No.	Name of the course	Course Code	Credits
1	Early Childhood Education: Models and Approaches	NSVSE5JSE01	4
2	Promoting socio-emotional wellbeing in a childcare setting	NSVSE5JSE02	4
3	Supervision and mentoring in a Childcare centre	NSVSE5JSE03	4
4	Management of Childcare centres	NSVSE6JSE01	4
5	Accounts, finance and marketing of ECCE centre	NSVSE6JSE02	4
6	Internship/OJT-3	NSVSE6ICE01	8

The recommmendations made by the Board of Studies, School of Vocational Studies along with the details of the courses were placed before the Academic Council for deliberations and consideration.

Decision: The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After due deliberations and in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies of School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Early Childcare Centre Management and Entrepreneurship (ECCME).

Agenda 35.6 : To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Accounting and Finance

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies (SVS) in its 17th meeting held on 17.05.2024 had deliberated on the following Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Accounting and Finance (**Appendix-4**).

Sl No.	Name of the course	Course code	Credits
1	Accounting for Managerial Decisions	NSVSA5JSE01	4
2	Income Tax Law	NSVSA5JSE02	4
3	Corporate Laws	NSVSA5JSE03	4
4	Corporate Accounting	NSVSA6JSE01	4
5	Financial Management	NSVSA6JSE02	4
6	Internship / OJT–3	NSVSA6ICE01	8

The recommmendations made by the Board of Studies, School of Vocational Studies along with the details of the courses were placed before the Academic Council for deliberations and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After due deliberations and in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies of School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Accounting and Finance.

Agenda 35.7 : To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Tourism and Hospitality

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies (SVS) in its 17th meeting held on 17.05.2024 had deliberated on the following Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Tourism and Hospitality (**Appendix-4**).

Sl.	Name of the course	Course code	Credits
1	Quantity Food Production	NSVST5JSE01	4
2	Planning & Operating Restaurant Business	NSVST5JSE02	4
3	Team Handling and Communication in Restaurant Business	NSVST5JSE03	4
4	Field-based Internship/OJT-3	NSVST6ICE01	16

The recommmendations made by the Board of Studies, School of Vocational Studies along with the details of the courses were placed before the

Academic Council for deliberations and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After due deliberations and in exercise of the powers conferred under the University Act 24(1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies of School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Tourism and Hospitality.

Agenda 35.8 : To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Retail Management

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies (SVS) in its 17th meeting held on 17.05.2024 had deliberated on the following Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Retail Management (**Appendix-4**).

Sl. No.	Name of the course	Course code	Credits
1	Buying and Merchandise Management	SVS1RM501	4
2	IT Application in Retail	SVS1RM502	4
3	Process, Compliance, Loss Prevention and Shrinkages	SVS1RM503	4
4	Retail Marketing	SVS1RM601	4
5	People and Process Management	SVS1RM602	4
6	Internship / OJT -3	SVS1RM603	8

The recommmendations made by the Board of Studies, School of Vocational Studies along with the details of the courses were placed before the Academic Council for deliberations and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies of School of Vocational Studies regarding Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Retail Management.

Agenda 35.9 : To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding GEC courses to be offered in the 5 and 6 semesters to all 4 BVoc Programmes currently offered in SVS

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies (SVS) in its 17th meeting held on 17.05.2024 had deliberated on the following GEC courses to be offered in the 5 and 6 semester to all 4 BVoc Programmes currently offered in SVS (**Appendix-4**):

Sl.	Name of the Course	Course code	Credits
1	Introduction to Indian Knowledge System in Skills (IIKSS)	NSVSG5CC01	4
2	Foundation of Entrepreneurship	NSVSG5AE01	4

The recommmendations made by the Board of Studies, School of Vocational Studies along with the details of the courses were placed before the Academic Council for deliberations and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies of School of Vocational Studies GEC courses to be offered in the 5 and 6 semesters to all 4 BVoc Programmes currently offered in SVS. The Academic Council further recommended that the proposal be placed before the centralized IKS Committee for deliberations and consideration.

Agenda 35.10 : To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding the proposal to replace the approved course title on 'Health, Wellness & Yoga' of 2 credits of the 4-year BVoc programme structure with that of the already existing course on "Developing Soft Skills" of 2 credits

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies (SVS) in its 17th meeting held on 17.05.2024 had deliberated on the proposal to replace the approved course title on 'Health, Wellness & Yoga' of 2 credits of the 4-year BVoc programme structure with that of the already existing course on "Developing Soft Skills" of 2 credits (**Appendix-4**).

It was submitted that the Course title "Health, Wellness and Yoga" was earlier approved by the Academic Council in the 4 year BVoc programme structure. However, in the new 4 Year BVoc Programme structure there is no any specific course to cater to developing soft skills of students which is core to the skill development programmes and it has immense importance at the terminal level for making students job ready in commensuration with industry requirement. The industry partners and experts have also given feedback for the need to develop the soft skills of the students to be able to get employment and also not only sustain but also to move up the ladder in the workplace. Based on the feedback received from the industry partners, the

proposal was placed before the BoS for its approval to place a course titled "Development of Soft Skills" in place of "Health, Wellness & Yoga" which is of 2 Credits. It was submitted that the School has been offering a course on 'Developing Soft Skills' of 2 credits as part of the old 3 year BVoc programme structure and students have found it to be very helpful to develop their soft skills and self-confidence as they apply for job placement. Such an important course has not been included in any semester of the four-year BVoc programme at any stage. Since most of the students may terminate after completing three years, this course will have much relevance to them.

It was submitted to the Academic Council that the Board of Studies, after due deliberations, recommended to include the course on "Developing Soft Skill" as a compulsory course for all BVoc programme under the GEC component of VA course, which has already been approved by the Academic Council earlier under the BVoc three years programme at 6th Semester. The Board of Studies recommended the proposed change in the course for Developing Soft Skills in place of the already approved course title on "Health Wellness and Yoga".

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Vocational Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies of School of Vocational Studies to replace the already approved course title on 'Health, Wellness & Yoga' of 2 credits of the 4-year BVoc programme structure with that of the already existing course on "Developing Soft Skills" of 2 credits.

Agenda 35.11 : To consider the recommendations made by the Board of Studies, School of Vocational Studies regarding creation of additional core-faculty positions in SVS as per the student faculty ratio notified by the UGC

It was submitted to the Academic Council that the Board of Studies, School of Vocational Studies (SVS) in its 17th meeting held on 17.05.2024 had deliberated on the allocation of additional core-faculty positions in SVS as per the student faculty ratio notified by the UGC (**Appendix-4**). The Academic Council noted that the school has placed the following allocation of the faculty positions for three BVoc Programmes before its Board of Studies.

Sl. No	Faculty Positions	No of Faculty allocated	No of Faculty currently in position	No of Faculty positions currently vacant
1	Professor	02	01	01
2	Associate Professor	04	01	03
3	Asstt. Professor	06	03	03
	TOTAL	**12**	**05**	**07**

The Academic Council noted that Board of Studies, School of Vocational Studies had deliberated on the commencement of one BVoc Programme (BVoc Accounting & Finance) in 2020 and one MVoc (Tourism & Hospitality Management) programme in 2021 with student intake capacity of 40 and 30 respectively in a year. The BoS noted that the school is offering 4 BVoc programmes with an intake capacity of 40 students per cohorts per programme and one MVoc programme with an intake capacity of 30 students per cohort respectively. The Academic Council noted that the BoS, SVS needs to have more core faculty as per the students-faculty ratio as per the UGC norms and worked out the consolidated faculty strength of the school as under:

Sl. No.	Position/level	**Faculty position as per UGC norm**	Already in place	Advertised in 2024	Additional requirement
1	Professor	**03**	01	01	01
2	Associate Professor	**06**	01	03	02
3	Assistant Professor	**11**	03	03	05
TOTAL		**20**	**05**	**07**	**08**

The Academic Council further noted that the BoS, SVS has recommended the proposal of the school for creation of 08 additional core faculty positions of the School as per the UGC norms and to placed the same before the Academic Council for deliberations and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Vocational Studies regarding creation of additional core-faculty positions in SVS as per the student faculty ratio notified by the UGC. The Academic Council noted that the School has placed the proposal for creation of the post after a gap of more than three years without giving adequate justification regarding the requirement of additional posts.

After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (ii) & (vi):

a) **The Academic Council referred back the agenda to the Board of Studies, SVS for providing the adequate justification in the matter. The Academic Council further authorized the Vice Chancellor to take necessary action in the matter.**

b) **The Academic Council also recommended that the schools should send the faculty requirements to the Competent Authority without delay.**

Agenda 35.12 : To consider the recommendations made by the Board of Studies, School of Global Affairs regarding draft outline of BA Internship Structure

It was submitted to the Academic Council that the Board of Studies, School of Global Affairs (SGA) in its 12th meeting held on 18.06.2024 had deliberated on draft outline of BA Internship Structure following the internship requirement for BA Students.

The Academic Council deliberated on the recommendations made by the Board of Studies, SGA and noted that the internship involves first-hand experience of comprehending the way of working in an organisation to inculcate skill aptitude for a specific job or job role and build research capabilities with learning opportunities. Internships should be mutually beneficial for the research intern as well as the internship providing organization. It was noted that the curriculum mandates a minimum internship experience of 180 hours and students would have the opportunity to pursue internships with a diverse range of organizations, including Public and Private Organisations, Startups, Educational Institutions, Philanthropic Organizations, Government Agencies, Non Governmental Organizations, Legal Organizations, Artisanal Ventures, Research and Incubation Centers, Cooperatives or Experts in any relevant field. It was noted that the internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop competency and perform professional tasks in the way that the employment market demands.

The Academic Council noted that the Board of Studies has recommended the draft outline of the internship (BA-Internship) for all BA programs, and also recommended **(Appendix-5)** to place the same before it for deliberations and consideration.

The minutes of 12th Meeting of Board of Studies held on 18.06.2024 is placed at **Appendix-6** was placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, Scool of Global Affairs. In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies of School of Vocational Studies regarding draft outline of BA Internship Structure.

Agenda 35.13 : To consider the recommendations made by the Board of Studies (BoS), School of Human Ecology in approving the new course for MA Environment and Development IKS course titled "Traditional Knowledge Systems of India"

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the proposal of the School for starting new IKS course for MA Environment and Development titled "Traditional Knowledge Systems of India" (**Appendix-7**).

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the new IKS course is a 4 credit compulsory course which focuses on understanding traditional knowledge systems of India starting from its philosophical knowledge to sources of traditional knowledge, practices and the relevance of documenting traditional knowledge systems. The course will be taught in Semester 1 of the MAED and explores different community knowledge systems using collaborative and participatory efforts for ensuring a just environment for mutual existence which aligns with the University's vision and its commitment to social justice.

The minutes of the Board of Studies and courses as recommended by the BoS, SHE in its meeting held on 10th June, 2024 were placed **Appendix-8** before the Academic Council for deliberation and consideration.

Decission : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and in-principle approved the recommendations made by the Board of Studies of School of Human Ecology regarding the new course for MA Environment and Development IKS course titled "Traditional Knowledge Systems of India". The Academic Council further recommended that the proposal be placed before the centralized IKS Committee for deliberations and consideration.

Agenda 35.14 : To consider the revision in the credit requirement of the MA programme in the School of Human Ecology with an increase in total credits from 64 to 68 credits

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the revision of the credit requirement of MA programme with an increase in total credits from 64 to 68 credits.

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the 'Traditional Knowledge Systems of India (TKSI)' is a 4 credit course on Indian Knowledge System (IKS) which will be offered in the 1st semester of the MA programme. The Academic Council noted that the Board of Studies has recommended the placement of the proposed new IKS course in the 1st Semester of MAED along with the revision of the credit requirement of the MA programme in School of Human Ecology from 64 to 68 credits. The Board of Studies has also recommended the revision of the credit requirement for the Postgraduate Diploma in Environment and Development from 32 to 36 credits.

The Minutes of the 9th meeting of the Board of Studies, School of Human Ecology (SHE) held on 10.06.2024 **Appendix-8** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the revision in the credit requirement of the MA programme with an increase in total credits from 64 to 68 credits and revision in the credit requirement of Postgraduate Diploma in Environment and Development from 32 to 36 credits.

Agenda 35.15 : To consider the proposal of the School of Human Ecology for increase in the number of credits that can be opted by a MA student from outside the School

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the proposal of the School for increase in the number of credits that can be opted by a MA student from outside the School.

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the students of the MA programme in the School have expressed interest in opting for elective courses outside the School in their third and fourth semesters and at present the maximum number of credits that can be opted outside the School is 6. However, in light of the introduction of SWAYAM courses and fostering multidisciplinary education, the students may be allowed to opt for 8 out of 68 credits outside the School. The Academic Council further noted that the Board of Studies, SHE has recommended the proposal for allowing MA students to opt for 8 out of 68 credits from outside the School, including electives from other programmes and approved SWAYAM courses.

The Minutes of the 9th meeting of the Board of Studies, School of Human Ecology (SHE) held on 10.06.2024 **Appendix-8** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology regarding increase in the number of credits that can be opted by a MA student from outside the School.

Agenda 35.16 : To consider the proposal of the School of Human Ecology for approval of SWAYAM courses to be offered as elective courses in the MA programme

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the proposal of the School for approval of SWAYAM courses to be offered as elective courses in the MA programme (**Appendix-9**).

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the school in light of the UGC (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021 has prepared the list of the SWAYAM courses which can be opted by the students towards completion of the MA programme. The Academic Council further noted that the BoS, SHE has approved the following general principle to be followed while approving the basket of SWAYAM courses:

a. *The courses should not be self-paced.*
b. *The courses should not overlap with existing core and elective courses offered by the School or by other Schools in the university.*
c. *The courses should be open to MA students, in terms of eligibility criterion.*
d. *Students should not be allowed to take a SWAYAM course in the final semester of the MA programme.*
e. *SWAYAM courses to be credited in the third semester of the MA programme.*
f. *SWAYAM courses are to be included within the maximum 8 credits that a student can opt from outside the School.*

The Academic Council further noted that the BoS, SHE has recommended the SWAYAM courses to be offered as elective courses in the MA programme, after due verification in line with the recommended principles.

The Minutes of the 9th meeting of the Board of Studies, School of Human Ecology (SHE) held on 10.06.2024 **Appendix-8** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology regarding approval of SWAYAM courses to be offered as elective courses in the MA programme.

Agenda 35.17 : To consider the proposal of School of Human Ecology for appointing external examiners for conducting the viva voce examination of MA dissertation course (SHE2ED204)

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the proposal of School for appointing external examiners for conducting the viva voce examination of MA dissertation course (SHE2ED204).

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the viva voce examination (carrying 20% weight) for the MA dissertation course (SHE2ED204) may be conducted by a jury of external evaluators (external to the School or university) to enhance the rigour and credibility of the examination process. The Academic Council further noted that the BoS, SHE has recommended the following process:

(1) Two evaluators will be invited for the viva voce examinations who are area experts in the field of ecology, conservation, environmental social sciences and interdisciplinary fields in human ecology/ environment.

(2) Evaluators will be at least the rank of Assistant Professor or an equivalent rank in the professional arena. Both evaluators will evaluate a student's dissertation viva presentation and their average marks/ grades will be used to calculate the final examination grade of the student.

(3) The Office of the Dean will invite the external evaluators and in case of evaluators external to the University, seek approval from the competent authority.

The Academic Council further noted that the Board of Studies, SHE has considered and recommended the proposal for appointing external examiners for conducting the viva voce examination of MA dissertation course (SHE2 ED204).

The Minutes of the 9th meeting of the Board of Studies, School of Human Ecology (SHE) held on 10.06.2024 **Appendix-8** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology regarding for appointment of external examiners for conducting the viva voce examination of MA dissertation course (SHE2ED204).

Agenda 35.18 : To consider the recommendation made by the Board of Studies (BoS), School of Human Ecology in approving the proposal of the School to start a new elective course for MA Environment and Development titled "Gender and Environment"

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the proposal of the School to start a new course for MA Environment and Development titled "Gender and Environment" (**Appendix-10**).

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the new elective course for MA Environment and Development (MAED) titled "Gender and Environment" is a 4 credit elective course which introduces students to theoretical, debates and empirical research related to gender issues in environmental policies, politics and natural resource management. The course will be taught in Semester 3 of the MAED in line with the emphasis placed by the National Education Policy 2020, on equitable and inclusive education, environmental education, and essential skills and capacities related to gender sensitivity and environmental awareness. The course will also deliberate upon values of care, solidarity and empathy while building skills of critical thinking, and feminist research methods.

The Minutes of the 9th meeting of the Board of Studies, School of Human Ecology (SHE) held on 10.06.2024 **Appendix-8** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council

considered and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology to start a new elective course for MA Environment and Development titled "Gender and Environment".

Agenda 35.19 : To consider the recommendation made by the Board of Studies (BoS), School of Human Ecology in approving the revised course for MA Environment and Development titled "Environmental History"

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on proposal of the School for the revisions of the existing course for MA Environment and Development (MAED) titled "Environmental History" (**Appendix-11**).

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the course aims to build a historical understanding of contemporary environmental concerns among students and acquaint them with ideas of prudence, stewardship, environmental determinism, conservation and wilderness. The course is a 4-credit compulsory core course and will be taught in Semester I of the MAED, and is in line with University's vision of developing critical and humanistic thinking among students in the domain of liberal arts and social sciences. The BoS noted that the course follows the National Education Policy 2020 (NEP) emphasis on holistic and multidisciplinary education, environmental education and value-based education. It aims to critically examine the ways in which colonialism, capitalism and industrialisation transformed human-environment interactions in India and other parts of the world since the sixteenth century.

The Minutes of the 9th meeting of the Board of Studies, School of Human Ecology (SHE) held on 10.06.2024 **Appendix-8** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology regarding the revised course for MA Environment and Development titled "Environmental History".

Agenda 35.20 : To consider the recommendation made by the Board of Studies (BoS), School of Human Ecology in approving the revised course for MA Environment and Development titled "Environmental Law, Policies and Governance"

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the proposal of the School for revision of the existing course for MA Environment and Development (MAED) titled "Environmental Law, Policies and Governance" (**Appendix-12**).

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that "Environmental Law, Policies and Governance" is an introductory course on environmental law that is based on constitutional principles and values of justice, equity and sustainability. This is a 4- credit compulsory core and will be taught in Semester 2 of the MAED, and follows the core precepts of the National Education Policy 2020 i.e. ethics, human and Constitutional values, and citizenship skills. The course trains students to become active and informed citizens who can take proactive steps to intervene and protect ecosystems, biodiversity while being cognizant of India's national and international commitments towards addressing climate and environmental crises.

The Minutes of the 9th meeting of the Board of Studies, School of Human Ecology (SHE) held on 10.06.2024 **Appendix-8** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology regarding the revised course for MA Environment and Development titled "Environmental Law, Policies and Governance".

Agenda 35.21 : To consider the recommendations made by the Board of Studies (BoS), School of Human Ecology to approve the revision and renaming of the PhD elective course SHE3ED103 for the PhD programme in Human Ecology

It was submitted to the Academic Council that the Board of Studies, School of Human Ecology (SHE) in its 9th meeting held on 10.06.2024 had deliberated on the proposal of the School regarding revision and renaming of the elective course SHE3ED103 (previously titled Development and Social Change) offered as a part of the PhD programme in Human Ecology.

The Academic Council deliberated on the recommendations of the Board of Studies, SHE and noted that the revised version of the course, now titled "**Sustainability and Development: Critical Perspectives and Debates**" (**Appendix-13**) is a 4 credit course which aims to provide students an understanding of diverse and interdisciplinary theoretical and empirical perspectives on the challenges of sustainability and development and focuses particularly on the Anthropocene and its challenges like climate change, biodiversity loss and socioeconomic precarity. The course will be offered to PhD scholars in the School of Human Ecology in 1st Year, and will familiarize students with key theories, perspectives and debates that inform the ideas of development and planetary well-being.

The Academic Council noted that the Board of Studies, SHE has recommended to approve the revised and renamed 4-credit elective course SHE3ED103 (**"Sustainability and Development: Critical Perspectives and Debates"**) as a part of elective courses to be offered in the PhD programme in Human Ecology.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Human Ecology. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Human Ecology regarding revision and renaming of the PhD elective course SHE3ED103 to be offered in the PhD programme in Human Ecology.

Agenda 35.22 : To consider the revision of credit requirements for Postgraduate programmes offered by School of Liberal Studies, in light of UGC draft curriculum and credit framework for PG programmes, 2023

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal of the School regarding revision of credit requirements for Postgraduate programmes offered by School of Liberal Studies, in light of UGC draft curriculum and credit framework for PG programmes, 2023.

The Academic Council deliberated on the recommendations made by the Board of Studies, SLS and noted that the BoS in light of the UGC draft curriculum and credit framework for PG programmes 2023, has in-principle recommended to extend the credit requirement for Postgraduate Programme in SLS from 16 to 20 credits in each semester. The Academic Council noted that the BoS has recommended to implement the revised curriculum and

credits from 2025 onwards. The BoS further suggested that the Programme Committees of all MA programs should meet and plan the necessary revision and report the same for the consideration of the Board of Studies.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding revision of credit requirements for Postgraduate programmes offered by School of Liberal Studies, in light of UGC draft curriculum and credit framework for PG programmes, 2023.

Agenda 35.23 : To consider the proposal of programme restructuring of the MA Economics Programme, School of Liberal Studies

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal of the School regarding programme restructuring of the MA Economics Programme.

The Academic Council deliberated on the recommendations of the Board of Studies, SLS and noted that the School has proposed to convert the two courses namely 'Theories of Value and Distribution' and 'Capitalism, Colonialism and Development' in MA Economics Program from core courses to elective courses and a new core course namely 'History of Indian Economic Thought' may be introduced in 1st Semester which would lead to a reduction of core courses from 10 to 9. The Academic Council noted that the Board of Studies, SLS has resolved to recommend the proposed change and also suggested that the list of all available optional courses along with core courses may be maintained as a consolidated document as part of the program structure.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council

considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding the proposal of programme restructuring of the MA Economics Programme, School of Liberal Studies.

Agenda 35.24 : To consider the proposal for introduction of elective courses of MA Economics Programme, School of Liberal Studies

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal of the School regarding the introduction of the following elective courses of MA Economics Programme, School of Liberal Studies are as under:

Elective courses:

- Introduction to Machine Learning
- Computing for Economics
- Applied Environmental Economics
- The following course was proposed as a core course of MA Economics to be offered to 1st Semester MA Economics Students.
- **History of Indian Economic Thought (Indian Knowledge System course)**

The Academic Council noted that the Board of Studies, SLS has considered and recommended the following as:

a) proposed courses as Elective courses.

b) proposed course with the following changes under the Indian knowledge systems:

- To add original readings of Ambedkar under Ambedkar's Economic Thoughts.
- To add more readings to Bhakti thinking, Jain Thoughts, Sikh Thought, and Islamic view of interest rate and debt
- To add readings on the role of women in planning.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies, School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made

by the Board of Studies, School of Liberal Studies regarding the proposal of elective courses of MA Economics Programme, School of Liberal Studies.

Agenda 35.25 : To consider the proposal of revision of courses of MA Economics programme, School of Liberal studies

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal of the School regarding revision of the following courses of MA Economics programme, School of Liberal studies are as under:

- Econometrics-I (core course)
- Econometrics- II (core course)
- Cross-Section and Panel Data Econometrics-I (elective course)

The Academic Council noted that the Board of Studies, SLS has recommended the following revisions in the aforesaid courses of the MA Economics programme:

a) proposed revision of Econometrics-I course while retaining the existing name i.e., Statistics and Data Exploration.

b) proposed revision of Econometrics –II course with following changes:
   - To add model specification and omitted variable bias topics under module four of 'Regression Modelling'.
   - To name the course as 'Econometrics'.

c) proposed revision of Cross-Section and Panel Data Econometrics with no change.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding revision of courses of MA Economics programme, School of Liberal studies.

Agenda 35.26 : To consider the proposal of a new elective course, 'Sociology of Organizations', as part of the MA Sociology Program, School of Liberal Studies

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal of the School regarding the proposal of a new elective course, 'Sociology of Organizations', as part of the MA Sociology Program, School of Liberal Studies.

The Academic Council noted that the Board of Studies, SLS has deliberated and recommended the new elective course entitled 'Sociology of Organization' in the MA Sociology Programme with the addition of the following reading as:

- Daniel Bell "The Coming of Post Industrial Society" (1973).
- Gender issues in the Indian Software Outsourcing Industry by Carol Upadhaya (2005).
- Theoretical perspectives for organizations by Bell Hooks.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding new elective course, 'Sociology of Organizations', as part of the MA Sociology Program, School of Liberal Studies.

Agenda 35.27 : To consider the proposal regarding offering of MOOCs courses as part of MA Economics Programme, School of Liberal Studies

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal of the School regarding offering of MOOCs courses as part of MA Economics Programme, School of Liberal Studies

The Academic Council deliberated on the recommendations of the Board of Studies, SLS and noted that the BoS, SLS has recommended to offer the following MOOC courses as part of MA Economics:

i) Academic Writing by Dr Ajay Semalty, HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand) (4 credits) https://onlinecourses.swayam2.ac.in/cec24_ge17/preview

ii) Exploring Survey Data on Health care, by Prof. Pratab C. Mohanty, IIT Roorkee, MOOC course (2 credits) https://onlinecourses.nptel.ac.in/noc24_hs27/preview

iii) Programming Data Structure and Algorithms using Python by Prof. Madhavan Mukund, Chennai Mathematical Institute (2 credits) https://onlinecourses.nptel.ac.in/noc22_cs26/preview

The Academic Council noted that the BoS has further recommended that the students may be facilitated to register for these online courses and get the credits earned transferred through the appropriate mechanism as may be decided by the university.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding offering of the MOOCs courses as part of MA Economics Programme, School of Liberal Studies.

Agenda 35.28 : To consider the proposal for offering of the MOOC courses as part of the MA Sociology Programme, School of Liberal Studies

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal of the School for offering of MOOC courses as part of the MA Sociology Programme, School of Liberal Studies.

The Academic Council deliberated on the recommendations of the Board of Studies, SLS and noted that the BoS, SLS has recommended to offer the following MOOC courses as part of MA Sociology:

i. Sociology of Development MSO-003 offered by IGNOU (8 credits-16 weeks) https://onlinecourses.swayam2.ac.in/nou23_hs71/preview

ii. Sociology of Development offered by IIT Guwahati (12 weeks- 3 credits) https://onlinecourses.nptel.ac.in/noc23_hs135/preview

iii. Environmental Sociology (Credits 4- 15 Weeks) https://onlinecourses.swayam2.ac.in/cec23_hs43/preview

iv. Introducing Rural Sociology: Continuity and Change Offered by IIT Kanpur (2 credits- 8 weeks) https://onlinecourses.nptel.ac.in/noc23_hs154/preview

The Academic Council noted that the BoS has further recommended that the students may be facilitated to register for these online courses and get the credits earned transferred through the appropriate mechanism as may be decided by the university.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding the proposal for offering of the MOOC courses as part of the MA Sociology Programme, School of Liberal Studies.

Agenda 35.29 : To consider the proposal for offering of MOOC courses as part of the MA History Programme, School of Liberal Studies

It was submitted to the Academic Council that the Board of Studies, School of Liberal Studies (SLS) in its 11th meeting held on 31.01.2024 had deliberated on the proposal for offering of MOOC courses as part of the MA History Programme, School of Liberal Studies.

The Academic Council deliberated on the recommendations of the Board of Studies, SLS and noted that the BoS, SLS has recommended to offer the following MOOC courses as part of MA History:

i. MGP001 Gandhi: The Man and his Times (Credits 4- Time: 12 Weeks) https://onlinecourses.swayam2.ac.in/nou22_hs05/preview

ii. MGP005 Introduction to Peace and Conflict Resolution (Credits 4- Time: 12 Weeks) https://onlinecourses.swayam2.ac.in/nou22_hs09/preview

The Academic Council noted that the BoS has further recommended that the students may be facilitated to register for these online courses and get the

credits earned transferred through the appropriate mechanism as may be decided by the university.

The Minutes of the 11th meeting of the Board of Studies, School of Liberal Studies (SLS) held on 31.01.2024 **Appendix-14** were placed before the Academic Council for deliberation and consideration.

Decision : The Academic Council deliberated on the recommendations made by the Board of Studies of School of Liberal Studies. After due deliberations, in exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council considered and resolved to approve the recommendations made by the Board of Studies, School of Liberal Studies regarding the proposal of MOOC courses as part of the MA History Programme, School of Liberal Studies.

Agenda 35.30 : To consider the proposal for prescribing the ratio for shortlisting the candidates to be called for interview for appointment to the post of Assistant Professor, Associate Professor and Professors in the University

It was submitted to the Academic Council that the Board of Management in its 34th meeting held on 15.11.2021 had resolved to approve the following proposal for prescribing the ratio for shortlisting the candidates to be called for interview for appointment to the post of Assistant Professor, Associate Professor and Professors in the University.

Sl. No.	Number of the Posts	Number of the candidates to be called for the Interview
1	01	20
2	For more than one post (Posts>01)	20+10*No of Additional Posts(N-1), where N=number of posts

2. It was submitted that the UGC Regulations 2018 laid down the criteria for shortlisting the candidates for the post of Assistant Professors in Universities, but there is no mention of any specific ratio for calling the candidates for interview. However, the regulations laid down the following provision at point (B) under Table 3A (Short-listing of Candidates for Interview for the Post of Assistant Professors in Universities-pg107):-

"(B) Number of candidates to be called for interview shall be decided by the concerned universities".

3. It was submitted that the University had notified and carried out the recruitment process for various teaching posts from time to time. However, during previous recruitment process at the time on convening selection committee, it was observed that in various discipline, there were lessor number of candidates who turned up to appear for an interview. The ratio of inviting candidates is 1:20 and another ten candidates for subsequent position like for 2 posts there would be 30 candidates and so on. This ratio gets further

diminished when candidates do not report for interview owing to different reasons. Therefore, in order to get maximum participants for selection process for exploring best choice among the other competitors, it is proposed to increase the ratio further to 1:30. Accordingly, in order to have more competition among the candidates applying for various teaching posts and in pursuance of the UGC Regulations, 2018, it is proposed that the number of candidates to be shortlisted for interview may be increased as per the criteria proposed as under:

Sl. No.	Number of the Posts	Number of the candidates to be called for the Interview
1	01	30
2	For more than one post (Posts>01)	30+10*No of Additional Posts(N-1), where N=number of posts

Decision : The Academic Council deliberated on the proposal for prescribing the ratio for shortlisting the candidates to be called for interview for appointment to the post of Assistant Professor, Associate Professor and Professors in the University. After due deliberations, in exercise of the powers conferred under the University Act Section 24 (1) sub clause (xvii) and UGC Regulations, 2018, the Academic Council recommended the following proposal for prescribing the ratio for shortlisting the candidates to be called for interview for appointment to the post of Assistant Professor, Associate Professor and Professors.

Sl. No.	Number of the Posts	Number of the candidates to be called for the Interview
1	01	30
2	For more than one post (Posts>01)	30+10*No of Additional Posts(N-1), where N=number of posts

The Academic Council also recommended to place the same before the Board of Management for deliberations and consideration.

Agenda 35.31 : To consider the inclusion of PWD candidates irrespective of their merit in the API score criteria

It was submitted to the Academic Council that there is PWD reservation for different category which is not earmarked for particulars school but wider choice is given to get the PWD category in any discipline/school. As such, there is possibility that PWD candidates may not fall under the prescribed ratio of 1:20 or any other subsequent defined/approved ratio time to time, therefore, it is proposed to include the PWD category candidate irrespective of merit in the API score but that would be further subject to fulfilment of minimum API score criteria.

Decision : The Academic Council deliberated on the matter. After due deliberations, in exercise of the powers conferred under Section

24 (1) sub clause (xvii) of Dr.B.R. Ambedkar University Delhi Act, 2007 and in light of the provisions laid down in the Government GoI/DoPT/GNCTD reservation policies for PWD candidates, the Academic Council recommended to seek legal opinion from the University Counsel in the matter pertaining to the inclusion of PWD candidates irrespective of their merit in the API score criteria. The Academic Council further recommended to place the matter before it in its next meeting.

Agenda 35.32 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies for considering the on-the-job (OJT/industry Internship having weightage 8 credits) for 2 months duration instead of one month as mentioned in the 13th meeting of the Board of Studies held on 17.07.2022

It was submitted to the Academic Council that the Board of Studies of School of Vocational Studies in its 17th meeting held on 17th May, 2024 had deliberated and recommended to consider the on-the-job (OJT/industry Internship having weightage 8 credits) for 2 months duration, instead of one month as mentioned in the 13th meeting of the Board of Studies held on 17.07.2022 (**Appendix-4**).

As stated by the School, the credits for the yearly mandatory On-the-job training (OJT/Industry Internship) were inadvertently typed as 6 credits in the minutes of the 13th meeting of the Board of Studies held on 17.7.2022 and the OJT was for one month duration. In the old 3 year BVoc programme structure, students used to go for their OJT every semester which was of 6 credits only (except for BVoc T&H in their 4 & 6 semester, which was higher) and thus they used to go for a mandatory one month OJT/Internship of 240 hours. However, in the new 4 Year BVoc programme structure students are required to go for one OJT only after every two semesters/ one year for 8 credits on completion of the one job-role as per NSQF level. Thus, there is the need for a longer duration of the OJT for enhancing their skill training.

The Board of Studies deliberated in the matter and recommended the correction in the OJT duration from one month to that of **two months duration for 08 credits with 480 hours duration and the same** will be applicable for all the 3 OJTs for BVoc RM, BVoc A&F and BVOC ECCME. However, the OJT for BVoc in T&H in their 3rd OJT (Third year) will be of 16 credits and the duration for which will be minimum of four months.

Decision : After due deliberations, the Academic Council ratified the decision made by the Competent Authority in approving the recommendations made by the Board of Studies for considering

the on-the-job (OJT/industry Internship having weightage 8 credits) training for 2 months duration instead of one month.

Agenda 35.33 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding 7 courses offered under existing UG (BA Programme) and PG Programmes of School of Global Affairs

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 12th meeting held on 18th June, 2024 had deliberated on the following 7 courses in existing UG (BA Programme) and PG Programmes:

1) Sociologies of Knowledge (Discipline Specific Core, BASS, 5th Semester) (**Appendix-15**)
2) Gender and Society (Discipline Specific Core, BASS, 5th Semester) (**Appendix-16**)
3) Nation-State in Comparative Perspective (Discipline Specific Elective BAGS, 5th Semester) (**Appendix-17**)
4) Contemporary India 1947-2023 (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester) (**Appendix-18**)
5) Triumphs and Turbulences : History(ies) of Delhi (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester) (**Appendix-19**)
6) Indian Society: Continuity and Change (Sociology - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester) (**Appendix-20**)
7) Democracy and Development in India (Political Science - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester) (**Appendix-21**)

Decision : After due deliberations, the Academic Council ratified the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding 7 courses in existing UG (BA Programme) and PG Programmes of School of Global Affairs.

Agenda 35.34 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding placement/ adoption of approved courses in the three BA programmes of School of Global Affairs

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 12th meeting held on 18th June, 2024 had deliberated on the placement/ adoption of approved courses in the three BA programmes of School of Global Affairs viz., BAGS, BASU, and BASS.

I. BA Program courses to be adopted in 5th Semester under SGA

The following courses are to be adopted in 5th Semester of BAGS, BASU, and BASS

BAGS (3DSC, 2DSE)		Approval status
DSC10 (any one)	French 5*	BOS approval 18 June
	Chinese 5*	BOS approval 18 June
DSC11	Political Economy of Labour & Work	Approved
DSC12	Political Economy of Global Institutions	Approved
DSE (Any two)	Global humans	Approved
	Understanding Human Rights	Approved
	Nation-State in Comparative Perspective	To be approved
BASU (2DSC, 1DSE, 2MDC/GE)		
DSC10	Cities and Waste	Approved
DSC11	Mapping and Visualization 2	Approved
DSE1 (Any one)	Colonial Urbanisms	Approved
	Understanding and Managing Disasters	Approved
BASS (2DSC, 1DSE, 2MDC/GE)		
DSC10	Sociologies of Knowledge	To be approved
DSC11	Gender and Society	To be approved
DSE1 (Any one)	Culture in South Asia: An introductory perspective	Approved
	Music in a Globalised World	Approved
MDC/GE (BASS & BASU) (2 courses)		
MDC	Novels as Ethnography (*Sociology*)	Approved
	Indian Society: Structure and Transformation (*Sociology*)	To be approved
	Electoral Systems (*Political Sc.*)	Approved
	Democracy and Development in India (*Political Sc.*)	To be approved
	Triumphs and Turbulences : History(ies) of Delhi (*History*)	To be approved
	Contemporary India 1947-2009 (*History*)	To be approved
GE	Geography of Health and Wellbeing (MOOC)	BOS approval 18 June

*Semester 5 BA GS cohort: French 5 and Chinese 5 (4 credits) were approved courses offered as electives for the BA GS students in the Pre-NEP batches. As per the revised program structure these two courses are core courses for the Post-NEP BAGS students, placed in the 5th semester. Hence outlines of these two courses are shared here for re-designating them as core courses.

II. Approval for movement of courses for semester-1 and 3 as per approved NEP program structures

BAGS, BASU & BASS Sem-1 Generic Elective	ICTs, Economy and Society	Course to move from Sem-4 GE
	Print Culture and Reading	Course to move from Sem-3 GE
BAGS, BASU & BASS Sem-3 Generic Elective	Artificial Intelligence for Social Science	Course to move from Sem-4 GE

III. Approval for inclusion of MOOC

The Swayam MOOC elective on 'Geography of Health and Wellbeing' (4 credits) is proposed to be included in the list of electives, offered to all students at UG level. In the coming cycle, this course will be offered between 15 July 2024 and 7 December 2024. The course is designed to cater to a diverse range of students from various disciplines, aiming to foster an appreciation for environmental preservation as a key to achieving health and wellbeing. The course will follow the four-quadrant approach using teaching by means of lectures, discussion, videos and assignments/ quizzes. The course builds on one of the existing courses in BA SS, that is, 'Introduction to Health Medicine and Society'.

Decision : After due deliberations, the Academic Council ratified the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding placement/ adoption of approved courses in the three BA programmes of School of Global Affairs.

Agenda 35.35 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies for considering French 5 and Chinese 5 as core courses for Semester 5 BA Programme in Global Studies

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 12th meeting held on 18th June, 2024 had deliberated on the proposal of the School for considering the French 5 and Chinese 5 (4 credits) courses as core courses for the Post-NEP BA Programme in Global Studies students placed in the 5th semester. These approved courses were offered as electives for the BA Programme in Global Studies students in the Pre-NEP batches.

Decision : After due deliberations, the Academic Council ratified the decision made by the Competent Authority in approving the recommendations made by the Board of Studies for considering French 5 and Chinese 5 (4 credits) courses as core courses for the Post-NEP BAGS students (5th Semester).

Agenda 35.36 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding proposal of the School to replace 'Global Languages - French/Chinese' core with 'Geopolitics' core in BA Global Studies programme from 2024 batch onwards

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 12th meeting held on 18th June, 2024 had deliberated on the proposal of the School to replace 'Global Languages - French/Chinese' core with 'Geopolitics' core in BA Global Studies programme from 2024 batch onwards (**Appendix-22**).

It was submitted that the courses in the BA GS programme are broadly divided between 3 discipline areas of Global Languages, Global Humanities and Global Political Economy. Under this existing course structure, there are compulsory five courses (DSC) in French/Chinese as a core component. After discussions, deliberations and student feedback, the Global Studies programme team had proposed a change in Disciplinary Core Course thematic from Global Languages to Geopolitics, i.e., replacing 5 sequential courses on French/Chinese language for BAGS students from 1st semester to 5th semester by 5 courses on Geopolitics (as mentioned in the vision document as a core thematic for Global Studies) from 2024 batch onwards. Of these 5 courses, there is already a course on Globalisation and Politics in the 1st semester as part of generic elective which the GS programme team proposed to be made the first DSC for the Geopolitics thematic.

Decision : After due deliberations, the Academic Council ratified the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding proposal of the School to replace 'Global Languages - French/Chinese' core with 'Geopolitics' core in BA Global Studies programme from 2024 batch onwards.

Agenda 35.37 : To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding withdrawal of Partial Repeat Exam (PR) for all BA programs of SGA

It was submitted to the Academic Council that the Board of Studies of School of Global Affairs in its 12th meeting held on 18th June, 2024 had deliberated on the withdrawal of Partial Repeat Exam (PR) for all BA programs of SGA.

It was submitted that the BoS recommended the withdrawal of PR exam from all BA programs at SGA. The Programme Coordinators for the BA programme have highlighted that the PR exam was followed as a practice in the

University evaluation policy for the undergraduate program. After implementing in SGA for the last six years it was realised that it only creates delay in declaring results and adds hurdles to the administrative efficiency while the actual number of students being benefitted is very less. Hence to have uniform policy at the school level for BA and MA programs, PR exam system is not required.

Decision : After due deliberations, the Academic Council ratified the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding withdrawal of Partial Repeat Exam (PR) for all BA programs of School of Global Affairs.

Agenda 35.38 : To report the two GEC courses to be adopted from the already approved courses in School of Vocational Studies

It was submitted to the Academic Council that the Board of Studies of School of Vocational Studies in its 17th meeting held on 17th May, 2024 had noted the following two GEC courses to be adopted from the already approved courses:

1. There are two courses to be offered in semester-6. These are **Business Communication** of 4 credits and the **Design Thinking** course of 2 credits. These courses have already been recommended by BoS and approved by the Academic Council in its earlier meetings and the said courses are on offer.The school intended to offer them even in the new 4-year BVoc programme structure.
2. The School of Vocational Studies has also identified the following courses which will be offered as Competence Enhancement Courses (CEC) in Monsoon Semester-2024.

Sl. No.	Programme & Course Titles	Credits	No. of Seats
1	**MVoc (Tourism & Hospitality Management)** i. Tourists & Travel Agency Management ii. Tourism Informatics & Advertising iii. Destination Planning & its Management. iv. Computer Application for Tourism & Hospitality	4 Credits each course	5
2	**BVoc (Accounting & Finance)** i. Computerized Accounting System ii. Introduction to Accounting	4 Credits each course	5
3	**BVoc (ECCME)** i. Care, Health and Nutrition ii. Methods and Material for promoting Play and Creativity iii. Supervision & Mentoring Childcare Centre	4 Credits each course	5
4	**BVoc (Retail Management)** i. Visual Merchandising: Sem-3 ii. IT Application in Retail: Sem-5	4 Credits each course	5

Sl. No.	Programme & Course Titles	Credits	No. of Seats
5.	**BVoc (Tourism & Hospitality)** i. Serving the Restaurant Customer ii. Planning & Operating Restaurant Business iii. Maintaining Inventory and Safety Standards	4 Credits each course	5
6.	**General Education Component** i. English Proficiency Development: **Semester-1** ii. Introduction to Artificial Intelligence (AI): **Semester-3** iii. Entrepreneurship Development: **Semester-5**	4 Credits each course	5

Decision : The Academic Council noted the above information.

Agenda 35.39 : To report the updated Action Taken Report (ATR) on the Minutes of the 32nd Meeting of the Academic Council held on 12 December, 2023

It was submitted that the Academic Council in its 33rd meeting held on 11.03.2024 while deliberating on the action taken report on the resolutions of the 32nd meeting held on 12.12.2023 had observed that some of the Schools/Divisions had not submitted their Action Report Report or had submitted partial report without substantial documents. The Hon'ble Vice Chancellor as the Chairperson has shown her displeasure on partial compliance and directed to seek explanation from the concerned Divisions/Schools who have not complied with the resolutions. After due deliberations, the Academic Council recommended the Schools/Divisions to comply with the resolutions made in its previous meeting and submit the ATR on the same to the Vice Chancellor with a copy marked to the Governance Division. In accordance with the same, the Schools/Division has sent their updated action taken report on the resolutions passed by the Academic Council in its 32nd meeting as under:-

Resl. No.	Decision	Action Taken
32.3	To consider the Credit Transfer Policy 2023 of Dr.B.R. Ambedkar University Delhi and constitution of a "Credit Transfer and Lateral Admission Standing Committee" of Dr.B.R. Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xvii), the Academic Council deliberated on the matter regarding draft Credit Transfer Policy 2023 and constitution of a "Credit Transfer and Lateral Admission Standing Committee" of Dr.B.R.Ambedkar University Delhi. After due deliberations, the Academic Council resolved to approve the Credit Transfer Policy 2023 and constitution of a "Credit Transfer and Lateral Admission Standing**	It is submitted that the AES Division vide Notification No. AUD/19-2/2024/ Notification/1484 dated 08.03.2024 has notified the committee constituted for deliberation and recommendation on credit transfer and lateral entry. The Committee met on 25.04.2024 to discuss inward and outward transfer of credits and lateral admission policy. It is submitted that thesecond meeting of the Committee was held on 01.08.2024 to review the draft policy and for providing additional inputs. As informed by the Division, the inputs received from the members during the second meeting will be incorporated into the draft policy on

Resl. No.	Decision	Action Taken
	Committee" of Dr.B.R.Ambedkar University Delhi. The Academic Council further resolved that the Committee as constituted above will also look into the transfer of credits in respect of MOOC Courses along with identification of MOOC courses.	inward and outward transfer of credits and lateral admissions. The Division has further informed to submit the draft policy to the Competent Authority in its next meeting.

Decision : The Academic Council noted the above information and recommended all the Schools/Divisions to take action on the resolutions made by the Academic Council within 15 days.

The meeting ended with a vote of thanks to all the members.

The minutes are issued with the approval of the Vice Chancellor and Chairperson, Academic Council.

Rajeev 12/08/24

Shri Rajeev Talwar, CMA
Controller of Finance &
Registrar (Link Officer)

Appendix-1
Resl. No. 2/AC(35)/07.08.2024

Action Taken Report (ATR) on the Minutes of the 34th Meeting of the Academic Council held on 09 May, 2024

Resl. No.	Decision	Action Taken
34.1	Resolved to confirm the Minutes of the 33rd Meeting of the Academic Council held on 11.03.2024	Recorded.
34.2	The Council resolved to note the ATR on the decisions taken in the 33rd meeting held on 11.03.2024 **Decision: The Academic Council noted the Action Taken Report.** **i) The Academic Council noted that the School of Education Studies, in compliance of the Resolution No. 33.13 passed by the Academic Council in its 33rd meeting held on 11.03.2024 has not initiated action on collaboration with Mahatma Gandhi Institute of Education for Peace and Sustainable Development, 35, Ferozshah Road, Connaught Place, Copernicus Marg, New Delhi, Delhi 110001 and Inter University Centre for Teacher Education (IUCTE), Banaras, for possibilities of collaboration in the field of Teacher Education and Signing a MoU.** **After due deliberations, the Academic Council recommended the School of Education Studies to carry out action on the Resolution No. 33.13 within 15 days and submit the Action Taken Report on the same to the Vice Chancellor with a copy marked to the Governance Division and Planning Division.**	Recorded. It is submitted to the Academic Council that the School of Education Studies (SES) has been further informed the following: **a) MoU with the Inter University Centre for Teacher Education (IUCTE), BHU, Varanasi** i) After initial discussion with the Director IUCTE, an MoU was drafted and submitted for approval. ii) The approved MoU was sent to Director IUCTE on June 18, 2024. iii) Follow-up has been initiated again on August 2, 2024. Director, IUCTE has said that they are interested in signing the MoU and will apprise the School/University about the date of signing of MoU. **b) Collaboration with the UNESCO Mahatma Gandhi Institute of Education for peace and Sustainable Development** As informed, a meeting was held with Ms Archana Chaudhury, Head of Strategic Partnerships, UNESCO MGIEP on June 11, 2024. The Institute is keen in initiating the partnership and proposed to offer the following courses initially to the University students:

Resl. No.	Decision	Action Taken
	ii) The Academic Council noted that the Director, SHRM in response to the Resolution No. 33.20 passed by the Academic Council in its 33rd meeting held on 11.03.2024 has sent the matter to the Director, HRDC for the conduct of workshops/ training of staff members of Schools and Divisions on the Citizen Charter. However, the said action has not been initiated. Accordingly, the Academic Council recommended to inform the Director, HRDC to initiate action in the above matter within 15 days.	i) SEL for Classrooms: https://mgiep.unesco.org/course-sel-for-schools ii) Global Citizenship: https://mgiep.unesco.org/global-citizenship It is submitted to the Academic Council that the University vide Notification No. AUD/Fin./Citizen Charter/ 2023-24/3 on 13.05.2024 have notified the Citizen Charter and the same has also been displayed in the campus. It is submitted that the Director, HRDC has sent the proposal of conducting the said training which has been sent to the HR Division for examination.
34.3	To consider the MA (Criminology) Dissertation Course as recommended by the Board of Studies of School of Law Governance and Citizenship (SLGC) **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies, School of Law Governance and Citizenship (SLGC) regarding the MA (Criminology) Dissertation Course. The Academic Council further suggested to explore publishing of journals in SLGC.**	As informed by the School, no ATR is required on Criminology as Academic Council has approved the proposal for the thesis. Further, the school has informed that the decision on journal is underway. The school will take advice of experts while proceeding for further necessary action.
34.4	To consider the recommendation made by the Board of Studies, School of Human Studies in approving the new course for MA Gender Studies IKS course title "Being in the World, Knowing the World: Bhakti as Jnāna -Indian Women and their Spiritual Quests" **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to refer back the agenda to the School for the revisiting/reformulation of the IKS course in consultation with other Universities/Organizations. The Academic Council further authorized the Vice Chancellor to approve the courses and to report the same in its next meeting.** **The Academic Council also suggested the Centre for Research and Archiving in India and Indigenous Language & Knowledge System (CRA-IILKS) for inviting experts from other organization/ institutes such as Centre for Oriental Studies, MS University of Baroda and other related organisations for formulating IKS courses. The Academic Council also suggested the CRA-IILKS to consult University IKS Committee for their inputs.**	As informed by the School of Human Studies, the new IKS course for MA Gender Studies programme has been revised in accordance with the inputs received in this regard from the Committee constituted by the University vide Notification dated 08.03.2024 for conceptualizing courses on Indian Knowledge System (IKS) for various undergraduate and postgraduate programmes. **Note:** The revised course structure (MA Gender Studies) is placed at **Appendix-23(A) at (Page No. 791 – 804)**

Resl. No.	Decision	Action Taken
34.5	To consider the placement of the proposed new course IKS- MA Gender Studies in the School of Human Studies **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies of School of Human Studies regarding the placement of the proposed new course IKS- MA Gender Studies in the School of Human Studies.**	As informed by the School of Human Studies and as approved in the 34th AC, the IKS course will be placed in the third semester of the MA Gender Studies Programme. The credit worth of the MA Gender Studies Programme will thus become 68 credits with effect from Academic session 2024-25 and the new scheme will be applicable to students taking admission in 2024-25 and onwards.
34.6	To consider the recommendation made by the Board of Studies, School of Human Studies in approving the new course for MA Psychology IKS course title "Self and Psychology in the Indian Knowledge Tradition" **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the matter and resolved to refer back the agenda to the School for the revisiting/reformulation of the IKS course in consultation with other University/Organization. The Academic Council further authorized the Vice Chancellor to approve the courses and to report the same in its next meeting.**	As informed by the School of Human Studies, the is submitted that the new IKS course for MA Psychology programme has been revised in accordance with the inputs received in this regard from the Committee constituted by the University vide Notification dated 08.03.2024 for conceptualizing courses on Indian Knowledge System (IKS) for various undergraduate and postgraduate programmes. **Note:** The revised course structure (MA Psychology) is placed at **Appendix-23(B) at (Page No. 805 – 817)**
34.7	To consider the placement of the proposed new course IKS MA Psychology (Psycho-Social Clinical Studies) **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies of School of Human Studies regarding the placement of the proposed new course IKS MA Psychology (Psycho-Social Clinical Studies).**	As informed by the School of Human Studies and as approved in the 34th AC, the IKS course will be placed in the second semester of the programme. The credit worth of the MA Psychology Programme will thus become 74 credits with the addition of the IKS course with effect from Academic session 2024-25 and the new scheme will be applicable to students taking admission in 2024-25 and onwards.
34.8	To consider the proposal for creation of a new School "School of Public Policy and Governance" **Decision: In exercise of the powers conferred under the**	As informed by the School (i) The notification for the new school has been issued on 06.06.2024.

Resl. No.	Decision	Action Taken
	University Act 24 (1) sub clause (ii), (iii), (vi), Statute 12(1)(a) and Statute 12A, the Academic Council deliberated on the proposal for creation of a new School "School of Public Policy and Governance". After due deliberations, the Academic Council recommended the School to introduce compulsory dissertation course of 6 to 8 credits for bringing professional flavour in the programme. The topic for the dissertation can be discussed in 2nd Semester and further action can be carried out in 3rd and 4th Semester. **The Academic Council recommended that the summer internship should be of at least 4 to 6 credits comprising of field work and duration of the same may be from 6 to 8 weeks.** **After due deliberations, the Academic Council deliberated on the proposal and gave its in principle approval for the creation of a new School "School of Public Policy and Governance" and recommended to incorporate the suggestion as deliberated in the meeting. The Academic Council recommended to relocate the following programmes to the School of Public Policy and Governance in view of the knowledge being imparted by the School in the field of Public Policy and related fields such as Public Health:** **1) Master of Arts (MA) in Public Policy and Governance – The programme aims to nurture critically inform public policy professionals by creating a platform for evidence based policy making and will also impart academic rigour and practical knowledge and skills to graduates to act as positive change agents. The graduates of Public Policy programme will act as vehicle for empowerment of people, enhance their livelihood and promote social mobility.** **2) Master of Public Health - The programme aims to equip students with the necessary perspective knowledge skills at societal commitment to be able to understand a public health approach to wellbeing and to transform public health education and practice into one i.e., is relevant to the vast majority and to the neediest. The programme further aims at developing a capacity within the school to contribute in intervention on local and regional public health challenges and bring public health into policy discourse. Accordingly, the said programme will be relocated from School of Global Affairs to School of Public Policy and Governance.** **3) PhD in Public Health – The programme aims at reflective engagement with Public Health Theory and Practice and a Development of Research Competency. Accordingly, the said programme will be relocated from School of Global Affairs to School of Public Policy and Governance.** **In view of the above, the Academic Council further deliberated on the interdisciplinary nature of the Schools having the word 'Governance' in their nomenclature and recommended to rechristened the names of the following Schools in order to avoid overlapping of their teaching sphere.** **(a) School of Law, Governance and Citizenship (SLGC) – may**	(ii) Relocation faculty members to SPPG was approved and a notification to this effect was issued on 1st July 2004 (iii) Dean of the School (SPPG) was designated through a notification dated 13.06.2024 (iv) School office staff was approved and notified thorough an office order dated 09.07.2024 (v) Approval for relocating PH-PhD Programme and the MPH programme from the Cohort 2023-25 and MA-PPG programme has been secured and the same has been informed to AES, SS and IT division to finish this process. (vi) School's RSC has been constituted and approved. (vii) With these the school has become functional. Subsequently emails and email groups, Samarth based leave management hierarchy, office and faculty space etc., have been set up for the SPPG. viii) Work on constitution of School's BOS and an Advisory committee for MAPPG is in progress. It is further submitted that the University vide Notification F.No. AUD/26-3(5)/Gov./34th AC/2024/01dated 05.06.2024 has issued notification regarding revised nomenclature of the following Schools. a) School of Law, Governance and Citizenship (SLGC) – is being rechristened as

Resl. No.	Decision	Action Taken
	be rechristened as School of Law and Legal Studies (SLLS) in view of the fact that the programmes in the School are interdisciplinary in legal studies but no governance in the courses is being offered. **(b) School of Business Public Policy and Social Entrepreneurship (SBPPSE) – may be rechristened as "School of Management", in view of the creation of the School of Public Policy and Governance and in view of fact that the nomenclature of the school needs to be similar with other universities offering management programs to align with the need of larger prospective MBA, BBA, PhD and other students and entrepreneurs as well as potential recruiters. Further, the School offers various programmes pertaining to the Business Administration and Management.**	**"School of Legal and Socio-Political Studies"**. b) School of Business Public Policy and Social Entrepreneurship (SBPPSE) – is being rechristened as **"School of Management"**.
34.9	To consider the recommendations made by the Board of Studies, School of Global Affairs in approving the proposed two-year postgraduate programme, MA in Public Policy and Governance (MAPPG), along with the courses of the MAPPG programme **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies of School of Global Affairs regarding the Master of Arts in Public Policy and Governance (MAPPG) programme documents and courses.** **The Academic Council recommended to revise the weightage of the credits of the following courses in the new Master of Arts in Public Policy and Governance (MAPPG) programme from 5 credits as mentioned to "4 or 6 credits":** 1. Introduction to Public Policy (**4 or 6 credits**) (MAPPG_1 Sem) 2. The Indian Society: Themes and Perspectives (**4 or 6 credits**) (MAPPG_1 Sem) 3. The State, Governance, and Policymaking (**4 or 6 credits**) (MAPPG_1 Sem) 4. Economics for Policy Studies (**4 or 6 credits**) (MAPPG_1 Sem) 5. Introduction to Data Analysis & Database (**4 or 6 credits**) (MAPPG_2 Sem) 6. Programme Evaluation (**4 or 6 credits**) (MAPPG_3 Sem) **The Academic Council recommended the School to introduce compulsory dissertation course of 6 to 8 credits for bringing professional flavour in the programme. The topic for the dissertation can be discussed in 2nd Semester and further action can be carried out in 3rd and 4th Semester.** **The Academic Council recommended that the summer internship should be of at least 4 to 6 credits comprising of field work and duration of the same may be from 6 to 8 weeks.**	As informed by the School: (i) The suggestions of the AC on introducing dissertation with 8 credits and internship of 6 credits have been incorporated in the revised program structure of MAPPG. (ii) A good number of applications were received for this MA programme. Admission to MAPPG is underway. So far 39 students have been admitted and admission process is still on. (iii) Approval for Program Coordinator for MAPPG has been secured and PC has started working (iv) Teachers have been assigned to 1st semester courses of MAPPG (v) Time-tabling and class-room arrangements have been done to start the orientation and classes as per the University calendar.
34.10	To consider the creation of teaching posts due to introduction of new MA in Public Policy and Governance (MAPPG) programme in the School of Public Policy and Governance, Dr.B.R.Ambedkar University Delhi	As informed, the HR Division has initiated a note for creation of faculty positions for MAPPG as per approved

Resl. No.	Decision	Action Taken
	Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (ii) and (vi), the Academic Council deliberated on the matter and resolved to recommend the proposal to the Board of Management for creation of posts due to introduction of new MA in Public Policy and Governance (MAPPG) programme in the School of Public Policy and Governance, Dr.B.R. Ambedkar University Delhi as per UGC Regulations 2018 and Govt. of NCT of Delhi norms.	norms of student/faculty ratio to be sent for further approval.
34.11	To consider the recommendations made by the Board of Studies, School of Global Affairs in approving the courses for the existing BA programmes **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi) and (xiv), the Academic Council deliberated on the matter and resolved to approve the recommendations made by the Board of Studies of School of Global Affairs in approving the courses for the existing BA programmes. The Academic Council suggested the School to explore Memorandum of Understanding (MoU) with National Institute of Disaster Management (NIDM) for designing programme/courses in Disaster Management.**	As informed by the School, Signing MoU with NIDM is already in advance stage. Dr.Soma Sarkar and Dr. MM Anees have established contacts with NIDM and a draft MoU, in coordination with Dean Planning, has been sent to NIDM.
34.12	To consider the proposal for establishment of Chaudhary Charan Singh Centre for Agribusiness and Rural Entrepreneurship (C3-AgRE) at Dr.B.R.Ambedkar University Delhi **Decision: In exercise of the powers conferred under the University Act 24 (1) sub clause (vi), Statute 12(1)(a) and Statute 12B, the Academic Council deliberated on the matter and appreciated the proposal of Dr.B.R.Ambedkar University Delhi to establish the Chaudhary Charan Singh Centre for Agribusiness and Rural Entrepreneurship (C3-AgRE) and recommended the proposal for its creation.** **The Academic Council suggested the University to consult various agencies/institutions such as NCDEX, NABARD, SIDBI etc. for raising the funds for the establishment of Chaudhary Charan Singh Centre for Agribusiness and Rural Entrepreneurship (C3-AgRE) at Dr.B.R.Ambedkar University Delhi and carrying its further activities. It was further suggested to include Agritech in the objectives of Centre which will deal with the technological development in the other allied fields such as harnessing solar energy, water management etc.**	As informed by the School, it is submitted that the recommendations made by the Academic Council will be placed before the Board of Management in its forthcoming meeting for deliberation on the said proposal.
34.13	To ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding the new courses for existing UG and PG Programmes of the School of Global Affairs **Decision: The Academic Council deliberated on the matter and resolved to ratify the decision made by the Competent Authority in approving the recommendations made by the Board of Studies regarding the new courses for existing UG and PG Programmes of the School of Global Affairs.**	As informed by the School of Global Affairs, the following courses have been incorporated in the course structure and being offered. **UG Courses** 1. Novels as Ethnography – 5th (MDC for BASS & BASU & GE for BAGS) 2. The Dynamic Earth (GE for all BAs) **PG Courses:** 1. Global Health (MA/MPH

Resl. No.	Decision	Action Taken
		Elective) 2. War, Peace and Love in International Relations (MA/ MPH Elective)
34.14	To report the revised policy of scholarship (w.e.f. Academic Year 2022-23) in Dr. B.R. Ambedkar University Delhi **Decision: The Academic Council noted the above information.**	As informed, the policy has been notified and implemented.
34.15	To note the cancellation of MPhil Degree printed in r/o Gaurav Kumar, Enrolment No. S184LCL01 MPhil Comparative Literature and Translation Studies in the year 2022 vide Degree Number S01057 **Decision: The Academic Council noted the above information. The Academic Council recommended to advise the Schools/Divisions to be more specific and vigilant in future while processing the degree cases before the finalization of the Scroll of Degrees being conferred in Annual Convocation.**	It is submitted that the following action has been taken by the AES Division: i) A Notification F.No. AUD/19-2/2024/AES/1691 dated 22.05.2024 has been issued to the concerned Schools (School of Global Affairs and School of Letters) as well as a general notice dated 22.05.2024 to all Schools to exercise utmost vigilance in the future while processing the degree cases before the finalization of the scroll of degree for the Annual Convocation. ii) The AES Division has also strengthened its procedures to prevent the recurrence of such cases.
34.16	To report the updated Action Taken Report (ATR) on the Minutes of the 32nd Meeting of the Academic Council held on 12 December, 2023 **Decision: The Academic Council noted the above information.**	Noted.
34.17	To report the action taken on resolution No.32.8 passed by the Academic Council, pertaining to the draft Orphan Policy/guidelines **Decision: The Academic Council noted the information.**	As informed, the policy has been implemented w.e.f. Academic Session 2024-25.
34.18	To report the Admission Brochure 2024-2025 of Dr. B.R. Ambedkar University Delhi **Decision: The Academic Council noted the information.**	As informed, the Admission Brochure 2024-25 has been launched.
34.19	To report the cancellation of degrees in Master of Arts in Urban Studies awarded to Mr. Prodipto Deb (S193MUS16) and Ms. Purba Barua (S193MUS17) in the 11th Convocation 2022 **Decision: The Academic Council noted the above information. The Academic Council recommended to advise the Schools/Divisions to be more specific and vigilant in future, while processing the degree cases before the finalization of the Scroll of Degrees being conferred in Annual Convocation.**	It is submitted that a Notification F.No. AUD/19-2/2024/AES/1691 dated 22.05.2024 has been issued by the Dean, AES on the basis of the resolution passed by the Academic Council in its 34th meeting held on 09.05.2024.
34.20	**Matters arising out of the then Standing Committee Research (SCR) as emanating from its 66th meeting held on 02.02.2024**	
34.20.1	To note the progress report of the PhD Scholars(Batches 2018, 2019, 2020, 2021) in the School of Business Public Policy and	Noted.

Resl. No.	Decision	Action Taken
	Social Entrepreneurship for the period from January, 2023 to June, 2023 **Decision: The Academic Council noted the above information.**	
34.20.2	To note the Synopsis defence presentation of Ms.Sarita Singh (S195F0004) in the School of Business Public Policy and Social Entrepreneurship (SBPPSE) **Decision: The Academic Council noted the above information.**	Noted.
34.20.3	To note the synopsis defence presentation of Ms. Sheetal Tanwar (S195F0005) in the School of Business Public Policy and Social Entrepreneurship (SBPPSE) **Decision: The Academic Council noted the above information.**	Noted.
34.20.4	To note the Maternity leave application of Ms. Shelly Agarwal (S195F0006) in Business Public Policy and Social Entrepreneurship **Decision: The Academic Council noted the above information.**	Noted.
34.20.5	To note the allocation of supervisors for PhD Scholars (Batch 2021) in the School of Business Public Policy and Social Entrepreneurship **Decision: The Academic Council noted the above information.**	Noted.
34.20.6	To note the six monthly progress report (for the Period of January to June 2023) of the PhD Development Studies scholars in the School of Development Studies (SDS) **Decision: The Academic Council noted the above information.**	Noted.
34.20.7	To note the Scholars progress report whose Research Advisory Committee (RAC) is going to be formed now in the School of Development Studies (SDS) **Decision: The Academic Council noted the above information.**	Noted.
34.20.8	To note the synopsis defence by the PhD Development Studies students of 2020-21 Batch (admitted in 2021) in the School of Development Studies (SDS) **Decision: The Academic Council noted the above information.**	Noted.
34.20.9	To note the constitution of RAC for the PhD Development Studies scholars of the 2021-22 and 2022-23 Batch in the School of Development Studies (SDS) **Decision: The Academic Council noted the above information.**	Noted.
34.20.10	To note the request made by Mr.Rahul Kumar Yaduka (S185ADS05), PhD (Development Studies) Scholar 2018-19 Batch for the grant of six-month extension **Decision: The Academic Council noted the above information.**	Noted.
34.20.11	To note the six-monthly progress reports of PhD (Education) Scholars 2019-20 (Semester VIII) for the period from January-June 2023 in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted.
34.20.12	To note the six-monthly progress reports in respect of PhD (Education) Scholars (Batch 2020-21 Admitted in 2021) for the period from January-June 2023 in the School of Education Studies	Noted.

Resl. No.	Decision	Action Taken
	(SES) **Decision: The Academic Council noted the above information.**	
34.20.13	To note the six-monthly progress reports of Semester II PhD (Education) Scholars (Batch 2021-22 Admitted in 2022), for the period from January-June 2023 in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted.
34.20.14	To note the recommendations made by the RACs of the PhD (Education) Scholars (Batch 2020-21 admitted in 2021) regarding passing of the Research Synopsis/Proposals **Decision: The Academic Council noted the above information.**	Noted.
34.20.15	To note the completion of the pending coursework of Semester II for two scholars of 2020 cohort (admitted in 2021) in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted.
34.20.16	To note the coursework results for PhD (Education) Scholars admitted in 2022 (2021 cohort) in the School of Education Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.17	To deliberate on the case of PhD Scholar (2021) cohort who has not passed in the courses of Semester II in the School of Education Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.18	To report the Completion of Research and Publication Ethics Course for cohorts admitted 2020 onwards in the School of Education Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.19	To note the request made by Mr. Shanky Chaudhary (S19H0009) regarding extension of de-registration period by one year **Decision: The Academic Council noted the above information.**	Noted.
34.20.20	To note the request made by Ms. Harsha Rana, PhD (Education) Scholar (2019 Cohort) for Child Care Leave in the School of Education Studies (SES) **Decision: The Academic Council noted the above information.**	Noted.
34.20.21	To note the summary of six-monthly (April 2023 – September, 2023) progress reports of PhD (Public Health) and PhD (Urban Studies) Scholars in the School of Global Affairs (SGA) **Decision: The Academic Council noted the above information.**	Noted.
34.20.22	To note the constitution of the Research Studies Committee (RSC) of School of Heritage Research and Management (SHRM) **Decision: The Academic Council noted the above information.**	Noted.
34.20.23	To note the details and courses under PhD programme in the School of Heritage Research and Management (SHRM) **Decision: The Academic Council noted the above information.**	Noted.
34.20.24	To note the pre-submission seminar and viva voce examination in respect of three PhD scholars of School of Human Ecology (SHE)	Noted.

Resl. No.	Decision	Action Taken
	Decision: The Academic Council noted the above information.	
34.20.25	To note the conduct of the viva voce examination in respect of Ms. Rashmi Singh PhD Scholar in the School of Human Ecology(SHE) **Decision: The Academic Council noted the above information.**	Noted.
34.20.26	To note the reconstitution of the Research Studies Committee (RSC) of School of Human Studies (SHS) **Decision: The Academic Council noted the above information.**	Noted.
34.20.27	To note the RAC meeting held in respect of MPhil (WGS) Scholar in SHS, pre-submission presentation and submission of MPhil Dissertation titled 'Visual Kei: Subcultural Phenomenon, Gender Performance and Media Circulation' in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.28	To note the award of MPhil Degree (Women's and Gender Studies) to the MPhil Scholars on successful completion of the degree requirements, viva voce examination in the School of Human Studies (SHS), as per AUD MPhil guidelines 2017 **Decision: The Academic Council noted the above information.**	Noted.
34.20.29	To note the details of RAC meeting, pre-submission presentation and submission of PhD Thesis titled, 'Scripting Resistance: Women in Popular Narratives of the Rebellion of 1857, North India' by the scholar in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.30	To note the completion of course work by the PhD WGS Scholar of 2021 Batch in accordance with the AUD PhD Regulations 2021 in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.31	To note the allocation of Supervisor and constitution of RAC for the PhD scholar according to clauses 11.1 & 11.2 of the PhD Regulations 2021 in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.32	To note the list of scholars who have successfully completed the PhD requirements, viva voce and had been awarded PhD degree from Women's and Gender Studies in School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.33	To note the re-joining of PhD Scholar after availing Maternity Leave in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.34	To note the request made by the PhD Scholar in the School of Human Studies (SHS) for the grant of two years relaxation (or extra time) under women category **Decision: The Academic Council noted the above information.**	Noted.
34.20.35	To note the synopsis defence presentation by the PhD Scholars in the School of Human Studies (SHS) **Decision: The Academic Council noted the above information.**	Noted.

Resl. No.	Decision	Action Taken
34.20.36	To note the one time exemption given to Mr.Vikas Singh, PhD scholar, School of Human Studies on compassionate grounds for completing pre-submission presentation and submission of the thesis titled 'An Ethnographic Study of an Ancillary Film Training Institution in Noida, UP **Decision: The Academic Council noted the above information.**	Noted.
34.20.37	To note the registration status of the PhD Scholars (WGS) in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.38	To note the schedule of RAC for 5th Semester PhD Scholars (2020 Batch) in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.39	To note the award of PhD (Psychology) Degree to the Scholars on completion of the PhD degree requirements including viva voce examination as mentioned in the applicable AUD PhD Regulations **Decision: The Academic Council noted the above information.**	Noted.
34.20.40	To note the recommendations made by the RAC of PhD Psychology Scholar (Batch 2017) regarding Pre-Submission Presentation in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.41	To note the completion of all the degree requirements by the MPhil scholars for the award of MPhil degree in Psychoanalytic Psychotherapy as per AUD MPhil Regulations, 2017 **Decision: The Academic Council noted the above information.**	Noted.
34.20.42	To note the completion of all the degree requirements by the MPhil scholars for the award of MPhil degree in Development Practice as per AUD MPhil Regulations, 2017 in the School of Human Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.43	To note the report six-monthly "Satisfactory" progress reports for the PhD CLTS Scholars (January to June 2023) in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.44	To consider approval of PhD topic and Synopsis for the PhD CLTS Scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.45	To note the change in RAC member in respect of Ms Nirupama V. (S205LCL02), PhD Scholar in School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.46	To note the six-monthly "Satisfactory" progress report for the PhD English Scholars from January to June 2023 in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.47	To note the reconstitution of the RAC of PhD English scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.

Resl. No.	Decision	Action Taken
34.20.48	To note the award of the PhD English degree to the Scholars in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.49	To note the successful synopsis defense by the research scholars in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.50	To report the six-monthly "Satisfactory" progress report for the PhD English Scholar from January to June 2023 in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.51	To note the six-monthly "Satisfactory" progress report for the PhD Hindi Scholars from January to June 2023 in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.52	To note the constitution of RAC in respect of PhD Hindi Scholars in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.53	To note the reconstitution of the RAC of PhD Hindi scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.54	To note the award of PhD Hindi Scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.55	To note the submission of PhD Hindi thesis by the Scholar in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.56	To note the correction in the minutes of the 65th SCR meeting due to an error occurred in the reporting of the RAC members of two Ph.D. Scholars in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.57	To note the successful pre-submission presentations of the PhD Economics Scholars in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.58	To note the successful PhD Thesis Submission by the PhD Economics Scholars in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.59	To note the six-monthly progress reports of the PhD Economics Scholars for the period from January to July 2023 in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.60	To note the constitution of RAC for three PhD Scholars in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.61	To note the six-monthly progress reports of the PhD History Scholars for the period from Jan 2023 - July 2023 in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.

Resl. No.	Decision	Action Taken
34.20.62	To note the constitution of RAC for the PhD scholars in the School of Liberal Studies` **Decision: The Academic Council noted the above information.**	Noted.
34.20.63	To note the reconstitution of RAC in respect of Ms.Nisha, PhD Scholar in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.64	To note the six-monthly progress reports of the PhD Mathematics Scholars for the period from Jan. 2023- July 2023 in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.65	To report the re-registration of Mr. Prabudh Singh in PhD Sociology Programme in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.66	To consider re-constitution of RAC for the Ph.D.scholars in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.67	To report the successful pre-submission of the Ph.D.Scholars in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.68	To report the successful submission of PhD thesis by the PhD Scholar in the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.69	To report the successful synopsis defense by the Research Scholars of the School of Liberal Studies **Decision: The Academic Council noted the above information.**	Noted.
34.20.70	To note the six-monthly progress reports of the PhD Sociology students in the School of Liberal Studies for the period July 2023 – December 2023 **Decision: The Academic Council noted the above information.**	Noted.
34.20.71	To note the successful Pre-PhD presentations in respect of PhD English Scholars in the School of Letters **Decision: The Academic Council noted the above information.**	Noted.
34.20.72	To report the scholars who have been awarded the PhD degree in Economics after successfully completion of the PhD degree requirements including PhD Viva-Voce as per AUD PhD Regulations, 2017 **Decision: The Academic Council noted the above information.**	Noted.
34.20.73	To report the scholars who have been awarded the PhD degree in History after successfully completion of the PhD degree requirements including PhD Viva-Voce as per AUD PhD Regulations, 2017 **Decision: The Academic Council noted the above information.**	Noted.
34.20.74	To report the scholars who have awarded the PhD degree in Mathematics after successfully completion of the PhD degree requirements including PhD Viva-Voce as per AUD PhD Regulations, 2017 **Decision: The Academic Council noted the above information.**	Noted.

Resl. No.	Decision	Action Taken
34.20.75	To report the scholars who have been awarded the PhD degree in Sociology after successfully completion of the PhD degree requirements including PhD Viva-Voce as per AUD PhD Regulations, 2017 **Decision: The Academic Council noted the above information.**	Noted.
34.21	To report the Competence Enhancement Courses for Monsoon 2024 in Academic Year 2024-25 **Decision: The Academic Council noted the above information.**	Noted.
34.22	To report the formulation of the policies by IQAC related to the Publishing of Journal by the University **Decision: The Academic Council noted the above information. The Academic Council recommended that the Schools/Centre/Cell can formulate the policies related to the Publishing of Journals. However, there should be no any overlapping in the policies and the number of such journals. The CfP will (Centre for Publishing) coordinate publishing of journals proposed by various Schools/Centres/ research groups.**	As informed by the Centre, the recommendations of the Academic Council have been noted and as informed, all proposals of journal/ magazine proposed by Schools/ Centres/ Divisions will be routed through the Centre for Publishing.
34.23	To report the signing of additional MoU by Dr.B.R.Ambedkar University Delhi with Karnataka Samskrit University (KSU), Bangalore **Decision: The Academic Council noted the above information.**	As informed by the Dean, SUS, the resolution passed by the Academic Council has been duly noted. The necessary actions will be implemented as and when referred concerning the related matters.
34.24	To report about the admissions carried out in the PhD programme for the Academic Session 2022-23 and 2023-24 **Decision: The Academic Council noted the above information.**	Noted.
34.25	To deliberate and consider the proposal for starting D.LITT/D.SC/D.ED/LL.D at Dr.B.R. Ambedkar University Delhi **Decision: In exercise of the powers conferred under Section 24 (1) (xvii) and Statute 12(1)(a), the Academic Council deliberated and appreciated the proposal of Dr.B.R.Ambedkar University Delhi for the commencement of D.LITT/D.SC/ D.ED/LL.D. The Academic Council recommended to constitute a sub-committee to carry out the modalities for D.LITT/D.SC/D.ED/LL.D and authorized the Vice Chancellor to taken further necessary action in the matter.**	The University vide Notification No. AUD/15-8(3)/ PLG/249(A) dated 10.6.2024 has notified the constitution of the sub-committee for carrying out modalities for D.LITT/D.SC/D.ED/LL.D at Dr.B.R. Ambedkar University Delhi.

*****

Appendix-2

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Legal and Socio-Political Studies
Programme(s)	BA (law and politics)
Course title	**Constitutional Foundations of Criminal Procedure**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Kirt Agarwal

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

   The course 'Constitutional Foundations of Criminal Procedure' is unique and does not overlap with other courses in the curriculum. It offers a distinctive focus on the intersection of criminal procedure law and the Constitution, examining how social control mechanisms operate alongside the framework of constitutional liberties. By exploring the constitutional underpinnings of criminal procedure, this course provides a comprehensive understanding of how criminal law and constitutional principles interact to uphold justice while protecting individual rights. This interface is crucial for appreciating the balance between societal order and personal freedoms, making the course an essential addition to our academic offerings.

2. **Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)**

   No requirement

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

   As per AUD rules

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**

Semester-long course

5. **Proposed date of launch:**

   2024

6. **Course Details:**

   a. Summary

Constitutional choices in the domain of criminal procedure reflect and often amplify, the tension between the competing goals of protecting individual liberty and promoting the public good. The 'liberty perspective' conceives of the criminal process primarily as a limitation on the State power to ensure that the State does not arbitrarily or excessively trample over an individual's liberty interests, including her autonomy, dignity, and privacy. Therefore, constitutional rights against the State prescribe constraints on the State power such as those of search and seizure, arrest and detention, or through providing rights like right against self-incrimination, etc. The 'public order perspective' prioritises social control and security over individual liberty when the two interests clash. Constitutional rights are restricted in scope and interpretation so as to leave the State with as much power as possible to identify and punish those who are accused of any crime. This course explores the intersection between the Constitution and criminal law, primarily focusing on procedural aspects of the criminal justice system. Students will gain an in-depth understanding of key provisions related to arrest, bail, collection of evidence, and the evidentiary value of such evidence. We will emphasise on constitutional safeguards designed to protect individual liberties from excessive or arbitrary State intrusion to establish social control. This course will examine the role of the judiciary, particularly the Supreme Court, in shaping criminal procedure through landmark decisions. Students will study how judicial decisions ensure that the rights of individuals are upheld while maintaining societal order. This course is designed to provide a comprehensive understanding of how to balance the need for social control with the imperative of protecting constitutional liberties, thus making it a crucial addition to the study of criminal law.

   b. Objectives

To comprehensively study the interrelationship between Indian criminal procedure law and constitutional principles.

   c. Expected Learning Outcomes

On successful completion of the course, students will be able to:

- understand the balance between the liberty perspective on the one hand and the public order perspective, on the other
- critically understand how criminal laws and constitutional principles interact to uphold justice while protecting individual rights.

   d. Overall structure

Course Outline

Module 1: Understanding Constitutional Liberties and Public Order

The interface between criminal law and the Constitution highlights a classic debate in political liberalism: where and how to draw the line between individual liberty and social control. 'Liberty perspective' conceives of criminal process primarily as a limitation on the State power, to ensure that the State does not arbitrarily or excessively trample over an individual's liberty. 'Public order perspective' prioritises social control and security over individual liberty when the two interests clash. These two perspectives are not mutually exclusive, watertight compartments or oppositional models, or even the only perspectives on understanding the criminal process. To ensure that the State functions within constitutionally prescribed limits, the State has to justify every deprivation of liberty before an impartial tribunal, where individuals are guaranteed set of rights.

Readings:

1. JN Pandey, Constitutional of India, Chapter 1, Introduction, page 1-17.
2. Herbert L. Packer, Two Models of the Criminal Process, University of Pennsylvania Law Review.
3. Aparna Chandra and Mrinal Satish, Criminal law and the Constitution in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP
4. A.G. Noorani, Handbook of Human Rights and Criminal Justice in India, SAHRDC, O.U.P., 2007.
5. Sekhri, Abhinav, The Constitution and Criminal Justice (May 28, 2022). Available at SSRN: https://ssrn.com/abstract=4122125 or http://dx.doi.org/10.2139/ssrn.4122125

Additional Reading:

1. Andrew Ashworth and Lucia Zedner, Preventive Justice (Oxford University Press, 2014), pp. 1-25.

Module 2: Criminal Proceedings and Fair Trial

This module aims to provide a comprehensive understanding of the various stages of criminal proceedings, delineating the functions of the investigating agencies involved in procedural tasks from investigation to trial. It will explore measures to expedite criminal proceedings against the accused, ensuring a swift and efficient justice process. Emphasis will be placed on safeguarding the pre-trial rights of the accused, with a particular focus on the Code of Criminal Procedure, 1973 and now the provisions of Bharatiya Nagarik Suraksha Sanhita, 2023. This module aims to provide an understanding of fair trial guarantees in criminal trials, emphasising the legal and constitutional protections available to the accused person. We will delve into the concept of fair trial, examine the legal and constitutional guarantees that ensure justice is served equitably. We will understand the relevance of Miranda guidelines and their implications for the right to silence and protection against self-incrimination, and undertake a critical comparative examination of safeguards in the Indian criminal procedure with the Miranda warnings in the USA.

We will also highlight the importance of the right to a pre-sentence hearing which is indispensable for reformative sentencing practices. The module will address the specific challenges faced by indigent accused and outline measures to support them. At the same time, we will also focus on the rights and needs of victims, ensuring a balanced approach to justice that considers both the accused and the victim.

Readings:

1. R V Kelkar's Lectures on Criminal Procedure and Criminal Law and Criminal Justice, Pre-trial Procedure: investigation by Police, pg. 123-145.
2. Dr. S. Muralidhar, Crime, Punishment and Justice in India: The Trajectories of Criminal Law, Lecture series in criminal law, Project 39A, NLU Delhi.
3. BB Pande, Criminal Law and Criminal Justice: Advanced Legal Writings, chapter 2, The elements & essential principles of criminal law/liability, Eastern Book Company, 2022.
4. R V Kelkar's Lectures on Criminal Procedure and Criminal Law and Criminal Justice, Trial Procedures: Principal Features of Fair Trial, pg. 345-358.
5. JN Pandey, Constitutional of India, Chapter 10, Protection in respect of conviction of offences, pg. 131-137.
6. S Muralidhar, Law, Poverty and Legal Aid: Access to Criminal Justice, LexisNexis Butterworths (2004).

Module 3: Arrest and Constitutional Safeguards

This module will examine the legal framework related to arrests in criminal procedure, including constitutional protections under Articles 21 and 22 against arbitrary detention. This will help us understand the balance between the constitutional liberties and social control perspectives. The module will also examine the rights of the arrested individual and the responsibilities of law enforcement agencies based on various landmark judgments.

Readings:

1. R V Kelkar's Lectures on Criminal Procedure and Criminal Law and Criminal Justice, Pre-trial. Procedure: Arrest, and the Rights of the Arrested Person, pg. 71-80.
2. JN Pandey, Constitutional of India, chapter 12, safeguards against arbitrary arrest and detention, pg 152-166.
3. Upendra Baxi, The Crisis of the Indian Legal System, VPH, New Delhi.
4. Shankar, Shylashri, 'The Legal Framework of Preventive Detention and Anti-Terror Laws', Scaling Justice: India's Supreme Court, Social Rights, and Civil Liberties, 2009; Oxford Academic, available at https://doi.org/10.1093/acprof:oso/9780195693201.003.0003
5. Arnesh Kumar v. State of Bihar (2014) 8 SCC 273.
6. D.K. Basu Versus State of West Bengal (1997 (1) SCC 416).
7. Joginder Kumar v State of U.P, (1994) 4 SCC 260.

Module 4: Reliability of Evidence and Right to Privacy

This module will explore the reliability of evidence in criminal trials, focusing on the nuances of illegally obtained evidence, its admissibility in courts as per Chapter II of the Evidence Act, and the constitutional safeguards, especially the Right to Privacy under Article 21 of the Indian Constitution. Emphasis is made on the exclusionary rule and the doctrine of the "fruit of the poisonous tree" and the need to maintain the balanced interest of the prosecution and the rights of the accused with the help of landmark judgments. This module will also focus on the use of lie detector tests, brain mapping and narco-analysis, including their scientific basis, reliability, legal implications and constitutional considerations in criminal investigations.

Readings:

1. Vepa P. Sarathi, Law of Evidence, Chapter 3, Relevant facts of which evidence may be given, pg. 37-46.
2. JN Pandey, Constitutional of India, chapter 11, Protection of Life and Personal Liberty, pg 138-151.
3. Khagesh Gautam, "The Unfair Operation Principle and the Exclusionary Rule: On the Admissibility of Illegally Obtained Evidence in Criminal Trials in India*"* 27(2) *Indiana International and Comparative Law Review* (2017).
4. S.N. Jain, *Admissibility of illegally obtained evidence*, 22(3) Journal of the Indian Law Institute 322-327 (1980).
5. Talha Abdul Rahman, *Fruit of the Poisoned Tree: Should Illegally Obtained Evidence Be Admissible?* S-38 PL, (2011).
6. R.M. Malkani v. State of Maharashtra, (1973) 1 SCC 471
7. Pooran Mal v. Director of Inspection (Investigation), (1974) 1 SCC 345
8. K.S. Puttaswamy and Anr. v. Union of India and Ors, (2017) 10 SCC 1.
9. Selvi v. State of Karnataka, (2010) 7 SCC 263.

Additional Reading:

1. Mark Findlay, Stephen Odgers and Stanley Yeo, *Australian Criminal Justice* (Oxford University Press, 1994),ch 6.

Module 5: Right to Bail and Representation

The legal provisions related to bail in India will be discussed, along with the guidelines for granting bail, the various forms of bail, and the judicial discretion involved as per BNSS. The human rights viewpoint on bail will be covered in this unit, with a focus on striking a balance between a person's right to liberty and the requirement for social protection.

Readings:

1. P.N. Bhagwati, Human Rights in Criminal Justice System, 27 J. INDIAN L. INST. 1 (1985)
2. Rahman, T. A. (2018). In The Custody of Law: Withering Jurisdiction of A Magistrate. Journal of the Indian Law Institute, 60(4), 427–443. https://www.jstor.org/stable/26826654
3. Individual Freedoms and Criminal Justice Administration: Constitutional Perspectives with Special Reference to Right to Bail, P. Puneeth, 2019, Bail: Law and Practice in India 1 - 29 (ILI, 2019).
4. Kartar Singh v State of Punjab, (1994) 3 SCC 569.

5. Supreme Court Legal Aid Committee Representing Undertrial Prisoners v Union of India, (1994) 6 SCC 731.
6. Gurbaksh Singh Sibbia vs State of Punjab, AIR 1980 SC 1632.
7. Sanjay Singh vs CBI, (2012) 1 SCC 40.

Additional Reading:

1. Abhinav Sekhri, The Bailable v. Non-Bailable Classification in Indian Criminal Procedure, 3 GNLU Law &Socy. Rev. 56 (2021).

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1-2	**Module 1: Understanding Constitutional Liberties and Public Order**	To study the interface between criminal law and the Constitution Law.	1. JN Pandey, Constitutional of India, Chapter 1, Introduction, page 1-17. 2. Herbert L. Packer, Two Models of the Criminal Process, University of Pennsylvania Law Review. 3. Aparna Chandra and Mrinal Satish, Criminal law and the Constitution in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP 4. A.G. Noorani, Handbook of Human Rights and Criminal Justice in India, SAHRDC, O.U.P., 2007. 5. Sekhri, Abhinav, The Constitution and Criminal Justice (May 28, 2022). Available at SSRN: https://ssrn.com/abstract=4122125 or http://dx.doi.org/10.2139/ssrn.4122125	1. Andrew Ashworth and Lucia Zedner, Preventive Justice (Oxford University Press, 2014), pp. 1-25.
3-4	**Module 2: Criminal Proceedings and Fair Trial**	This module aims to provide a comprehensive understanding of the various stages of criminal proceedings, delineating the functions of the	1. R V Kelkar's Lectures on Criminal Procedure and Criminal Law and Criminal Justice, Pre-trial Procedure: investigation by Police, pg. 123-145. 2. Dr. S. Muralidhar, Crime, Punishment and Justice in India: The Trajectories of Criminal Law, Lecture	

		investigating agencies involved in procedural tasks from investigation to trial.	series in criminal law, Project 39A, NLU Delhi. 3. BB Pande, Criminal Law and Criminal Justice: Advanced Legal Writings, chapter 2, The elements & essential principles of criminal law/liability, Eastern Book Company, 2022. 4. R V Kelkar's Lectures on Criminal Procedure and Criminal Law and Criminal Justice, Trial Procedures: Principal Features of Fair Trial, pg. 345-358. 5. JN Pandey, Constitutional of India, Chapter 10, Protection in respect of conviction of offences, pg. 131-137. 6. S Muralidhar, Law, Poverty and Legal Aid: Access to Criminal Justice, LexisNexis Butterworths (2004).	
5-6	**Module 3: Arrest and Constitutional Safeguards**	This module will examine the legal framework related to arrests in criminal procedure, including constitutional protections under Articles 21 and 22 against arbitrary detention	1. R V Kelkar's Lectures on Criminal Procedure and Criminal Law and Criminal Justice, Pre-trial. Procedure: Arrest, and the Rights of the Arrested Person, pg. 71-80. 2. JN Pandey, Constitutional of India, chapter 12, safeguards against arbitrary arrest and detention, pg 152-166. 3. Upendra Baxi, The Crisis of the Indian Legal System, VPH, New Delhi. 4. Shankar, Shylashri, 'The Legal Framework of Preventive Detention and Anti-Terror Laws', Scaling Justice: India's Supreme Court, Social Rights, and Civil Liberties, 2009;	

			Oxford Academic, available at https://doi.org/10.1093/acprof:oso/9780195693201.003.0003 5. Arnesh Kumar v. State of Bihar (2014) 8 SCC 273. 6. D.K. Basu Versus State of West Bengal (1997 (1) SCC 416). 7. Joginder Kumar v State of U.P, (1994) 4 SCC 260.	
9-10	**Module 4: Reliability of Evidence and Right to Privacy**	This module will explore the reliability of evidence in criminal trials, focusing on the nuances of illegally obtained evidence.	1. Vepa P. Sarathi, Law of Evidence, Chapter 3, Relevant facts of which evidence may be given, pg. 37-46. 2. JN Pandey, Constitutional of India, chapter 11, Protection of Life and Personal Liberty, pg 138-151. 3. Khagesh Gautam, "The Unfair Operation Principle and the Exclusionary Rule: On the Admissibility of Illegally Obtained Evidence in Criminal Trials in India" 27(2) *Indiana International and Comparative Law Review* (2017). 4. S.N. Jain, *Admissibility of illegally obtained evidence*, 22(3) Journal of the Indian Law Institute 322-327 (1980). 5. Talha Abdul Rahman, *Fruit of the Poisoned Tree: Should Illegally Obtained Evidence Be Admissible?* S-38 PL, (2011). 6. R.M. Malkani v. State of Maharashtra, (1973) 1 SCC 471 7. Pooran Mal v. Director of Inspection (Investigation), (1974) 1 SCC 345	1. Mark Findlay, Stephen Odgers and Stanley Yeo, *Australian Criminal Justice* (Oxford University Press, 1994),ch 6.

			8. K.S. Puttaswamy and Anr. v. Union of India and Ors, (2017) 10 SCC 1. 9. Selvi v. State of Karnataka, (2010) 7 SCC 263.	
11-12	**Module 5: Right to Bail and Representation**	The legal provisions related to bail in India will be discussed, along with the guidelines for granting bail, the various forms of bail, and the judicial discretion involved as per BNSS.	1. P.N. Bhagwati, Human Rights in Criminal Justice System, 27 J. INDIAN L. INST. 1 (1985) 2. Rahman, T. A. (2018). In The Custody of Law: Withering Jurisdiction of A Magistrate. Journal of the Indian Law Institute, 60(4), 427–443. https://www.jstor.org/stable/26826654 3. Individual Freedoms and Criminal Justice Administration: Constitutional Perspectives with Special Reference to Right to Bail, P. Puneeth, 2019, Bail: Law and Practice in India 1 - 29 (ILI, 2019). 4. Kartar Singh v State of Punjab, (1994) 3 SCC 569. 5. Supreme Court Legal Aid Committee Representing Undertrial Prisoners v Union of India, (1994) 6 SCC 731. 6. Gurbaksh Singh Sibbia vs State of Punjab, AIR 1980 SC 1632. 7. Sanjay Singh vs CBI, (2012) 1 SCC 40.	

e. Pedagogy:

1. Instructional strategies:
2. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): classroom, projector, library
3. Expertise in AUD faculty or outside: Outside faculty members are equipped to transact this course

4. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field interaction with practicing lawyers, legal aid projects, civil liberties organizations

Signature of Course Coordinator(s)

Assessment Structure:

A combination of midterm examination, class presentation, class participation and, final

Exam

Rough break up:

1. Class participation, presentations and assignments: 20 %

2. Mid-Term Exam: 40 %

3. End Term Exam: 40 %

Recommendation of the School of Studies: Passed by the Board of Studies vide circulation by email

Suggestions: Incorporated suggestions of members

Signature of the Dean of the School

Appendix-3

School of Education Studies

Agenda for Academic Council Meeting

Integrated Teacher Education Programmes (ITEP)

BABEd Preparatory
BABEd Secondary

Board of Studies Meeting
held on June 19, 2024

School of Education Studies

Agenda for Academic Council

Agenda

S. No.	Contents	Page number
I.	Minutes of Board of Studies Meeting of the School of Education Studies (June 19, 2024)	4
	INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED PREPARATORY)	
II.	**Foundations of Education**	
1.	Philosophical and Sociological Perspectives of Education – II	16
2.	Education Policy Analysis	24
III.	**Stage-Specific Content-cum-Pedagogy Courses**	31
3.	Basics of Pedagogy at Preparatory Stage	33
4.	Content cum Pedagogy: The World Around Us (I)	40
5.	Content cum Pedagogy: The World Around Us (II)	47
6.	Content cum Pedagogy: The World Around Us (III)	54
7.	Content cum Pedagogy of English (I)	59
8.	Content cum Pedagogy of English (II)	66
9.	Content cum Pedagogy of English (III)	71
10.	Content cum Pedagogy of Hindi (I)	77
11.	Content cum Pedagogy of Hindi (II)	85
12.	Content cum Pedagogy of Hindi (III)	92
IV.	**Ability Enhancement/ Value Added Courses (AEC/VAC)**	
13.	Mathematical & Quantitative Reasoning	98
14.	Sports, Nutrition and Fitness	103
15.	Arts (Performing and Visual) and Creative Expressions II	109
16.	Yoga and Understanding Self	116
17.	Citizenship Education, Sustainability and Environment Education	121
V.	**School Experience**	127
18.	Pre-Internship Practice	128
19.	School Observation	133
20.	Internship in Teaching	139
21.	School-based research projects	147
22.	Creating Teaching Learning Materials	153
23.	Post Internship	158
VI.	**Community Engagement and Service**	
24.	Community Engagement and Service (Participation in NSS-related activities, New India Literacy Programme, etc.)	162
	INTEGRATED TEACHER EDUCATION PROGRAMMES (BABED SECONDARY)	
II.	**Foundations of Education**	
25.	Philosophical and Sociological Perspectives of Education – II	169
26.	Education Policy Analysis	177
III.	**Stage-Specific Content-cum-Pedagogy Courses**	185
27.	Basics of Pedagogy at Secondary Stage	190
28.	Content cum Pedagogy of English (I)	197

29.	Content cum Pedagogy of English (II)	204
30.	Content cum Pedagogy of English (III)	209
31.	Content cum Pedagogy of Hindi (I)	215
32.	Content cum Pedagogy of Hindi (II)	223
33.	Content cum Pedagogy of Hindi (III)	230
IV.	**Ability Enhancement/ Value Added Courses (AEC/VAC)**	
34.	Mathematical & Quantitative Reasoning	236
35.	Sports, Nutrition and Fitness	241
36.	Arts (Performing and Visual) and Creative Expressions II	247
37.	Yoga and Understanding Self	254
38.	Citizenship Education, Sustainability and Environment Education	259
V.	**School Experience**	265
39.	Pre-Internship Practice	266
40.	School Observation	271
41.	Internship in Teaching	277
42.	School-based research projects	285
43.	Creating Teaching Learning Materials	291
44.	Post Internship	296
VI.	**Community Engagement and Service**	
45.	Community Engagement and Service (Participation in NSS-related activities, New India Literacy Programme, etc.)	300
VII.	**Electives**	
46.	Education for Sustainable Development	307
47.	Gender Education	314
VIII	**Geography Discipline Courses**	
48.	Social Geography	322
49.	Environment Geography	327
50.	Remote Sensing and GIS	332
51.	Geography of India	337
52.	Economic Geography	342
53.	Field Trip and Report Writing	347
54.	Political Geography	352
55.	Evolution of Geographical Thought	357
	Programme Structure of Geography	362
	Minutes of Meeting of Geography Consultation	363
	Revised Programme Structure of ITEP/BABEd	367

Dr. B. R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES

Board of Studies Meeting Minutes
June 19, 2024, Lodhi Road Campus

The 22nd Meeting of the Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:30 am on June 19, 2024 in the Reading Room, Lodhi Road Campus, Dr. B. R. Ambedkar University Delhi (AUD). The following were present:

Dr Sunita Singh — Chairperson
Dean (Officiating), SES, AUD

Professor Farah Farooqi — Member
Faculty of Education, Jamia Millia Islamia University

Professor Tanuja Kothiyal — Member
School of Liberal Studies, AUD

Dr Monimalika Day — Member
SES, AUD

Dr Manish Jain — Member
SES, AUD

Dr Manasi Thapliyal Navani — Member
SES, AUD

Members of the Academic Council
Professor Nakkeeran Nanjappan
Dean, School of Public Policy and Governance

Professor Rukmini Sen
Dean, School of Heritage Research and Management

Regrets:
Professor Saumen Chattopadhyay — Member
Zakir Hussain Centre for Education for Educational Studies,
Jawaharlal Nehru University

Professor Suniti Sanwal — Member
Head, Department of Elementary Education, NCERT

Professor Haneet Gandhi — Member
Department of Education, University of Delhi

Professor Sitansu S. Jena — Member
Dean, School of Vocational Studies, AUD

Dr Krishna Kalyan Dixit — Member
Centre for English Language Education, SoL, AUD

Special invitees present in the meeting:
Dr Gunjan Sharma, SES, AUD
Dr Shivani Nag, SES, AUD
Dr Rajshree Chanchal, SES, AUD
Dr. Nidhi, SES, AUD
Dr. Ambika Ram, SES, AUD
Dr. Rishabh Kumar Mishra, SES, AUD
Dr. Prachi Nadda, SES, AUD
Dr. Nivedita Sarkar, SES, AUD

Agenda for the BoS Meeting

Courses of Integrated Teacher Education Programmes (BABEd Preparatory & BABEd Secondary)

I. *Foundations of Education*

1. Philosophical and Sociological Perspectives of Education – II
2. Education Policy Analysis
3. Education for Sustainable Development (Elective)
4. Gender Education (Elective)

II. *Stage-Specific Content-cum-Pedagogy Courses*

5. Basics of Pedagogy at Preparatory/Secondary Stage
6. Content cum Pedagogy: The World Around Us I (Preparatory Stage - Semester 4; 2 credits)
7. Content cum Pedagogy: The World Around Us (II) (Preparatory Stage - Semester 5; 2 credits)
8. Content cum Pedagogy: The World Around Us (III) (Preparatory Stage - Semester 6; 2 credits)
9. Content cum Pedagogy of English (I)
10. Content cum Pedagogy of English (II)
11. Content cum Pedagogy of English (III)
12. Content cum Pedagogy of Hindi (I)
13. Content cum Pedagogy of Hindi (II)
14. Content cum Pedagogy of Hindi (III)

III. *Ability Enhancement/ Value Added Courses (AEC/VAC)*

15. Mathematical & Quantitative Reasoning
16. Sports, Nutrition and Fitness
17. Arts (Performing and Visual) and Creative Expressions II
18. Yoga and Understanding Self
19. Citizenship Education, Sustainability and Environment Education

IV. *School Experience*

20. Pre-Internship Practice
21. School Observation
22. Internship
23. School-based research projects
24. Creating TLM
25. Post Internship

V. *Community Engagement and Service*

26. Community Engagement and Service

(Participation in NSS-related activities, New India Literacy Programme, etc.)

VI. *Geography Discipline Courses*

27. Social Geography
28. Environment Geography
29. Remote Sensing and GIS
30. Geography of India
31. Economic Geography
32. Field Trip and Report Writing
33. Political Geography
34. Evolution of Geographical Thought

Minutes of Meeting of Geography Consultation
Programme Structure of Geography Courses
Revised Programme Structure of ITEP/BABEd

The following were discussed
A. Overall discussion/suggestions

- The course syllabus for all the courses has followed the prescribed curriculum of the NCTE - with no more than 30% changes as mandated by the NCTE.
- The course templates should follow a standard format: including the Semester, estimated hours/weeks of teaching per module, the instructional strategies drawn from NCTE curriculum, and the national documents suggested in the NCTE curriculum.

B. Discussion on the courses

I. Foundations of Education

1. Philosophical and Sociological Perspectives of Education – II (4 credits)

The course introduces students with sociological perspective to understand the interrelationship between education and society. It attempts to locate education within the larger theoretical perspectives of sociology to elaborate the basic concepts such as socialisation, education and family. It will discuss various agencies of socialisation such as school, family, peers and community. It focuses on developing a critical understanding of phenomena of social change and education as an agency of social change and modernisation. *The following were the suggestions on the course:*

– The modules are overlapping.
– Values are conceptualised within the constitutional values. Universal values seen as renaissance and enlightenment values and the other as religious and cultural could be included. The universal values are subsumed as enlightenment values. Human rights become the pivot around which both can be addressed. Add a reading on this debate

- Shishu mandir as an example of social change could be examined; a study on Madarsas in colonial India could be included
- Reduce the essential readings across the modules
- Suggestions on readings
    - Values: Constitution of India for Children Subhadra Sengupta be shown to prospective teacher
    - Education, culture and socialisation: 1988, Karuna Chanana, Education, socialisation and women
    - Social Change: Kumud Pawde, the Story of My Sanskrit
    - Sunil Khilnani on Nehru: Article sent by Farah, in comparison to Gandhi's values

The BoS resolved to recommend the course for the consideration of the Academic Council.

2. Education Policy Analysis (2 credits)

The course introduces students to the idea of education policies, their formation and history in India. It introduces frames for analysis of educational policies and programmes and their implementation. *The following were the suggestions on the course:*

- Need to look at the historical context and colonial legacies. How did several education policy initiatives respond to those colonial legacies and policies? Make it both time contingent, a sense of continuity and change.
- Include Mahila Samakhya, Rameshwari Jandhyala introduction (either in unit 1 or 3, Cartographies); Unit 2: reading from Nirantar; a reading on the role of civil society organisations and NGOs, include a reading around experiences of teachers in everyday policy implementation (Samagra Siksha); Education and development: Vimala Ramchandran
- Assessment: Make class test as end-term
- Everyday work and life of teachers, what is going to be the role of teachers; readings could be available in Learning Curve, Teacher Plus, Pathshala, Lok Shikshak Manch blog.

The BoS resolved to recommend the course for the consideration of the Academic Council.

3. Education for Sustainable Development (Elective) (4 credits)

This course is designed to highlight the meaning, nature and significance of education for sustainable development in the light of the 17 goals envisaged in the United Nations agenda for sustainable development. The course aims to make student teachers aware and understand, in particular, the SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development. *The following were the suggestions on the course:*

- It was advised that themes of "food, water, shelter, and health" as pivots of development, sustainability and inequality discourse in the Indian context apart from issues of biodiversity and environmental awareness may be included and one of the course modules may focus on how these themes can be addressed as part of school curriculum. Some publications from the Centre for Science and Environment, TERI, Kalpvriksha, Hazards Centre, and Anupam Mishra's writing may be included and aspects of Green Audit or Green School may be included in any one module.
- The titles of two of the course modules may be stated to address the themes of: *Education as primary goal of Social Sustainability; Achieving SDG through Education;*
- Address aspects of traditional indigenous knowledge in the Indian context around conservation and sustainability as alternate lenses to look at the idea of sustainable development through readings in Indian context.
- Some of the suggested readings are as follows:

The New Leam (2017). Adivasi education, ecological consciousness and politics of development) http://www.thenewleam.com/adivasi-education-ecological-consciousness-and-the-politics-of-development/
Kawalkar, A., Srivastava, H., & Shevade, R. (2024). Yeh Toh Ulto Hi Ho Gayo! Juxtaposing Educational Discourse on Forests and Conservation with Everyday Discourses of Adivasi Communities of Central India. *Contemporary Education Dialogue, 21*(1), 86-107. https://doi.org/10.1177/09731849231213159
Batra, P., Bazaz, A., Dixit, S. & Sadh, S. (2023). *Transforming Education for Sustainable Futures: India Hub Synthesis Report*. IIHS https://iihs.co.in/knowledge-gateway/transforming-education-for-sustainable-futures-india-hub-synthesis-report/
Balgovind Baboo, "Politics of water: The case of the Hirakud dam in Orissa, India", *International Journal of Sociology and Anthropology,* vol 1, no 8, December 2009, pp 139−144.
TED Talk. (2009, 3 December). Anupam Mishra: The ancient ingenuity of water harvesting Anupam Mishra: The ancient ingenuity of water harvesting

The BoS resolved to recommend the course for the consideration of the Academic Council.

4. **Gender Education (Elective)** (4 credits)

For a democratic and egalitarian society and education, it is imperative that the school teachers both understand and interrogate how gender and education intersect across institutions and practices. It is necessary that they understand various constitutional, legal and policy provisions to promote gender equality and to counter sexual violence, and abuse. The course aims to equip the future teachers to play this role and in turn empower their students when they enter classrooms as teachers. *The following were the suggestions on the course:*

- Reduce assessments to 2-3, and make one assignment field based
- Suggestions on readings/videos:
    - A little book on men by Rahul Roy (introduction to masculinity)
    - A documentary: When 4 Friends Meet by Rahul Roy
    - Supurna Banerjee and Ghosh, piece on intersectionality
    - SAMAJ online journal, introduction to issue on caste and gender
    - Cultural construction of gender and disability in Bengal, Nandini Ghosh
    - A text from disabled, transgender and 'untouchable' and Muslim person
    - On Gender sexuality, A Hijra's life, A. Revathi's book
    - Nirantar Hindi reader
    - NCF 2005 Focus group
    - UNICEF programme for Schools and Menstrual health

The BoS resolved to recommend the course for the consideration of the Academic Council.

Stage-Specific Content-cum-Pedagogy Courses

5. **Basics of Pedagogy at Preparatory/Secondary Stage** (4 credits)

This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

The following were the suggestions on the course:

- A philosophical critique of behaviorism could be introduced; focus on learner in the context

- Suggestions on readings and films/documentaries:
    - Articles from Voices of Teachers and Teacher Educators, Pathshala, Neeraja Raghavan (Chapter on action research); NCERT CPD guidelines; Funds of knowledge/Funds of Identity; The *Harder the Stick Beats*, the Faster the Flow of Knowledge) by Shailaja Paik
    - Satyajit Ray—Two; blue eyes/brown eyes; Bobo doll experiment; Arvind Gupta video; Fandry
- Focus on inclusion

The BoS resolved to recommend the course for the consideration of the Academic Council.

Three courses of Content cum Pedagogy: The World Around Us:

The World Around Us (TWAU) is a school subject in classes III to V that will engage the school students with their social, physical, and natural environment. The three TWAU courses will be the primary structured spaces where the integration between liberal disciplines and education will be organized. These three courses have been imagined in relation to the school-based experience component of the programme. The focus of the first course is on the nature of the discipline (TWAU), its location in the school curriculum at the specific school stage, and then its pedagogical context. The second course is about pedagogy, Teaching Learning Materials, Resources and Approaches for TWAU and related assessment practices. The third course is about pedagogic innovation – which NCTE has largely identified in terms of ICT and classroom research. Since these are Content cum Pedagogy (CCP) courses, it will be transacted in small groups of 15 students that will be allocated to different faculty members who specialise in the relevant areas.

6. **Content cum Pedagogy: The World Around Us I** (Preparatory Stage - Semester 4; 2 credits)

This course aims to foster an understanding of the nature, scope, and importance of TWAU as a composite discipline, highlighting its synergies with Science, Social Sciences/Studies, and Environmental Education. It helps student teachers appreciate the historical development of TWAU and its place in the school curriculum. The following were suggested:

- Instead of 'Assessment 2', 'Final assessment' may be written.
- NCERT *Position paper on Habitat and learning* and *EVS syllabus for elementary stage* (already included) may also be included
- Other suggested readings were: Mahadevi Verma's *Mera parivar*, Ashish Kothari's *Touched by nature*, Harsh Mander's and Anita Rampal's *Lessons on food and hunger.*

7. **Content cum Pedagogy: The World Around Us (II)** (Preparatory Stage - Semester 5; 2 credits)

This course is designed to equip student teachers with comprehensive knowledge and skills for teaching TWAU. The main aim of this course is to help student teachers become familiar with diverse pedagogical and assessment approaches to support learning of TWAU and engage with development of effective teaching learning materials/resources (TLMs). The following were suggested:

- Some additional readings may be included:
    - Farah Farooqui and Gurjeet Kaur's paper *A syllabus revision exercise of the course 'Pedagogy of EVS' in DIET curriculum*; selections from Julia Weber Gordon's *My Country School Diary,* textbooks from different publishers (such as Digantar) may be suggested for practicum work related to textbook analysis; additional readings on place-based/field-visit as pedagogy particularly in exploration of social context; and selected chapters from Rishabh Mishra's *Vidyalay mein samaj.*

– Instead of ‘Assessment 2’, ‘Final assessment’ may be written.

8. **Content cum Pedagogy: The World Around Us (III)** (Preparatory Stage - Semester 6; 2 credits)

The objective of this course is to provide student teachers with an understanding of innovative and research-based practices for teaching TWAU, enabling them to effectively address and teach various concepts. By incorporating innovative practices and action research, and ICT tools, student-teachers will be equipped to teach skills necessary for addressing social and critical issues. The following were suggested:

– Instead of ‘Assessment 2’, ‘Final assessment’ may be written.
– Some additional readings that may be included are: *Storytelling* by Swapna Liddle, articles on innovative EVS pedagogy from *Voices of Teachers and Teacher Educators.*

The BoS resolved to recommend the three courses on ‘Content cum Pedagogy: The World Around Us’ for the consideration of the Academic Council.

9. Content cum Pedagogy of English (I) (2 credits)

The course has been designed to introduce English pedagogy in a wholistic manner. The content presents English language teaching and learning in the diverse linguistic, cultural and social context of our country. The complex nature of language acquisition and the multilingual fabric of the country necessitates that English is taught keeping in mind the local context. The teacher has a critical role as a facilitator to enable students to construct their worldview and express themselves.

10. Content cum Pedagogy of English (II) (2 credits)

This course is designed to make student–teachers aware of the teaching–learning aids and other resources available as well as created for making language learning joyful and meaningful. The course will introduce the effectiveness of such resources and the impact they have on the children’s learning. This course will also help them to understand the content of the textbook--the vocabulary, structure, sound, forms and elements used and to analyze the content for preparing the lesson plan accordingly.

11. Content cum Pedagogy of English (III) (2 credits)

This course is designed to develop research aptitude among the student–teachers, especially in teaching –learning of language. It will help them to develop analytical ability to understand the common challenges faced by the children at this stage in learning the language. This course will also help them to understand the scope of innovations in teaching-learning of a language and adopt various pedagogical practices. The student –teacher will also understand the importance of life learning and strive for the same through participation in seminars, conferences, public speaking, Creative writing competitions, Orientation Programmes, SWAYAM courses, etc.

The following were the suggestions on the pedagogy courses:

– Include theatre and role of library
– Suggestions on readings: ‘Padhna Zara Sochna’ and ‘School kii Hindi’ by Krishna Kumar; Political Agenda of Education by Krishna Kumar; ‘Story that tell about languages’ by Ramakant Agnihotri

The BoS resolved to recommend the three courses on ‘Content cum Pedagogy of English Language’ for the consideration of the Academic Council.

12. Content cum Pedagogy of Hindi (I) (2 credits)

यह पाठ्यक्रम हिन्दी शिक्षणशास्त्र की शृंखला का प्रथम भाग है जिसके अंतर्गत हिन्दी शिक्षणशास्त्र को समग्रता से प्रस्तुत किया गया है। यह पाठ्यक्रम हमारे देश के विविध भाषायी, सांस्कृतिक एवं सामाजिक संदर्भों में मातृभाषा के रूप में हिन्दी भाषा के शिक्षण-अधिगम को प्रस्तुत करता है। विद्यार्थी-शिक्षकों में हिन्दी भाषा शिक्षण कौशल के विकास के लिए उनको भाषा की प्रकृति, अर्थ, महत्त्व, कार्य आदि समझने एवं हिन्दी भाषा कौशल से जुड़े अनुभव प्रदान करने की आवश्यकता है। साथ ही उनको हिन्दी भाषा के सैद्धांतिक, एतिहासिक एवं नीतिगत परिप्रेक्ष्य के साथ-साथ विद्यार्थियों में भाषायी कौशलों के विकास के लिए सिखाने के लिए उपयोगी उपागम, तरीके, संसाधनों आदि को भी समझना होगा। यह पाठ्यक्रम विद्यार्थी शिक्षकों को इन सभी आयामों को समझने में मदद करेगा जिससे वे अपने विद्यार्थियों को एवं उनके हिन्दी भाषा सीखने के सामाजिक एवं मनोवैज्ञानिक आयामों को समझ सकें।

Suggestions on the course included:

- Reading on Bhasha aur Samaj- Ramvilas Sharma (Rajkamal Prakashan)

13. Content cum Pedagogy of Hindi (II) (2 credits)

यह पाठ्यक्रम विद्यार्थी-शिक्षकों को शिक्षण-अधिगम सामग्री एवं अन्य संसाधनों की उपलब्धता की जानकारी देने के साथ-साथ भाषा सीखने की प्रक्रिया को आनंदमयी बनाने की दृष्टि से बनाया गया है। इससे उनको इन संसाधनों की प्रभावशीलता एवं इनका बच्चों के सीखने पर प्रभाव को समझने में मदद मिलेगी। इसके अतिरिक्त यह पाठ्यक्रम उनको हिन्दी भाषा की पाठ्यपुस्तकों की सामग्री-शब्दावली, संरचना, ध्वनि, रूप एवं अन्य तत्वों को जानने एवं उसके अनुसार पाठयोजना तैयार करने के लिए पाठ्यसामग्री के विश्लेषण में मदद करेगा।

Suggestions on the course included:

- Include Birender S Rawat's 'Sawalo ki shiksha' in module 3; Research paper from Pariprekshay; Abhay Dubey's writings; Alok Rai's Hindi Rashtravaad; Sayantan Dutta on Transgender -Module 2; Reading for Formative assessment needs to be included

14. Content cum Pedagogy of Hindi (III) (2 credits)

यह पाठ्यक्रम विद्यार्थी-शिक्षकों के बीच विशेष रूप से हिन्दी भाषा शिक्षण-अधिगम में अनुसंधान योग्यता विकसित करने के लिए बनाया गया है। इससे उनको प्रारंभिक चरण में भाषा सीखने में आने वाली सामान्य समस्याओं को समझने की विश्लेषणात्मक क्षमता विकसित करने में मदद मिलेगी। यह पाठ्यक्रम उन्हें किसी भाषा के शिक्षण-अधिगम नवाचारों के कार्यक्षेत्र को समझने और विभिन्न शैक्षणिक अभ्यासों को अपनाने में मदद करेगा। विद्यार्थी-शिक्षक जीवन में सीखने के महत्त्व को भी समझेंगे और सेमिनार, सम्मेलन, सार्वजनिक भाषण, रचनात्मक लेखन प्रतियोगिताओं, ओरीएन्टेशन कार्यक्रमों, स्वयं (SWAYAM) पाठ्यक्रम आदि में भागीदारी के माध्यम से इसके लिए प्रयास करेंगे।

Suggestions on the course included:

- Pratham books's Story Weaver (Digital Library of Stories for kids)
- Keerti Jayaram-olep.org

The BoS resolved to recommend the three courses on 'Content cum Pedagogy of English Language' for the consideration of the Academic Council.

Ability Enhancement/ Value Added Courses (AEC/VAC)

15. Mathematical & Quantitative Reasoning (2 credits)

This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data.

16. Sports, Nutrition and Fitness (2 credits)

This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the necessary experience of organizing and participating in sports and games. This deliberation will recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

17. Arts (Performing and Visual) and Creative Expressions II (2 credits)

This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgment at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

18. Yoga and Understanding Self (2 credits)

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual well-being of a person. Yoga as a way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions).

19. Citizenship Education, Sustainability and Environment Education (2 credits)

This course is designed to highlight the meaning, nature and significance of education for sustainable development in the light of the 17 goals envisaged in the United Nations agenda for sustainable development. The course aims to make student teachers aware and understand, in particular, the SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development

The BoS resolved to recommend the four Ability Enhancement/ Value Added Courses for the consideration of the Academic Council.

School Experience

20. Pre-Internship Practice (2 credits)

Pre-Internship is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic practices and classroom management skills and get an opportunity to have hands-on experience. It will introduce students to the significance of understanding the school, classroom and community environment and the curriculum framework and assessment as it relates to the specific class.

21. School Observation (2 credits)

A key aim of the 'School Observation' is-to expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them

build perspective in the schooling system, student needs, pedagogies, and assessment.

22. Internship (10 credits)

During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar).

23. School-based research projects (2 credits)

The 2-credit course on the School-Based Research Project is designed to cultivate an inquiry stance among student-teachers, encouraging them to adopt a critical, reflective approach to their teaching practice. This course immerses students in the practicalities of research by practitioners within real school settings, fostering in them ability and skills for continuous reflection on their teaching practices.

24. Creating TLM (2 credits)

To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

25. Post Internship (2 credits)

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during the internship and prepare comprehensive internship report during post-internship in 8th semester.

The BoS resolved to recommend the six school experience courses for the consideration of the Academic Council.

Community Engagement and Service

26. Community Engagement and Service (2 credits)

(Participation in NSS-related activities, New India Literacy Programme, etc.)

The course on Community Engagement and Service is an attempt to enrich the learning experiences of Prospective Teachers (PT) by fostering in them the idea of meaningful relationships, promote cultural competence and ultimately prepare teachers to be more effective educators in diverse and dynamic settings of a social landscape. The following were suggested for this course:

- Include basic and experiential readings for this paper.
  - Atmanirbhar Bharat: Lessons from Women-owned Cooperatives, A SEWA Publication, New Delhi, Nov 2020, pp 1-5 https://acrobat.adobe.com/id/urn:aaid:sc:AP:081f1704-4c7e-4b13-a54d-aee0106fac56
  - Bhatt, Ela R. (2018), Women, Work and Peace, A SEWA Publication (Navjivan Prakashan) Gujrat
  - CBSE (2018) Manual on Work Experience or SEWA (Social Empowerment through Work Education and Action) pp 1-6

https://cbseacademic.nic.in/web_material/CurriculumMain22/internal_assement/Work_Experience.pdf
- Education and National Development, (1964-66), Report of the Education Commission, NCERT, New Delhi.
- ExCEL Faculty Group (2022), Fundamentals of Community Engagement: A Source book for Students. Pressbooks, CC BY- NC, Module-1 (Chapter-1, II & III)
- First Servant of the Indian People, Speech by Pt. Jawahar Lal Nehru, A Talk Broadcast from New Delhi on 15 August,1947 pp7-9 file:///C:/Users/User/Downloads/On-Independence%20-%20Speeches%20-%20Nehru%20(1).pdf
- Jodhka, S. S. (1999). Community and Identities: Interrogating Contemporary Discourses on India. Economic and Political Weekly, 34(41), 2957–2963. http://www.jstor.org/stable/4408508
- National Education Policy (NEP)-2020. Ministry of Education, GoI, New Delhi https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- National Curriculum Framework-2005. NCERT, New Delhi, pp 121-124 https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf
- NSS, Introductory Booklet (2006), Ministry of Youth Affairs & Sports, GoI New Delhi, Part-I (pp 1-8), Part-II (9-18), Part –III (19-40) https://nss.gov.in/sites/default/files/manualNss2006.pdf
- Report of Secondary Education Commission (1952-53), NCERT, New Delhi
- Towards A World Community, Speech by Pt. Jawahar Lal Nehru in the United Nations General Assembly, New York, December 20, 1956. pp1-8 file:///C:/Users/User/Downloads/46977lms11%20(1).pdf

The BoS resolved to recommend the course for the consideration of the Academic Council.

Geography Discipline Courses

The geography courses were discussed in a committee of external experts who were from the area of geography discipline

Social Geography (4 credits)

The course will engage the learners with theoretical approaches and empirical studies that address spatial and social inequalities. It will highlight different disparities regarding social status, wealth, health, living conditions, and life chances. The course will explore the exclusion in terms of caste, gender, tribes, and religionIt will allow the learners to understand who gains and loses out from contemporary spatial patterns and processes concerning health, housing, and education.

Environment Geography (4 credits)

The course of Environment Geography will focus on various components of environment and their interaction with anthropogenic factors on Earth. Spatial aspect of the interaction between natural environment and living organisms (specifically humans) will be studies in detail. A deeper understanding of the concepts like meaning of ecology, structure and function of ecosystem and human adaptation to them will be examined.

Remote Sensing and GIS (4 credits)

The course of Remote Sensing and GIS is designed to provide fundamental knowledge of the field of Remote Sensing and Geographic Information System. It will include the technical knowledge and practical exercises for better understanding of the fundamental concepts of Remote Sensing and GIS. The focus will be on developing skills to interpret remote sensing images and apply the acquired skills in various domains of Geography.

Geography of India (4 credits)
This course elaborates on India's physical environment, resource base, economy and population-related features. One of the course's primary goals is to enable the learners to appreciate India as a unique region. Besides, it allows them to apply the various theoretical perspectives of geography in interpreting India's geographical features.

Economic Geography (4 credits)
The course will explore the interrelationship between economic activities and geographical space. Through the course, the learners will understand how spatial economic differences are created in the global era, and what factors contribute to this process. They will also be able to analyse how globalization is impacting the economy and what are its socio-cultural consequences.

Field Trip and Report Writing (4 credits)
The course of Field Work and Report Writing will examine the process of doing a Field Work in the field of Geography. Various dimensions of filed work from collecting data to making a field report will be analysed in detail. Learners will be exposed to the methodology of writing a well-structured research proposal for a field work. They will be making a field report file after the compilation and interpretation of data collected during the field work.

Political Geography (4 credits)
The course of Political Geography includes the analyses of the spatial impact on the politics of a particular region. It focuses on the interrelationship between geography and politics in relation to people, territory and state. The understanding of the concept of Geopolitics will enable the learners to analyse the world political order through various geographical factors.

Evolution of Geographical Thought
The course comprises the evolutionary trajectory of the geography discipline. It provides a glimpse of the making of Geography, geographers, and geographical knowledge, covering the pre-modern history of geography to the recent trends of the twenty-first century. During the course, learners will be familiarized with key ideas, debates, institutions, and discourses that have shaped modern geography.

The BoS resolved to recommend the eight courses of geography discipline for the consideration of the Academic Council.

The meeting ended with a vote of thanks.

Sunita Singh

Sunita Singh
Dean (Officiating), SES

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd/ITEP Preparatory
Course title	**Philosophical and Sociological Perspectives of Education – II**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2024
Course coordinator and team	Rajshree Chanchal (C) &Manish Jain

1. How does the course link with the vision of AUD?
   The course fits in the vision of the university as uses interdisciplinary perspectives from sociology to understand the process of education. Using the various perspectives from sociology and education the course attempts to equip students with a critical understanding of concepts and debates around society and education, social norms, values, and ideology, role of education in social change and modernisation.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is linked to various other courses such as Evolution of Indian Education and Philosophical and Sociological Perspectives of Education – I, being offered at the teacher education programme(s) at SES. The Philosophical perspectives of education are addressed in part I of the course.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course is connecting with the other foundation courses to be offered in various semesters in the programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to ITEP programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester long face to face continuous interaction and discussion with the students.

7. **Course Details:**
   a. Summary:

The course introduces students with sociological perspective to understand the interrelationship between education and society. It attempts to locate education within the larger theoretical perspectives of sociology to elaborate the basic concepts such as socialisation, education and family. It will discuss various agencies of socialisation such as school, family, peers and community. It focuses on developing a critical understanding of phenomena of social change and education as an agency of social change and modernisation. The course also provides students with an in-depth understanding of constitutional values, basic rights of children and constitutional provisions for the well-being and safety of children and relationship between education and environment.

b. Objectives:

- To provide conceptual understating of the basic concepts such as education, society, socialisation and interrelationship between education and society from the theoretical perspectives of sociology
- To provide conceptual clarity on the linkages between different agencies of socialisation such as school, family, peers and community
- To provide conceptual clarity on social change and education as an agency of social change and modernisation
- To provide an in-depth understanding of constitutional values, provisions and laws put in place to safeguard the basic rights of children and provide them with access to education
- To provide a brief perspective on various educational reforms and policies crucial for social equality in Independent India

c. Expected learning outcomes:

After completion of the course the student teachers will be able to

- Explain the basic concepts such as education, society, socialisation and relationship between education and society using theoretical perspectives from discipline of sociology.
- Establish the linkage between education and different agencies of socialisation
- Elaborate and discuss concept of social change and role of education in bringing social change and modernisation
- Critically examine and explain constitutional values, provisions and basic rights of the children to make the classroom teaching-learning process inclusive and enriching
- Trace the inter-relationship between various education polices and reforms and social movement that have played a crucial role in attaining social equality in Independent India

d. Overall structure (course organisation; rationale of organisation; brief module outlines): the course is organised in four modules

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Education and Society

The module focuses on understanding the relationship between education and society using theoretical perspectives from sociology of education. It also discusses terms such as society, social behaviour, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization. It introduces students with understanding of relationship between education, individuals, and groups.

A. Conceptual clarity, relationship, significance and aims of studying relationship between these two.
B. Educational sociology and social perspective of education: meaning and functions.
C. Education as a Social System.
D. Conceptual clarity of the following terms: society, social behaviour, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization.
E. Understanding the relation between individual and group behaviour with special reference to purpose of education.

Essential Readings

Ballantine, J. Hammack, F. and Stuber., J. (2017) *The Sociology of Education A Systematic Analysis.* New York and Oxon: Routledge (Chapter 6 The School as an organisation pp.223-262).

Brint, S. (2017) *Schools and Societies*. Stanford: Stanford University Press. (Chapter 5 Schools and Socialisation, pp. 150-185).

Gewirtz, S. and Cribb, A. (2009) *Understanding Education A Sociological Perspective.* Cambridge: Polity Press (Chapter 1 pp. 3-25).

Kumar, K. (1988) *Social Character of Learning.* Sage: New Delhi (Chapter 3)
Nambissan, G. B. and Rao, S. S. (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*. New Delhi: Oxford University (Introduction)
Pathak, A. (2021) Seeing through the sociological lens. In Avijit Pathak, *Ten Lectures on Education: Pedagogic and Sociological Sensibilities* (pp. 29-45). London and New York: Routledge.

Suggested Readings

Apple, M. (1995) *Education and Power*. Oxon: Routledge (Chapter 1, pp. 1-33)

Giroux, H. (1997) Crossing the Boundaries of Educational Discourse: Modernism, Postmodernism, and Feminism in A.H. Halsey, Hugh Lauder, Phillip Brown and Amy Stuart Wells, (Eds.) *Education, Economy and Society: A Reader in the Sociology of Education.* New York: The Free Press.

Hall, P. (2001) Social class, poverty and schooling social contexts, educational practices, and policy options. In Bruce Biddle (Ed.) *Social Class, Poverty, and Education Policy and Practice* (pp. 213-242). New York and London: Routledge Falmer.

Kumar, K. (1996) *Learning from Conflict*. New Delhi: Orient Longman.

Walford, et. al. (1998) *Durkheim and Modern Education*. London Routledge (Chapter 2 pp 19-34).

Nayak, P. (2016) *Sociology of Education* New Delhi: Best Publishing House (Chapter 3 Education, Social Processes & Institutions, pp.58-93)
Olssen, M. (2010) Social democracy, complexity and education: sociological perspectives from welfare liberalism. In Michael W. Apple, Stephen J. Ball and Luis Armando Gandin (Eds). *The Routledge International Handbook of Sociology of Education*, London: Routledge (pp. 90-98)
Pathak, A. (2021). Ideology, curriculum and educational dilemmas. In Avijit Pathak, *Ten Lectures on Education: Pedagogic and Sociological Sensibilities* (pp. 100-114). London and New York: Routledge.
William, R. (1983) *Keywords A vocabulary of culture and Society*. New York: Oxford University Press.

Module 2: Education and Social Change

The module introduces students with the conceptual understanding of social change, relationship between social change and education. The module also discusses in detail the role of education in modernisation and social change.

A. Meaning, relation, and dimensions of Social Change.
B. Factors affecting Education and Social Change: technology, social and educational movements, curricular innovations, value conflict, legal provisions.
C. Education and Modernity.
D. Role of education with reference to social change.

Essential Readings

Brown, R. (1973) *Knowledge, Education and Cultural Change: Papers in Sociology of Education*, London: Tavistock, (pp.249-253, pp.297-315)

Kumar, K. and Oesterheld, J. (2007). Introduction. In Krishna Kumar, and Joachim Oesterheld (Eds.). *Education and Social Change in South Asia*, pp. 1-23. New Delhi: Orient Longman.
Kumar, N. (2001). Learning modernity? The technologies of education in India. *Autrepart* (18), 85-100.
Selwyn, N. (2011) *Schools and Schooling in Digital Age A Critical Analysis*. Oxon: Routledge (Chapter 1 Revisiting the promise of digital technology and schools, pp.3-21).
Pathak, A. (2002). Education as an arena of struggle. In Idem, *Social implications of schooling: Knowledge, pedagogy and consciousness* (pp. 72-101). Delhi: Rainbow Publishers.

Singh, Y. (1993, Reprinted in 2013). *Social change in India: Crisis and resilience* (Chapter 2: Contradictions and challenges of social change, pp. 24-40). New Delhi: Har-Anand Publications.
Turner, B. S. (2006). Institution; modernity, modernization. In B. S. Turner (Ed.) *The Cambridge dictionary of Sociology.* Cambridge: Cambridge University Press (pp. 300-302, 389-396.

Suggested Readings

Banerjee, Nirmala. (2006). Between the devil and the deep sea: Shrinking options for women in contemporary India. In *The violence of development: The politics of identity, gender, and social inequalities in India* (pp. 43-68) Edited by Karin Kapadia. New Delhi: Zubaan.

Deshpande, S. (2003). *Contemporary India: A sociological view* (Introduction, Chapter Five: Caste inequalities in India today, pp. 98-124). New Delhi: Viking.
Deshpande, S. (2004). Modernization. In V. Das (Ed.) *Handbook of Indian Sociology* (pp. 172-199). New Delhi: Oxford University Press.
NCERT. (2022) Indian Society, Text Book class 12. New Delhi: NCERT
Noble, T. (2000). *Social theory and social change* (Chapter 4: Theories of revolutionary change: Marx and contradiction, pp. 71-100). London: Macmillan Press.
Pathak, A. (2006 Reprinted in 2018) *Modernity Globalization and Identity Towards a Reflexive Quest*. New Delhi: Aakar Books (Feasibility of Another Modernity, pp 11-66).
S. Dube (2005) *Indian Society*. New Delhi: National Book Trust.

Module 3: Education, Culture and Socialization

This module focuses on understanding the relationship between education and culture, role of education as agency for socialization. The modules discusses in detail manner various factors and policies that influence culture and educational process with a particular focus on social welfare, social reform movement, constitutional laws and acts for provision of education and achieving social equity. The pedagogical issues concerning different social groups will also be discussed. It will also familiarise students with role of new technology of communication in the field of education.

A. Relationship between Education and Culture.

B. Education as a process of Socialization.

C. Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child labour Act, Educational Policies and Acts, Adult Literacy, New Technology of communication

D. Constitutional Provisions and Education with special reference to Social Equality and Equity.

E. Pedagogical issues

Essential Readings

Balagopalan, S. (2003). 'Neither suited for the home nor for the fields': Inclusion, formal schooling and the Adivasi child. *IDS Bulletin*, 34(1): 55-62.

Berkey, J. (2007). Madrasas Medieval and Modern: Politics, Education, and the Problem of Muslim Identity. In R. W. Hefner & M. Q. Zaman (Eds.), *Schooling Islam: The Culture and Politics of Modern Muslim Education* (pp. 40–60). Princeton University Press.

Chanana, K (1988) *Socialisation, Education and Women* (Introduction, Chapter 1), New Delhi: Orient Longman .
Kumar, R. (2006) Introduction: Equality, quality and quantity- mapping the challenge before Elementary Education in India. In Ravi Kumar (Ed.) *The Crisis of Elementary Education in India*. New Delhi: Sage Publications.
Majumdar, M. and Mooij, J. (2011) *Education and Inequality in India A classroom View*. Oxon: Routledge. (pp. 105-130 Chapter 6 Pedagogy at grassroots: about teaching practices and assessments).
Pawade, K. (2013) The Story of my Sanskrit. In Susie Tharu and K Satyanarayana (Eds.) *An Introduction to Dalit Writing*. New Delhi: Navayana Publishing Private Ltd. (pp. 71-83)

Velaskar, P. (2012) Reproduction, contestation and struggle for a just education in India. In Sujata Patel and Tina Uys (Eds.) *Legacies, Identities and Dilemmas Understanding Contemporary India and South Africa*. New Delhi: Routledge (pp.181-199).

Suggested Readings

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58, 280–298

Gorringe, H. (2014) Legislating for Liberation? Dalit electoral politics and social change in Tamil Nadu. In Clarinda Still (Ed.) *Dalits in Neo-liberal India Mobility or marginalisation*. New Delhi Routledge, pp 133-161.

Jeffery, P., Jeffery, R., Jeffery, C. (2007). From Sir Syed to Sachar: Muslims and Education in Rural Bijnor, *Indian Journal of Secularism*, Vol.11 (2), 1-35.

Nambissan, G. (2010) Exclusion and discrimination in schools: Experiences of Dalit children. In Sukhadeo Thorat and Katherine Newman (Eds.) *Blocked by Caste: Economic Discrimination in Modern India*, New Delhi: Oxford University Press, pp 253-286.

Nawani, D. (2012) Girls' education: A sociological perspective. *Contemporary Education Dialogue*, 9 (2), 293-298.

Somekh, B. and Lewin, C. (2009) Transforming student `s' learning: How digital technologies could be used to change the social practices of schools in Rune Krumsvik (Ed.) *Leaning in the Network Society and the Digitized Schoo*l, New York: Nova Science Publishers, pp.1-20.

Talib, M. (2003). Modes of learning-labour relations: Educational strategies and child labour. In Naila Kabeer, Geetha B. Nambissan, and Ramya Subrahmanian (Eds.) *Child labour and the right to education in South Asia*. New Delhi: Sage.

Module 4: Education and Values

The module four familiarise students with basic conceptual understating of education and values, its relationship and significance. It brings discussions on the constitutional values, human rights and its impact on education. The last part of the module discussion about the importance environment and education.

A. Conceptual Clarity, Relationship and Significance.
B. Constitutional Values, Human Rights and its impact on our Education.
C. Environment and Education.

Essential Readings

Ballantine, J., Hammack, F. and Stuber, J. (2017) *The sociology of education A systematic analysis.* New York and Oxon: Routledge (Chapter 10 The education system and the environment: A symbiotic relationship) pp.379-412.

D'Souza, C., Brahme, M. & Babu, M. (2020) Environment education in Indian schools: The search for a new language. *Journal of Education for Sustainable Development,* 14(2), 174-189. https://doi.org/10.1177/0973408220978845

Khilnani,, S. (2002) Nehru's Faith. *Economic and Political Weekly*, 37(48), 4793-4799

Sen Gupta, S. (2020) *The Constitution of India for Children*. New Delhi: Puffin

Jayaram, N. (1990) *Sociology of Education in India*. New Delhi: Rawat Publications Chapter 8 (pp. 143-149).

NCERT. (2012) Education for Values in Schools: A Framework, New Delhi: NCERT.

United Nations (1948) Universal Declaration of Human Rights .
https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf

Suggested Readings

Crotty, R. (2010). Values education as an ethical dilemma about sociability. In T. Lovat, R. Toomey, & N. Clement (Eds.), *International research handbook on values education and student wellbeing* (pp. 631–644). Dordrecht: Springer.
Gennerich, C., and Ziebertz, H., (2016) Human Rights and Value Priorities in Hans-Georg Ziebertz and Ernst Hirsch Ballin (Eds.)
Freedom of Religion in 21st Century A Human Rights Perspective on the Relationship between Politics and Religion. Leiden: Brill (pp. 207-238).
Jickling, B. (2001). Environmental thought, the language of sustainability, and Digital Watches. *Environmental Education Research, 7*(2), 167–180. https://doi.org/10.1080/13504620120043171
Haydock, K., & Srivastava, H. (2017). Environmental Philosophies underlying the Teaching of Environmental Education: A case study in India. *Environmental Education Research, 25*(5), 1-28.
Ladson-Billings, G., (1995) Towards a Theory of Culturally Relevant Pedagogy, *American Educational Research Journal*, Vol. 32 (3) pp.465-491.
Sugarman, B. (1970) Social Class, Values and Behaviour in Schools in Maurice Craft (Ed.) *Family, Class and Education A Reader*. London: Longman.
Ozawa-de- Silva, B., and Dodson-Lavelle, B., (2011) An Education of Heart and Mind: Practical and Theoretical Issues in Teaching Cognitive Based Compassion Training to Children, *Practical Matters, 4 pp.1-28.*

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with reading materials. The course will have two assessments:

Midterm test (50%)
End term class test (50%)

8. **Pedagogy:**

a) Instructional strategies:

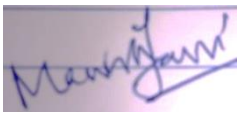
Classroom based group discussions, presentations based on selections from theoretical readings, and field-based engagement with diverse communities and groups

b) Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Special lectures by experts may organised

c) Expertise in AUD faculty or outside
   i. Faculty members in the SES have specialised in Sociology of Education, have designed a course on Sociology of Education and Gender and Education for MA Education and MA ECCE and have the necessary expertise to teach the course
   ii. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)



Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through Board of Studies to Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP/BABEd Preparatory
Course title	**Education Policy Analysis**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Semester 8
Course coordinator and team	Manish Jain (C) & Rajshree Chanchal

1. How does the course link with the vision of AUD?

As a university AUD is guided by Dr. Ambedkar's vision of bridging equality and social justice with excellence. This course on education policy analysis aims to develop capacities of students to critically examine the purposes of education policy, the processes of its enactment and implementation with reference to constitutional vision, social realities, and contests among different social forces and ideas. It is expected that as a prospective teacher, the students will be able to observe the policy processes with reference to different policy actors, educational institutions and practices and develop insights about how each shape another.

2. How does the course link with the specific programme(s) where it is being offered?
The proposed course is an essential course in the scheme of courses for the Integrated Teacher Education Programme for different stages. It aims at developing capacities among prospective teachers to be a significant interlocutor of educational policies and reflective practitioner who are cognisant of the significant policy-practice developments. Development of such capacities means that teachers are not viewed as simply delivery agents who implement the policies conceived elsewhere. Rather they are able to understand and examine the antecedents, context, vision and imagination, provisions, and contestations around education policies. They would be able to read them with reference to the specific institutions where they teach and the effects they have.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course is connecting with the other foundation courses to be offered in various semesters in the programme.
The course will draw upon the other foundational courses which engage with the philosophical and sociological perspectives on education. Further, it will have intersections with courses like teachers and society, gender and education, and will prepare a background for immersion in and observation of the school and community as a field.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify) None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester long face to face continuous interaction and discussion with the students.

7. **Course Details:**

a. Summary:
The course introduces students to the idea of education policies, their formation and history in India. It introduces frames for analysis of educational policies and programmes and their implementation.

b. Objectives:
- Develop an understanding of education policies, their formation and implementation
- Understand the influence of various actors in the shaping of an education policy
- Introduce them to various perspectives in analysis of education policies and develop their own framework

c. Expected learning outcomes:
After completion of the course, student teachers will be able to:
- Explain the meaning of education policies and policy implementation
- Examine the education policies with reference to constitutional aims, philosophical and sociological perspectives
- Conceptualise and examine the role of various actors in the enactment and implementation of education policies and programmes
- Demonstrate the ability to notice influence of education policies on school practices
- Evaluate the implementation of an education policy or programme in school context
- Demonstrate how teacher's work and agency interfaces with the education policy

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in three modules as suggested in the ITEP Curriculum document. But instead of beginning with an abstract idea of education policy, we begin with a historical survey of education policies in India and studies them with focus on certain key issues and programmes. We will begin by reading the text of education policy and later go to larger issues of global education policy.

The second module introduces the idea of education policy and of various actors who participate in and influence its formation. The constitutional provisions that are expected to guide education policies and various perspectives to analyse policies are also discussed in this module.

The third module is centred on policy implementation with attention to mechanism and a case study of implementation.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:
(b) (i) Module-wise Format with following details for each module:

Unit 1: Educational Policies in India
This module aims to introduce and examine the key education policies of independent India with focus on certain key themes to develop an understanding of these issues and evaluate the

continuity and shifts across policy texts and periods. This module would also examine certain key programmatic initiatives in different policies.

a) Analysing different education policies in India (1968, 1986, RTE, 2020) with reference to:
   - Context
   - Quality, quantity (access), equality and inclusion (social and cultural)
   - Continuities and change
   - Teachers, learning and learner

b) Study of any initiative under education policies
   - Sarva Shiksha Abhiyan
   - Foundational Literacy and Numeracy/NIPUN BHARAT

Essential Policy texts:
- National Education Policy 1968, 1986 and 2020
- National Curriculum Framework for School Education

Essential Readings
- Bhatty, K. (2014). Review of elementary education policy in India: Has it upheld the constitutional objective of equality? *Economic and Political Weekly*, 49 (43-44), 100-107.
- Gulati, N., Jain, M., & Chauhan, C. (2021). Sarva Shiksha Abhiyan: A policy overview. In S. Puri (Ed.), *Children in India: Opportunities and challenges* (pp. 81-114). Nova Science Publishers. https://doi.org/10.52305/RGWU1645
- Gulati, N. & **Jain, M.** (2022). The idea of school teacher in the National Education Policy 2020. *Journal of Indian Education*, 48(3), 7-20.
- Kumar, K. (1987). The Year of New Education. *Economic and Political Weekly*, 22(35), 1481–1482.
- Mehendale, A. & Mukhopadhyay, R (2020). School system and education policy in India: Charting the contours. In P. M. Sarangapani & R. Pappu (Eds.), *Handbook of education systems in South Asia* (pp. 509-543). Springer Singapore.
- Kumar, N. (2012). India's trials with citizenship, modernisation and nationhood. In Laurence Brockliss, Nicola Sheldon (Eds.) *Mass education and the limits of state building, c.1870–1930* (pp. 283-304). Hampshire and New York: Palgrave Macmillan.
- Naik, J. P. (1979). Equality, Quality and Quantity: The Elusive Triangle in Indian Education. *International Review of Education*, *25*(2/3), 167–185.
- Ramachandran, R. (2018). Persisting gap between policies and practice. *Learning Curve*, 1, 3-7, https://cdn.azimpremjiuniversity.edu.in/media/publications/downloads/Learning-Curve-Issue-1-Aug-2018.pdf
- Sharma, G. & Singh, S. (2023). Locating children's right to education in India's National Education Policy 2020. *Journal for Critical Education Policy Studies*, 21(2), 197-234.

Additional Readings
- Batra, P. (2020). Is the National Education Policy 2020 designed to deliver equitable quality public education? *Scroll*. https://scroll.in/article/970548/is-the-national-education-policy-2020-designed-to-deliver-equitable-quality-public-education
- Bhatty, K. (2022). The education system in India: promises to keep, *The Round Table*, 111:3, 365-380, DOI: 10.1080/00358533.2022.2082690

- Chudgar, A., Chandra, M., Iyengar, R. and Shanker, R. (2015). School resources and student achievement: data from rural India. *Prospects*, 45 (4), 515-531.
- Hridaykant Dewan, H. (2018). Evolution of education policy in India and its impact on government initiatives. *Learning Curve*, 1, 8-14.
- https://cdn.azimpremjiuniversity.edu.in/media/publications/downloads/Learning-Curve-Issue-1-Aug-2018.pdf
- Govinda, R. (2012). Shiksha ka adhikaar kanoon aur shikshak. *Shiksha Vimarsh*, 67-78.
- Govinda, R. and Mathew, A. (2018). *Universalisation of Elementary Education in India – Story of Missed Targets and Unkept Promises*. New Delhi: Council for Social Development, Working Paper.
- Kumar, K. (1996). Agricultural modernisation and education: Contours of a point of departure. *Economic and Political Weekly*, *31*(35/37), 2367–2373.
- Kumar, K. (1998). Education and society in post-independence India: Looking towards the future. *Economic and Political Weekly*, *33*(23), 1391–1396.
- Kumar, K. (1998). Azaadi ke pachaas saal – dishaheen shiksha. *Shiksha Vimarsh*, 5-7.
- Mehendale, A. & Mukhopadhyay, R (Eds.). (2018). *The Right to Education movements and policies: Promises and realities*. NORRAG Special Issue 01.
- https://resources.norrag.org/resource/124/the-right-to-education-movements-and-policies-promises-and-realities
- Namala, A., Mehendale, A. and Mukhopadhyay, R. (2015). Right to education and inclusion in private unaided schools: an exploratory study in Bengaluru and Delhi. *Economic and Political Weekly*, 50 (7), 43-51.
- Rawat, B. S. (2015). Rashtriya shiksha neeti-1986 main nihit antarvirodh aur samajik bahishkaran: Ek vishleshan. *Anveshika Adhyapak Shiksha kee patrika*, 10(2), 15-22.
- Sadgopal, A. (2010). Right to education vs. right to education act. *Social Scientist*, 38(9-12), 17-50.
- Sarangapani, P. and Chandran, M. (2020). Whither the teaching profession? Inspecting some silences in the NEP 2020. *The Bastion*. https://thebastion.co.in/politics-and/whither-the-teaching-profession-inspecting-some-silences-in-the-nep-2020/
- Sharma, G., Mittal, R. & Zayan (2023). Teacher education in India's national education policy 2020: Knowledge traditions, global discourses and national regulations. *Contemporary Education Dialogue*, 20(2), 256-282.
- https://doi.org/10.1177/09731849231168728

Unit 2: Educational Policy and its signification? [8 hours]

The focus of this unit will be on understanding the idea of education policy, policy cycle and the different approaches to its analysis. It would also discuss the actors who participate in or influence the policy framing with attention to the constitutional provisions as a frame to examine the aims and context of education policies.

a) What is a policy? Why do we need to study it?
   - Meaning and significance of educational policy
   - Purpose and dimensions

b) Who makes education policy? How is it made?
   - Constitutional provisions in India
   - Actors, institutions, spaces – role of different organisations/groups (National and International influences): Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public.

- Policy cycle

c) How to analyse education policy?

- Philosophical perspectives – goals of education, conceptions of knowledge, learner and teacher, learning and teaching, etc.
- Sociological perspectives – inequality, access, power, justice, networks

Essential Readings

- Ozga, J. (2019): Problematising policy: the development of (critical) policy sociology, *Critical Studies in Education*, DOI: 10.1080/17508487.2019.1697718
- Bell, L. and Stevenson, H. (2006). What is Education Policy? In *Education Policy: Process, Themes and Impact* (pp. 7-24). New York: Routledge.
- Sadgopal, A. (2001). Vaishvikaran se badalte Bhartiya shiksha niti ke sarokaar. *Shiksha Vimarsh*, January, 27-33.
- Verger. A., Novelli, M., and Altinyelken, H.K. (2018). Global Education Policy and International Development: A Revisited Introduction. In Verger, A., Novelli, M. and Altinyelken, H.K. (eds). *Global Education Policy and International Development: New Agendas, Issues and Policies* (2nd edition). London: Bloomsbury, pp. 1-34.

Additional Readings

- Azim Premji Foundation (n.d.). Teacher absenteeism study. Bengaluru: Research Group, Azim Premji Foundation. https://publications.azimpremjiuniversity.edu.in/4791/1/Field-Studies-in-Education-Teacher-Absenteeism-Study.pdf
- Heyneman, S.P. (2003). The history and problems in the making of education policy at the World Bank 1960–2000. *International Journal of Educational Development*, 23, 315–337.
- Sadgopal, A. (1998). Hamari shiksha niti aur hamare school, *Shiksha Vimarsh*, 5-19.
- Stone, D. (2012). Policy paradox: The art of political decision making (Introduction), 3rd Edition. New York: Norton
- Thrupp, M. (2002). Education Policy and Social Change. *British Journal of Sociology of Education*, *23*(2), 321–332.
- Pesambili, J. C., Sayed, Y. & Stambach, A. (2022). The World Bank's construction of teachers and their work: A critical analysis. *International Journal of Educational Development*, 92 (4), 102609, https://doi.org/10.1016/j.ijedudev.2022.102609

Unit 3: Implementation of an Educational Policy [6 hours]

This unit discusses the idea of education policy implementation, what does it mean, what are the various strategies to implement it and how one may evaluate policy programmes on the ground. This last unit will aim to tie up the course by not looking at education policy implementation as the last and isolated step. Instead, it will also discuss how the policy gets reinterpreted by the functionaries on the ground, the exercise and experiences of meaning making, bottlenecks (e.g. resources, capabilities and expertise), institutional mechanisms, responses and effects affect the policy implementation and may feed into the policy cycle.

a) Meaning, need and significance of policy implementation
b) Mechanism and strategies of Policy implementation
c) Case-study of implementation of any programme from NEP 2020 or any earlier policies

Essential Readings

- Anand, K. & Lall, M. (2022). *Delhi's education revolution: Teachers, agency and inclusion* (pp. 107-138). London: UCL Press.
- Dyer, C. (1999). Researching the Implementation of Educational Policy: A Backward Mapping Approach. *Comparative Education*, 35 (1), 45-61.
- Lok Shikshak Manch (2024). *शिक्षण की कार्य-परिस्थितियों पर शिक्षकों के सर्वे की प्रारंभिक रपट.* https://lokshikshakmanch.blogspot.com/2024/04/
- Ramachandran, V., Jandhyala, K. and Govinda, R. (2012). Cartographies of Empowerment: An Introduction. In Vimala Ramachandran, and Kameshwari Jandhyala (Eds.) *Cartographies of empowerment: The story of Mahila Samakhya* (pp. 1-36). New Delhi: Zubaan.
- Samson, M., Noronha, C., and De, A. (2007). Towards more benefits from Delhi's midday meal scheme. In R.V. Baru (Ed.), *School health services in India – The social and economic contexts* (pp. 106-141). New Delhi: Sage.
- Sadgopal, A. (2000). Shiksha Niti ka Sankat. In Anil Sadgopal, *Shiksha me badlav ka sawaal - Samaajik anubhavo se niti tak* (pp. 175-189). New Delhi: Granthshilpi Private Ltd.

Additional Readings

- Lok Shikshak Manch (2023). *दिल्ली के सरकारी स्कूलों में पढ़ने वाले विद्यार्थियों के वज़ीफ़े कैसे छीने जा रहे हैं.* https://lokshikshakmanch.blogspot.com/2023/02/
- Lok Shikshak Manch (2024). *Notes on Foundational Literacy and Numeracy (FLN)*. https://lokshikshakmanch.blogspot.com/2024/05/notes-on-foundational-literacy-and.html

(ii) Assessment Plan (weight, mode, scheduling) for the course:

The assessment would be carried out in continuous assessment mode to encourage and evaluate student's participation in the class, course readings and discussion. For this purpose, following assessments are proposed:

a) Project work and class presentations: Analysis of education policy with focus on a particular theme (40%).
b) Examining implementation of NEP 2020 through observations and interviews at any site such as school, or anybody involved in implementation. Students may undertake this during school experience (20%).
c) End-term assessment based on course readings (40%).

8. **Pedagogy:**

a. Instructional strategies:
The course would be taught through a mix of class lectures, group discussions, theoretical readings and case studies, and carrying out projects focused on policy analysis and policy implementation. Various worksheets will be developed for analysis of policy documents to develop capacities to read and interpret policies.
School teachers, SES faculty, NGOs and people involve in policy formation and implementation may be invited to address the issues. There may be a panel discussion around a policy, policy theme or implementation.

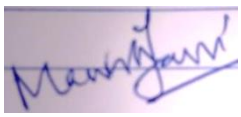
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

School teachers, SES faculty, NGOs, experts, members of teacher unions and international organisations like UNICEF and UNESCO who are engaged in policy formation, analysis and implementation may be invited for special lectures or panel discussion.

c. Expertise in AUD faculty or outside
Faculty members in SES have designed, taught and published in the areas of education policy.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
An effort will be made to reach out to state bodies/institutions, philanthropic organisations and non-state actors, engaged in policy formation, regulation and implementation.

Signature of Course Coordinator(s)



Note:
1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

STAGE SPECIFIC CONTENT CUM PEDAGOGY COURSES

Content Cum Pedagogy Courses at Preparatory Stage

Recent theorists have recognized the importance of childhood at the preparatory stage for the development of cognitive skills, personality, motivation, and interpersonal relationships. During this stage children learn the values of their societies. Thus, the primary developmental task of the preparatory stage could be called *integration,* both in terms of development within the individual and of the individual within the social context. Physical and cognitive development in the preparatory stage is slow and steady. Learners in this stage are building upon skills gained in early childhood and preparing for the next phase of their cognitive development. While they are cognitively more mature now than previously, children in this stage still require concrete, hands-on learning activities. Physically they are stronger and the focus along with outdoor activities is on fine motor skill development. The Preparatory Stage is also a time when the learner develops competence in interpersonal and social relationships. Gender identity gets stabilized, and children have a growing peer orientation; yet they are strongly influenced by their family. The social skills learned through peer and family relationships, and children's increasing ability to participate in meaningful interpersonal communication, provide a necessary foundation for the challenges of adolescence. Best friends are important at this age, and the skills gained in these relationships may provide the building blocks for healthy adult relationships. For Classes III to V, the teaching-learning process may be more structured, but should continue to maintain a balance of free and structured activities though increasing in complexity. Activity based teaching is still important to enable conceptual understanding at a concrete level. The assessment should aim at gaining greater insight into various aspects of the child's learning: language comprehension, reading ability, articulation, ability to work with hands and in groups, skills of observation, classification, drawing, and the other skills which constitute learning at this stage. Classroom arrangement needs to be interactive and flexible that allows easy interaction among children and with the teacher and not in the traditional teacher centered mode.

The following pedagogy courses are designed to realize the curricular objectives of the Preparatory Stage.

S. No.	Discipline of the school curricular area	Courses	Semester	Credits
1.	General Pedagogy For all curricular areas	Basics of Pedagogy at Secondary Stage – This course shall be offered as a common compulsory course across all the pedagogy courses.	3	4
2.	Languages L1: Any one Language from Schedule 8 L2: Any one Language other than L1	Content cum Pedagogy of L1 at Preparatory Stage – Course (I) Content cum Pedagogy of L2 at Preparatory Stage – Course (I)	4	2 2
		Content cum Pedagogy of L1 at Preparatory Stage – Course (II) Content cum Pedagogy of L2 at Preparatory Stage -Course (II)	5	2 2

		Content cum Pedagogy of L1- Course (III) Content cum Pedagogy of L2-Course (III)	6	2 2
3.	Mathematics	Content cum Pedagogy of Mathematics at Preparatory Stage – Course (I)	4	2
		Content cum Pedagogy of Mathematics at Preparatory Stage - Course (II)	5	2
		Content cum Pedagogy of Mathematics at Preparatory Stage - Course (III)	6	2
4.	World Around Us	Content cum Pedagogy of World Around Us at Preparatory Stage - Course (I)	4	2
		Content cum Pedagogy of World Around Us at Preparatory Stage - Course (II)	5	2
		Content cum Pedagogy of World Around Us at Preparatory Stage - Course (III)	6	2
5.	Art Education	Content cum Pedagogy of Arts at Preparatory Stage - Course (I)	4	2
		Content cum Pedagogy of Arts at Preparatory Stage - Course (II)	5	2
		Content cum Pedagogy of Arts at Preparatory Stage - Course (III)	6	2
6.	Physical Education &Yoga	Content cum Pedagogy of Physical Education and Yoga- Course (I)	4	2
		Content cum Pedagogy of Physical Education and Yoga at Preparatory Stage - Course (II)	5	2
		Content cum Pedagogy of Physical Education and Yoga at Preparatory Stage - Course (III)	6	2

* Note: Pedagogy courses are developed as per curricular areas. HEIs may further develop as per their subject specific needs based on the syllabi.

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Preparatory Stage (with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Basics of Pedagogy at Preparatory Stage**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core/Ability Enhancement
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (Semester 3)
Proposed date of launch	Monsoon
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?
This course is the first course that introduces students to pedagogical practice. It will introduce students to the complexities that a teacher navigates in the classroom and outside. An understanding of the context in a wholistic manner will enable students to excel in the classroom and create a facilitative environment for all students.

2. How does the course link with the specific programme(s) where it is being offered? This is a pedagogy course scheduled for semester 3. This is the first course in a series of pedagogy courses that will enable students to understand pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course connects with the core education courses offered in the programme for example, 'Child development and educational psychology', assessment, curriculum and so on.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size (as proposed by NCTE)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long

7. Course Details:
Summary:
The preparatory stage is for 3 years that includes grade 3, 4 and 5. The preparatory stage curriculum is divided into various curricular areas like Languages, Mathematics, Arts, Physical Education and Environmental Studies. Learners develop communication skills, language abilities, mathematical concepts, and understanding of our

surroundings and their values in life. For such a transition, the teacher needs to be well-versed with the learner's psychology, environment, and learning needs along with the ways to make concepts clear and develop skills related to the subject. For this, the teaching-learning process needs to be meaningful, joyful, interactive, flexible, learner-centric, and goal-centric. It is necessary to understand the pedagogies and reflect upon the skills of teaching-learning using various tools, resources, strategies, techniques, and methods. This course guides the understanding of preparatory stage learners, content, pedagogies and how they learn.

b. Objectives:

- To become familiar with the characteristics and development of the learners of specific stages
- To identify ways to develop developmentally and culturally relevant pedagogies
- To develop lessons that address the needs of diverse learners in the classroom
- To focus on professional development and self-growth as a lifelong learner.

c. Learning Outcomes

On completion of this course, student teachers will be able to:

- familiarize themselves with the characteristics and development of the learners to cultivate the skills of self-analysis, self- knowledge, and self-realization,
- identify personal characteristics of learner concerning age and gender and use them in the process of communication in social and professional spheres,
- adopt and practice different teaching methods based on the learning needs of learners,
- design and deliver engaging lessons effectively that cater to diverse learning styles,
- convert classrooms into inclusive learning spaces for joyful and engaged learning,
- apply different pedagogical approaches to enhance the skills and competencies among
    - learners at the preparatory stage,
- develop their own professional skills as a life-long learner,
- take the initiative to participate and conduct seminars, conferences, orientation
    - programmes, workshops, etc.

d. Overall structure (course organization; rationale of organization; brief module outlines)**:**

The course is organised in four units/modules based on the course outline prescribed by the NCTE. The four modules are as follows:

Module 1: Understanding the learner
Module 2: Pedagogical approaches
Module 3: Strategies of teaching-learning
Module 4: Continuous professional development of a teacher

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Understanding the Learner

Learners at different stages undergo significant physical, mental, social, and emotional growth. They are developing various cognitive skills, including memory, problem-solving, reasoning, and language. Their thought processes become more complex as they learn to analyse information and create connections across concepts and contexts. The process of exploration of identities and development of self may lead to experience and exploration of a wide range of emotions. An understanding of these aspects of learners and their backgrounds

is essential for educators to create a supportive and enriching learning environment that fosters academic achievement, social development, and emotional well-being. It will also enable educators to promote critical thinking, creativity, collaboration, communication, and problem-solving skills among learners.

A. Understanding the Learners and Learner background:
   i. The physical, mental, social, and emotional growth of learners.
   ii. Thought processes and cognitive skills of learners.
   iii. Psychological and social orientations of learners.
   iv. Characteristics, conflicts, and challenges of preparatory stage learners.
   v. Emotions, thoughts, and mindsets of preparatory stage learners.
   vi. Social and academic lives of preparatory stage learners.
   vii. Observing unique capabilities of learners.

B. Promoting Guiding Values:
   i. Learners' well-being and holistic development.
   ii. Helping learners develop constitutional values.

C. Promoting 21st Century Skills
   i. Promoting Critical thinking, Creativity, Collaboration, Communication, and Problem-solving skills among learners.

Essential readings:

Bibby, T. (2009). How do children understand themselves as learners? Towards a learner-centred understanding of pedagogy. *Pedagogy, Culture & Society*, *17*(1), 41-55.

González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge (Introductory section).

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26

Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & psychology*, *20*(1), 31-48.

Ramchand, Mythili (2020) *Psychology of learning for teachers: preparing for classroom inquiry.* Language and Language Teaching, 9 (1). pp. 64-69. ISSN 2277-307X

Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind, culture, and activity*, *1*(4), 209-229.

Videos: Satyajit Ray—Two; blue eyes/brown eyes; Bobo doll experiment; Arvind Gupta video; Fandry

Suggested readings/resources:

Driscoll, M. P., & Burner, K. J. (2005). Psychology of learning for instruction. Chapter 10, Gagne's theory of instruction, pp. 341-372

Hokayem, H., & Gotwals, A. W. (2016). Early elementary students' understanding of complex ecosystems: A learning progression approach. *Journal of Research in Science Teaching*, *53*(10), 1524-1545.

lleris, K. (2014). Contemporary theories of learning. Bucharest: Ed. TREI

Kristidhika, D. C., Cendana, W., Felix-Otuorimuo, I., & Müller, C. (2020). Contextual teaching and learning to improve conceptual understanding of primary students. *Teacher in Educational Research*, *2*(2), 71-78.

Lunn Brownlee, J., Curtis, E., Spooner-Lane, R., & Feucht, F. (2017). Understanding children's epistemic beliefs in elementary education. *Education 3-13*, *45*(2), 191-208.
Smith, M., & Firth, J. (2018). *Psychology in the Classroom: A Teacher's Guide to what Works*. Routledge.

Module 2: Pedagogical Approaches

This module will focus on diverse kinds of pedagogical approaches. Pedagogical interactions shape the classroom environment, learning process and also influence how students engage with content, interact with others, and make sense of the world around them. Responsive pedagogy enables learners to become lifelong, self-directed learners who can engage critically in the learning process.

A. Pedagogical approaches: the constructivist approach; the collaborative approach; the reflective approach; the integrative approach; the inquiry-based approach; other contemporary approaches
B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy.
C. Role of pedagogy in effective learning: how does pedagogy impact the learner?

Essential readings:

Banerjee, Joyeeta (2020) The idea of pedagogy of connect: a strategy. *Learning Curve (7).* pp. 49-51. ISSN 2582-1644
Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. ASCD.
Jackson, F. R. (1993). Seven strategies to support a culturally responsive pedagogy. *Journal of Reading*, *37*(4), 298-303.
National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26
Samacá Bohórquez, Y. (2012). On Rethinking Our Classrooms: A Critical Pedagogy View. *How*, *19*(1), 194-208.

Suggested readings/other resources:

Barnes, T. N., & McCallops, K. (2019). Perceptions of culturally responsive pedagogy in teaching SEL. *Journal for Multicultural Education*, *13*(1), 70-81.
Hazel, C. E., & Allen, W. B. (2013). Creating inclusive communities through pedagogy at three elementary schools. *School Effectiveness and School Improvement*, *24*(3), 336-356.

Module 3: Strategies of Teaching-Learning

Interactive teaching-learning strategies include a range of approaches that promote student engagement, understanding, and holistic development, while also aligning with the broader aims and values of education. Pedagogy plays a critical role in connecting educational aims and values by shaping the learning experiences of students, fostering their cognitive, social, and emotional development. The aims and values of education are inextricably connected with the development of curriculum goals and objectives, which in turn inform pedagogical practices and instructional strategies.

A. Understanding Teaching-learning Strategies:
    i. Concept, characteristics, and functions of teaching.
    ii. Making abstract concepts enjoyable by relating them to real-life situations.
    iii. Multidisciplinary learning through the integration of different disciplines.
    iv. Learner participation and engagement in learning.
    v. Building concepts through art-integrated activities (such as storytelling, theatre, puppetry) toys, games, community engagement, etc.
    vi. Promoting health and social sensitivities.
    vii. Developing respect toward cultural heritage.
    viii. Making classrooms inclusive and joyful learning spaces.

B. Relationship between aims and values of education, curriculum, and pedagogy.

Essential readings:

Burnaford, G., Aprill, A., & Weiss, C. (2013). Arts Integration What Is It and Why Do It?. *Renaissance in the Classroom*, 1-21.

Dewey, J. (2024). *Democracy and education*. Columbia University Press. Retrieved from: https://www.degruyter.com/document/doi/10.7312/dewe21010-003/pdf

Gardner, Howard. "Multiple approaches to understanding." In *Contemporary theories of learning*, pp. 114-123. Routledge, 2009.

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26

Rogoff, B. (2014). Learning by observing and pitching in to family and community endeavors: An orientation. *Human development, 57*(2-3), 69-81.

Suggested readings/other resources:

Kistner, S., Rakoczy, K., Otto, B., Klieme, E., & Büttner, G. (2015). Teaching learning strategies. The role of instructional context and teacher beliefs. *Journal for Educational Research Online, 7*(1), 176-197.

Module 4: Continuous Professional Development of Teacher

Continuous professional development (CPD) is essential for the self-growth of teachers' knowledge, skills, and practices throughout their careers. It enables teachers to be effective and responsive to the evolving needs of learners and connect and respond to the educational landscape in a critical and engaged manner. In classrooms with young learners, it is especially important to focus on promoting gender equality, addressing bias and discrimination, and creating inclusive learning environments.

A. Meaning and need, professional and ethical competencies of a teacher, need for updating content and pedagogical competencies for teaching learning of language, in-service courses available for language teachers for professional competencies.
B. Professional development activities for teachers: seminars, conferences, orientation programmes, workshops, online and offline courses, teacher exchange programmes, competitions, publications, development of teaching portfolio, capacity building programmes.

C. Developing professional competencies in dealing with gender issues, equity and inclusion, ethical issues, classroom issues in relation to emotional, mental, physical issues related to pandemic (for example COVID-19).

Essential readings:

Murray, A. (2010). Empowering teachers through professional development. In *English teaching forum* (Vol. 48, No. 1, pp. 2-11). Retrieved from: https://files.eric.ed.gov/fulltext/EJ914883.pdf

National Council for Educational Research and Training. (2022). Guidelines for 50 Hours of Continuous Professional Development for Teachers. Retrieved from: https://ncert.nic.in/pdf/Guidelines50HoursCpd.pdf

National Council for Teacher Education. (2023). National Professional Standards for Teachers (NPST). https://ncte.gov.in/website/IntroductionNPST.aspx

National Council for Teacher Education. (2021). National Mentoring Mission: The Bluebook. https://ncte.gov.in/website/nmm/nmmindex.aspx

Paulraj, Keerthana (2022) Teacher and Learner Wellbeing: Two Sides of the Same Coin. *Learning Curve (14)*. pp. 53-56. ISSN 2582-1644

Saleem, Jwairia (2023) Rethinking teacher wellbeing: Beyond stress and burnout. *Learning Curve (15)*. pp. 6-11. ISSN 2582-1644

Srinivasan, Rajashree (2020) Preparing educators for inclusive classrooms. *Learning Curve (6)*. pp. 52-54. ISSN 2582-1644

Suggested readings/other resources:

Alarcon, J. D. (2016). Enacting critical pedagogy in an elementary methods course: A move toward re-imagining teacher education. *The International Journal of Critical Pedagogy*, *7*(2).

Hayes, D. (Ed.). (2014). *Innovations in the continuing professional development of English language teachers*. London: British Council.

Le Cornu, R., & Peters, J. (2005). Towards constructivist classrooms: the role of the reflective teacher. *The Journal of Educational Enquiry*, *6*(1).

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Case Study of a Child 20%
Teaching Learning Material 30%
Final 50%

8. **Pedagogy:**

a. Instructional strategies:

The course will be transacted through activity-based, discovery-based, role-playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Access to a computer lab with 50 seats.

c. Expertise in AUD faculty or outside:

Guest faculty or faculty from other Schools would be invited. SES does not have ICT specialisation currently. A well-resourced computer lab with individual desktops/laptops and relevant software will be necessary for the course.

d. Linkages with external agencies (e.g., with field-based organisations, hospital; any others)
No

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP/BABEd Preparatory Stage
Course title	**Content cum Pedagogy: The World Around Us (I)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory: Content-cum-Pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2024 (Semester 4)
Course coordinator and team	Gunjan Sharma, Manasi Thapliyal Navani

1. **How does the course link with the vision of AUD?**
   The course is linked with the vision of AUD as it supports them in developing an informed understanding and skills for professional practice. It will prepare the students for their future role as teachers and practitioners of education.

2. **How does the course link with the specific programme(s) where it is being offered?**
   The course is a compulsory Content-cum-Pedagogy course in the BABEd programmes and will develop among the students-teachers a more nuanced understanding and skills of subject and stage specific curriculum development and planning. This is directly linked to their practice as teachers.

3. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   Yes. The course builds on previous semester disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. This course is not a repetition of any existing course.

4. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)**
   The course builds on previous semester disciplinary and education foundation courses

5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   Since this is a CCP course, it will be transacted in groups of 15 students.

6. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**
   Semester long, 2 credits, with taught and practicum components

7. **Course Details:**
   a. Summary:

The World Around Us (TWAU) focuses on exploring, investigating, and understanding the natural, human, social, and cultural dimensions of local and global environments. It offers opportunities for active learning, the use of diverse skills, and the development of open, critical, and responsible attitudes. This course aims to foster an understanding of the nature, scope, and importance of TWAU as a composite discipline, highlighting its synergies with Science, Social Sciences/Studies, and Environmental Education. It helps student teachers appreciate the historical development of TWAU and its place in the school curriculum. The course prepares student teachers for current challenges by providing a theoretical and practical understanding of the subject's nature and content. Emphasizing varied approaches, methods, and techniques, the course aims to develop essential skills for effective teaching and learning of TWAU. Since this is a CCP course, it will be transacted in small groups of 15 students that will be allocated to different faculty members who specialise in the relevant areas.

b. Objectives:
- Foster an appreciation of TWAU as a multidisciplinary subject and its intersections with Science, Social Sciences, and Environmental Education.
- Enable student teachers to comprehend the historical development of TWAU and its significance within the school curriculum
- Introduce varied teaching approaches, to effectively transact TWAU at preparatory stage

c. Expected learning outcomes:

After completion of the course, student teachers will be able to:
- explain the nature and scope of TWAU,
- describe the objectives and values of teaching-learning of TWAU,
- identify and reflect upon linkages between TWAU and other disciplines,
- analyze the place of TWAU in school curriculum in the light of various Committees, Commissions & Policies,
- adopt and adapt various methods/strategies of pedagogical process while teaching- learning TWAU appropriately,
- create awareness about practices to conserve the environment.

d. Overall structure (course organisation; rationale of organisation; brief module outlines)

The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised in 3 units.

e. Course contents detailed in Module-wise Format with following details for each module:

UNIT I: Nature and Scope of The World Around Us

This unit explores the definition, nature, scope, and significance of understanding TWAU. It delves into the aims, objectives, and values of teaching and learning about TWAU. The unit also highlights the interdisciplinary linkages, connecting TWAU with various other disciplines such as science, social studies, and humanities, to develop a familiarity with the nature of the subject and its scope. Through this unit, students begin to appreciate the interdependence between human society and the natural environment

and gain insights into the interconnectedness of natural and social environments and the importance of it as a school subject. The suggestive list of topics is as follows:

A. Definition, Nature, Scope and Importance of TWAU.
B. Aims, Objectives and Values of teaching-learning TWAU
C. Linkages of TWAU with other disciplines.

Resources for class discussion:

NCERT. (2006). *Position paper of the National Focus Group on Teaching of Social Sciences*. NCERT. (Executive Summary - pp. v-viii)

NCERT. (2023). NCFSE 2023. NCERT. (Preparatory Stage - TWAU, pp. 390-398)

NCERT. (n.d). EVS syllabus class III to V. https://ncert.nic.in/pdf/syllabus/08Environmental%20(III-V).pdf

Essential readings:

Coleman, V. (2021). What is (or are) social studies. *Research Matters, 32*, pp. 5-17. https://www.cambridgeassessment.org.uk/Images/research-matters-32-autumn-2021.pdf

NCERT. (2006). *Position paper of the National Focus Group on Teaching of Sciences*. NCERT. (Introduction - pp. 1-2)

Kumar K. (1996, January 30). An agenda of incoherence. *Down to Earth*, 4(17), 32–34.

Suggested readings:

Lawton, D. (1981). Foundations for the social studies. In Mehlinger, H. D. (Ed.). UNESCO *Handbook for the teaching of social studies* (pp. 36–58). Croom Helm.

McGuire, M. E. (2007). What happened to social studies? The disappearing curriculum

Research Matters, 32(20), 620–624.

Feynman R. P. (1968). What is science? *The Physics Teacher, 7*(6), 313-320. http://www.feynman.com/science/what-is-science/

Lederman, N.G., Abd-El-Khalick, F. & Smith, M.U. (2009). Teaching nature of scientific knowledge to kindergarten through university students. *Science & Education, 28*, 197–203 (2019).

Beteille, A. (2010). Social science in schools. *Learning Curve, XV*, 7-9.

UNIT II: Historical Perspective of the World Around Us

This unit explores the evolution of TWAU as a school subject, tracing its development as integrated social sciences and environmental studies by referring to NCFs and other relevant documents. For this, the unit analyzes recommendations from various committees, commissions, and policies, emphasizing the need for curriculum reforms and interdisciplinary approaches to enhance students' understanding about TWAU as an integrated area of study. It examines the role of environmental and social studies in school curricula and in the development of children's conception of the natural, social and material world. The suggestive list of topics is as follows:

A. Historical development of TWAU.
B. Place of TWAU in school curriculum.

C. Recommendations/Suggestions of various Committees, Commissions and Policies and their analysis

Essential readings:

Srinivasan, M. V. (2015). Reforming school social science curriculum in India. *Economic and Political Weekly*, *50*(42), pp. 52-58.

Kumar, K. (1996). Science as socialization. In *Learning from conflict*, pp. 42-58. Orient Longman.

Batra, P. (2010). Contested terrain of school social science. *Learning Curve*, *XV*, pp. 18-22.

Joshi, S. (2014) *Never a dull moment: Academic narratives of the Hoshangabad Science Teaching Programme*, Trans. Rex D'Rozario. Eklavya. (Chapter 1, A Singular Initiative, pp. 25-32, Chapter 7, Evolving Bal Vaigyanik, pp. 203-219). https://archive.org/details/never-a-dull-moment/page/n3/mode/2up?view=theater

Suggested readings/learning resources:

Noronha, A. (2010). Education for democracy: The relevance of social science education in schools. Learning Curve, XV, pp. 23-27.

Sonowal C. (2009). Environmental education in schools: The Indian scenario. *Journal of Human Ecology*, 28(1), 15–36.

CEE. (2007). *Tbilisi to Ahmedabad: The journey of environmental education –a source book.* CEE.

Saxena, S. (2023). Hoshangabad Science Teaching Programme: Some undocumented stories. In A. Razzaq, P. Sarangapani and M. Jain (eds) *Education, teaching and learning: Discourses, cultures and conversations*, pp. 116-142. Orient Blackswan.

The Hoshangabad Science Teaching Programme. https://youtu.be/l6-jAWy7Hgo?si=f5XqbNXCNTg4HffX

D'Souza, C., Brahme, M., & Babu, M. S. (2020). Environment education in Indian schools: The search for a new language. *Journal of Education for Sustainable Development*, *14*(2), 174-189. https://doi.org/10.1177/0973408220978845

Batra, P. (Ed.) (2010). Introduction. Social science learning in schools: Perspective and challenges. SAGE.

Srinivasan, M. V. (2019). Social science education in Indian schools: Review of research and public discourse. Indian Educational Review, 57(1), 6-36.

Resources for class use:

CEE. (2007). *Environmental education in the Indian school system: Status Report*.

CEE. (2007). *Joy of learning: Handbook of environmental education activities*. CEE for NCERT.

NCERT. (2005). *National Curriculum Framework 2005*. NCERT.

NCERT. Project Books on Environmental Education for classes VI, VII, VIII, IX and X.

GoI. (1993). *Learning without burden report*. MHRD.

GoI. (1953). *Secondary Education Commission Report* (1952-53). MoE.

GoI. (1966). *Education and National Development: Report of the Education Commission* (1964–66). MoE

NCERT. (1975). *The Curriculum for Ten Year School: A Framework*. NCERT

NCERT. (1988). *National Curriculum for Elementary and Secondary Education: A Framework* (NCESE). NCERT
NCERT. (2000). *National Curriculum Framework for School Education 2000*. NCERT
NCERT. (2005). *National Curriculum Framework 2005*. NCERT
NCERT. (2006). *Position Paper: Teaching of Social Sciences*. NCERT
NCERT. (2023). *National Curriculum Framework for School Education 2023*. NCERT

UNIT III: Pedagogical Concerns of the World Around Us

This unit explores diverse approaches to teaching TWAU, especially constructivist and experiential pedagogies that draw from multidisciplinary areas of study. The pedagogical focus of the course requires student-teachers to conceptualise teaching-learning approaches to enable schoolchildren to observe, explore, ask questions, experiment, draw connections, and analyse social and natural phenomena in their immediate environment (NCFSE 2023). In this process, they will also engage with critical pedagogical considerations of TWAU. The suggestive list of topics is as follows:

A. Approaches for teaching-learning TWAU, especially constructivist and experiential approaches learning drawing from multidisciplinary areas (for eg. demonstration, ABL, project-based, discovery learning, concept-mapping, collaborative and cooperative learning, blended learning.)
B. Innovative approaches recommended in NCFSE, such as art-integrated learning, and sports-integrated learning.
C. Critical, creative and analytical pedagogical concerns in TWAU.

Resources for class use:

NCERT. (2006). *Position paper of the National Focus Group on Teaching of Social Sciences*. NCERT. (Relevant selections for pedagogy)
NCERT. (2006). *Position paper of the National Focus Group on Teaching of Science*. NCERT. (Relevant selections for teaching of EVS, primary science, pp. 12-15)
NCERT. (2023). *NCFSE 2023*. NCERT. (Relevant selections for pedagogy)
Selections based on students' interests from: *The Radical Teacher, Pathshala, Learning Curve, TeacherPlus*, and NCERT journals,

Essential readings:

Kolb, D. A. (1984). The process of experiential learning. In *Experiential learning: experience as the source of learning and development* (pp. pp. 20-37). Prentice Hall.
Holt-Reynolds, D. (2000). What does the teacher do?: Constructivist pedagogies and prospective teachers' beliefs about the role of a teacher. *Teaching and Teacher Education, 16*, 21-32.
Marshall, J. (2010). Five ways to integrate: Using strategies from contemporary art. *Art Education*, 63(3), 13–19.

Suggested readings:

Ramachandran, V. (2010). Learning social science: What is right and wrong? *Learning Curve, XV*, 40-42.

Leach, J. and Scott, P. (2000). *Children's thinking, learning, teaching and constructivism.* In M. Monk and J. Osborne (eds) *Good practice in science teaching: what research has to say*. Open University Press.
Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other peoples' children. *Harvard Educational Review*, 56(4), 379–385.
Richardson, V. (2003). Constructivist pedagogy. *Teachers College Record*, *105*(9), 1623-1640.
Rampal, A. & Mander, H. (2013). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic & Political Weekly*, *XLVIII*(28), 50-57.
Magnuson, S., Krajcik, J. and Borko, H. (1999). Nature, source, and development of pedagogical content knowledge for science teaching. In J. Gess-Newsome and N. G. Lederman (Eds.), *PCK and Science Education* (pp.95-132). Kluwer.
Mead, C., Buxner, S., Bruce, G., Taylor, W., Semken, S., & Anbar, A. D. (2019). Immersive, interactive virtual field trips promote science learning. *Journal of Geoscience Education, 67*(2), 131–142. https://doi.org/10.1080/10899995.2019.1565285
Goldberg, M. (2011). *Arts integration: Teaching subject matter through the arts in multicultural settings* (4th ed.). Boston, MA: Pearson.
Liao, C. (2016). From interdisciplinary to transdisciplinary: an arts-integrated approach to STEAM education. *Art Education*, *69*(6), 44–49. https://doi.org/10.1080/00043125.2016.1224873
UNESCO. (February, 15-19, 1954). Round Table Conference on the Teaching of the Social Sciences in South Asia. *Papers and Proceedings of the Meeting*. UNESCO
Batra, P. (Ed.) (2010). *Social science learning in schools: Perspective and challenges*. SAGE. (relevant selections)
Hicks, D., van Hover, S., Doolittle, P. E., & VanFossen, P. (2012). Learning social studies: An evidence-based approach. In K. R. Harris, S. Graham, T. Urdan, A. G. Bus, S. Major, & H. L. Swanson (Eds.), *APA educational psychology handbook, Vol. 3* (pp. 283–307). American Psychological Association.
Rogoff, B. (1998). Cognition as a collaborative process. In D. Kuhn & R.S. Siegler (Eds.), *Handbook of child psychology* (pp. 679-744). John Wiley.
Slavin, R. E. (1995). Cooperative learning and intergroup relations. In J.A. Banks (ed.), *Handbook of multicultural education* (pp. 628-634). McMillan.
Gutwill, J. P., & Allen, S. (2012). Deepening students' scientific inquiry skills during a science museum field trip. *Journal of the Learning Sciences, 21*(1), 130–181. doi: 10.1080/10508406.2011.555938

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Observation of students' activity, correcting their worksheets, short formal written tests, periodical summative assessment, Seminars, demo lessons, practical tasks, and hands-on activities will be appropriately used to assess the learning outcomes. Student teachers will also be encouraged to prepare an e-portfolio to showcase their learning and skills.

- Assessment 1: Poster making (50%)
- Final assessment: Planning a class activity (50%)

8. **Pedagogy:**

a. Instructional strategies:

The course will be transacted through activity based, discovery based, role playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, presentations, and seminars.
Suggestive Practicum:

- Organize essay/ poster making competition to bring about awareness about our surrounding environment and sensitize community at large about environmental concerns.
- Develop e-Content on selected topics such as food, clothes, honeybees, flowers, market, animals and plants, forests etc.
- Organize workshops to evolve art-integrated/ games, toys and sports-integrated learning strategies for topics such as rain, making pots, market, etc.
- Develop strategies to teach plants, animals, forests, numbers, shapes, making house by following STEM/ STEAM approach.
- Develop a project on practices to conserve environment with special focus on ancient Indian practices.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom, projector, social science lab and activity room

c. Expertise in AUD faculty or outside
Available at AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
Linkages with school for pre-internship

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS to the Academic Council.

Recommendation of the School of Studies:
Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Preparatory Stage
Course title	**Content cum Pedagogy: The World Around Us (II)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory: Content-cum-Pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (Semester 5)
Course coordinator and team	Manasi Thapliyal Navani, Gunjan Sharma

1. **How does the course link with the vision of AUD?**
   The course aims at enabling student teachers to develop an informed understanding and skills for professional practice. It will prepare students for their future role as teachers and education practitioners and hence is aligned with the vision of AUD to promote engaged scholarship.

2. **How does the course link with the specific programme(s) where it is being offered?**
   The course is a compulsory Content-cum-Pedagogy course in the BABEd programmes and will develop among the students-teachers a more nuanced understanding and skills of subject pedagogy and stage specific curriculum development and planning. The course is directly linked to developing professional competencies as teachers.

3. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   Yes. The course builds on disciplinary and education foundation courses offered in previous semesters and connects with content-cum-pedagogy courses on TWAU offered in semester 4 and 6. This course is not a repetition of any existing course.

4. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)**
   The course builds on previous semester disciplinary and education foundation courses

5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   Since this is a Content Cum Pedagogy course, which requires close mentoring of lesson plan development and practicum of TLM development, it will be transacted in small groups of 15 students.

6. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**

Semester long, 2 credits, with taught and practicum components

7. Course Details:

a. Summary:

This course is designed to equip student teachers with comprehensive knowledge and skills for teaching TWAU. The main aim of this course is to help student teachers become familiar with diverse pedagogical and assessment approaches to support learning of TWAU and engage with development of effective teaching learning materials/resources (TLMs). Student teachers will learn how to create classroom activities and assessment plans that can help develop amongst students at preparatory and primary stage, an understanding and appreciation for the interconnectedness and interdependence of human and natural world–integrating opportunities to participate in outdoor learning – for example through playing, investigating, exploring and fieldwork as part of the learning routines. The primary themes explored in the TWAU courses are generally subsumed under environmental studies (EVS) (with thematic components of science, geography, history, among others). The pedagogy and assessment focus at this stage is to encourage children's natural curiosity and help develop their knowledge and understanding about the world around them in an age-appropriate way. The focus thus within the TWAU approach is to provide opportunities to children to develop their observational skills and ability to explore and inquire. Since this is a Content Cum Pedagogy course that requires close mentoring of students' work, it will be transacted in small groups of 15 students that will be allocated to different faculty members who specialise in the relevant areas.

b. Objectives:

- Equip students with knowledge and skills for teaching TWAU
- Familiarise the students with variety of teaching aids, modes of planning for lessons, and assessment and evaluation

c. Expected learning outcomes:

After completion of the course, student teachers will be able to:

- describe the nature, role and importance of diverse and age-appropriate teaching-learning material in the teaching of TWAU
- integrate various teaching-learning resources in teaching-learning of TWAU
- design and curate age-appropriate teaching-learning aids for TWAU
- design lesson plans for various content areas
- create appropriate learning experiences
- plan diverse assessment approaches

d. Overall structure (course organisation; rationale of organisation; brief module outlines)

The course is organised according to the NCTE prescribed curriculum into three broad units.

e. Course contents detailed in Module-wise Format:

UNIT I: Teaching-Learning Aids and Resources

This unit will focus on use of diverse teaching-learning materials and resources as pedagogical scaffolds in enabling development of children's understanding of the world

around us. Various types of learning resources, including environmental, print, and digital resources, and their effective integration into the taught curriculum. Student teachers will learn to identify, design, and manage resources such as reflective journals, charts, models, and integrating in their lesson plans use of audio-visual resources, outdoor learning experiences, as well as using simulations to teach young learners science concepts. The unit also delves into practicum, which includes the setup of resource/activity rooms, virtual labs, educational clubs, organising fairs, excursions, and pooling of community resources as ways of enhancing the teaching and learning experience.

A. Concept, definition, role and importance of teaching-learning aids and resources in the World Around Us.
B. Types, identification and integration of teaching-learning materials such as environment, print material (such as reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, textbook, teachers' manual/ handbook, laboratory manual and digital material such as e-books, e-documents, presentations) and non-print material (multimedia, radio, TV, websites, animations, audios, videos, images, simulations, digital repository, AR, VR and AI based digital resources and OERs).
C. Types, design, management and practices of resource/activity room, virtual laboratories, World Around Us clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources, teaching-learning kits.

Essential readings:

Nature Classrooms (2021) Connecting learning to the natural world. *i wonder-rediscovering school science*. pp. 34-39. http://publications.azimpremjiuniversity.edu.in/id/eprint/3392

Open University. *Using local resources: Life processes*. https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=64820&printable=1

Gupta, A. (1989). *Little science/Kabaad se jugaad*. Eklavya. https://arvindguptatoys.com/arvindgupta/kabad-jugad-ag.pdf

Harris, R., & Bilton, H. (2018). Learning about the past: exploring the opportunities and challenges of using an outdoor learning approach. *Cambridge Journal of Education*, *49*(1), 69–91. https://doi.org/10.1080/0305764X.2018.1442416

Waite, S. (2018). Educating outside: Curriculum linked outdoor learning ideas for primary teachers. *Education 3-13*, *47*(3), 378–379. https://doi.org/10.1080/03004279.2018.1467475

Suggested readings:

Falloon, G. W. (2019). Using simulations to teach young students science concepts: An experiential learning theoretical analysis. *Computers & Education, 135*, 138–159.

Plummer J.D., Small, K.J. (2018). Using a planetarium field trip to engage young children in three-dimensional learning through representations, patterns, and lunar phenomena. *International Journal of Science Education, Part B. Vol. 8*, pp. 193–212.

Bell P., Lewnstein B., Shouse A.W., Feder M.A. (2009). *Learning Science in Informal Environments: People, Places, and Pursuits*, pp. 9-27. National Academies Press.
McGregor, D. (2012). Dramatising Science Learning: Findings from a pilot study to re-invigorate elementary science pedagogy for five- to seven-year olds. *International Journal of Science Education, 34*(8), 1145–1165. https://doi.org/10.1080/09500693.2012.660751
Wellington, J.J. (1981). 'What's supposed to happen, sir?' - some problems with discovery learning. *School Science Review, 63*(222), 167-73.
Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*. https://www.aft.org/sites/default/files/Rosenshine.pdf
NIOS Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -2, Curriculum and Pedagogy of EVS. https://www.nios.ac.in/media/documents/dled/Block2_505.pdf
NIOS. Learning Environmental Studies at Primary Level, Diploma in Elementary Education (D.El.Ed.), Block -1, Importance of Teaching-Learning of EVS at Primary Level. https://nios.ac.in/media/documents/dled/Block1_505.pdf
https://clearingmagazine.org/?s=pedagogy

Resources for class use:

Exploring Avindguptatoys.com
NCERT. (2023). *NCFSE 2023*. NCERT. (Preparatory Stage - The World Around Us, pp. 390-398)
NCERT. (2006). *Position paper of the National Focus Group on Teaching of Social Sciences*. NCERT. (Executive Summary - pp. v-viii)
Bal Vaigyanik and Prashika Textbooks - Eklavya
NCERT. (n.d). EVS syllabus class III to V. https://ncert.nic.in/pdf/syllabus/08Environmental%20(III-V).pdf
CEE. Teachers' Manual: Exploring a Tree.

UNIT II: Textbook Analysis and Planning for Teaching-Learning World Around Us

This unit focuses on understanding and analyzing different textbooks to effectively teach "World Around Us" topics like food, cloth, flowers, rivers, and forests from a Pedagogical Content Knowledge (PCK) perspective. It involves selecting appropriate content, identifying key facts, concepts, and generalizations. The unit also covers planning and organizing learning strategies, integrating ICT, art, games, toys, and sports. Emphasis is placed on designing learning experiences for unit and lesson planning, ensuring that teaching is engaging and effective in meeting educational objectives.

A. Understanding the textbook, analyzing World Around Us content such as food, cloth, flowers, rivers, forests from the Pedagogical Content Knowledge (PCK) perspective, selecting the content, identifying facts, concepts, and generalizations.
B. Analyzing, organizing, and planning appropriate learning strategies (such as ICT integrated, art integrated, games, toys, sports integrated) and learning experiences for unit planning and lesson planning with special reference to outcome based experiential learning.

Essential readings:

Smith, A. (1985). Textbook Selection: A More Defined Way. *American Secondary Education*, *14*(3), 6–9. http://www.jstor.org/stable/41063726

Soni, Chandrika (2022) Designing environmental science worksheets. *Learning Curve (12)*. pp. 51-54. http://publications.azimpremjiuniversity.edu.in/id/eprint/3409

Selvam, Salai and K, Shankar (2022) Integrating Environmental Awareness with Academic Subjects. *Learning Curve (13*). pp. 45-49.

Biswas, S. (2010). Review of new NCERT social science textbooks. *Learning Curve, XV,* p. 80-82

Shome, Shome and Dwivedi, Archana and Kumar, Monu and Kandpal, Pramod (2019) *Experiences of working with textbooks in the early grades. Learning Curve (3)*. pp. 52-55.

Suggested readings:

Harris, J. B., Mishra, P., & Koehler, M. J. (2009). Teachers' technological pedagogical content knowledge and learning activity types. *Journal of Research on Technology in Education*, *41*(4), 393-416. http://dx.doi.org/10.1080/15391523.2009.10782536

Krishna, K. (July 6, 2023). Textbook and the curriculum. The Hindu.

NCERT (1991). Elementary teacher education curriculum, guidelines and syllabi. NCERT.

NCERT. (2005). National Curriculum Framework 2005. NCERT

NCERT. (2017). Learning Outcomes at Elementary stage. NCERT

NCERT. (2005). *National Curriculum Framework 2005*. NCERT

NCERT. (2006). *Position paper: Teaching of social sciences*. NCERT.

Resources for class use:

Centre for Science and Environment (CSE). The Crow, honey hunter and the kitchen garden. Children Book Series, CSE.

Kumar, K. (2016). Curriculum, textbooks and educational reform. FICCI Lecture. https://www.youtube.com/watch?v=GUrca1eEm-0

Exploring Avindguptatoys.com

Most recent NCERT textbooks for TWAU classes III-V

NCERT. (2023). *NCFSE 2023*. NCERT. (Preparatory Stage - The World Around Us, pp. 390-398)

NCERT. (2006). *Position Paper: Curriculum, syllabus and textbooks*. NCERT

UNIT III: Assessment and Evaluation

This unit explores assessment approaches for the subject. It covers strategies for continuous assessment, including school-based, formative, and summative assessments, and introduces formal, informal, and 360-degree–multi-source feedback based -self, peer and teachers assessments. The unit delves into assessment approaches and techniques for group activities, field observations, portfolio management, skills, assignments, projects, and presentations. Additionally, it explains linking assessment situations to course objectives and basic criteria for enabling meaningful assessment and feedback mechanisms.

A. Assessment based on learning outcomes of World Around Us, strategies for

continuous assessment, school-based assessment, formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.

B. Performance assessment: assessment of group activities, field observations, creating platform and portfolio management, assessment of skills, assignments, projects, and presentations.

C. Test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment and feedback mechanism in teaching-learning.

Essential readings:

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *The Phi Delta Kappan, 80*(2), 139-144, 146-148. https://www.jstor.org/stable/20439383

Hanna, G. S., & Dettmer, P. A. (2004). Assessment for effective teaching: Using context-adaptive planning. Boston, MA: Pearson A&B. (Chapter 1, p. 1-22).

Gott, R. and Welford, G. (1987). The assessment of observation in science. School Science Review, 69 (247), 217-227.

Chomal, Aanchal (2020) Learning outcomes and assessment. Learning Curve (8). pp. 17-20. http://publications.azimpremjiuniversity.edu.in/id/eprint/2503

Suggested readings:

Chin, C. (2002). Student-generated questions: Encouraging inquisitive minds in learning science. *Teaching and Learning*, 59-67

KVS. Source Book on Assessment in VS.https://zietmysoredigtallibrary.files.wordpress.com/2016/06/source-book-evs.pdf

NCERT. (2006). Position Paper: Teaching of Social Sciences. NCERT

Resources for class use:

NCERT. (2006). Position paper of the National Focus Group on Examination Reforms. NCERT. (Relevant selections for assessment)

NCERT. (2023). *NCFSE 2023*. NCERT. (Relevant selections for assessment)

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Observation of student teachers' activity, correcting their worksheets, short formal written tests, periodical summative assessment, Seminars, demo lessons, practical tasks, and hands-on activities will be appropriately used to assess the learning outcomes. Student teachers will also be encouraged to prepare an e-portfolio to showcase their learning and skills.

Assessment 1: Designing lesson plans (50%)

Final Assessment: Portfolio (50%)

8. Pedagogy:

a. Instructional strategies:

The course will be transacted through activity based, discovery based, role playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

Suggestive Practicum

- Develop 2-D/3-D models, charts, flash cards to teach topics such as Foods We Eat, Garden, The Valley of Flowers etc.
- Visit different websites to identify activities/ games/toys to teach topics such as seeds, fruits, earthquakes, web of life, eating together, and prepare digital repositories.
- Develop strategies to teach topics like rivers, mountains, forests, earthquakes with the help of VR devices.
- Prepare a plan to develop a Resource Room/ Activity Room for EVS in your Institution.
- Analyze the textbooks of Grades III, IV and V to identify facts, concepts, and generalizations.
- Develop innovative lesson plans by following art-Integrated/ toy and game-Integrated pedagogy to teach various topics.
- Develop rubrics to assess the progress of learners.
- Prepare an Achievement Test based on TOS, administer on a group of learners, analyze their achievement, identify learning difficulties, and conduct remedial sessions for learners with learning difficulties.
- Prepare and manage portfolio.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   Classroom, projector, social science lab and activity room
c. Expertise in AUD faculty or outside: Available at AUD
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Linkages with school for internship

Signature of Course Coordinator(s):

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP/BABEd Preparatory Stage
Course title	**Content cum Pedagogy: The World Around Us (III)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other please specify)	Compulsory: Content-cum-Pedagogy
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2024 (Semester 6)
Course coordinator and team	Gunjan Sharma, Manasi Thapliyal Navani

1. **How does the course link with the vision of AUD?**
   The course is linked with the vision of AUD as it supports them in developing an informed understanding and skills for professional practice. It will prepare the students for their future role as teachers and practitioners of education.

2. **How does the course link with the specific programme(s) where it is being offered?**
   The course is a compulsory Content-cum-Pedagogy course in the BABEd programmes and will develop among the students-teachers a more nuanced understanding and skills of subject and stage specific curriculum development and planning. This is directly linked to their practice as teachers.

3. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   Yes. The course builds on previous semester disciplinary and education foundation courses and connects with content-cum-pedagogy courses of the preceding and succeeding semesters. This course is not a repetition of any existing course.

4. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)**
   The course builds on previous semester disciplinary and education foundation courses

5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   As per usual cohort size. Since this is a CCP course, it will be transacted in small groups of 15 students.

6. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**

Semester long, 2 credits, with taught and practicum components

7. Course Details:

a. Summary:

The objective of this course is to provide student teachers with an understanding of innovative and research-based practices for teaching TWAU, enabling them to effectively address and teach various concepts. Engaging with the interrelatedness of the social and natural environment is crucial for learners to develop competencies, sensitivity, and an appreciation for exploring and interacting with the world around them. The course helps students develop a basic understanding of actions they can take to help themselves and others. By incorporating innovative practices and action research, student teachers will be equipped to teach skills necessary for addressing social and critical issues. Integrating ICT offers opportunities to engage learners in interactive and virtual experiences of otherwise inaccessible environments and related issues. Since this is a CCP course, it will be transacted in small groups of 15 students that will be allocated to different faculty members who specialise in the relevant areas.

b. Objectives:

- Enable student teachers to plan their teaching innovatively
- Provide student teachers with the skills to integrate ICT in their teaching

c. Expected learning outcomes:

After completion of the course, student teachers will be able to:

- describe the meaning, need, importance and scope of innovative pedagogical practices and integration of ICT in World Around Us,
- adopt various innovative practices and integrate ICT in the teaching-learning of World Around Us,
- plan and conduct action research in World Around Us,
- reflect upon various issues such as gender, equity, inclusion and integrate them in teaching-learning of World Around Us,
- develop and understanding about the role of a teacher as a facilitator of learning.

d. Overall structure (course organisation; rationale of organisation; brief module outlines)

The course is designed as per the NCTE prescribed curriculum. Readings have been added. It is organised in 3 units.

e. Course contents detailed in Module-wise Format with following details for each module:

UNIT I: Innovative and Research Practices

In this unit, the students will engage with varied kinds of innovative and research-based teaching practices. They will engage with the need for innovation and creativity in teaching based on reflection on/inquiry into classroom experiences. In this process, they will learn about different kinds of practices that are considered to provide creative alternative to didactic pedagogies. The following themes suggested by NCTE would be covered:

A. Meaning, need, importance and scope of innovative practices.
B. Types of innovative practices (online/offline): quizzes, buzz groups, snowballing, brainstorming, discussion and group learning, debates, recitations and storytelling, clay modelling and toy making, presentations, role play, games and toys for learners, case study, asking and framing questions including higher order thinking questions.
C. Action research, reflection, and research-based practice in school.

UNIT II: ICT Integration

This unit will focus on exploring the use of ICT in subject specific pedagogy for TWAU. The unit will draw from the ICT courses of earlier semesters and enable students to explore variety of ICT tools, their features and application, while simultaneously understanding their limits and limitations especially at the preparatory stage. The following themes suggested by NCTE would be covered:

A. Meaning and scope of using ICT in teaching-learning process.
B. Use of ICT in the classroom: artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development.
C. Specific features, functions and limitations of use and integration ICT.

UNIT III: Facilitating Learning about How to Learn

Student teachers will be encouraged in this concluding unit of the course to curate content that ensures learners' meaningful interaction with the environment, reflecting diversity in geographical features, flora, and fauna. Student teachers will draw upon the theoretical insights gained from the Psychological, Sociological and Philosophical Perspective of teaching and learning a subject, to develop lesson plans that facilitate meaningful and age-appropriate learning of TWAU themes. They will be encouraged to integrate, for instance, folklore, folk songs, oral histories, and small case studies connected to the environment to develop among students a love for the environment. Student teachers will design small investigations, surveys, field trips, and observations to facilitate students' understanding of the connections between cultural practices within the community and the environment and understand how life changes as the environment changes.

A. Meaning, nature, need and scope of how to learn.
B. Psychological, Sociological and Philosophical Perspective of teaching and learning a subject.
C. Role of a teacher in facilitating learning the concepts of the subject.

Suggestive Reading Material

Duncan, I., Miller, A. and Jiang, S. (2012). A taxonomy of virtual worlds usage in education. *British Journal of Educational Technology*, *43*, 949-964. https://doi.org/10.1111/j.1467-8535.2011.01263.x

Unesco. (2022). *Recommendation on the ethics of artificial intelligence*. https://unesdoc.unesco.org/ark:/48223/pf0000381137

Southgate, E. (2021). Artificial intelligence and machine learning: A practical and ethical guide for teachers. In *Digital disruption in teaching and testing: assessments, big data, and the transformation of schooling* (pp. 60-71). Routledge.

Lim, C.P., Oakley, G. (2013). Information and Communication Technologies (ICT) in primary education. In Tay, L.Y., Lim, C.P. (Eds), *Creating holistic technology-enhanced learning experiences*. SensePublishers. https://doi.org/10.1007/978-94-6209-086-6_1

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Florida Centre for Instructional Technology (FCIT). *The technology integration matrix*. https://fcit.usf.edu/matrix/matrix/

Rosen, Y., & Tager, M. (2014). Making student thinking visible through a concept map in computer-based assessment of critical thinking. *Journal of Educational Computing Research*, *50*(2), 249-270. https://doi.org/10.2190/EC.50.2.f

Daunert, A. L., & Price, L. (2014). E-portfolio: A practical tool for self-directed, reflective, and collaborative professional learning. In C. Harteis, A. Ruasch, & J. Seifried (Eds.), *Discourses on professional learning: On the boundary between learning and working* (pp. 231–251). Springer. http://hdl.handle.net/10547/622624

NCERT (2023). National Curriculum Framework for School Education.

NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

NCERT (2005) National Curriculum Framework 2005, New Delhi

NCERT (2006). World Around Us Looking Around Textbook for class III.

NCERT (2007). World Around Us Looking Around Textbook for class IV.

NCERT (2008). World Around Us Looking Around Textbook for class V

NCERT (2017). Learning Outcomes at Elementary stage.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Observation of student teachers' activity, correcting their worksheets, short formal written tests, periodical summative assessment, Seminars, demo lessons, practical tasks, and hands-on activities will be appropriately used to assess the learning outcomes. Student teachers will also be encouraged to prepare an e-portfolio to showcase their learning and skills.

- Assessment 1: Designing a lesson (50%)
- Final Assessment: Portfolio (50%)

8. Pedagogy:

a. Instructional strategies:

The course will be transacted through activity based, discovery based, role playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations. Suggestive Practicum

- Make toys and clay models as a part of development of activity/ resource room.
- Using Story-telling pedagogy, prepare innovative ICT integrated lesson plan.
- Make a case study of learners with distinct characteristics.
- Identify problems and conduct action research.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom, projector, social science lab and activity room

c. Expertise in AUD faculty or outside
Available at AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
Linkages with school for internship

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd: Preparatory
Course title	**Content cum Pedagogy of English (I)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 4)
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?
   This course is the first course in the series of 'content cum pedagogy of English' that introduces students to the basic concepts and strategies of English pedagogy. A deeper understanding of the content in a wholistic manner will enable students to excel in the classroom and create independent readers who are able to think critically.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fourth semester of the programme, right after students have taken a required course on pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. Course Details:

Summary:
This is the first in a series of pedagogy courses in English. The course has been designed to introduce English pedagogy in a wholistic manner. The content presents English language teaching and learning in the diverse linguistic, cultural and social context of our country. Since this is a course for second language pedagogy, the assumption is that

students would already be fluent in their first language/mother tongue. India's language policy regarding English has evolved over time and is influenced by historical, social, political, and economic factors. English reflects a complex interplay of linguistic diversity, historical legacies, socio-economic factors, and aspirations for global engagement. The complex nature of language acquisition and the multilingual fabric of the country necessitates that English is taught keeping in mind the local context. The teacher has a critical role as a facilitator to enable students to construct their worldview and express themselves.

b. Objectives:

- To understand the nature, scope, meaning and functions of language and language teaching
- To demonstrate an understanding of the theoretical historical/policy perspectives and the present scenario of the language,
- To learn about the methods, approaches and materials used for teaching language.
- To demonstrate an understanding of the different roles of language in communications,
- To identify different children and their learning needs for the language learning

Expected learning outcomes:

After completion of this course, student teachers will be able to:

- explain the nature, scope, meaning and functions of language,
- identify general concepts about principles and characteristics of language,
- demonstrate an understanding of the theoretical historical/policy perspectives and the present scenario of the language,
- discuss the aims and objectives of teaching language,
- demonstrate an understanding of the need for and importance of instructional planning,
- identify different children and their learning needs for the language learning,
- identify different skills of language and demonstrate them,
- demonstrate an understanding of different roles of language in communications,
- know the use of language in context such as grammar and vocabulary through story, poetry, etc.,
- learn about the methods, approaches and materials used for teaching language.

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised across four modules
Module 1: Nature and scope of language
Module 2: Language, education, inclusion and society
Module 3a: Approaches to pedagogy of language
Module 3b: Writing pedagogy in the classroom

Course contents detailed in
(b) (i) Module-wise Format with following details for each module:

Module 1: Nature and Scope of Language (2 Weeks)

The nature of language is a multifaceted and complex phenomenon that is central to human communication, cognition, and culture. It is primarily a symbolic system that enables humans to communicate meaning through a system of arbitrary signs, such as words, sounds, and

gestures. These symbols represent concepts, objects, actions, and ideas, allowing individuals to convey and understand a wide range of information. This module will introduce students to the systematic structure of English at various levels, including phonology (sounds), morphology (word formation), syntax (sentence structure), semantics (meaning), and pragmatics (language use in context). These structural properties enable speakers to organize and convey information effectively.

- Nature of a language and its varieties.
- Meaning, characteristics, principles, and functions of a language.
- Need for and importance of the teaching a language (language as a medium for exchange
- of ideas, transmission of knowledge from generation to generation - knowledge sharing,
- language as a medium of preservation of culture and values)
- Theories of language development during this stage.
- Language a system of systems; language is a set of skills.
- Right to education act-provisions and implications for language teaching.
- Language acquisition and language learning; first language (L1) and second language
- (L2) and practices for the promotion of multilingualism. challenges in language learning
- due to multilingualism.
- Linguistic system- the organization of sounds; the structure of sentences; the concept of
- universal grammar; nature and structure of meaning; phonetics, syntax, semantics,
- pragmatics, grammar, phonetics, etc

Essential readings:

Banerjee, Ujjwal (2014) The Politics of English Language in India. *Language and Language Teaching, 3* (2). pp. 32-35. ISSN 2277-307X

Khanna, Amrit. L (2017) *Key issues in the teaching of English at the primary level.* Language and Language Teaching, 6 (2). pp. 28-34. ISSN 2277-307X

Krishna Kumar. Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. New Delhi: Sage

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

National Council of Educational Research and Training. (2005). *National Focus Group* on *Teaching of Indian Languages*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)

Suggested readings:

Agnihotri, R. K. (2017). Identity and multilinguality: The case of India. In *Language policy, culture, and identity in Asian contexts* (pp. 185-204). Routledge.

Hauser, M. D., Chomsky, N., & Fitch, W. T. (2002). The faculty of language: what is it, who has it, and how did it evolve?. *Science*, *298*(5598), 1569-1579.

Mehta, Shefali Tripathi (2016) *Holding our tongues.* Retrieved from: https://publications.azimpremjiuniversity.edu.in/4193/

Module 2: **Language, education, inclusion and society** (2 Weeks)
Language is inherently social and cultural, shaped by the interactions, conventions, and norms of linguistic communities. It serves not only as a means of communication but also as a vehicle for expressing identity, cultural values, beliefs, and social relationships. Language diversity reflects the richness and complexity of human societies worldwide. This module will discuss the use of English as intertwined with issues of power, privilege, and social status. In many contexts, proficiency in English is associated with social and economic opportunities, leading to disparities in access to education, employment, and resources based on linguistic ability. English can also be used as a tool of colonialism or cultural imperialism, influencing social hierarchies and power dynamics. The focus of this module will be on the role of English Language planning efforts that often intersect with broader socio-cultural goals related to identity, inclusion, and linguistic diversity.

- Language policy in school education.
- Language and identity; language and power; language
- and gender; language: culture and society, home language and school language,
- Linguistic variability; linguistic diversity, its impact on pedagogical
- implication; speech and writing.

Essential readings with page numbers:

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26

Chatterji, Shubhra (2020) *Bridging social distance through curricular interventions.* Learning Curve (7). pp. 84-87. ISSN 2582-1644

Bhattacharya, R. (2017). 'Speaking of food; Apple…ice-cream…posto…pesto…roti…' In A. L. Khanna Rama Kant Agnihotri, Anju Sahgal Gupta (Eds.) *Trends in language teaching*, pp. 82-97

Suggested readings:

Liggett, T. (2014). Deliberative democracy in English-language education: Cultural and linguistic inclusion in the school community. *Democracy and Education*, *22*(2), 4.

Module 3 a: **Approaches to pedagogy of language** (4 weeks)
This module will focus on the pedagogy of the English language. Approaches to English literacy vary depending on cultural, educational, and socio-economic contexts. It will introduce approaches to teaching-learning of literacy, i.e., Phonics, Whole language and comprehensive/ Balanced approaches. It will introduce the skills of oral language, work-recognition, vocabulary fluency, comprehension and so on while focusing on 'modeling' as a key strategy for literacy. The module will pay attention to the social and cultural dimensions of literacy and emphasise the importance of context and cultural relevance in literacy instruction. It will also focus on encouraging students to question and challenge dominant narratives, perspectives, and power structures embedded in texts and to develop their own critical literacy skills.

- Understand various approaches to teaching-learning of literacy—Phonics, Whole

- language and Comprehensive/Balanced approaches.
- Principles of language and literacy: Explicit modeling of reading-writing processes in
- English, linking children's oral language to literacy, connecting reading writing to
- children's critical thinking.
- Elements of language and literacy:
    - development of oral language and vocabulary,
    - engagement with print (print awareness, connection to children's literature),
- sounds, symbols and words (phonemic awareness, phonics, letter knowledge, word recognition),
- comprehension and expression (comprehension, fluency, writing) and assessment of language and literacy skills.
- Reading: Read Aloud, Shared Reading, Guided Reading, Independent Reading
- Writing: Modeled Writing, Shared Writing, Guided Writing, Independent Writing.
- Writing Workshop (writer's voice, pre-writing drafting, editing, revising, sharing, reading aloud),
- Use various opportunities/artefacts to enable children develop language and literacy skills in English, such as, songs, role-plays, stories, story books, riddles, conversations

Essential readings with page numbers:

Amritavalli, R. (2012) *Helping children become readers.* Language and Language Teaching, 1 (1), pp. 1-4. ISSN 2277-307X

Centre for Early Childhood Education and Development, CARE India and USAID. (2016). *Early language and literacy position paper.* New Delhi. Retrieved from: https://www.careindia.org/wp-content/uploads/2017/05/ELL-India-revised-pdf.pdf
Section 5: Essential aspects of early language and literacy development (pp. 27-32)
Section 6: Approaches to language and literacy (pp. 32-38)

Cho, Kyung Sook and Krashen, Stephen (2018) The impact of sustained silent reading and a visit to the library on establishing a reading habit: helpful but not sufficient. *Language and Language Teaching, 7* (2). pp. 1-3. ISSN 2277-307X

Chopra, Vanita (2020) Activities for integrating speaking with reading and writing skills. *Language and Language Teaching, 9*(2). pp. 76-79. ISSN 2277-307X

Garai, S. (2021) Storytelling as a Pedagogical Tool to teach English in a Government Primary School. *Language and Language Teaching, 10* (1). pp. 25-29. ISSN 2277-307X

Kumari, Sawan (2014) Reading in first and second languages. *Language and Language Teaching, 3* (2). pp. 27-31. ISSN 2277-307X

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

P. K., Jayaraj (2020) Whole language approach and multilingual pedagogy in schools. Language and Language Teaching, 9 (1). pp. 77-79. ISSN 2277-307X

Sinha, A.K. (2017) Word games. *Language and Language Teaching, 6* (1). pp. 7-13. ISSN 2277-307X

V, Vaishnavi (2022) Use of worksheets in early grade English teaching. *Learning Curve (12).* pp. 84-88. ISSN 2582-1644

Suggested readings:

Hayes, M., & Burkette, A. P. (Eds.). (2017). *Approaches to teaching the history of the English language: pedagogy in practice*. Oxford University Press, USA.

Samanta, Poulami (2020) *Making learning English easier.* Learning Curve (7). pp. 62-63. ISSN 2582-1644

Module 3b: Writing pedagogy in the classroom (4 weeks)

This module will focus on writing pedagogy. Writing instruction in the classroom should enable children to make connections with oral language, thinking and reading. Copying from the blackboard or textbooks or forms of rote learning do not enable children make sense of writing. It is important to enable children to write independently to take ownership of their writing. Strategies for teaching writing in the early grade include explicitly modeling the writing process by the teacher (use of space, punctuation, writing a story on the board after a trip or after reading a book), encouraging children to write their name, using sensory tools to practice letter writing (e.g., writing letters in sand, air, hand), writing about their experiences in their journals/notebooks, asking children to draw about an experience/object and write about it using invented or conventional spelling. Use 6-Traits of writing for informal assessment in the classroom is helpful.

Essential readings with page numbers:

Gupta, Snehlata (2018) In government schools where is the room to write? *Language and Language Teaching*, 7 (2). pp. 10-14. ISSN 2277-307X

Hagemann, Julie Ann. "Balancing content and form in the writing workshop." *The English Journal* 92, no. 3 (2003): 73-79.

Kunwar, Nidhi (2013) *Writing in Classrooms: Missing Voices and Reflections.* Language and Language Teaching, 2 (1). pp. 25-28. ISSN 2277-307X

Sawhney, Chhaya (2014) Reflective Journal Writing. *Language and Language Teaching, 3* (2). pp. 22-26. ISSN 2277-307X

Writing workshop projects related to the themes from the school textbooks from grade 3-5.

Suggested readings

Rowland, A., Smith, S. J., & Lowrey, K. A. (2022). Pairing Technology with 6 traits of writing instruction. *Journal of Special Education Technology*, *37*(1), 135-142.

Read.Write.Think. 6+1 Trait Writing Model. Retrieved from: https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson398/rubric-essay2.pdf

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Lesson Plan: 30%
2. Literacy Strategy: 30%
3. Final: 40%

Group activity and presentation, assignments, classroom presentation, assembly activity, competitions, public speaking, writing test, preparation of lesson plans using different pedagogies, lesson plans for teaching vocabulary/grammar/functions, sessional and terminal examination.

8. **Pedagogy:**

a. Instructional strategies:

Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

c. Expertise in AUD faculty or outside; AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd
Course title	**Content cum Pedagogy of English (II)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (semester 5)
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?
   This course is the second course in the series of 'content cum pedagogy of English' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy use in an inclusive manner will enable students to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fifth semester of the programme, right after students have taken one required course on pedagogy and one introductory course on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:

   This course is designed to make student–teachers aware of the teaching–learning aids and other resources available as well as created for making language learning joyful and meaningful. The course will introduce the effectiveness of such resources and the impact they have on the children's learning. This course will also help them to

understand the content of the textbook--the vocabulary, structure, sound, forms and elements used and to analyse the content for preparing the lesson plan accordingly. The course also focuses on the assessment aspect which will help them to develop activities, strategies for continuous assessment of the language skills as student teachers should be equipped with formal, informal, formative, summative, 360-degree Assessment.

b. Objectives:

- To understand the use of learning resources and teaching aids in transacting a lesson
- To create teaching-learning materials for transacting a lesson
- To develop lesson plans using learning resources
- To identify resources and tools for assessment

c. Expected learning outcomes:
After completion of this course, student teachers will be able to:

- demonstrate an understanding of the importance of learning resources and teaching aids,
- develop activities and tasks for learners using various teaching-learning materials,
- analyse the textbooks of preparatory stage and understand the structures grammar, vocabulary used in them,
- develop lesson plan through various learning resources and teaching aids for making teaching –learning a fun,
- identify and implement tools and techniques used in the process of assessment language learning.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules:

Module 1: Teaching learning aids and resources
Module 2: Textbook use across content area
Module 3: Assessment and evaluation

e. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

Module 1: Teaching Learning Aids and Resources

This module will focus on the use of diverse resources to create dynamic, engaging, and effective English language teaching and learning experiences for students. The resources would depend on learners' needs, interests, proficiency levels, and learning contexts. Visual aids such as flashcards, posters, charts, and infographics can reinforce vocabulary, grammar concepts, and language structures. They can be used to illustrate stories, dialogues, and real-life situations, making language learning more engaging and meaningful. Audio-visual materials such as videos, podcasts, songs, and multimedia presentations provide authentic language input and expose learners to different forms and contexts. Audio recording facilities, language learning software, and multimedia resources offer opportunities for self-study and language practice outside the classroom. Self-study materials such as grammar books, vocabulary guides, and self-paced courses support independent language learning. The module will also focus on The Language Experience Approach (LEA) to integrate learner's own words and experiences to create meaningful and relevant language practice.

- Types of teaching-learning materials: flash cards, games, images, audio recordings, audio-video presentation, exposure to the speeches of the kids and great speakers, exposure to the television channels, e-resources, language laboratory, pictorial presentation of sounds.
- Use of language laboratory- exposure to different sounds and their practice, recording of children's own language and feedback, virtual presentation of Indian as well as regional stories
- Use of resources for effective language teachers: children's literature, literature, films, etc., age-appropriate language games, storybooks, newspapers, magazines, art and craft work, community radio, MHRD/NCERT initiatives: NROER, e-pathshala.

Essential readings with page numbers:

Bedadur, Nivedita V. (2018). Authentic material and the communicative approach to language teaching. *Learning Curve (31)*, pp. 42-45.

R, Madhumitha. (2023). Linking Curricular Content to Stories | My experiences. *Learning Curve (16)*. ISSN 2582-1644

Sunny, Sharoon (2023). Power of Stories in Language Learning. *Learning Curve(16)*. ISSN 2582-1644

Jhala, Deepika (2023) Music as a Reinforcer in English Language Learning. *Learning Curve (17)*. pp. 53-55. ISSN 2582-1644

Srivastava, Shefali (2017) Facts versus feelings: teaching of literature in Indian classrooms. *Language and Language Teaching, 6* (2). pp. 22-27. ISSN 2277-307X

Early Literacy Initiative: http://eli.tiss.edu/resources-publications/

Suggested readings:

Stahl, S. A., & Miller, P. D. (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research*, *59*(1), 87-116.

Module 2: Textbook Use Across Content Areas

Traditional textbooks and workbooks provide structured lessons covering grammar, vocabulary, reading comprehension, writing, listening, and speaking. They often include exercises, activities, and assessments to reinforce learning. Use of textbooks can provide a balanced mix of theory, practice, and assessment. This module will focus on understanding the textbook and content analysis for language teaching. It will introduce 'reading across content areas', also known as disciplinary literacy, which involves use of reading strategies specific to different subjects such as science, math, history, and literature. The goal is to enable students to comprehend and engage with texts that vary in structure, purpose, and language use across different disciplines. Reading across content areas is essential for developing proficient and versatile readers who can navigate the diverse demands of different subjects.

- Understanding the textbook.
- Content analysis and lesson planning across disciplines.
- Analysis of the skills focused on the subject matter as well as the sound, vocabulary, structure etc.
- Planning strategies, approaches, and methods as per the skills in the subject matter.
- Development of various types of lesson plans for developing language skills.

Essential readings with page numbers:

Khandpur, Saachi (2019) Widening the scope of thinking by widening the scope of textbooks. *Learning Curve (3)*, pp. 50-51.
Shome, Shome and Dwivedi, Archana and Kumar, Monu and Kandpal, Pramod (2019) *Experiences of working with textbooks in the early grades.* Learning Curve (3). pp. 52-55.
T., Rajarajeshwari (2019) Textbooks as tools for building teacher-student relationships - a perspective. *Learning Curve (3)*, pp. 43-44.
Shome, Shome and Dwivedi, Archana and Kumar, Monu and Kandpal, Pramod (2019) Experiences of working with textbooks in the early grades. *Learning Curve (3)*, pp. 52-55.
Textbooks taught in different subject areas in the relevant classes (3 to 5), for example, mathematics, social science, science and so on

Suggested readings:
Mohapatra, Banishree (2024) Organising Time for Integrated Learning. *Learning Curve (18).* pp. 24-27. ISSN 2582-1644
Misra, Parthasarathi (2019) Taking textbooks to schools. *Learning Curve (3),* pp. 16-18.

Module 3: Assessment and Evaluation
Language assessment is a critical component of language education, designed to evaluate various aspects of language proficiency, including speaking, listening, reading, and writing skills. Effective language assessment helps educators understand learners' progress, identify areas needing improvement, and tailor instruction to meet students' needs. incorporating authentic tasks, providing clear criteria, and offering constructive feedback can significantly enhance the assessment process, leading to improved language instruction and student outcomes.

- Assessment of language learning based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.
- Assessment of the language skills (LSRW), grammar, communication, expressions (language proficiency) reasoning, presentations, and group activities.
- Test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching-learning.

Essential Readings
Chomal, A. (2020). Learning outcomes and assessment. *Learning Curve (8)*. pp. 17-20. ISSN 2582-1644
Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, *58*(7), 684-686.
Clay, M. M. (2000). *Running records: For classroom teachers*. Portsmouth, NH: Heinemann.

Suggested Readings
Chomal, A. (2023). Effective assessment for reinforcing student learning, *Learning Curve (17),* pp. 1-92. ISSN 2582-1644
Fulcher, G. (2012). Assessment literacy for the language classroom. *Language assessment quarterly*, *9*(2), 113-132.

Johnston, P., & Costello, P. (2005). Principles for literacy assessment. *Reading Research Quarterly*, *40*(2), 256-267.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Language experience strategy: 30%
Textbook lesson: 30%
Final: 40%

8. **Pedagogy:**

. Instructional strategies:

Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

c. Expertise in AUD faculty or outside; AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd
Course title	**Content cum Pedagogy of English (III)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?
   This course is the third course in the series of 'content cum pedagogy of English' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy especially related to research and innovation will enable pre-service teachers to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the sixth semester of the programme, right after students have taken one required course on pedagogy and two courses on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:

   This course is designed to develop research aptitude among the student–teachers, especially in teaching –learning of language. It will help them to develop analytical ability to understand the common challenges faced by the children at this stage in learning the language. This course will also help them to understand the scope of

innovations in teaching-learning of a language and adopt various pedagogical practices. The student –teacher will also understand the importance of life learning and strive for the same through participation in seminars, conferences, public speaking, Creative writing competitions, Orientation Programmes, SWAYAM courses, etc.

b. Objectives:

- To develop an understanding of the scope of research and innovation for language pedagogy
- To understand the process of reading and writing among children through observation of independent reading and writing activities
- To integrate ICT in transaction of language pedagogy
- To develop an understanding of the role of a language teacher

c. Expected learning outcomes:
After completion of this course, student teachers will be able to:

- demonstrate an understanding about the need and scope of research in teaching-learning of language,
- plan and conduct action research in teaching-learning of language,
- describe the meaning, need and scopes for innovations in teaching-learning of language,
- develop and use innovative activities in teaching-learning of language,
- integrate ICT in teaching-learning of language,
- develop and understanding about the role of a teacher as a facilitator of learning

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules:

Module 1: Research and innovative practices
Module 2: ICT integration
Module 3: Learning about how to learn

e. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

Module 1: Research and Innovative Practices

Research in teaching of the English language is critical for the student teachers to gain an understanding of various approaches, theories, and methodologies regarding the transaction of language among young children. This module will focus on two aspects of research and innovation relevant for language pedagogy. First, it will focus on observation and analysis of independent reading and writing among young children and examine the insights into how children read and write and provide implications for the support they may need in the classroom. Second, student-teachers will develop one-two research-based strategies. These could be a role play/theatre designed in the context of grade-appropriate children's literature.

- Scope and need of research in teaching-learning of language. The role of libraries is a critical component
- Action research, reflection, and evidence-based practice in school
- Meaning, need and scopes for innovations in teaching-learning of language.
- Types of innovative practices (online/offline): language games, role of theatre and media, quizzes, buzz groups, brainstorming, discussion and group learning, recitations

and storytelling, presentations, role play, training games for learners, case study, asking and framing questions including higher order thinking questions

Essential readings with page numbers:

Cullinan, B. E. (1992). Whole language and children's literature. *Language Arts*, *69*(6), 426-430.

Schmidt, P. R., & Ma, W. (2006). *50 Literacy Strategies for Culturally Responsive Teaching, K-8*. Sage.

Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading*. ASCD.

Green, L. S., & Casale-Giannola, D. (2011). *40 Active Learning Strategies for the Inclusive Classroom, Grades K 5*. Corwin Press.

National Council of Educational Research and Training. (2005). *National Curriculum Framework.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

Websites

NCERT Barkha Series https://ncert.nic.in/dee/barkha-series.php?ln=

Parag Reads https://www.paragreads.in/parag-reads/

Storyweaver: https://storyweaver.org.in/en/

Eklavya https://www.eklavya.in/books/eklavya-books-pdf

An Overview of Indian Children's Literature in English: https://www.tulikabooks.com/info/an-overview-of-indian-children-s-literature-in-english

The New Age of Children’s Literature in India: https://www.dailypioneer.com/2022/sunday-edition/the-new-age-of-children---s-literature-in-india.html

Indian Children's Literature in English, Nandini Nayar: https://indianwritinginenglish.uohyd.ac.in/indian-childrens-literature-in-english/

Children’s Literature in Nineteenth-Century India: Some Reflections and Thoughts: https://books.openedition.org/pufr/4974?lang=en

A world beyond lacrosse and éclairs

Is the growing number of Indian titles in English for children reflective of reading choices, asks Apoorva Sripathi: https://www.thehindu.com/features/metroplus/what-does-childrens-literature-in-india-look-like/article8188256.ece

Children’s Literature in India- Keeping children hooked to tales: https://www.ciiblog.in/childrens-literature-in-india-keeping-children-hooked-to-tales/

Evolution of children’s literature in India: https://beyondthebox.in/2021/08/05/evolution-of-childrens-literature-in-india/

Reading With Children: https://scroll.in/topic/56507/reading-with-children

No kidding: From topics to tech, children’s literature is evolving fast: https://www.financialexpress.com/lifestyle/no-kidding-from-topics-to-tech-childrens-literature-is-evolving-fast/2809993/

The curious case of children’s literature: https://www.printweek.in/features/a-survey-of-childrens-books-in-india-41657

Suggested readings:

BJ, Karthik (2021) *Innovative English language pedagogy for small town context. Students' Journal of Education and Development (7)*. pp. 49-63.

Dhaundiyal, Vartul (2020) *Children's literature and child-centric practices.* Learning Curve (7). pp. 110-112. ISSN 2582-1644

Miller, M., & Veatch, N. (2010). Teaching literacy in context: Choosing and using instructional strategies. *The Reading Teacher*, *64*(3), 154-165.

Palechorou, E., & Winston, J. (2013). Theatre, language learning and identity: Empowering additional language learners through classroom drama projects. In *Second language learning through drama* (pp. 42-53). Routledge.

Stinson, M., & Winston, J. (2011). Drama education and second language learning: a growing field of practice and research. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *16*(4), 479-488.

Module 2: ICT Integration

With the rise of digital technologies, it is important to explore ways to utilise the same in language learning. Teachers could enable students to use computer-assisted language learning tools, explore online platforms offering English language courses, to understand how interactive lessons, exercises, and quizzes can be used for teaching of grammar, vocabulary, listening, and speaking practice in the classroom. However, it is important to keep in mind that students need access to the technologies suggested, the quality of material available needs to be carefully monitored and awareness needs to be built for issues of security and privacy.

- Meaning, need, and scope of ICT in teaching-learning of language.
- Use of ICT tools for teaching-learning process, benefits, limitations and precautions.
- Use and Importance of Online/E-resources for skill-development.
- Major issues for using Online /E-resources in teaching –learning of language.

Essential readings with page numbers:

British Council. (n.d.). *Teaching English: ICT.* Retrieved from: https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/d-h/ict#:~:text=Information%20and%20Communication%20Technology%2C%20or,are%20an%20example%20of%20ICT. https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility-professional-development/english-teaching-0

Devraj, Anand (2021) *Two programmes to demonstrate the use of digital technology in language learning.* Language and Language Teaching, 10 (1). pp. 1-5. ISSN 2277-307X

Belludi, Akshatha S. (2020) *Learning to adapt.* Learning Curve (8). pp. 38-40. ISSN 2582-1644

Suggested readings:

Abraham, M., Arficho, Z., Habtemariam, T., & Demissie, A. (2022). Effects of information communication technology-assisted teaching training on English language teachers' pedagogical knowledge and English language proficiency. *Cogent Education*, *9*(1). https://doi.org/10.1080/2331186X.2022.2028336

Gurumurthy, K. and Anand, D. and Karthik, K. (2021) Democratizing Translation Using

Digital Methods. *Language and Language Teaching, 10* (1). pp. 30-36. ISSN 2277-307X
Gurumurthy, K. and Rakesh, B. and Desai, A. (2021) Report - Audio Resource Creation: Online Course for English Language Teachers. *Language and Language Teaching, 10* (1). pp. 81-83. ISSN 2277-307X
Hiradhar, P., Bhattacharya, A. (2022). ICT Beyond the Classroom: New Media and Learning. In: *ICT in English Language Education*. SpringerBriefs in Education. Springer, Singapore. https://doi.org/10.1007/978-981-16-9005-1_5
Mullamaa, K. (2010). ICT in Language Learning--Benefits and Methodological Implications. *International education studies*, *3*(1), 38-44.
Lu, D., & Xie, Y. N. (2024). Critical thinking cultivation in TESOL with ICT tools: a systematic review. *Computer Assisted Language Learning*, *37*(1-2), 222-242.
Canagarajah, A. S. (2006). TESOL at forty: What are the issues?. *Tesol Quarterly*, *40*(1), 9-34.

Module 3: Learning about how to learn

This module will focus on the ways by which a teacher navigates language learning in the classroom vis-a-vis their own experiences. A documentation of their own language and literacy histories enables student-teachers to begin their engagement in this process and also reflect on the processes and contexts that foster reading. Student teachers will document processes that create opportunities for active engagement, encourage critical thinking, and scaffold learning experiences to meet the needs of all learners. The module will also focus on ways by which language teachers can engage in ongoing reflection and professional development to develop better strategies and focus on inclusivity. They will critically evaluate their instructional strategies, analyse student learning and find ways to provide supportive strategies.

- Meaning, nature, need and scope of how to learn.
- Psychological, sociological, and philosophical perspective of teaching and learning a
- subject.
- Role of a teacher in facilitating learning the concepts of the subject.

Essential readings with page numbers:

Palani, Mala (2018) What am I doing and why? empowering pre-service teachers to question their practice through dialogic reflection. *Language and Language Teaching, 7* (2). pp. 28-32. ISSN 2277-307X
Alvermann, D. E., & Moje, E. B. (2013). Adolescent literacy instruction and the discourse of "every teacher, a teacher of reading.". *Theoretical models and processes of reading*, *6*, 1072-1103.

Suggested readings:

Amir, A., Mandler, D., Hauptman, S., & Gorev, D. (2017). Discomfort as a means of pre-service teachers' professional development–an action research as part of the 'Research Literacy' course. *European Journal of Teacher Education*, *40*(2), 231-245.
Einarsdottir, J. (2014). Play and literacy: A collaborative action research project in preschool. *Scandinavian Journal of Educational Research*, *58*(1), 93-109.
Galloway, N. (2017). *Global Englishes and change in English language teaching: Attitudes and impact*. Routledge.
BJ, Karthik (2021) *Innovative English language pedagogy for small town context. Students' Journal of Education and Development (7)*, pp. 49-63.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Case study of literacy learning: 30%
2. Literacy Autobiography: 30%
3. Final: 40%

0. **Pedagogy:**

a. Instructional strategies: Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Activity room

c. Expertise in AUD faculty or outside: AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Sites where student-teachers can observe students engaged in reading and writing independently

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd-**Preparatory**
Course title	**Content cum Pedagogy of Hindi (I)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 4)
Course coordinator and team	Neha Goswami, Ambika Ram

1. How does the course link with the vision of AUD?
   This course is the first course in the series of 'content cum pedagogy of Hindi' that introduces students to the basic concepts and strategies of Hindi pedagogy. A deeper understanding of the content in a holistic manner will enable students to excel in the classroom and create independent readers who are able to think critically.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fourth semester of the programme, right after students have taken a required course on pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:
   यह पाठ्यक्रम हिन्दी शिक्षणशास्त्र की शृंखला का प्रथम भाग है जिसके अंतर्गत हिन्दी शिक्षणशास्त्र को समग्रता से प्रस्तुत किया गया है। यह पाठ्यक्रम हमारे देश के विविध भाषायी, सांस्कृतिक एवं सामाजिक संदर्भों में मातृभाषा के रूप में हिन्दी भाषा के शिक्षण-अधिगम को प्रस्तुत करता है। विभिन्न

शोध यह दर्शाते हैं कि 2 से 8 वर्ष की आयु के बच्चे भाषा बहुत ही तेजी से सीखते हैं। बच्चे अपनी मातृभाषा अपने घर एवं आस-पास में होने वाली बातचीत द्वारा ग्रहण कर लेते हैं जिससे उनके मातृभाषा सीखने के कौशल का विकास आसानी से हो जाता है। यह भी सर्वविदित है कि बच्चे कोई भी अमूर्त अवधारणा को अपनी मातृभाषा या स्थानीय भाषा में ज्यादा तेजी से सीखते हैं। इसलिए बच्चे को उनकी मातृभाषा/स्थानीय भाषा के शिक्षण-अधिगम के लिए बच्चे को उस भाषा से संबंधित अनुभवों का अवसर देना होगा। विद्यार्थी-शिक्षकों में हिन्दी भाषा शिक्षण कौशल के विकास के लिए उनको भाषा की प्रकृति, अर्थ, महत्त्व, कार्य आदि समझने एवं हिन्दी भाषा कौशल से जुड़े अनुभव प्रदान करने की आवश्यकता है। साथ ही उनको हिन्दी भाषा के सैद्धांतिक, एतिहासिक एवं नीतिगत परिप्रेक्ष्य के साथ-साथ विद्यार्थियों में भाषायी कौशलों के विकास के लिए सिखाने के लिए उपयोगी उपागम, तरीके, संसाधनों आदि को भी समझना होगा। यह पाठ्यक्रम विद्यार्थी शिक्षकों को इन सभी आयामों को समझने में मदद करेगा जिससे वे अपने विद्यार्थियों को एवं उनके हिन्दी भाषा सीखने के सामाजिक एवं मनोवैज्ञानिक आयामों को समझ सकें।

b. Objectives:

- विद्यालयी पाठ्यचर्या के संदर्भ में हिन्दी भाषा एवं शिक्षण के महत्त्व, कार्य एवं प्रकृति को समझना।
- हिन्दी भाषा के सैद्धांतिक, ऐतिहासिक एवं नीतिगत परिप्रेक्ष्य एवं हिन्दी भाषा के वर्तमान परिदृश्य को समझना।
- भाषा शिक्षण के लिए उपयोग की जाने वाली विधियों, दृष्टिकोणों और सामग्रियों के बारे में सीखना।
- सम्प्रेषण में भाषा की विभिन्न भूमिकाओं को समझना।
- भाषा सीखने के लिए बच्चों एवं उनके सीखने की विविध जरूरतों की पहचान करना।

Expected learning outcomes:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- भाषा की प्रकृति, अर्थ एवं कार्य बता सकेंगे।
- भाषा के सामान्य सिद्धांत एवं विशेषताएँ बता सकेंगे।
- भाषा के सैद्धांतिक, एतिहासिक एवं नीतिगत परिप्रेक्ष्य और वर्तमान परिदृश्य की समझ दर्शा सकेंगे।
- भाषा शिक्षण के लक्ष्य एवं उद्देश्यों पर चर्चा कर सकेंगे।
- अनुदेशात्मक योजनाओं की आवश्यकता एवं महत्त्व को बात सकेंगे।
- भाषा अधिगम के लिए विद्यार्थियों की विविधताओं एवं उनकी विविध आवश्यकताओं की पहचान कर सकेंगे।
- विभिन्न भाषा कौशलों को पहचानकर उनका प्रदर्शन कर सकेंगे।
- सम्प्रेषण में भाषा की विभिन्न भूमिकाओं की पहचान कर सकेंगे।
- विभिन्न परिप्रेक्ष्यों में भाषा का प्रयोग कर सकेंगे जैसे व्याकरण एवं शब्दावली का कहानी एवं कविताओं के माध्यम से ज्ञान।
- भाषा शिक्षण के लिए विभिन्न विधियों, उपागमों एवं सामग्रियों का प्रयोग करना सीखेंगे।

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

इस पाठ्यक्रम को 4 मॉडयूल में विभाजित किया गया है:

मॉडयूल 1: भाषा की प्रकृति एवं विषय-क्षेत्र

मॉडयूल 2: भाषा, शिक्षा, समावेशन एवं समाज

मॉडयूल 3: भाषा के शिक्षाशास्त्रीय उपागम

d. Course contents detailed in
(b) (i) Module-wise Format with following details for each module:

Module 1: भाषा की प्रकृति एवं विषय-क्षेत्र (2 सप्ताह)

भाषा की प्रकृति बहुआयामी एवं जटिल है जो मानव सम्प्रेषण, संज्ञान एवं संस्कृति के लिए अति आवश्यक है। भाषा मुख्य रूप से प्रतीकात्मक व्यवस्था है जो मनुष्यों को शब्दों, ध्वनियों, संकेतों एवं भावों के माध्यम से अर्थ संप्रेषित करने में सक्षम बनाती है। ये प्रतीक विभिन्न अवधारणाओं, वस्तुओं, कार्यों एवं विचारों का प्रतिनिधित्व करते हैं जो विद्यार्थियों को विस्तृत जानकारी देने एवं समझने में मदद करते हैं। यह मॉडयूल विद्यार्थियों को विभिन्न स्तरों पर हिन्दी भाषा की संरचनात्मक प्रकृति से परिचित करवाएगा जिसमें ध्वनि व्यवस्था, शब्द एवं पद व्यवस्था, वाक्य व्यवस्था और व्यावहारिकता (संदर्भ में भाषा का उपयोग) शामिल हैं। यह संरचनात्मक प्रकृति विद्यार्थियों को ज्ञान को प्रभावी ढंग से व्यवस्थित करने एवं संप्रेषित करने में सक्षम बनती है।

- हिन्दी भाषा की प्रकृति एवं प्रकार
- भाषा का अर्थ, विशेषताएँ, सिद्धांत एवं कार्य
- हिन्दी भाषा शिक्षण का महत्त्व एवं आवश्यकता (विचारों के आदान-प्रदान के माध्यम के रूप में हिन्दी भाषा, पीढ़ी-दर-पीढ़ी ज्ञान का हस्तांतरण, ज्ञान साझा करना, संस्कृति एवं मूल्यों के संरक्षण के माध्यम के रूप में भाषा)
- इस स्तर के लिए हिन्दी भाषा विकास के सिद्धांत
- व्यवस्थाओं की व्यवस्था के रूप एवं कौशलों के समूह के रूप में भाषा,
- शिक्षा का अधिकार अधिनियम- भाषा शिक्षण के लिए प्रावधान एवं निहितार्थ
- भाषा अधिग्रहण एवं भाषा अधिगम, प्रथम भाषा (L1) एवं द्वितीय भाषा (L2) एवं बहुभाषिकता के विकास के लिए प्रयास करना। बहुभाषिकता के कारण भाषा शिक्षण में आने वाली चुनौतियाँ
- भाषा विज्ञान व्यवस्था: ध्वनि व्यवस्था, शब्द एवं पद व्यवस्था, वाक्य व्यवस्था, सार्वभौमिक व्याकरण की अवधारणा, अर्थ की प्रकृति एवं संरचना, ध्वन्यात्मकता, वाक्यविन्यास, शब्दार्थ, व्यावहारिकता, व्याकरण, आदि।

Essential readings:

- अग्निहोत्री, रमाकांत; भारतीय भाषाएँ व संविधान; एकलव्य फाउंडेशन; भोपाल; संस्करण 2021
- कुमार, कृष्ण; पढ़ना जरा सोचना; जुगनू प्रकाशन; तक्षशिला एजुकेशनल सोसाइटी, नई दिल्ली; संस्करण 2019
- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
- तिवारी, भोलानाथ; भाषा विज्ञान प्रवेश; किताबघर प्रकाशन; नयी दिल्ली; संस्करण 2013
- निशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम 2009 Retrieved from https://www.edudel.nic.in/upload/upload_2017_18/rteact_hindi_dt_18072017.pdf
- भारतीय भाषाओं का शिक्षण राष्ट्रीय फोकस समूह का :आधार पत्र; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2009
- राष्ट्रीय शिक्षा नीति 2020 भारत सरकार Retrieved from: https://www.education.gov.in/sites/upload_files/mhrd/files/nep_update/NEP_final_HI_0.pdf

- श्रीवास्तव, रवीन्द्रनाथ .; भाषा शिक्षण; वाणी प्रकाशन; नयी दिल्ली; संस्करण 2016
- सिंह वीरेंद्र और रजनी; पढ़ना: कुछ सैद्धांतिक और व्यावहारिक पहलू; शिक्षा विमर्श; सितंबर-अक्तूबर 2015.
- सिंह, निरंजनकुमार; माध्यमिक विद्यालयों में हिन्दी शिक्षण; राजस्थान हिन्दी ग्रंथ अकादमी; जयपुर; संस्करण 2011
- स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा(2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)

Suggested readings:

- https://www.paragreads.in/resources/
- Piaget, J., (1962) Comments on Vygotsky's critical remarks concerning The Language and Thought of the Child, and Judgment and Reasoning in the Child. by Jean Piaget. THE M.I.T. PRESS. Massachusetts Institute of Technology, 1962
- Vygotsky, L. (1934/1962) *Thought and Language*. The Development of Scientific Concepts in Childhood Cambridge, MS: MIT.
- गुप्त, मनोरमा; भाषा अधिगम; केन्द्रीय हिन्दी संस्थान; आगरा 1984

Module 2: **भाषा, शिक्षा, समावेशन एवं समाज** (2 Weeks)

भाषा स्वाभाविक रूप से सामाजिक एवं सांस्कृतिक है, जो विभिन्न भाषायी समुदायों की अन्तर्क्रिया, परंपराओं एवं मानदंडों से आकार लेती है। यह न केवल सम्प्रेषण का साधन है बल्कि इसके द्वारा कोई भी व्यक्ति अपनी पहचान, सांस्कृतिक मूल्यों, मान्यताओं एवं सामाजिक संबंधों को भी व्यक्त कर सकता है। भाषायी विविधता दुनिया भर में मानव समाज की समृद्धि एवं जटिलता को दर्शाती है। इस मॉडयूल में भाषा से जुड़े हुए अन्य मुद्दों जैसे अस्मिता, सत्ता, जेंडर एवं समाज आदि की चर्चा की गई है। विभिन्न संदर्भों में हिन्दी भाषा में दक्षता सामाजिक एवं आर्थिक अवसरों से जुड़ी हुई है जिसके कारण शिक्षा, रोजगार एवं संसाधनों तक पहुँच में असमानताएँ पैदा होती हैं। इस मॉडयूल में सर्वाधिक जन-प्रचलित हिन्दी भाषा नियोजन के प्रयासों को समझने एवं विकसित करने का प्रयास किया जाएगा जिससे भाषायी समावेशन एवं भाषायी विविधता से संबंधित व्यापक सामाजिक-सांस्कृतिक लक्ष्यों को प्राप्त किया जा सके।

- विद्यालयी शिक्षा में भाषा नीति
- भाषा एवं अस्मिता; भाषा एवं सत्ता; भाषा एवं जेंडर; भाषा: संस्कृति एवं समाज, घर की भाषा एवं विद्यालय की भाषा
- भाषायी परिवर्तनशीलता एवं भाषायी विविधता का शैक्षिक निहितार्थों पर प्रभाव; बोलना एवं लिखना

Essential readings with page numbers:

- Agnihotri, Ramakant (2008) *Multilinguality for India*. Retrieved from https://www.india-seminar.com/2008/590/590_rama_kant_agnihotri.htm
- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
- द्विवेदी, मुकुंद (संपा.) भाषा विमर्श; हिन्दी अकादमी; दिल्ली 2002
- भाटिया, सुमन; बालक में भाषा विकास; केन्द्रीय हिन्दी संस्थान; आगरा 1983
- भारतीय भाषाओं का शिक्षण राष्ट्रीय फोकस समूह का :आधार पत्र; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2009

- भाषा शिक्षण: हिन्दी भाग-1; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2018
- राष्ट्रीय पाठ्यचर्या की रूपरेखा (2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- शर्मा, रामविलस; भाषा और समाज; राजकमल प्रकाशन; नई दिल्ली; संस्करण 2008
- स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा(2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)

Suggested readings:

- Arora, Pankaj & Gandhi Haneet (ed.), 2022 National Education Policy 2020: Paving the ways for Transformational Reforms, Shipra Prakashan, Delhi
- Bhattacharya, R. (2017). '*Speaking of food; Apple…ice-cream…posto…pesto…roti…*' In A. L. Khanna Rama Kant Agnihotri, Anju Sahgal Gupta (Eds.) *Trends in language teaching*, pp. 82-97
- Bright, W. (1969) 'Diversity and unity in languages of India'. In Poddar A (ed.) Languages and Society in India. Shimla; IIAS.
- Chatterji, Shubhra (2020) *Bridging social distance through curricular interventions.* Learning Curve (7). pp. 84-87. ISSN 2582-1644
- Jespersen, Otto (1922/2013). *Language: Its Nature, Development and Origin*. London: G. Allen and Unwin.
- Narasimhan, R. (2004). Characterizing literacy. New Delhi: Sage Publications.
- Pattanayak, D.P. *Multilingualism and Language Politics in India*. India International Centre Quarterly , JUNE 1984, Vol. 11, No. 2, LANGUAGE (JUNE 1984), pp. 125-131

Module 3a: **भाषा के शिक्षाशास्त्रीय उपागम (**4 weeks)

यह मॉडयूल हिन्दी भाषा शिक्षणशास्त्र पर केंद्रित है। किसी बच्चे का भाषा सीखना स्वाभाविक एवं सहज रूप से उपलब्ध है परंतु भाषा के अन्य कौशल-पढ़ना, लिखना, सही उच्चारण, उचित शब्दावली का विभिन्न संदर्भों में प्रयोग करना, प्रवाह, बोध आदि सीखने के लिए शिक्षा की आवश्यकता होती है। हिन्दी भाषा सीखने के दृष्टिकोण, सामाजिक-आर्थिक, सांस्कृतिक एवं शैक्षिक संदर्भों के आधार पर भिन्न-भिन्न हो सकते हैं। यह मॉडयूल हिन्दी भाषा शिक्षण के विभिन्न

आयामों एवं उपागमों से परिचय करवाएगा जैसे-उच्चारण शिक्षण, वर्तनी शिक्षण, शब्द शिक्षण, अर्थ निकालना आदि। यह विद्यार्थियों को विषय-वस्तु में अंतर्निहित दृष्टिकोणों एवं ढांचों पर प्रश्न करने एवं चुनौती देने और अपने स्वयं के आलोचनात्मक कौशलों को विकसित करने के लिए प्रोत्साहित करने पर ध्यान केंद्रित करेगा।

- भाषा शिक्षण-अधिगम के विभिन्न उपागमों को समझना- अनुभव आधारित दृष्टिकोण, साहित्य आधारित दृष्टिकोण, एकीकृत दृष्टिकोण, ध्वनि आधारित दृष्टिकोण, सम्पूर्ण भाषा एवं व्यापक/संतुलित दृष्टिकोण
- भाषा एवं साक्षरता के सिद्धांत:हिन्दी भाषा में पढ़ने-लिखने की प्रक्रियाओं की स्पष्ट मॉडलिंग, बच्चों की मौखिक भाषा को साक्षरता से जोड़ना, पढ़ने-लिखने को बच्चों के आलोचनात्मक चिंतन से जोड़ना।
- भाषा एवं साक्षरता के तत्त्व:
    - मौखिक भाषा एवं शब्दावली का विकास
    - प्रिन्ट के साथ जुड़ाव (प्रिन्ट जागरूकता, बाल-साहित्य से जुड़ाव)
- ध्वनियाँ, प्रतीक एवं शब्द (ध्वनिविज्ञान, अक्षर ज्ञान, शब्द पहचान)
- समझ एवं अभिव्यक्ति (समझ, प्रवाह, लेखन) और भाषा एवं साक्षरता कौशल का मूल्यांकन
- पढ़ना: सस्वर पढ़ना, साझा पढ़ना, निर्देशित पढ़ना, स्वतंत्र पढ़ना

- लेखन: मॉडलिंग लेखन, साझा लेखन, निर्देशित लेखन, स्वतंत्र लेखन
- लेखन कार्यशाला (लेखक की आवाज़, लेखन-पूर्व प्रारूप, संपादन, संशोधन, आलोचनात्मक लेखन)
- हिन्दी भाषा एवं साक्षरता में कौशल विकसित करने के लिए विभिन्न अवसरों एवं गतिविधियों का प्रयोग जैसे गाना, भूमिका-निर्वहन, रंगमंच, कहानियाँ, कहानी की पुस्तकें, पहेलियाँ, बातचीत एवं लाइब्रेरी संसाधन आदि।

Essential readings with page numbers:

- Retrieved from https://www.ncert.nic.in/dee/pdf/PadanaHaihindi.pdf
- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
- कौशिक, सोनिका (संपा.): 2015, पढ़ना है समझना: पढ़ने की प्रक्रिया से संबंधित लेखों का संकलन; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- तिवारी, भोलानाथ; भाषा विज्ञान प्रवेश; किताबघर प्रकाशन; नयी दिल्ली; संस्करण 2013
- पाण्डे, लता (संपा.): 2008, *पढ़ना सिखाने की शुरुआत (और पढ़ने से संबंधित अन्य लेख)*; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- पाण्डे, लता (संपा.): 2008, *पढ़ने की दहलीज पर (पढ़ने से संबंधित लेखों का संकलन)*; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- भारतीय भाषाओं का शिक्षण राष्ट्रीय फोकस समूह का :आधार पत्र; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2009
- वर्मा, ब्रजेश्वर (संपा.); 1969, भाषाशिक्षण तथा भाषाविज्ञान, केन्द्रीय हिन्दी संस्थान, आगरा
- शर्मा, संतोष (संपा।): 2014, शिक्षण और अधिगम की सृजनात्मक पद्धतियाँ: माध्यमिक स्तर के शिक्षकों के लिए संदर्शिका; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा(2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली

Suggested readings:

- Ranganathan, N. (2000). The Primary School Child: Development and Education. New Delhi: Orient Blackswan.
- Nagy, W.E. (1988). Teaching vocabulary to improve reading comprehension. Urbana, IL: NCTE.
- Centre for Early Childhood Education and Development, CARE India and USAID. (2016). *Early language and literacy position paper.* New Delhi. Retrieved from: https://www.careindia.org/wp-content/uploads/2017/05/ELL-India-revised-pdf.pdf
    - Section 5: Essential aspects of early language and literacy development (pp. 27-32)
    - Section 6: Approaches to language and literacy (pp. 32-38)
- Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)
- P. K., Jayaraj (2020) *Whole language approach and multilingual pedagogy in schools.* Language and Language Teaching, 9 (1). pp. 77-79. ISSN 2277-307X
- Cho, Kyung Sook and Krashen, Stephen (2018) *The impact of sustained silent reading and a visit to the library on establishing a reading habit: helpful but not sufficient.* Language and Language Teaching, 7 (2). pp. 1-3. ISSN 2277-307X
- Sinha, A.K. (2017) *Word games.* Language and Language Teaching, 6 (1). pp. 7-13. ISSN 2277-307X

- Sinha, S. (2000). Acquiring literacy in Indian schools. Seminar, 493, 38-42.

- Sinha, S. (2010). Literacy instruction in Indian schools. InA. Nikolopoulou, T.Abraham and F. Mirbagheri (Eds.). Education for sustainable development (pp. 117-128).

Module 3b: **कक्षा में लेखन शिक्षाशास्त्र** (4 weeks)

यह मॉडयूल लेखन शिक्षाशास्त्र पर केंद्रित है। कक्षा में लेखन निर्देश विद्यार्थियों को मौखिक भाषा, चिंतन एवं पठन के बीच संयोजन बनाने में सक्षम बनाते हैं। विद्यार्थियों में लिखने की समझ ब्लैकबोर्ड या पाठ्यपुस्तकों से देखकर लिखने या रटने से नहीं आती। बच्चों में स्वतंत्र रूप से लेखन क्षमता का विकास होना अत्यंत महत्त्वपूर्ण है। प्रारंभिक कक्षाओं में लेखन प्रक्रिया को मॉडलिंग पद्धति से सिखाया जा सकता है (स्थान का उचित प्रयोग, विराम चिह्न, किसी पुस्तक पढ़ने या यात्रा के बाद कहानी को ब्लैकबोर्ड पर लिख देना), संवेदी उपकरणों का उपयोग करते हुए बच्चों को अपना नाम लिखने के लिए प्रोत्साहित करना (जैसे- रेत/हवा में, हाथ से अक्षरों को लिखना) अपनी जर्नल/नोटबुक में अपने अनुभव के बारे में लिखना,बच्चों से किसी अनुभव/वस्तु के बारे में चित्र बनाने और नई/पारंपरिक वर्तनी का उपयोग करते हुए उसके बारे में लिखने को कहना। कक्षा में अनौपचारिक मूल्यांकन के लिए लेखन की 6 विशेषताओं (ध्वनि, विचार, प्रस्तुति, परिपाटी(नियमों का पालन), व्यवस्थित, शब्द चयन एवं वाक्य प्रवाह) का उपयोग किया जा सकता है।

Essential readings with page numbers:

- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
  भाषा और साक्षरता (प्रामाणिक लेखन): TESS-India.edu.in
- भाषा शिक्षण: हिन्दी भाग-1; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2018
  मिश्र, अवनीश कुमार; लिखना: मौखिक से मौलिक की ओर; पाठशाला भीतर और बाहर सितंबर 2021
- लिखने की शुरुआत: एक संवाद; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली, 2013
  लेखन कौशल- विकास एवं मॉनिटरिंग: TESS-India.edu.in
- (स्तर अनुसार पाठ्यपुस्तकों के विषयों से संबंधित परियोजनाएँ एवं कार्यशालाएँ)

Suggested readings

Rowland, A., Smith, S. J., & Lowrey, K. A. (2022). Pairing Technology with 6 traits of writing instruction. *Journal of Special Education Technology*, *37*(1), 135-142.
Read.Write.Think. 6+1 Trait Writing Model. Retrieved from: https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson398/rubric-essay2.pdf
Sawhney, Chhaya (2014) Reflective Journal Writing. *Language and Language Teaching, 3* (2). pp. 22-26. ISSN 2277-307X

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Lesson Plan: 30%
2. Literacy Strategy: 30%
3. Final: 40%

Group activity and presentation, assignments, classroom presentation, assembly activity, competitions, public speaking, writing test, preparation of lesson plans using different pedagogies, lesson plans for teaching vocabulary/grammar/functions, sessional and terminal examination.

8. **Pedagogy:**
    a. Instructional strategies: Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach, classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.

    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector for screening of movies/documentaries and for PPTs, Library.

    c. Expertise in AUD faculty or outside; AUD faculty

    d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd-Preparatory
Course title	**Content cum Pedagogy of Hindi (II)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (semester 5)
Course coordinator and team	Neha Goswami, Ambika Ram,

1. How does the course link with the vision of AUD?
   This course is the second course in the series of 'content cum pedagogy of Hindi' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy use in an inclusive manner will enable students to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fifth semester of the programme, right after students have taken one required course on pedagogy and one introductory course on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:
   यह पाठ्यक्रम विद्यार्थी-शिक्षकों को शिक्षण-अधिगम सामग्री एवं अन्य संसाधनों की उपलब्धता की जानकारी देने के साथ-साथ भाषा सीखने की प्रक्रिया को आनंदमयी बनाने की दृष्टि से बनाया गया है। इससे उनको इन संसाधनों की प्रभावशीलता एवं इनका बच्चों के सीखने पर प्रभाव को समझने में मदद

मिलेगी। इसके अतिरिक्त यह पाठ्यक्रम उनको हिन्दी भाषा की पाठ्यपुस्तकों की सामग्री-शब्दावली, संरचना, ध्वनि, रूप एवं अन्य तत्वों को जानने एवं उसके अनुसार पाठयोजना तैयार करने के लिए पाठ्यसामग्री के विश्लेषण में मदद करेगा। यह पाठ्यक्रम मूल्यांकन पर भी ध्यान केंद्रित करता है जो विद्यार्थी- शिक्षकों को भाषा कौशल के मूल्यांकन के लिए गतिविधियों एवं रणनीतियों को विकसित करने में मदद करेगा क्योंकि उनको औपचारिक, अनौपचारिक, संरचनात्मक, समाकलनात्मक, 360 डिग्री मूल्यांकन की अच्छी तरह से जानकारी होनी चाहिए।

b. Objectives:

- शिक्षण-अधिगम सामग्री एवं संसाधन के प्रकार एवं उनका कक्षा में उनका उपयोग करना सीखना।
- कक्षा में पाठ पढ़ाने के लिए शिक्षण-अधिगम सामग्री तैयार करना।
- अधिगम संसाधनों का उपयोग करते हुए पाठ-योजना तैयार करना।
- मूल्यांकन के लिए उपकरण एवं संसाधनों की पहचान करना।

c. Expected learning outcomes:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- अधिगम संसाधनों एवं शिक्षण सहायक सामग्री के महत्त्व के बारे में बता सकेंगे।
- विभिन्न शिक्षण-अधिगम सामग्रियों का प्रयोग करके विद्यार्थियों के लिए गतिविधियों को विकसित कर सकेंगे।
- प्रारंभिक चरण की पाठ्यपुस्तकों का विश्लेषण कर सकेंगे एवं उनमें प्रयुक्त व्याकरण के की संरचनाओं एवं शब्दावली को समझ सकेंगे।
- शिक्षण-अधिगम प्रक्रियाओं को रुचिपूर्ण बनाने के लिए विभिन्न अधिगम संसाधनों एवं सहायक शिक्षण सामग्री का प्रयोग करते हुए पाठ योजनाओं का निर्माण कर सकेंगे।
- भाषा अधिगम के मूल्यांकन के लिए विभिन्न तकनीकों एवं विधियों की पहचान करके उनको कार्यान्वित कर सकेंगे।

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules:

मॉडयूल 1: शिक्षण-अधिगम सहायक सामग्री एवं संसाधन
मॉडयूल 2: विषय-वस्तु के लिए पाठ्यपुस्तकों का उपयोग
मॉडयूल 3: आकलन एवं मूल्यांकन

e. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

मॉडयूल 1: शिक्षण-अधिगम सहायक सामग्री एवं संसाधन

यह मॉडयूल विद्यार्थियों के लिए हिन्दी भाषा शिक्षण-अधिगम को प्रभावी, आकर्षक एवं क्रियाशील बनाने के लिए प्रयोग किए जाने वाले विविध संसाधनों पर केंद्रित है। ये संसाधन मुख्यत: विद्यार्थियों की आवश्यकताओं, रुचियों, दक्षता स्तर एवं सीखने के संदर्भों पर निर्भर होंगे। फ्लैशकार्ड, पोस्टर, चार्ट एवं इन्फोग्राफिक्स आदि जैसे दृश्य सहायक उपकरण विद्यार्थियों में हिन्दी भाषा की शब्दावली, व्याकरण, अवधारणाओं एवं भाषा संरचनाओं को सुदृढ़ कर सकते हैं। इन संसाधनों का उपयोग कहानियों, संवादों एवं वास्तविक जीवन की स्थितियों को चित्रित करने के लिए किया जा सकता है जिससे भाषा सीखना अधिक सरल, सार्थक एवं रुचिपूर्ण हो जाता है। भाषा सीखने के लिए विभिन्न दृश्य-श्रव्य साधन जैसे विडियो, पॉडकास्ट, गाने एवं मल्टीमीडिया प्रस्तुतियाँ आदि प्रामाणिक भाषा

इनपुट प्रदान करने के साथ-साथ विद्यार्थियों को भाषा के विभिन्न रूपों एवं संदर्भों से परिचित करवाते हैं। ऑडियो रिकॉर्डिंग, भाषा सीखने के सॉफ्टवेयर एवं मल्टीमीडिया संसाधन आदि कक्षा के बाहर भी विद्यार्थियों को स्व-अध्ययन एवं भाषा अभ्यास के अवसर प्रदान करते हैं। स्व-अध्ययन सामग्री जैसे व्याकरण की पुस्तकें, शब्दावली मार्गदर्शक, स्वचालित-पाठ्यक्रम स्वतंत्र भाषा सीखने का समर्थन करते हैं। यह मॉडयूल सार्थक एवं प्रासंगिक भाषा अभ्यास बनाने के लिए विद्यार्थी की भाषा एवं अनुभवों को एकीकृत करने के लिए भाषा-अनुभव-उपागम (The Language Experience Approach)पर भी ध्यान केंद्रित करता है।

- शिक्षण-अधिगम सामग्री के प्रकार: फ्लैश कार्ड, खेल, चित्र, ऑडियो रिकॉर्डिंग, ऑडियो-विडिओ प्रस्तुति, बच्चों एवं प्रतिष्ठित वक्ताओं के भाषण का प्रदर्शन, टेलिविज़न का प्रदर्शन, ई-संसाधन, भाषा लैब, ध्वनियों की सचित्र प्रस्तुति।
- भाषा लैब का प्रयोग- विभिन्न ध्वनियों का अनुभव एवं अभ्यास, बच्चों के उच्चारण की रिकॉर्डिंग करके प्रतिक्रिया देना, भारतीय एवं क्षेत्रीय कथाओं की विडिओ प्रस्तुति
- प्रभावी भाषा शिक्षकों के लिए संसाधनों का प्रयोग: बाल साहित्य, साहित्य, फिल्म आदि, आयु के अनुसार भाषा-खेल, कहानियों की पुस्तक, समाचार-पत्र, पत्रिकाएँ, कला एवं शिल्प कार्य, सामुदायिक रेडियो, MHRD/NCERT की पहल: NROER, ई-पाठशाला

Essential readings with page numbers:

- Badheka, Gijubhai. 2018. Divaswapana. National Book Trust, New Delhi
- Pedagogy of Language, Module 10; National Council of Educational Research and Training Retrieved from https://itpd.ncert.gov.in/pluginfile.php/1491587/mod_page/content/2/Module%2010%20Pedagogy%20of%20Languages.pdf
- Bhasha shikshan-Textbook in Hindi Language Education for pre-service teacher education course, National Council of Educational Research and Training, New Delhi, 2017.
- Guidelines for creating reading corner (Hindi) http://www.ncert.nic.in/departments/nie/dee/publication/pdf/ Readingcorner(Hindi).pdf
- *http://eli.tiss.edu/*
- NROER– NCERT. Audio, Video, text based materials for teachers, teacher educators in English, Hindi and other languages Available at https://nroer.gov.in
- Digital Version of Barkha http://www.ncert.nic.in/ departments/nie/degsn/NCERTBarkhaseries/Start.html -12 posters for children http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/12poster1_6_16. Pdf
- Guidelines for using posters http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/Posterguidelines. pdf
- Barkha Series adapted: A reading series for All http://www.ncert.nic.in/departments/nie/dee/publication/pdf/ DEEbharkha1_3_16.pdf
- Firkee Bachchon ki (issue 4) http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/4thIssueFirkee.pdf
- Kahani aur Padhne likhne ke avsar (18.37mnts.)http:// www.ncert.nic.in/html/primary.html • Kavita aur Padhen likhne ke avsar (8.44 mnts) http://www. ncert.nic.in/html/primary.html
- Process Documentation on Selection of Literature for Children http://www.ncert.nic.in/departments/nie/dee/activities/ pdf/ProcessDocument.pdf
- Budhiya ki Roti (E- pathshala) http://epathshala.nic.in/epathshala-4/e-resources-2/?dispage=0?&dispage=1?&disp age=2

– **प्राथमिक शिक्षक** published by NCERT. Also available at: www. ncert.nic.in

Suggested readings:

– Bedadur, Nivedita V. (2018). Authentic material and the communicative approach to language teaching. *Learning Curve (31)*, pp. 42-45.
– R, Madhumitha. (2023). Linking Curricular Content to Stories | My experiences. *Learning Curve (16)*. ISSN 2582-1644
– 'Storytelling as a pedagogical Approach' Learning Curve by Azim Premji University Publication issue 16, August 2023.
– Sunny, Sharoon (2023). Power of Stories in Language Learning. *Learning Curve(16)*. ISSN 2582-1644
– Srivastava, Shefali (2017) *Facts versus feelings: teaching of literature in Indian classrooms.* Language and Language Teaching, 6 (2). pp. 22-27. ISSN 2277-307X
– Epathashala NCERT. Audio, Video, text based materials for teachers, teacher educators in English, Hindi and other languages Available at http://epathshala.nic.in/
– -Language and Language Teaching. Published by Azim Premzi Foundation. Available at https://azimpremjifoundation. org/foundation-publications/1381#main-content

मॉडयूल 2: विषय-वस्तु के लिए पाठ्यपुस्तकों का उपयोग

पारंपरिक पाठ्यपुस्तकों एवं कार्यपुस्तिकाओं में व्याकरण, शब्दावली, पढ़ने की समझ, लेखन, सुनने एवं बोलने से संबंधित विषय-वस्तु व्यवस्थित रूप में होती है। इसमें अक्सर अभ्यास, गतिविधियां एवं मूल्यांकन शामिल होते हैं जो सीखने को बढ़ावा देते हैं। पाठ्यपुस्तकों का उपयोग सिद्धांत, अभ्यास एवं मूल्यांकन का संतुलित मेल हो सकता है। यह मॉडयूल भाषा शिक्षण के लिए पाठ्यपुस्तक एवं विषय-वस्तु विश्लेषण को समझने पर आधारित है। इसके अंतर्गत 'विभिन्न विषय-वस्तुओं को पढ़ना' जैसी अवधारणा से परिचित करवाया जाएगा जिसे 'अनुशासनात्मक साक्षरता' (disciplinary literacy) के नाम से भी जाना जाता है। इसमें विज्ञान, गणित, इतिहास एवं साहित्य जैसे विभिन्न विषयों के लिए भिन्न-भिन्न पढ़ने की रणनीतियों का उपयोग करना शामिल है। इसका उद्देश्य विद्यार्थियों को उन पाठों को समझने और उनसे जुडने में सक्षम बनाना है जो विभिन्न विषयों में संरचना, उद्देश्य एवं भाषा के उपयोग में भिन्न होते हैं। विभिन्न विषयों की विषय-वस्तु को पढ़ना, एक कुशल एवं बहुमुखी पाठक के विकास के लिए आवश्यक है क्योंकि वे विभिन्न विषयों की विविध मांगों को बेहतर ढंग से समझ सकते हैं।

– हिन्दी भाषा की पाठ्यपुस्तकों को समझना
– विभिन्न विषयों में विषय-वस्तु विश्लेषण एवं पाठ योजना
– विषयवस्तु के साथ-साथ ध्वनि, शब्दावली, संरचना आदि पर केंद्रित कौशल का विश्लेषण।
– विषय में कौशल के अनुसार रणनीतियों, उपागमों एवं विधियों की योजना बनाना।
– भाषा कौशलों के विकास के लिए विभिन्न प्रकार की पाठ योजनाओं का विकास करना।

Essential readings with page numbers:

– कुमार, कृष्ण; राज समाज और शिक्षा; राजकमल प्रकाशन; नई दिल्ली; संस्करण 2001
– कुमार, कृष्ण; शैक्षिक ज्ञान और वर्चस्व; ग्रंथ शिल्पी; दरियागंज, नई दिल्ली; संस्करण 1998
– प्रतिमा; **भाषा शिक्षण**; श्री नटराज प्रकाशन; दिल्ली; संस्करण 2017
– यादव, नरेश कुमार; हिन्दी शिक्षण पाठ-नियोजन: सिद्धांत एवं व्यवहार; आरोही पब्लिकेशन, नई दिल्ली, 2010

- श्रीवास्तव, रवींद्रनाथ; **भाषा शिक्षण**; वाणी प्रकाशन; नयी दिल्ली; संस्करण 2016
- सिंह, निरंजनकुमार; **माध्यमिक विद्यालयों में हिन्दी शिक्षण**; राजस्थान हिन्दी ग्रंथ अकादमी; जयपुर; संस्करण 2011
- सिंह, वीरेंद्र और अहमद, फिरोज; **पाठ्यपुस्तक विश्लेषण: कुछ शिक्षणशास्त्रीय तथा सामाजिक पहलू**; शिक्षा विमर्श; दिस.02-जन.03 Retrieve from https://www.academia.edu/33958424/Pathay_Pustak_vishaleshan_Kuchh_shiksha_shastriya_tatha_samajik_pahloo_firoj_ahmad_and_virendra_singh_rawat_pdf
- सिंह, वीरेंद्र; **आलोचनात्मक शिक्षणशास्त्र के परिप्रेक्ष्य में भाषा शिक्षण में समाज-विज्ञान का उपयोग**; एडु वर्ल्ड: ए मल्टी डिसप्लनेरी इंटरनेशनल पीयर रिव्यूड/ रेफ्रीड जर्नल, अंक 11, अप्रैल 2018
- (स्तर के अनुसार विभिन्न कक्षाओं में विभिन्न विषय क्षेत्रों में पढ़ाई जाने वाली पाठ्यपुस्तकें, जैसे गणित, सामाजिक विज्ञान, विज्ञान इत्यादि)

Suggested readings:
- Mohapatra, Banishree (2024) *Organising Time for Integrated Learning.* Learning Curve (18). pp. 24-27. ISSN 2582-1644
- Shome, Shome and Dwivedi, Archana and Kumar, Monu and Kandpal, Pramod (2019) *Experiences of working with textbooks in the early grades.* Learning Curve (3). pp. 52-55.
- T., Rajarajeshwari (2019) *Textbooks as tools for building teacher-student relationships - a perspective. Learning Curve (3),* pp. 43-44.
- Bhasha shikshan-Textbook in Hindi Language Education for pre-service teacher education course, National Council of Educational Research and Training, New Delhi, 2017.

मॉडयूल 3: आकलन एवं मूल्यांकन

भाषा मूल्यांकन, भाषा शिक्षण का एक महत्त्वपूर्ण घटक है जो भाषा दक्षता के विभिन्न आयामों का मूल्यांकन करता है जिसमें बोलना, सुनना, पढ़ने एवं लिखने के कौशल शामिल है। प्रभावी भाषा मूल्यांकन शिक्षकों को विद्यार्थियों की प्रगति को समझने, सुधार की आवश्यकता वाले क्षेत्रों की पहचान करने एवं विद्यार्थियों की आवश्यकतानुसार निर्देश देने में मदद करता है। नए एवं प्रामाणिक कार्यों को शामिल करना, स्पष्ट मानंदण्डों का निर्माण, रचनात्मक प्रतिक्रिया देना कुछ ऐसे प्रयास हैं जिससे न केवल मूल्यांकन प्रक्रिया को बेहतर ढंग से पूरा किया जा सकता है बल्कि विद्यार्थियों के भाषा सीखने के बेहतर प्रतिफल प्राप्त हो सकते हैं।
- सीखने के प्रतिफलों के अनुसार भाषा अधिगम का मूल्यांकन करना, सतत मूल्यांकन के लिए रणनीतियाँ बनाना, विद्यालय-आधारित मूल्यांकन, गुणात्मक मूल्यांकन, संरचनात्मक एवं समाकलनात्मक मूल्यांकन, औपचारिक एवं अनौपचारिक मूल्यांकन, 360 डिग्री मूल्यांकन, स्व मूल्यांकन एवं सहपाठी द्वारा मूल्यांकन।
- भाषा कौशलों का मूल्यांकन (बोलना, सुनना, लिखना, पढ़ना), व्याकरण, सम्प्रेषण, अभिव्यक्ति (भाषा दक्षता), तर्क, प्रस्तुतीकरण, सामूहिक गतिविधियां।
- विशिष्ट तालिका (tos) पर आधारित परीक्षण एवं उसका महत्त्व, प्रश्न पत्र बनाने के बुनियादी चरण, परीक्षण के प्रकार एवं उत्तर कुंजी तैयार करना, विद्यालयी मूल्यांकन के लिए मानदंड, शिक्षण-अधिगम में प्रतिपुष्टी व्यवस्था।

Essential Readings
- सिंह, निरंजनकुमार; **माध्यमिक विद्यालयों में हिन्दी शिक्षण**; राजस्थान हिन्दी ग्रंथ अकादमी; जयपुर; संस्करण 2011

- राष्ट्रीय शिक्षा नीति 2020 भारत सरकार Retrieved from: https://www.education.gov.in/sites/upload_files/mhrd/files/nep_update/NEP_final_HI_0.pdf
- कन्टीनुअस एण्ड काम्प्रीहेन्सिव ईवैल्यूऐशन, नेशनल कौंसिल फॉर एजुकेशनल रिसर्च एण्ड ट्रैनिंग, एनसीईआरटी, नई दिल्ली, 2019

Suggested Readings

- Crockett, L. W. (2016), "5 Great Formative Assessment Strategies for Teachers". Retrieved on December 18, 2016 from https://globaldigitalcitizen.org/5-great-formative-assessment-strategies
- Johnston, P., & Costello, P. (2005). Principles for literacy assessment. *Reading research quarterly*, *40*(2), 256-267.
- Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, *58*(7), 684-686.
- Srivastva, K.S (1989): Comprehensive Evaluation in School, NCERT, New Delhi, India.
- Bloom, B.S, et al (1970) Handbook on Formative and Summative Evaluation of Student Learning, New York, Mc Graw-Hill.
- Handbook of Assessment and Evaluation: Best practices in item design and test development (2021), Central Board of Secondary Education.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Language experience strategy: 30%
Textbook lesson: 30%
Final: 40%

8. **Pedagogy:**
   a. Instructional strategies: Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach, classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector for screening of movies/documentaries and for PPTs, Library.

   c. Expertise in AUD faculty or outside AUD faculty

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd- Preparatory
Course title	**Content cum Pedagogy of Hindi (III)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Neha Goswami, Ambika Ram,

1. How does the course link with the vision of AUD?
   This course is the third course in the series of 'content cum pedagogy of Hindi' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy especially related to research and innovation will enable pre-service teachers to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the sixth semester of the programme, right after students have taken one required course on pedagogy and two courses on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:
   यह पाठ्यक्रम विद्यार्थी-शिक्षकों के बीच विशेष रूप से हिन्दी भाषा शिक्षण-अधिगम में अनुसंधान योग्यता विकसित करने के लिए बनाया गया है। इससे उनको प्रारंभिक चरण में भाषा सीखने में आने वाली सामान्य समस्याओं को समझने की विश्लेषणात्मक क्षमता विकसित करने में मदद मिलेगी। यह पाठ्यक्रम उन्हें किसी भाषा के शिक्षण-अधिगम नवाचारों के कार्यक्षेत्र को समझने और विभिन्न

शैक्षणिक अभ्यासों को अपनाने में मदद करेगा। विद्यार्थी-शिक्षक जीवन में सीखने के महत्त्व को भी समझेंगे और सेमिनार, सम्मेलन, सार्वजनिक भाषण, रचनात्मक लेखन प्रतियोगिताओं, ओरीएन्टेशन कार्यक्रमों, स्वयं (SWAYAM) पाठ्यक्रम आदि में भागीदारी के माध्यम से इसके लिए प्रयास करेंगे।

b. Objectives:

- भाषा सीखने-सिखाने के लिए शोध एवं नवाचार का महत्त्व एवं कार्यक्षेत्र (scope) ढूंढकर कक्षा में उसका प्रयोग करना।
- हिन्दी भाषा सीखने में ICT के महत्त्व को एवं ICT की आवश्यकता को समझना।
- सीखने की प्रक्रिया के मनोवैज्ञानिक, समाजशास्त्रीय एवं दार्शनिक परिप्रेक्ष्य को समझते हुए उसमें शिक्षक की भूमिका को समझना।

c. Expected learning outcomes:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- भाषा सीखने-सिखाने में अनुसंधान की आवश्यकता एवं उसके कार्य क्षेत्र के बारे में बता सकेंगे।
- भाषा शिक्षण-अधिगम में क्रियात्मक अनुसंधान की योजना बनाना एवं संचालित कर सकेंगे।
- भाषा सीखने-सिखाने में नवाचारों के अर्थ, आवश्यकता एवं संभावनाओं का वर्णन कर सकेंगे।
- भाषा के शिक्षण-अधिगम में नवीन गतिविधियों का विकास एवं उपयोग कर सकेंगे।
- भाषा के शिक्षण-अधिगम में ICT को एकीकृत कर सकेंगे।
- सिखाने के सूत्रधार के रूप में शिक्षक की भूमिका के बारे में समझ विकसित कर सकेंगे।

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

इस पाठ्यक्रम को तीन मॉडयूल में विभाजित किया गया है:

- मॉडयूल 1: अनुसंधान एवं नवाचार
- मॉडयूल 2: **ICT** एकीकरण
- मॉडयूल 3: सीखने के बारे में सीखना

e. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

मॉडयूल 1: अनुसंधान एवं नवाचार

हिन्दी भाषा शिक्षण में विद्यार्थी-शिक्षकों के लिए अनुसंधान की अहम भूमिका है। इसके द्वारा ही वे अपने विद्यार्थियों के बीच भाषा के संचार के संबंध में विभिन्न दृष्टिकोणों, सिद्धांतों एवं उपागमों को समझ सकेंगे। विद्यार्थियों के बीच स्वतंत्र पठन एवं लेखन के अवलोकन एवं विश्लेषण से विद्यालय में उनको किस प्रकार की सहायता की आवश्यकता हो सकती है इसका बोध मिलता है। विद्यार्थी-शिक्षकों को कम से कम एक अनुसंधान-आधारित रणनीति विकसित करने के लिए प्रोत्साहित किया जाएगा जिसके अंतर्गत भूमिका निर्वहन जैसी नवाचारी पद्धति का प्रयोग होगा। भूमिका निर्वहन को बाल-साहित्य के इर्द-गिर्द डिजाइन किया जाएगा।

- भाषा सीखने-सिखाने में शोध की आवश्यकता एवं कार्यक्षेत्र
- विद्यालय में क्रियात्मक-अनुसंधान, चिंतन एवं साक्ष्य-आधारित अभ्यास।
- भाषा सीखने-सिखाने में नवाचार का अर्थ, आवश्यकता एवं संभावनाएँ।

- नवाचारी अभ्यास के प्रकार (ऑनलाइन, ऑफलाइन), भाषा-खेल, रंगमंच की भूमिका एवं मीडिया, प्रश्नोत्तरी, चर्चा समूह, विचारमंथन, चर्चा, सामूहिक शिक्षण, कविता एवं कहानी पठन, प्रस्तुतीकरण, भूमिका निर्वहन, विद्यार्थियों के लिए प्रशिक्षण खेल, केस स्टडी, उच्च स्तरीय चिंतन वाले प्रश्नों सहित प्रश्न तैयार करना एवं पूछना।

Essential readings with page numbers:

- Kahani aur Padhne likhne ke avsar (18.37mnts.)http:// www.ncert.nic.in/html/primary.html • Kavita aur Padhen likhne ke avsar (8.44 mnts) http://www. ncert.nic.in/html/primary.html
- Process Documentation on Selection of Literature for Children http://www.ncert.nic.in/departments/nie/dee/activities/ pdf/ProcessDocument.pdf
- Budhiya ki Roti (E- pathshala) http://epathshala.nic.in/epathshala-4/e-resources-2/?dispage=0?&dispage=1?&disp age=2
- प्राथमिक शिक्षक published by NCERT. Also available at: www. ncert.nic.in

Resources:

- Epathashala NCERT. Audio, Video, text based materails for teachers, teacher educators in English, Hindi and other languages Available at http://epathshala.nic.in/
- NROER– NCERT. Audio, Video, text based materails for teachers, teacher educators in English, Hindi and other languages Available at https://nroer.gov.in
- Digital Version of Barkha http://www.ncert.nic.in/ departments/nie/degsn/NCERTBarkhaseries/Start.html -12 posters for children http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/12poster1_6_16. Pdf
- Guidelines for using posters http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/Posterguidelines. pdf
- Barkha Series adapted: A reading series for All http://www.ncert.nic.in/departments/nie/dee/publication/pdf/ DEEbharkha1_3_16.pdf
- Firkee Bachchon ki (issue 4) http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/4thIssueFirkee.pdf
- Language and Language Teaching. Published by Azim Premzi Foundation. Available at https://azimpremjifoundation. org/foundation-publications/1381#main-content

Suggested readings:

- Cullinan, B. E. (1992). *Whole language and children's literature*. *Language Arts*, *69*(6), 426-430.
- Schmidt, P. R., & Ma, W. (2006). *50 Literacy Strategies for Culturally Responsive Teaching, K-8*. Sage.
- N, Vahid.(2018). *Exploring Research Methods in Language Learning-Teaching Studies*, Advances in Language and Literary Studies, vol.9, Issue 6.
- Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading*. ASCD.
- Green, L. S., & Casale-Giannola, D. (2011). *40 Active Learning Strategies for the Inclusive*
- *Classroom, Grades K 5*. Corwin Press.
- Richards, J. and Rodgers, T (1986) *Approaches and Methods in Language Teaching*, Cambridge University Press.
- Willis, D. and Willis, J. R. (2011) *Doing task-based teaching*. 5. print. Oxford: Oxford Univ. Press (Oxford handbooks for language teachers).

- Miller, M., & Veatch, N. (2010). Teaching literacy in context: Choosing and using instructional strategies. *The Reading Teacher*, *64*(3), 154-165.
- Palechorou, E., & Winston, J. (2013). Theatre, language learning and identity: Empowering additional language learners through classroom drama projects. In *Second language learning through drama* (pp. 42-53). Routledge.
- Stinson, M., & Winston, J. (2011). Drama education and second language learning: a growing field of practice and research. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *16*(4), 479-488.

मॉडयूल 2: **ICT** एकीकरण

डिजिटल तकनीक के उदय के साथ, इन तकनीकों का भाषा सीखने में उपयोग के तरीकों का अन्वेषण करना अति आवश्यक है। शिक्षक विद्यार्थियों को कंप्यूटर-सहायित भाषा सीखने के उपकरणों के उपयोग करने को दे सकते हैं, हिन्दी भाषा सीखने के ऑनलाइन प्लाटफॉर्म्स का अन्वेषण कर सकते हैं जिससे वे समझ सकें कि कक्षा में व्याकरण, शब्दावली, सुनने एवं बोलने का अभ्यास को पढ़ाने के लिए इनरैक्टिव पाठ, अभ्यास एवं प्रश्नों का उपयोग कैसे किया जा सकता है। हालाँकि यह ध्यान रखना महत्त्वपूर्ण है कि विद्यार्थियों को सुझाई गई तकनीकों तक पहुँच की आवश्यकता है, उपलब्ध सामग्री की गुणवत्ता की सावधानीपूर्वक जाँच की जानी चाहिए और सुरक्षा एवं गोपनीयता के मुद्दों के लिए जागरूकता बढ़ानी चाहिए।

भाषा सीखने-सिखाने में ICT का अर्थ, आवश्यकता एवं कार्य।

- शिक्षण के लिए ICT के साधनों का प्रयोग, सीखने की प्रक्रिया, लाभ, सीमाएँ एवं सावधानियाँ।
- कौशलों के विकास के लिए ऑनलाइन/ई-संसाधनों का उपयोग एवं महत्त्व।
- भाषा सीखने-सिखाने में ऑनलाइन/ई-संसाधनों के उपयोग के प्रमुख मुद्दे।

Essential readings with page numbers:

- अग्रवाल, जे.सी; शैक्षिक तकनीकी, सूचना एवं सम्प्रेषण तकनीकी; श्री विनोद पुस्तक मंदिर, आगरा, 2020
- श्रीवास्तव, स्मिता; कम्प्यूटर एवं संचार तकनीकी; अग्रवाल पब्लिकेशन्स, आगरा, 2017
- सिंह, रजनीश कुमार; शिक्षा में सूचना एवं संचार प्रौद्योगिकी; राखी प्रकाशन,आगरा 2012

Suggested readings:

- Abraham, M., Arficho, Z., Habtemariam, T., & Demissie, A. (2022). Effects of information communication technology-assisted teaching training on English language teachers' pedagogical knowledge and English language proficiency. *Cogent Education*, *9*(1). https://doi.org/10.1080/2331186X.2022.2028336
- Goodison, T. (2003). Integrating ICT in the classroom: a case study of two contrasting lessons. British Journal of Educational Technology, 34(5), 549–566.
- Devraj, Anand (2021) *Two programmes to demonstrate the use of digital technology in language learning.* Language and Language Teaching, 10 (1). pp. 1-5. ISSN 2277-307X
- Gurumurthy, K. and Anand, D. and Karthik, K. (2021) *Democratizing Translation Using Digital Methods.* Language and Language Teaching, 10 (1). pp. 30-36. ISSN 2277-307X
- Gurumurthy, K. and Rakesh, B. and Desai, A. (2021) *Report - Audio Resource Creation: Online Course for English Language Teachers.* Language and Language Teaching, 10 (1). pp. 81-83. ISSN 2277-307X
- Hiradhar, P., Bhattacharya, A. (2022). ICT Beyond the Classroom: New Media and Learning. In: ICT in English Language Education. SpringerBriefs in Education. Springer, Singapore. https://doi.org/10.1007/978-981-16-9005-1_5
- Mullamaa, K. (2010). ICT in Language Learning--Benefits and Methodological Implications. *International education studies*, *3*(1), 38-44.

- Lu, D., & Xie, Y. N. (2024). Critical thinking cultivation in TESOL with ICT tools: a systematic review. *Computer Assisted Language Learning*, *37*(1-2), 222-242.
- Canagarajah, A. S. (2006). TESOL at forty: What are the issues?. *Tesol Quarterly*, *40*(1), 9-34.
- Mangal, S. K. and Uma Mangal (2016), Educational Technology & ICT, Tondon Publications, Ludhiana.
- Bhavna Shukla (2019), ICT in Education : Visions and Realities, Agrawal Publications, Agra

मॉड्यूल 3: सीखने के बारे में सीखना

यह मॉडयूल उन तरीकों पर ध्यान केंद्रित करेगा जिनके द्वारा एक शिक्षक अपने स्वयं के अनुभवों के साथ कक्षा में भाषा शिक्षण को संचालित करता है। शिक्षकों की स्वयं की भाषा एवं साक्षरता के इतिहास का प्रलेखन, विद्यार्थी-शिक्षकों को इस प्रक्रिया में अपनी भागीदारी शुरू करने में सक्षम बनाता है और पढ़ने को बढ़ावा देने वाली प्रक्रियाओं और संदर्भों पर भी विचार करता है। विद्यार्थी-शिक्षक उन सभी प्रक्रियाओं को लिखेंगे जो सक्रिय जुड़ाव के अवसर पैदा करती हैं, आलोचनात्मक चिंतन को प्रोत्साहित करती हैं एवं सभी विद्यार्थियों की आवश्यकताओं को पूरा करने के लिए सीखने के अनुभवों को बढ़ावा देती हैं। मॉडयूल उन तरीकों पर भी ध्यान केंद्रित करेगा जिनके द्वारा भाषा शिक्षक बेहतर रणनीति विकसित करने और समावेशिता पर ध्यान केंद्रित करने के लिए चिंतन एवं वृतिक विकास में संलग्न हो सकते हैं। वे अपनी शिक्षण रणनीतियों का आलोचनात्मक मूल्यांकन करेंगे, विद्यार्थियों के सीखने का विश्लेषण करेंगे और सहायक रणनीतियाँ प्रदान करने के तरीके खोजेंगे।

- 'कैसे सीखे' का तात्पर्य, आवश्यकता, एवं कार्यक्षेत्र
- किसी विषय के शिक्षण-अधिगम का मनोवैज्ञानिक, समाजशास्त्रीय एवं दार्शनिक परिप्रेक्ष्य
- किसी विषय को सीखने में शिक्षक की भूमिका

Essential readings with page numbers:

- पाठक, आर. पी; आधुनिक भारतीय शिक्षा, समस्याएं एवं समाधान; कनिष्क पब्लिशर्स, नई दिल्ली, 2010.
- यादव, वीरेंद्र सिंह; भारतीय शिक्षा का बदलता परिदृश्य: चुनौतियाँ एवं समाधान की दिशाएँ; ओमेगा पब्लिकेशन्स, नई दिल्ली, 2013.
- सिंह, वीरेंद्र; **स्कूली ज्ञान के उत्पादन के विभिन्न क्षेत्रों में सैद्धांतिक और संदेशपरक अंतर्विरोध का अध्ययन**; परिप्रेक्ष्य; वर्ष 24, अंक 1, अप्रैल 2017 Retrieve from https://www.academia.edu/116379851/Knowledge_Production_in_Schools_Contradictions_in_Principle_and_Practice

Suggested readings:

- Alvermann, D. E., & Moje, E. B. (2013). Adolescent literacy instruction and the discourse of "every teacher, a teacher of reading.". *Theoretical models and processes of reading*, *6*, 1072-1103.
- Amir, A., Mandler, D., Hauptman, S., & Gorev, D. (2017). Discomfort as a means of pre-service
- BJ, Karthik (2021) *Innovative english language pedagogy for small town context. Students' Journal of Education and Development (7)*, pp. 49-63.
- Einarsdottir, J. (2014). Play and literacy: A collaborative action research project in preschool.
- Galloway, N. (2017). *Global Englishes and change in English language teaching: Attitudes and impact*. Routledge.
- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005; Position Paper, National Focus Group on

- Palani, Mala (2018) What am I doing and why? empowering pre-service teachers to question their
- Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006
- Practice through dialogic reflection. *Language and Language Teaching, 7* (2). pp. 28-32. ISSN 2277-307X *Scandinavian Journal of Educational Research*, *58*(1), 93-109.
- Teachers' professional development–an action research as part of the 'Research Literacy' course. *European Journal of Teacher Education*, *40*(2), 231-245.
- Teaching of English: NCERT, 2006. 3. National Curriculum Framework 2005, Position

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Case study of literacy learning:30%
2. Literacy Autobiography: 30%
3. Final: 40%

8. **Pedagogy:**
   a. Instructional strategies: Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach, classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Activity Room
   c. Expertise in AUD faculty or outside: AUD faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Sites where student-teachers can observe students engaged in reading and writing independently

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd/ ITEP Peparatory
Course title	**Mathematical & Quantitative Reasoning**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Ability Enhancement/ Value Added Courses (AEC/VAC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Semester 6
Course coordinator and team	Nivedita Sarkar

1. How does the course link with the vision of AUD?
   The objective of this ability enhancement course is to help the student teachers to revisit the basic concepts of mathematical reasoning and meaningfully read and work with quantitative data. It is expected that as a prospective teacher, the students of this course will not have data phobia and be able to understand the logic of quantitative numbers, understand how numbers have powerful role to play in creating objective knowledge and information in real-life situations and convey the same to the students at school in future as effective teachers. The course devotes equal weightage to the theory and practicum for reflective and engaged teaching and learning, thus aligns with the core vision of the AUD of ensuring academic excellence and equity.

2. How does the course link with the specific programme(s) where it is being offered?
   The proposed course is very important in the scheme of courses for the Integrated Teacher Education Programme. It aims to develop the skills of critical thinking/reasoning and ability to analyse and interpret quantitative databased problems and apply the same in our everyday life. The course further aims to familiarise students with large scale educational database and use of technology like working with spread sheets etc.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course has minor overlap with a foundation course titled *logic and reasoning* offered by School of Undergraduate Studies (SUS) at AUD.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long mode

7. **Course Details:**

. Summary:

This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems. It also aims to familiarise students with large scale educational database and use of technology like working with spread sheets/Excel etc.

b. Objectives:

The objective of the course is to enable the students to

- Adapt mathematical reasoning to solve problems in the real world
- Analyze and interpret quantitative data & deduce the correct insights and conclusions from numerical representations like formulas, graphs, or tables
- Familiarise with various large scale surveys and database at the domain of education and basic Excel

c. Expected learning outcomes:

After completion of this course, student teachers will be able to:

- Adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field
- Analyze and interpret quantitative data
- Interpret & deduce the right conclusions from numerical representations like formulas, graphs, or tables
- Demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- Evaluate operational matrix
- Analyze educational data and create educational model & use them in decision making
- Analyze and evaluate mathematical and quantitative reasoning problems and solutions.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in three modules/units as suggested in the ITEP Curriculum document. The first unit introduces the fundamental concepts around mathematical and quantitative reasoning. The second unit discusses various sources of data in the domain of education, particularly difference large scale databases/surveys. It also introduces the formulae and intuitions of various educational indicators. The third unit is devoted in understand, analysing and interpreting quantitative data.

e. Course contents detailed in module-wise format:

UNIT – I Introduction to mathematical and quantitative reasoning

The course will begin with the brief discussions on meaning, nature and scope of mathematical and quantitative reasoning in various fields. What are the fundamental concepts around mathematization and how various types of mathematical and quantitative reasoning

could be used in various domain of social science in general and education in particular. This section will discuss the following:

A. Meaning, nature and scope of mathematical and quantitative reasoning.
B. Importance of mathematical and quantitative reasoning in various fields.
C. Types of quantitative reasoning.
D. Usage of mathematical and quantitative reasoning.
E. Concept of mathematization.

Essential Readings/Resources

1. Healey, J. Ninth Edition. *Statistics – A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (pp. xxiii-xxx; Chapter 1)

Suggested readings

1. Kumar, R. (2015). Research Methodology. Fourth Edition. Sage India (Selected Chapters)
2. Das, N.G. (1997). Statistical Methods, Part I, M. das and Co.

UNIT – II Introduction to data in Education

The second unit would familiarise students with various sources of data in the area of education (UDISE, UDISE Plus, NSS, NFHS, Census). The definitions, concepts and calculation on various indicators on education; namely – gross enrolment ratios (GER), net enrolment ratios (NER), educational progression: dropout rate, transition rate etc. will also be introduced. The unit concludes with introducing of basics of Excel/spreadsheet. Following subunits will be addressed in this unit.

A. Data requirement, different sources of data
B. School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy
C. Indian censuses, details of different items on which Indian censuses collect data.
D. Nationwide sample surveys, National family health survey, District level household survey, UDISE
E. Working with Excel (the basics, to calculate indicators like gross enrolment ratios, net enrolment ratios, drop out rate etc)

Essential Readings/Resources

1. Tilak, J. B., Panchamukhi, P. R., & Biswal, K. (2001). Statistics on Education. *India's Socio-economic Database: Surveys of Selected Areas*, *385*. https://www.mospi.gov.in/sites/default/files/reports_and_publication/technical_paper/Them_Paper_Education.pdf
2. Duraisamy, p. (2012). Statistics on Education: Advantages and Limitations for Studies on Social Groups. https://learnos.files.wordpress.com/2012/10/statistics-education-iids-seminar-duraisamy.doc
3. GoI (2024): UDISE Plus Data and Reports for various years https://udiseplus.gov.in/udisereport/
4. http://udise.in/flash.htm (various reports)

Suggested readings

1. Mehta, A. C. (2004). Projections of population, enrolment and teachers. *Module on enrollment and populations. National Instituteof Educational Planning and Administration*.
2. National Sample Survey (2017): Social Consumption: Education, Schedule 25.2
3. Centre for Early Childhood Education and Development. (2015).*Quality and Diversity in Early Childhood Education: A view from Andhra Pradesh, Assam and Rajasthan.* (Section 1.4 and Annexure 1)
4. Govinda, R. & Varghese, N.V. (1993): Quality of Primary Schooling in India: A Case Study of Madhya Pradesh, India. Paris: UNESCO International Institute for Educational Planning.

UNIT – III: Data Analysis & Interpretation

This unit discusses descriptive statistics viz. types of variables, frequency distribution, and graphical representation of data, measures of central tendency and measures of dispersion. Students will gain hands on experience in analysing and visually representating data by using Excel and interpreting the same. This section will cover –

A. Concept of data interpretation (equation, diagram, graph, tables)
B. Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile)
C. Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
D. Learning analytics: concept, significance, types, levels, and its applications in educational context.
E. Working with Excel and dataTab (to construct bar diagram, histogram, pie charts, calculate central tendency and dispersion)

Essential Readings/Resources

1. Healey, J. Ninth Edition. *Statistics – A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (pp.1-99)

Suggested readings:

1. Das, N.G. (1997). Statistical Methods, Part I, M. das and Co.
2. EdCIL. (2011). Progress overview of research. Research, Evaluation and Studies Unit, Technical Support Group for SSA, pp. 1 – 23.

8. Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the learning resources. The course will have three assessment situations:

1. Class Participation and Tests/Exams: 30 %
2. Practicum (analysis based excel and datatab.net): 30 %
3. End term Test: 40 %

9. **Pedagogy:**

a. Instructional strategies:

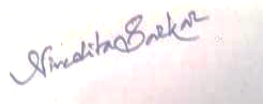
Activity based, demonstration, constructive, laboratory approach, experimental-based lecture methods.

Lecture and Workshop mode will be used to facilitate active learning environment which would encourage reflective engagement with the course.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Computer Lab
c. Expertise in AUD faculty or outside

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)



Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the BoS of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Educational Studies
Programme(s)	ITEP/BABEd Preparatory
Course title	**Sports, Nutrition and Fitness**
Course code	
Total Credits	02
Course type (core/compulsory/ elective/any other – please specify)	VAC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?
   The course focuses on the all-round development of the learners in the domain of social, emotional, cognitive and physical. It will provide student teachers with a conceptual background to understand and explore various approaches and factors that influence the nutrition and health on the axis of sports. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will familiarise student-teachers with the idea and practice of the nutrition, food habits, and sports as a healthy life style. The Idea & Practice of Sports, Nutrition and Fitness has been recognized as one of the vital strategies for attaining the goal of education for all across the society. In the area of Teacher Education, Physio-emotional health itself provides a support to ensure learning, achievement and performance in the educational system. In fact participation of the learner and parents in the educational process is a necessary pre-requisite.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course builds on some of the components of the previous courses (child development) of the programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester

7. Course Details:

   a. Summary:
   This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the necessary experience of organizing and participating in sports and games. This deliberation will recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.
   The curricular component of 'Sports, Nutrition and Fitness' itself a deliberation to expose student teachers to the physio-emotional issues in society and individual-supported development activities so that classroom leanings can be supplemented by life experiences to generate solutions to real-life problems.
   The course will help the learners to strive to create more inclusive and equitable environment through wellbeingness.

   b. Objectives:
   - To understand the importance of basic health and nutrition and healthy lifestyles and its impact on learning
   - To explore the psychology of sports and methods of teaching in different sports
   - To study the framework of Sports for children with disabilities and inclusion

   c. Expected learning outcomes**:** After completion of the course, student teachers will be able to:
   - Explain the importance of sports, and the need and impact of sport for maintaining overall health
   - Discuss physical fitness, and the methods of teaching and organization of different types of sports
   - Explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness
   - Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

      - Overall structure (course organisation; rationale of organisation; brief module outlines):

   The course is organised into following three comprehensive and interlinked modular parts. The Structure of the course in the form of domain specific modules are suffice the concern of the World Health Organization which reveals that better health is the key to human happiness and well-being. Many factors influence one's health status, including some provided by various government and health agencies, such as safe living environments and access to proper health care. However, in general, one's personal health over the course of a lifetime is dependent more on personal lifestyle choices, two of the most important being proper exercise and healthy eating.
   The course is dedicated to address aforesaid concern in following manner-

- Module-I: Understanding Sports
- Module-II: Physical Fitness
- Module-III: Nutrition

a. Course contents details:

Module-I: Understanding Sports

This module will explore the concept of the Sports. It will engage and explore the opportunity for learning with and by the Sports in following ways-

- Meaning of sports, importance of sports, types of sports.
- Different stages of sports (primary and secondary).
- Psychology of sports, methods of teaching different sports (indoor, outdoor, team and individual), different sports activities (individual and team games).
- Sports for children with disabilities and inclusion.
- Participation in the *Khelo India Program* of the government by playing and organising competitions in rural and indigenous/tribal games.

Essential readings:

- Darst, C.A., Darst, P.W. and Johnson, T.G. (2006). Ideas to Promote Physical Activity with Your Students. Teaching Elementary Physical Education. 17 (6), 74-77.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Introduction to Nutrition for Health, Fitness, and Sports Performance in Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK pp-1-33

Suggested readings:

- Bailey, R. P. (2004). The Value and Values of Sport. In R. Bailey (Ed.), Teaching Values and Citizenship across the Curriculum. London: Kogan Page.
- Biddle, S. Fox, K. & Boucher, S. (2000). Physical Activity and Psychological Well-Being, London: Routledge.
- Etnier, J.L., Salazar, W., Landers, D.M. Petruzello, S.J. Han, M. & Nowell, P. (1997). The Influence of Physical Fitness and Exercise upon Cognitive Functioning: A meta-analysis, Journal of Sport and Exercise Psychology, 19, 249 – 77.
- Evenson, K.R., Ballard, K., Lee, G., and Ammerman, A. (2009). Implementation of a School-Based State Policy to Increase Physical Activity. Journal of School Health, 79 (5), 231-239.
- Lindsey, I. (2008). Conceptualising sustainability in sports development. Leisure Studies, 27 (3), 279-295.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK

Module-II: Physical Fitness

This module will explore the idea and practice of Physical Fitness and its importance in learning. It will explore the existing types and patterns of physical fitness and utilise it as a resource for empowering learning-being. The entire module consist in following issue based deliberations-

- Meaning and importance of Physical fitness, components of physical fitness,
- Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular
- Endurance, importance of healthy lifestyle.

- Coordination of Health and Fitness.
- Be a part of **Fit India Movement** by incorporating any sports/physical fitness activity in the daily routine and **sharing your success story** at the end of the semester.

Essential readings:
- NCERT. (2023) National Curriculum Framework for School Education. Chapter 8: Physical Education & Well Being, pp 414-443.
    - https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
- NCERT. (2006) Position Paper of National Focus Group on Health and Physical Education. Pp 1-33.
    - https://www.ncert.nic.in/pdf/focus-group/health_prelims_final.pdf

Suggested readings:
- Cohen, D.A., Taylor, S.L., Zonta, M., and Vestal, K.D. (2007). Availability of High School Extracurricular Sports Programs and High-Risk Behaviours. Journal of School Health 77 (2) 80-87.
- Collins, M. (2004). Sport, physical activity and social exclusion. Journal of Sports Sciences, 22 (8), 727-740.
- Daley, A., and Duda, J.A. (2006). Self-determination, stage of readiness to change for exercise, and frequency of physical activity in young people. European Journal of Sport Science 6 (4), p231-244.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Introduction to Nutrition for Health, Fitness, and Sports Performance in Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK pp-1-33

Module-III: Nutrition

This module will explore the meaning, nature and importance of the nutrition for individual learning. It will also examine the various initiatives to ensure and promote the nutrition values for education. This module will elaborate in following issue-based concern.
- Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, and methods for teaching nutrition
- Nutrition for different age group, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness, nutritious food in schools (midday meals), hostels.
- Preparation, planning, executing and maintaining of a Kitchen Garden (growing medicinal herbs, plants, fruits etc.).

c. Essential readings:
- ICMR (2020) Nutrition, Lifestyle & Immunity. pp 1-4 https://www.nin.res.in/downloads/Nutrition_Lifestyle_and_Immunity.pdf
- Tappe, M.K., and Burgeson, C.R. (2004). Physical education: a cornerstone for physically active lifestyles. Journal of Teaching in Physical Education 23 (4). 281-299.
- Vuoir, I.M. (2001). Health Benefits of Physical Activity with Special Reference to Interaction with Diet. Public Health Nutrition, 4 (2B), 517 – 528.

Suggested readings:
- Joshi, Subhagini (2021). Nutrition and Dietetics:With Indian Case Study, McGraw Hill, New Delhi.

- Malcolm, D. (2012). *Sport and sociology*. London: Routledge.
- Singer, R. (1992). Physical Activity and Psychological Benefits: A position statement of the International Society of Sport Psychology (ISSP). The Sports Psychologist, 6: 199 – 203.
- Smith, A., Bird, S. (2004). From evidence to policy: reflections on emerging themes in health-enhancing physical activity. Journal of Sports Sciences, 22(8), 791- 799.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK
- Van der Ploeg, H.P., Van der Beek, A.J., Van der Woude, L.H.V. and Van Mechelen, W. (2004). Physical Activity for People with a Disability: A Conceptual Model. Sports Medicine, 34(10), 639-649.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation in class, community engagement and services.

Assignment-I	Sports Related Activity & Feedback Reflection	30 %
Assignment-II	Fitness Related Activity & Feedback Reflection	30 %
Assignment-III	Nutrition Related Activity & Feedback Reflection	40 %

Pedagogy:

b. Instructional strategies:

- Reflective Reading of different Sports Personalities.
- Collections of different types of games (Indoor, Outdoor, Individual, Team);
- Organizing different games (Play) for different age-groups,
- Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels.
- Collection of different nutritious items food. (Charts, Things, Objects, Models).

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other. Programmes organized to promote the use of nutritious food.

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

- Sports Ground
- Sports Equipment (Indoor and Outdoor)
- Course related books and journals

d. Expertise in AUD faculty or outside: **Physical Education Instructor**

e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) University Sports ground; School Sports Ground

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd Preparatory
Course title	**Arts (Performing and Visual) and Creative Expressions II**
Course code	
Total Credits	02
Course type	VAC
Level	UG
Proposed date of launch	Semester 7
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?
   The engagement with various forms of art as self-expression and the need to develop a sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form that children come to explore ways of expressing themselves. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?
   The Idea of including Arts (Performing & Visual) and creative expression into teacher education is important for preparing teachers who are not only knowledgeable but also creative , empathetic and adaptable professionals who can support and inspire their students effectively for attaining the goal of education for all across the society.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course connects with the courses offered in the first semesters of the programme.

4. Specific requirements on the part of students who can be admitted to this course:
   As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted: As per the NCTE norms for ITEP

6. Course scheduling: Semester-long.

7. Course Details:
   a. Summary:

In today's world, personal, social and cultural issues are complex and interconnected. Students need to acquire the 21Century Competencies needed for future work and living, and more fundamentally, for effective citizenry. Students, who aim to be educational practitioners, will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Arts (Performing and Visual) and Creative Expressions education provides a natural learning platform for the holistic development of the learner. Through a variety of learning experiences within and beyond the classroom, future teachers are given the opportunities for exploration into their values, national identity, and contemporary issues and to help develop the social-emotional competencies. To this end in the seventh semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice; therefore hands on training in doing art will be emphasized in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgment at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times. Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualize critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

Objectives:

- To use the techniques of Art (Performing & Visual) and creative expression for enhancing teaching and learning.
- To use Art (Performing & Visual) and creative expression for enhancing one's self-expression and creativity.
- To develop and improve the knowledge, understanding and practice of the arts (Performing & Visual)
- To engage the learners to nurture and build their sensitivities through theatre, based on experience, emotions and interpretation.
- To develop an understanding of the human condition to convey personal, social and cultural meanings through art
- To enable personal engagement with theatre presentations, drawing connections between the self and society

- Motivate the learners to use theatre as a critical pedagogy' moving beyond the classroom
- To facilitate the investigation, analysis and evaluation of their own theatre work and that of others in order to develop their critical and reflective thinking.
    - Expected learning outcomes: After completion of this course, students will be able to:
- Articulate the importance of aesthetics and art in education,
- Demonstrate their familiarity with and appreciation of theatre,
- Learn basic theatre tools of improvisation, ideation, and creation of a script,
- Create a short performance with educational possibilities.

b. Overall structure:

The course is organised into four comprehensive and interlinked modular parts. The course aims to nurture learners' outlook and dispositions as part of holistic education and develop an informed appreciation of Art (Performing & Visual) and Creative Expression. The first module focuses on the importance of Aesthetics and Art education. The next module introduces the concept of Theatre to the learners. Module three and four are on preparing a script and performing it.

- Module-I : Importance of Aesthetics and Art education
- Module-II : Introduction to Theatre, and Beginning with the body
- Module-III : Arriving at a script
- Module-IV : Performing the script

a. Course contents details:

Module-I: Importance of Aesthetics and Art education

In this module the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education. The themes covered are:

- Basic idea of aesthetics and art
- Value of art itself and its use as an instrument in education
- Moral dimensions of works of art
- Distinction between the value of popular art and High Art
- Reference Plays/Stories: Rabindranath Tagore's Kabuliwala, The Postmaster; Sircar, Badal's Beyond the land of Hattamala and Scandal in fairyland; Devi, Mahashweta's Why, why Girl; Songs of Kabir etc.

Essential readings with page numbers:

- Fenner, D. E. W. (2003). Aesthetic Experience and Aesthetic Analysis. The Journal of Aesthetic Education, 37(1), 40-53.
- Flannery, M. (1973). Aesthetic Education. Art Education, 26(5), 10. https://doi.org/10.2307/3191840
- Kerdeman, D. (2005). Aesthetic Experience and Education: Themes and Questions. The Journal of Aesthetic Education, 39(2), 88-96. https://doi.org/10.1353/jae.2005.0012
- Lazarus, Joan. (2004). Chapter 2: Learner-centred practice. In Signs of change: New direction in secondary theatre education. Portmouth, NH: Heinemann, pp. 19-37.

- Steenberg, E. (2007). Visual Aesthetic Experience. The Journal of Aesthetic Education, 41(2), 89-94. https://doi.org/10.1353/jae.2007.0018

Suggested readings:

- Burton, J. M. (2013). A Guide for Teaching and Learning in the Visual Arts. New York, New York: Teachers College Columbia University
- NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Prasad. D. (1998). Arts as the Basis of Education, New Delhi: NBT.
- Sahi. J. and Sahi. R. (2009), Learning Through Art. Eklavya, Bhopal

Module-II: Introduction to Theatre, and Beginning with the body

This module will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. Further, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarize them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.

- Use of different aesthetics of theatre and learning to relate them to the world around us.
- Study the theatre groups like Budhan Theatre who work with denotified tribes and Manalmagudi who work closely with physical nonverbal theatre.
- Use of different soft Skill (theatre) in education i.e., movement, voice, acting.

Essential readings with page numbers:

- Bolton, Gavin (1993), "Drama in Education and TIE: a comparison", in Learning Through Theatre, ed. Tony Jackson, pp. 39-47.
- Carlson, Marvin. Semiotics and Its Heritage in Critical Theory and Performance. Reinelt, Janelle G. and Joseph R. Roach. (eds.) Ann Arbor: The University of Michigan Press, 1992. Pp. 13-25.
- Fleming, Michael (1998), "Cultural awareness and dramatic art forms", in Language Learning in Intercultural Perspective, eds. Byram and Fleming, pp. 147-157.
- Somers, John (2008) Narrative, Drama and the Compound Stimulus, Education & Theatre, trans. N. Choleva, Hellenic Theatre/Drama & Education Network, vol. 9, p. 117-128.

Suggested readings:

- Conroy Colette (2010). Theatre and The Body, Bloomsbury Academic, UK
- Elam, Keir (1987) The Semiotics of Theatre and Drama. London & New York: Routledge
- Nicholson Helen, (2009). Theatre and Education, Macmillan Education UK
- Pavis, Patrice (1996). Analying Performance: Theater, Dance, And Film. Ann Arbor: University of Michigan Press
- Vine, Chris (1993), TIE and the Theatre of the Oppressed, in Learning through Theatre, ed. Tony Jackson, pp. 109-127.
- Zaghloul, H. S. (2020). The Theater in the Educational Context: Elements of Strengths, Weaknesses, Opportunities, and Threats. Journal of History Culture and Art Research, 9 (2), 106-122.
- website: http://www.creativitycountry.net.au/

Module- III: Arriving at a script

Student-teachers will engage in theatre making processes to arrive at a script by the end of this module. They will be able to address, how to adapt or devise a script with actors? How can we borrow from everyday experiences of memory, sound and visuals, without a written text or spoken word? The texts chosen will have a direct relation with topics from social studies, moral and political education.

- Preparing a script in groups based on their perspective on the education system
- Discussion of aesthetics based on the script

Essential readings with page numbers:

- Devi, Mahashweta (2003) Why, why Girl, Tulika Books, New Delhi pp 1-24
- Mehrotra, Arvind Krishna (2011), Songs of Kabir, Hachette India, pp 1-192
- Sircar, Badal. (2003) Beyond the land of Hattamala and Scandal in fairyland, Calcutta Seagull Books pp 1-50

Suggested readings:

- Toye, NigeI and Francis Prndiville (2000), Drama and traditional story for the early years, London & New York: Routledge.

Module- IV: Performing the script

This module will engage in the actual making of the final piece the learners wish to make. Students will have to visualize the final text on stage and start rehearsing in their groups. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance and finalization of the script.

- Practice and preparation of the aesthetic elements of the play.
- Final Presentation and post-performance discussion.
- Reflection on the views, questions and comments shared by the audience.

Essential readings with page numbers:

- Phelan, Peggy. 1993. The ontology of performance: representation without reproduction. In Unmarked: The Politics of Performance. London: Routledge, pp. 146-166.
- Taylor, Diana. 2003. Acts of transfer. The archive and the repertoire: performing cultural memory in the Americas. Durham, NC: Duke University Press, pp. 1-52.

Suggested readings:

- Chatterjea, Ananya. Dance Research in India a Brief Report. Dance Research Journal, Vol. 28, No. 1, Spring, 1996.
- Dharwadker, Aparna (2005). Theatres of Independence: Drama, Theory, And Urban Performance in India. University of Iowa Press. ISBN 0877459614.
- Diana Taylor, “Trauma as Durational Performance,” in O Percevejo Online http://www.seer.unirio.br/index.php/opercevejoonline/article/view/499/426
- Theatrical Design and Production, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)

(ii) Assessment Plan for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation working on script & aesthetics and presentation.

Assignment-I	Preparation of Script	25 %
Assignment-II	Aesthetics' Used/Prepared	25 %
Assignment-III	Final Presentation	50 %

Week wise break up of sessions			
Week	Module	Topics	Session flow
1	Module - I	Aesthetics and art, art in everyday life. Importance of art. Appreciation of art	Based on their experience
2		Art for art's sake. Art with social Responsibility. Art for social change	Discussion
3	Module - II	Aesthetics of Theatre	Discussion
4		Body work - Individual and group	Hands on
5		Body work – Improvisation	Hands on
6	Module - III	Adaptation of texts. Aesthetic choices.	Hands on/discussion
7		Story making and devising	Hands on
8		Arriving at a text	Hands on
9.	Module - IV	Visualising the final piece. Thinking about design and aesthetic elements.	Hands on/Discussion
10.		Rehearsals and feedback	Hands on
11.		Rehearsals and feedback	Hands on
12.		Final rehearsals and assessment	
13.		Finals rehearsals and assessment	
14.		Performance and audience discussion	

Pedagogy:

b. Instructional strategies:
   - The pedagogy is basically hands-on training. More emphasis is given to experiential learning. They do things and through doing, they learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   - Open air theatre/Stage
   - Activity room/studio
   - Books and Journal

d. Expertise in AUD faculty or outside

- University-Department and Club

e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

- Any theatre group

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme BA-BEd Preparatory
Course title	**Yoga and Understanding Self**
Course code	
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Ability Enhancement/ Value Added Courses (AEC/VAC)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 8
Course coordinator and team	Manasi Thapliyal Navani & Gunjan Sharma

1. How does the course link with the vision of AUD?
   This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual well-being of a person. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. It lays equal weightage to the theory and practicum. Thus the course aligns with the core vision of the University of engaged teaching and learning.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will familiarise students with the knowledge and philosophical traditions of Yoga and is considered a requisite for the teacher education component in light of its focus on the 'self of the teacher' and NEP 2020 recommendations for engaging with Indian Knowledge Systems.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course will connect to the philosophy of education component, Understanding India courses of ITEP, as well as the first course on Understanding India offered in Semester 1 and 2.

4. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
   It is an introductory level course and does not require any prior knowledge.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long 2-credit course in the mode of series of interactive discussions and practicum.

7. Course Details:

a. Summary:

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual well-being of a person. Yoga as a way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. The course transaction will lay equal weightage to the theory and practicum.

b. Objectives:

- To introduce students to Yoga as a knowledge system
- To enable an appreciation for, and acquire experiential understanding of significance of Yoga in understanding Self
- To familiarise students with basic Yoga Asanas/Breath Work (Pranayam/Kriyas).

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- explain the importance of Yoga and how it helps an individual in understanding Self
- describe the importance of practicing Yoga Asana
- practice basic Yoga Asanas/ Kriyas.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organized around Three Modules, which focus on introducing students to key areas of philosophy and historical perspective of the practice of Yoga and development of Yogasutras over time. An attempt will be made to link the significance of practices of Yoga for holistic development of an individual, the distinct approach to notion of well-being that different schools of Yoga take (Gnana, Bhakti or Karma) and the key tenets of Yoga identified across various Schools. The course will integrate the experiential aspect of learning Yoga with the theoretical engagement and introduce students to meditation and reflective practices, their significance in contemporary times, and enable a meaningful engagement with the idea of holistic well-being, happiness and understanding of the

'self' from the perspective of Yoga.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Unit 1: Philosophy, and Historical Perspective of Yoga

This module will focus on introducing the context and nature of knowledge of the self addressed by the Yogasutras with its focus on 'meditation' (Samadhi), 'praxis' (Sadhana), 'powers' (Vibhuti), and 'aloneness/freedom' (Kaivalya).

A. Concept and Meaning of Yoga, Philosophy of Yoga
B. Brief history and development of Yoga (Classical Yoga, Post Classical Yoga and Modern Period)
C. Importance of Yoga for healthy living, Yoga and its relevance in the modern times, Traditions in Yoga.

Practicum: Pranayama (breathing techniques) to understand breathing anatomy as per yoga principles. Some of the practices that would be covered are: normal breathing, deep breathing, fast breathing, Pranayam (Ujjayi, Bhramari, Nadi Shodhana, Bhastrika), Thoracic breathing and other forms.

Unit 2: Schools of Yoga

This module will focus on nature and forms of Yoga, the eightfold means of Yoga; the emphasis on practical methods of purification and concentration for realising the self's distinction from the body and the mind, leading to 'self-realisation' / 'liberation'.

A. Different streams \schools of Yoga (Gnana, Bhakthi, Karma).
B. Construction of Yoga Practice for all round development.
C. Principles of Yoga:
    1. Yama (restraint): (Ahimsa, Satya, Asteya, Brachmacharya, Aparigraha),
    2. Niyama (culture): Shoucha (external purification of the body by washing and taking pure food; and purification of the mind by cultivating good emotions or sentiments/virtues); Santhosha, Tapas (endurance), swadhyaya (regular habit of study) and Isvara Paridhana (meditation).
    3. Asana; 4. Pranayama; 5. Pratyahara; 6. Dharana; 7. Dhyana; 8. Samadhi

Practicum: Active and restorative yoga asana (poses) with focus on alignment of body and mind. Small batches of students will practice selected asanas by turn. The following would be included: preparation for yoga practice, preparatory movements, sun salutation, selected yogasana in sitting (eg. Vajrasana, mountain pose, twisted pose, forward bend pose), and standing position (eg. warrior pose, triangle pose, tree pose)

Unit 3: Modern Principles of Yoga and Meditation

A. *Modern Principles*: Human Body is a holistic entity, Individuals and their need are Dhāraṇa & Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.

B. *Meditation:* - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

Practicum: Meditative techniques including mindfulness meditation: mantra, visualising, gazing, walking, standing, etc.

Essential Readings/Resources

- Feuerstein, Georg (2001). *The Yoga Tradition: Its History, Literature, Philosophy and Practice*. Hohm Press. (selected excerpts)
- Asanas, Pranayamaand Mudra Bandh, Swami Satyananda Saraswati, Yoga Publication Trust, Munger, Bihar, India, 2004
- Patanjali Yogasutras, Commentary by Swami Vivekanand, Rajyoga (Introduction and History of Yogasutras- select chapters)
- Krishnamurti, J. (1970, 9 April). What is Meditation? Public Talk, San Diego, California. https://www.jkrishnamurti.org/content/what-meditation
- Bihar School of Yoga: Satyananda Yoga For everyone
    - https://www.biharyoga.net/yoga-for-everyone-training-bihar-yoga-satyananda-yoga-one.php
- Chandrasekhar, R. & Chandrasekhar, A. (2022). Growing with yoga. Tulika Books.

Suggested Readings/Resources:

- Patanjali Yog Pradeep-Swami Omanand Saraswati, Gita Press, Gorakhpur, 2013
- Science of Pranayama-Swami Sivananda, Edition by David De Angellis, 2019
- Udayveer Shastri Granthavali, 4, Patanjali Yog Darshanam, Udayvir Shastri, Govindram Hasanand, Delhi.
- Joshi, Kireet and Cornelissen, Matthijs (eds) (2004), Consciousness, Indian Psychology and Yoga. In Chattopadhyaya, D. P. (General Editor), *History of Science, Philosophy and Culture in Indian Civilization*, vol. XI, part 3, New Delhi: Centre for Studies in Civilizations.
- Plum Village App Team (2022, November 7). Calm and Ease: Guided Meditation. Plum Village App (Thich Nhat Hanh meditation with focus on breath awareness)- https://www.ekhartyoga.com/classes/3564/mindfulness-meditation-from-thich-nhat-hanh
- The True Nature of Patanjali Yoga Sutras - Isha.sadhguru.org (Dec 21, 2018)
    - https://isha.sadhguru.org/en/wisdom/article/patanjali-yoga-sutras-true-nature
- How to Meditate- Isha.sadhguru.org https://isha.sadhguru.org/yoga/meditations/how-to-meditate/
- Science of Meditation- Isha.sadhguru.org
    - https://isha.sadhguru.org/yoga/meditations/science-of-meditation/
- Yoga and the Mind- Isha.sadhguru.org
    - https://isha.sadhguru.org/yoga/yoga-articles-mind-stress/yoga-and-the-mind/
- Iyenger, B. K. S. (2005). The illustrated light on Yoga: Yoga dipika. Harper Collins & India Today Group.
- Iyengar, B.K.S. (1976) : Light on Yoga. UNWIN Paperbacks.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the learning resources. The course will have two types of assessment situations:

1. Practicum: 50 percent
2. Project on any one theme of the course: 50 percent

8. Pedagogy:

a. Instructional strategies:

Seminar and Workshop mode will be used to facilitate experiential learning activities that encourage meditative, reflective engagement.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): There will be a need for a functional well-ventilated physical education room, 50 yoga mats and yoga blocks.

c. Expertise in AUD faculty or outside: A guest faculty would be essential for transacting the course.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others:

Course can be conducted in collaboration with organisations working on promotion of Yoga as a living tradition.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one program and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one program should have been approved in the Board of Studies of the primary School.

Recommendation of the School Board of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	ITEP/BABEd Preparatory
Course title	**Citizenship Education, Sustainability and Environment Education**
Course code	ITEP-VAC-000
Total Credits	02
Course type	VAC
Level	UG
Proposed date of launch	Semester 8
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?
This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, critical, and informed citizens of the nation. The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human discourse. This course also underlines the environmental education component which aims at creating awareness among student teachers of environmental issues; strengthen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives. The course overall seeks to create among student teachers an awareness of responsible citizenship, an attitude towards promoting sustainability and environment conservation required for responding to contemporary local/national/global challenges. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled practitioner, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?
The Idea of Citizenship Education, Sustainability and Environment Education have been recognized as one of the important aspect of NEP 2020 for nurturing a sense of responsibility among the youth. In the area of Teacher Education, Citizenship Education, Sustainability and Environment Education provide a support to promote these values among the prospective teachers.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course connects with the courses offered in the other semesters of the programme namely: Education for Sustainable Development, Community Engagement & Service.

4. Specific requirements on the part of students who can be admitted to this course:
As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted: As per the NCTE norms for ITEP

6. Course scheduling: Semester-long.
7. Course Details:
   a. Summary:
      This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "Vasudaiva Kutumbakam" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.
      The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.

   b. Objectives:
      - To comprehend the concept of citizenship and citizenship education,
      - To Explain the idea and practice of 'Sustainability' in all fields of human activities
      - To understand and analyze the Sustainable Development Goals with reference to education.
      - To create awareness of environmental issues and its impact on human civilization

   c. Expected learning outcomes:
      On successful completion of the programme, the student-teacher should be able to:

- Explain the concept of citizenship and citizenship education,
- Describe the aims of and approaches to citizenship education,
- Explain the concept and aims of Global Citizenship and Global Citizenship Education,
- Describe the aims of and approaches to global citizenship education,
- Explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- Demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

d. Overall structure:
The course is organised into three comprehensive and interlinked modular parts as follows:
- Module-I : Citizenship Education
- Module-II : Sustainability
- Module-III : Environment Education

f. Course contents details:

Module-I: Citizenship Education

This module will provide an overview of the concept of citizenship and citizenship education and its aims and approaches. It will also engage the learners in understanding the Concept of Global Citizenship and Global Citizenship Education required for responding to contemporary global challenges.

- Concept of citizenship and citizenship education.
- Aims of and approaches to citizenship education.
- Understanding Constitution: Preamble, Fundamental Rights and Duties
- Concept of Global Citizenship and Global Citizenship Education

Essential readings with page numbers:

- Indian Constitution. (2019). The Secretary of Government of India, New Delhi (Preamble pp-32, Part-II- Citizenship pp 35-36, Part-III- Fundamental Rights, pp37-51, Part IVA-Fundamental Duties pp 56), published with the Ministry of Law and Justice, (Legislative Department) notification No. G.S.R. 562(E).
- Julia Preece (2002) Feminist Perspectives on the Learning of Citizenship and
- Governance, Compare: A Journal of Comparative and International Education, 32:1, 21-33, DOI: 10.1080/03057920120116508Karen Pashby, Marta da Costa, Sharon Stein & Vanessa Andreotti (2020) A meta-review of typologies of global citizenship education, Comparative Education, 56:2, 144-164, DOI: 10.1080/03050068.2020.1723352
- Kadiwal, L. & Jain, M. (2020). Civics and Citizenship Education in India and Pakistan. In: Sarangapani, P.M. & Pappu, R. (Eds.), Handbook of Education Systems in South Asia. Springer Singapore, Singapore. https://doi.org/10.1007/978-981-13-3309-5_44-1
- Kymlicka, W. (2000). Citizenship Theory. In W. Kymlicka, Contemporary Political Philosophy: An Introduction. Second Edition. Oxford: Oxford University Press, 284-326
- NCERT (2024) Political Theory, Chapter 6: Citizenship. https://ncert.nic.in/textbook.php?keps1=6-8
- जैन, मनीष एवं रिद्धिमा गर्ग (2023). नागरिकता शिक्षा : अवधारणात्मक एवं ऐतिहासिक सम्बन्ध, परिप्रेक्ष्य, वर्ष 30, अंक 1 , अप्रेल 2023, पृष्ठ 5-28 , नीपा, नई दिल्ली
- राही, एस.जी (2023). नागरिकता शिक्षा : अतीत और वर्तमान, परिप्रेक्ष्य, वर्ष 30, अंक 1 , अप्रेल 2023, पृष्ठ 101-110 , नीपा, नई दिल्ली
-

Suggested readings:

- Azim Premji University (2021). Learning Curve: Education for Citizenship. https://cdn.azimpremjiuniversity.edu.in/media/publications/downloads/magazine/LC-Issue-9-April-2021.f1623931959.pdf

- Marshall, T. H, 1950, Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press.
- Kymlicka, W.(1995). Multicultural Citizenship, Oxford: Oxford University Press.
- Kymlicka, Will (1999), "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), Democracy's Edges (Cambridge, UK: Cambridge University Press).
- Roy, Anupama (2016). Citizenship in India. New Delhi: Oxford University Press.

Module-II: Sustainability

In this module the student teachers will be provided an overview of the concept of Sustainability in all fields of human activities. The learners will reflect on the SDGs given by the United Nations. The concept of Sustainable management of natural resources can be explained by organizing School- and community-based activities.

- Concept of 'Sustainability' in all fields of human activities.
- Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
- Sustainable development goals.
- Sustainable management of natural resources.
- School- and community-based activities.
- Education for sustainable development.

Essential readings with page numbers:

- THE 17 GOALS | Sustainable Development (un.org)
- Global Sustainable Development Report (2023)
- https://unstats.un.org/sdgs#
- NCERT (2015). Towards a Green School. *A Resource Book* on Education for Sustainable Development for Elementary Schools. https://ncert.nic.in/dee/pdf/Towards%20A%20green%20School.pdf
- NCERT (2024) Indian Economic Development, Chapter 7: Environment and Sustainable Development. https://ncert.nic.in/textbook.php?keec1=7-8
- Saner Raymond, Lichia Yiu & Melanie Nguyen (2023), Monitoring the SDGs: Digital and social technologies to ensure citizen participation, inclusiveness and transparency, Development Policy Review, pp 483-500

Suggested readings:

- Allen, C., & Clouth, S. (2012). Green economy, green growth, and low-carbon development – history, definitions and a guide to recent publications. UNDESA: A guidebook to the Green Economy. pp1-63
- United Nations Development Group. (2013). A Million Voices: The World We Want: A Sustainable Future With Dignity For All. Retrieved from
- https://www.undp.org/content/dam/undp/library/MDG/english/UNDG_A-Million-Voices.pdf
- Basiago, A. D. (1999). Economic, social, and environmental sustainability in development theory and urban planning practice: The environmentalist. Boston: Kluwer Academic Publishers.
- Littig, B., & Griebler, E. (2005). Social sustainability: a catchword between political pragmatism and social theory. International Journal of Sustainable Development, 8, 65–79. doi:10.1504/IJSD.2005.007375

Module- III: Environmental Education

In this module discussion and reflection can be held on the various environmental issues and what approaches and initiatives are being taken to address them. The module also throws light on the role of Mass Media and Technology in delivering environmental education and Governmental and Non-Governmental Organizations in promoting Environmental Education issues.

- Environmental issues.
- Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
- Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
- Approaches to delivering Environmental Education
- Role of Mass Media and Technology in delivering environmental education.
- Roles Governmental and Non-Governmental Organizations in promoting Environmental Education.
- School and community-based environmental education activities.

Essential readings with page numbers:

- Ballantyne, R., & Packer, J. (2005). Promoting environmentally sustainable attitudes and behaviour through free-choice learning experiences: what is the state of the game? Environmental Education Research, 11(3), 281-295.
- Bradley, J., Waliczek, T. M., & Zajicek, J. M. (1999). Relationship between environmental knowledge and environmental attitude of high school students. Journal of Environmental Education, 30(3), 17.
- Disinger, J. F. (2001). K-12 Education and the environment: Perspectives, expectations, and practice. Journal of Environmental Education, 33(1), 4.
- Knapp, D. (1998). Environmental education and environmental interpretation: The relationships. Essential Readings in Environmental Education, 293-300.
- NCERT (2024) Indian Economic Development, Chapter 7: Environment and Sustainable Development. https://ncert.nic.in/textbook.php?keec1=7-8

Suggested readings:

- Bandopadhyay, Bibutibhushan (1939) Aranyak. Kolkata: Kattayani Book Stall
- Neal, P., & Palmer, J. (2003). The handbook of environmental education. Routledge. ISBN: 97804150931490.
- Palmer, J. (2002). Environmental education in the 21st century: Theory, practice, progress and promise. Routledge. ISBN: 9780415131971.
- Rickinson, M. (2001). Learners and learning in environmental education: A critical review of the evidence. Environmental Education Research, 7(3), 207-320.

Suggestive Practicum

- Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.
- Write a report on the Role of Mass Media and Technology in delivering environmental education.
- A critical reading of the Constitution: Preamble, Fundamental Duties & Rights

- Indigenous ways to promote sustainability: idea & practice (eg. Water purification and conservation g, community health practices, back to nature etc.

(ii) Assessment Plan for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of practicum and assessment of reflective level readings.

Assignment-I	Practicum (one from each module)	30 %
Assignment-II	In class test	30%
Assignment-III	Term Paper submission	40%

Pedagogy:

a. Instructional strategies: Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   - Seminar/Workshop Hall; Issue based documentaries
c. Expertise in AUD faculty or outside
   - Subject Expert and Practitioner (on and off campus0
– Linkages with external agencies (e.g., with field-based organizations, hospital; any others): TERI (Prakriti School); Navdanya (www.navdanya.org); Parliament Visit; Ministries associated with SDGs implementation and Environment

Prachi Nadda

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

SCHOOL EXPERIENCE
Preparatory

Field engagement is an integral part of a teacher education programme. In field engagement of a pre-service teacher education programme, the student teachers are engaged in different kinds of practical tasks or activities relating to the teaching profession in a supervised condition. Through field engagement, the student teachers understand school processes, participate in activities, and internalize school-related ethics, values, and norms. School experience is integral to the Integrated Teacher Education Programme (ITEP); it allows student teachers to experience the school environment and apply theoretical learning.

Objectives

The School Experience will help the student teachers:

1. To understand the roles of different personnel associated with the academics, resources, and the school system's management.
2. To be conscious of their duties as teachers concerning students, school, community, and other stakeholders.
3. To reflect on diverse school contexts and to appreciate the role of school teachers.
4. To understand and participate in different curricular activities like school assemblies, games and sports, cultural activities, and other events.
5. To participate in different programmes of school like parental engagement, motivating the students from the socio-economically disadvantaged group, and promoting inclusion and equity.
6. To develop skills associated with the profession - adaptation, collaboration, problem-solving, and participative decision-making.
7. To develop contextual learning competencies, skills, and attitudes for becoming effective
   teachers.
8. To develop ICT and research skills.

Table 1: Outline of Activities under School Experience

Course	Credits	Semester	Description
Pre-Internship	2	5	Orientation and preparation in the institute
School Observation	2	6	Two weeks visit to different types of schools
Internship	10	7	12 weeks of working in school(s) as an integral part of the system
School-based research projects	2	7	Identification of the issue, research design, intervention during the school internship and preparation of the research report
Creating TLM	2	8	Visit different types of local vocational artists/professions, design learning resources using local traditions and connect artists to school.
Post Internship	2	8	In the institute: Sharing of experiences with other student teachers and submission of the report
Total	**20 Credits**		

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Preparatory
Course title	**Pre-Internship Practice**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (Semester 5)
Course coordinator and team	Sunita Singh (C), Monimalika Day

1. How does the course link with the vision of AUD?
   The course on 'pre-internship practice' enables all students to understand the requirements of the internship and prepare for it before they step into classrooms. It connects with AUD's vision of academic excellence in preparation of student teachers for inclusive classrooms. The course will provide learning experiences to students and also contribute to the broader goal of creating an inclusive and diverse professional environment.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is offered in the fifth semester of the programme--before the internship begins. It is also offered along with pedagogy courses and will prepare students for the internship in the seventh semester.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course connects with various field-attachment courses offered in the MA programme in the school.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. Course Details:
   a. Summary: Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers

get exposure in a conducive, guided environment to manage a classroom and learn pedagogic practices and classroom management skills and get an opportunity to have hands-on experience. It will introduce students to the significance of understanding the school, classroom and community environment and the curriculum framework and assessment as it relates to the specific class.

b. Objectives: After completion of the course, student teachers will be able to:

- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to transact them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- be prepared for the school internship.

c. Expected learning outcomes:
After completion of the course, student teachers will be able to:

- describe the prerequisites of the internship,
- demonstrate knowledge of pedagogic practices, classroom management skills, assessment
- tools and learning standards,
- develop lessons plans and relevant Teaching Learning Materials (TLMs),
- develop readiness to take up an internship programme.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is divided into three modules:
Module 1: Understanding pedagogic practices
Module 2: Identifying resources
Module 3: Developing lesson plan and portfolio

Course contents detailed in Module-wise Format with following details for each module: The course is divided into three modules.

Module 1: Understanding pedagogic practices
This module will explore the pedagogic strategies used by educators to facilitate learning in classrooms. Understanding and implementing effective pedagogic practices is crucial for fostering an educational environment where all students can thrive and reach their full potential. The classroom sessions will focus on the following:

- Orientation of student teachers to different pedagogic (play, discovery, and
    - activity/project-based) and classroom management skills
- Reading and reflecting on inspiring books on pedagogic practices like ‘Divaswapna’
- Study Preparatory Stage Learning Standards from the NCF
- Observation of the lesson demonstrated by teacher educators/experts in the institute.

Essential readings with page numbers:
Badheka, G. (1989). Divaswapna (English translation). *National Book Trust, Delhi*.
National Council for Educational Research and Training. (2023). National Curriculum

Framework for School education. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
Approach to Learning Standard, Pedagogy, pp. 57-98
Selvam, Salai (2021) Folk games in learning. *Learning Curve (10)*, pp. 60-62. ISSN 2582-1644
Vijaysimha, Indira (2018) BINGO – a versatile game for playful learning. *Learning Curve (31)*, pp. 33-35.

Suggested readings:

Kuroyanagi, Tetsuko, 1933-. (1996). Totto-chan : The little girl at the window. Tokyo ; London: Kodansha International.
Edwards, M. N., Higley, K., Zeruth, J. A., & Murphy, P. K. (2007). Pedagogical practices: Examining preservice teachers' perceptions of their abilities. *Instructional Science*, *35*, 443-465.
Ferreira, M., & Marques, A. (2024). Foundations of teaching and learning–a study with teachers on conceptions and pedagogical practices. *International Journal of Instruction*, *17*(2), 67-84.
Shehnaz, D. K. (2021) Play and learn : games for classrooms. *Learning Curve (10)*, pp. 63-65. ISSN 2582-1644

Module 2: Identifying resources

This module will enable students to identify different resources that could be used in teaching. Diverse resources are available, for example, textbooks and curriculum guides, educational websites and online platforms, library and media centre, digital tools and apps, hands-on materials, community and local resources and so on. Students will be introduced to the significance of understanding the materials, mapping their relevance with specific concepts that are taught and ways to create a rich, engaging, and supportive learning environment by using them.

- Exploring available learning resources and educational videos
- Identify local toys/games to facilitate play activities and pedagogical practices.

Essential readings with page numbers:

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans. .https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_3rd_english_26.3.22_11zon.pdf
SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 4 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_4th_english.pdf
SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 5 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/mtlp_class_5th_english_final_20.5.22.pdf

Suggested readings:

Read.Write.Think: https://www.readwritethink.org/ Mission in to provide educators, parents, and after school professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials.
Khan Academy: https://www.khanacademy.org/
Graphic Organisers: https://www.hmhco.com/blog/free-graphic-organizer-templates
Teacher Vision: https://www.teachervision.com/lesson-planning/graphic-organizer

UNESCO: https://www.unesco.org/en/open-educational-resources

Module 3: Developing lesson plans and portfolio

Developing lesson plans and maintaining a portfolio are essential tasks for effective teaching and professional growth. Preservice teachers need to first clearly delineate what they want students to know and be able to do by the end of the lesson. This module will also introduce students to creating diverse activities and plan for differentiated instruction in the classroom. Carefully developed lesson plans and a comprehensive teaching portfolio, will enable students to demonstrate their pedagogical knowledge, reflect on their practices, and work on personal and professional growth. This module includes the following components:

- Designing guided play/activities for each class/subject based on learning outcomes.
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Developing local, low-cost and innovative TLMs

Essential readings with page numbers:

CBSE: Curriculum for the Academic Year 2024-25 https://cbseacademic.nic.in/curriculum_2025.html

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 3 .https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_3rd_english_26.3.22_11zon.pdf

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 4 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_4th_english.pdf

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 5 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/mtlp_class_5th_english_final_20.5.22.pdf

Suggested readings:

Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2009). *Developing portfolios in education: A guide to reflection, inquiry, and assessment*. Sage.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/Artifact	**Method of assessment**	**Assessed By**	**Credits**
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher Educator	50%
Reflective group discussions/workshop	Observations	Teacher Educator	25%
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher Educator	25%

8. **Pedagogy:**

. Instructional strategies:

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A resource room

c. Expertise in AUD faculty or outside: AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Sumit Singh Monimalika Dey

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme BA-BEd -Preparatory
Course title	**School Observation**
Course code	
Credits	2
Course type (core/compulsory/ optional/any other – please specify)	Core
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 6
Course coordinator and team	Shivani Nag; Manasi Thapliyal Navani

1. How does the course link with the vision of AUD?
   This course focuses on enabling student teachers to gain hands-on experiences from various activities organized within schools. The course on school observation offers an opportunity to learn the processes and practices in the real world context of school. To expose the student teachers to various schooling systems It lays equal weightage to the theory and practicum. Thus the course aligns with the core vision of the University of engaged teaching and learning.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will provide an immersion experience for student teachers of the diverse organisational and pedagogical context of schooling.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course will connect to the educational overview and pedagogy courses taught across semester 1-5, in particular these courses: Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses.

4. Specific requirements on the part of students who can be admitted to this course:
   a. (Pre requisites; prior knowledge level; any others – please specify)
   b. Core course for all students.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
   Semester-long 2-credit course with some in-class theory sessions and practicum in school setting.

7. **Course Details:**
   a. Summary:

As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setup. A key aim of the 'School Observation' is-to expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

a. Objectives:

- To introduce students to different schooling systems in the country
- To enable an appreciation for and acquire experience of school processes and environment
- To enable an immersed understanding of school management, learning resources, infrastructure and school-community linkages.

c. Expected Learning Outcomes:

After completion of school observation program, student teachers will be able to:

- get acquainted with various schooling systems.
- experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study the available physical and digital documents, including UDISE data.
- study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher

educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses. The course will require students to conduct observations, Interaction with different stakeholders in the school context, review the available literature on the different schooling system and become familiar with different kinds of documentation and data required in the functioning of the school.

b. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Unit 1: Preparation for school observation

The first unit will focus on providing student teachers an orientation to the school observation process and facilitate development of the observation formats/tools. The unit will primarily focus on introducing students to different schooling systems in the country (urban, rural, state, private schools etc) and students will get acquainted with various schooling systems; meaning and nature of the school observation process; the key distinction between monitoring and observation.

Unit 2: School Observation (minimum three types of schools)

1. Student teachers will be required to go for school observation (at least three types of schools) in small groups to observe and collect data by using the developed formats/tools.
2. Through the course of the observations, they will be required to focus on the practices of school holistically. Students will be expected to

- Establish rapport with all stakeholders.
- Collect information on the demography of students in classes III to V, the link of the preparatory stage with the foundational and middle stages through interaction with teachers, students, and staff.
- Conduct observation of classroom practices to study toy-based, art-integrated, and sports- integrated pedagogy.
- Observe the activities related to holistic assessment as recommended in NEP 2020 and NCFSE.
- Conduct observation of play areas across the preparatory stage (both indoor and outdoor)
- Observe school processes and the extent of transaction of the curriculum through play, discovery, and activity-based
- Prepare a report and reflect on effective classroom teaching learning strategies

c. Conduct analysis of the collected data and prepare a comprehensive profile of the schools observed based on and prepare a report.
Areas for observation and data collection:

- Office management procedures of different types of schools
- School environment in all perspectives
- Process of conducting curricular activities in the schooling process
- Existing infrastructure available in the school
- Utility of ICT and TLM facilities

- Interpersonal relationships among the stakeholders
- Various assessment processes adopted in different types of schools.
- Engagement of parents and other community members in school activities.

Unit 3: Post-school observation sessions

The student teachers will be expected to finalise the school observation reports and make presentations based on their reflections on the comparative analysis of different school systems they have conducted observations in.

- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

Readings:

Emerson, R.M., Fretz, R. I., & Shaw, L. L. (2007) . Participant observation and fieldnotes. In P. Atkinson, A. Colley, S. Delamont, J. Lofland, & L. Lofland (eds). *Handbook of Ethnography.* New Delhi: Sage Publications, pp. 352- 368

Cohen, L., Manion, L., & Morrison, K. (2007). Observation. *Research Methods in Education.* London: Routledge, pp. 396-413.

Hendry, D.G., & Oliver, G. (2012). *Teaching Observation Guide.* London: London Business School. Retrieved from - https://teaching.london.edu/wp-content/uploads/2018/08/Observation-Guide-Final.pdf

Mehendele, A. and Mukhopadhyay, R. (2021). School systems and education policy in India. In Padma Sarangapani (ed.) *Handbook of Education Systems in South Asia*, p. 510-540. Springer.

Thapan, M. (2014). Introduction: Understanding School Experience. In *Ethnographies of Schooling in Contemporary India,* pp.1-17. Sage.

Wortham, S.C. (2014). Observation. *Assessment in Early Childhood Education*. Pearson, pp.123-163

Assessment Plan (weight, mode, scheduling) for the course:

Assessment Component 1	Regularity and participation in school activity (through attendance records)	10%
Assessment Component 2	Tool development for data collection	20%
Assessment Component 3	Presentation on School Experience	20%
Assessment Component 4	School Observation Report including School Profile (Structure outlined below)	50%

Students will be expected to prepare a school observation report in the following format.

Suggested Components for school observation report/profile

A. School information (Context, Vision and Mission, Association with the Board)
    - School Infrastructure
    - Provision for CWSN/Divyang Children
    - Teacher-Student Ratio
    - Inclusiveness at all levels

A. School Development Plan
   - Academic Plan
   - Academic Calendar

B. Administrative processes
   - Maintenance of students' records
   - Maintenance of teachers' records

C. Teaching Learning Process; Development of ICT and TLMs

C. School Management;
   - School Discipline
   - Interpersonal Relationships
   - Inclusiveness at all levels

E. Co-Curricular Learning
   - Cultural activities
   - Sports activities
   - Annual Day
   - National and Social function

F. Organisational and Social Context of Schooling
   - Understanding different types (socio-economic status, ability) of students and their needs
   - Engagement of parents and community members in the school activity
   - Office Management
   - The assessment process includes provision and practices for 360-degree holistic assessment.
   - The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
   - Challenges faced and overcoming them.

8. Pedagogy:

a. Instructional strategies: The course will require students to a.) conduct school-based observations, b.) develop tools for conducting school based and classroom based observations, c.) Interact with different stakeholders in the school context, d.) review the available literature on the different schooling system and, e.) become familiar with different kinds of documentation and data required in the functioning of the school. In-class sessions in the university will need to be conducted in workshop mode.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A network of schools will need to be identified and approvals taken to facilitate school observation schedule.

c. Expertise in AUD faculty or outside: All ITEP faculty can be assigned as mentors.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others: Linkages with different schools will need to be finalised.

Signature of Course Coordinator(s)

Note:

1. Modifications based on deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one program and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one program should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any School, the proposal may be submitted to the Academic Council.

Recommendation of the School Board of Studies:
Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Preparatory
Course title	**Internship in Teaching**
Course code	
Total Credits	10
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon semester (Semester 7)
Course coordinator and team	Monimalika Day (C), Sunita Singh

1. How does the course link with the vision of AUD?
   The course on 'internship' will introduce students to a major component of the programme--i.e., student teaching. Since this component is scheduled after several preparatory courses--the student teachers will be prepared to understand and address the diverse pedagogical components of the school community and strive to create inclusive classrooms. It connects with AUD's vision of academic excellence in preparation of student teachers for inclusive classrooms. The course will provide learning experiences to students and also contribute to the broader goal of creating an inclusive and diverse professional environment.

2. How does the course link with the specific programme(s) where it is being offered?
   This is an important component of the programme offered in the seventh semester. This course is preceded by several preparatory courses that will enable students to be prepared as they step into classrooms for student teaching.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. **Course Details:**

a. Summary: Teacher preparation is a reflective and experiential process, and internship is vital to connecting student teachers with school, teachers, students and other stakeholders

in various ways. It provides a platform and actual field experience for the student teachers to apply theoretical knowledge and teaching methods. During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar). This enables them to get intensive experience in all aspects of teaching- preparation, planning, developing/collecting/localizing Teaching Learning Materials, classroom transactions, assessment, reflection, and review of their experience. The student teachers are exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student teachers will be ready to take up a teacher's responsibility independently.

b. Objectives: On completion of the school internship, student teachers will be able to:

- explain the overall functioning of the school.
- describe and appreciate the different roles played by a teacher in the school.
- experience the importance of teacher-student relationships for effective teaching.
- develop age-appropriate pedagogic skills.
- use different pedagogies learnt in real-life classrooms.
- create appropriate teaching-learning materials.
- develop necessary planning and execution skills to conduct school activities (assembly,
    - celebrations, cultural programmes).
- work with the school, teacher, parents, and community relationships.
- create rapport with the stakeholders and understand their roles in the school system.
- create student portfolios and comprehensive 360-degree (holistic) progress reports.
- discuss the importance of maintaining different types of records in the school system.152
- develop research aptitude and ability to conduct action research for the situations/ problems faced during their school internship experience.

c. Expected learning outcomes:

After completion of the course, student teachers will be able to:

- describe the prerequisites of the internship,
- demonstrate knowledge of pedagogic practices, classroom management skills, assessment
- tools and learning standards,
- develop lessons plans and relevant Teaching Learning Materials (TLMs),
- develop readiness to take up an internship programme.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules.
Module 1: Understand the school processes
Module 2: Planning and transacting lessons
Module 3: Participate in school activities

e. Course contents

It may be noted that the modules may not necessarily be sequential; some of the activities may be parallel, especially when students are placed in the school

Module 1: Understand the school processes

This module will discuss some of the ways in which student teachers can familiarise themselves with the school processes as they step into their internship. School processes encompass a wide range of activities and procedures that occur within educational institutions and range from admissions, curriculum, teaching-learning, assessment, attendance, support systems, communication with parents and so on. Some of the ways in which students can become involved and understand the school processes are:

- Meet the subject-based mentors, collect timetables of classes III to V and develop a scheme of lessons from the syllabus to be covered during the internship.
- Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
- Experience classes as a substitute teacher.
- Study the process of parent and community engagement for the school development programme.

Essential readings with page numbers:

National Council for Educational Research and Training. (2023). National Curriculum Framework for School education. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf

Part D: School culture and process, pp. 543-576

Suggested readings:

Sparapani, E. F., Callejo Perez, D., Gould, J., Hillman, S., & Clark, L. (2014). A global curriculum? Understanding teaching and learning in the United States, Taiwan, India, and Mexico. *SAGE Open*, *4*(2), 2158244014536406.

Module 2: Planning and transacting lessons

This module is a core component of the internship. Effective lesson planning and transacting require careful consideration of pedagogical principles, student needs, instructional goals and inclusive practices. Continuous reflection and refinement of teaching practices are essential for promoting student learning and achievement. The components of this module are organised to familiarise students with these core components:

- Plan and transact approximately 80 lessons (40+40) on any topic(s) in consultation with the school mentor.
    - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, and analytical thinking.
    - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
- Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
- Observe peer lessons and discuss with the group.
- Create teaching-learning materials, including ICT tools for opted pedagogic courses.
- Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
- Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.

Essential readings with page numbers:

Farrell, T. S., & Ashcraft, N. (2024). *Lesson planning*. TESOL Press.

CBSE. Teacher resources. https://cbseacademic.nic.in/cbe/teacher-resources.html

Suggested readings:

Ng, W., Nicholas, H., & Williams, A. (2010). School experience influences on pre-service teachers' evolving beliefs about effective teaching. *Teaching and teacher education*, *26*(2), 278-289.

Nilsson, P. (2009). From lesson plan to new comprehension: Exploring student teachers' pedagogical reasoning in learning about teaching. *European Journal of Teacher Education*, *32*(3), 239-258.

Module 3: Participate in school activities

The immersion of the students in the school system will also necessitate that they participate in the various activities of the school--in the classroom and outside it. These activities and engagements will enable the student teachers to interact with the students and also understand more about different ways to engage them in the classroom.

- Conduct sports, arts and crafts activities.
- Participate in student support services- guidance and counselling, clubs and bulbuls,
- health, and wellness programmes.
- Participate in library functioning and literary activities.
- Participate in teacher development and training activities.
- Participate and Organize school assemblies and other events (cultural, sports, yoga, and
- other development activities).
- Attend Parents-Teachers Association (PTA) meetings if held during the internship.
- Attend School Management Committee (SMC) meeting if held during the internship.

Essential readings with page numbers:

National Council for Educational Research and Training. (2005). *National Curriculum Framework.*

Section 4: School and classroom environment, pp. 78-101. Retrieved from: https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

Suggested readings:

National Council for Educational Research and Training. (2023). National Curriculum Framework for School education. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf

Part D: School culture and process, pp. 543-576

Hinde, E. R. (2004). School culture and change: An examination of the effects of school culture on the process of change. *Essays in education*, *12*(3), 1-12.

Module 4: Documentation and analysis

Documentation and analysis are crucial components of the student teaching experience, providing valuable insights into teaching effectiveness and student learning. The process of analysis of teaching practices, and reflections on student learning outcomes, can provide valuable insights into their roles as teachers and how they could continue to grow and improve in the profession. The documentation and analysis will focus on:

- Conduct action research /case study.
- Prepare a sample student portfolio,
- Write a reflective diary daily and prepare a report of each activity.

Essential readings with page numbers:

National Council for Educational Research and Training. (2023). *Action research for teachers*.

https://ciet.ncert.gov.in/action_research

Process of action research:
https://ciet.ncert.gov.in/storage/app/public/files/13/Repository/Action%20Research/AR_Module_4.pdf

Report writing:
https://ciet.ncert.gov.in/storage/app/public/files/13/Repository/Action%20Research/AR_Module_5.pdf

Suggested readings:

Cox Suárez, S. (2006). Making learning visible through documentation: Creating a culture of inquiry among pre-service teachers. *The New Educator*, *2*(1), 33-55.

Castro Garcés, A. Y., & Martínez Granada, L. (2016). The role of collaborative action research in teachers' professional development. *Profile Issues in Teachers Professional Development*, *18*(1), 39-54.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/ Artifact	**Method of assessment**	**Assessed By**	**Credits**
Observation of classroom practices	• Observation of a Minimum of 6 lessons of School Teachers (3+3) • Observation of a Minimum of 10 lessons of Peers (5+5)	Teacher Educator	Non Evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher Educator, School Mentor	40%+ 20% (60%)
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s)	Teacher Educator, School Mentor	15%

	Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)		
Participation/ Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	5%
Preparation of Logbook / Teacher's diary Min 5 lessons for each pedagogical method	Review	Teacher Educator, School Mentor	5%
Overall feedback on student-teacher performance by School	Observation and Interaction	School Head	5%
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	10%

1. **Pedagogy:**
   a. Instructional strategies: Observation; Interaction; Discussion; Teaching in the classroom; Analysis and reporting; Collection of relevant documents and data;
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Resource room
   c. Expertise in AUD faculty or outside

Stakeholders Responsibilities

Role of Head of ITEP Institution

- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities
- preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating
- proforma developed by the teacher education institute and give feedback/remarks to the
- student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the
- student teachers and mentors to assess the progress and performance of the student
- teachers.

Role of School Head

- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- Grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.

- Take substitute classes and participate in other school duties assigned by the school.
- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.
- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): schools for placement

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	ITEP/BABEd (Preparatory Stage with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**School-based Research Project (SRP)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	School Experience
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Integrated Teacher Education Programme UG
Proposed date of launch	WS 2024 (Semester VII)
Course coordinator and team	Gunjan Sharma

1. How does the course link with the vision of AUD?
The course is linked with the vision of AUD as it supports them in developing an informed understanding and skills for professional practice. It will prepare the students for their future role as teachers and reflective practitioners of education.

2. How does the course link with the specific programme(s) where it is being offered?
The course is a school experience course in the BABEd programmes and will develop among the student-teachers skills for inquiry in their own practice and an inquiry stance that has been an established objective of initial teacher education. This is critical for holistic teacher preparation. The course will support the school internship component.

According to the NCTE handbook for ITEP, action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. They may experiment with practices in a controlled environment to improve the transactional processes. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. These two processes explore the answers to the problem and contribute towards theory development. These two methodologies foster critical thinking, problem-solving, collaboration and ethical decision-making skills. The student teachers are placed in schools for internships. School Internship provides the student teachers with a platform to apply theoretical knowledge understanding, techniques, methods, and approaches in an actual classroom situation. It enables them to gain intensive experience in teaching, planning, preparing support materials, and performing other school activities that a regular teacher is expected to do. The student

teachers will systematically undertake school-based research to find solutions to contextual problems/challenges. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes. The course builds on education courses and content-cum-pedagogy courses. It will connect with other school experience courses and will support the school internship component. There are other core and elective courses in the MA Education & MA Education ECCE programmes on curriculum which have some overlap with this course but this is a more introductory basic course. This course is not a repetition of any existing course.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Foundation courses and content-cum-pedagogy courses upto semester VI.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-long, 2 credits, school experience course

7. Course Details:

a. Summary:

The 2-credit course on the School-Based Research Project is designed to cultivate an inquiry stance among student-teachers, encouraging them to adopt a critical, reflective approach to their teaching practice. This course immerses students in the practicalities of research by practitioners within real school settings, fostering in them ability and skills for continuous reflection on their teaching practices. By engaging in structured guided inquiry, student-teachers learn to identify questions and problems that emerge in school/classroom context, investigate these, and derive actionable insights to enhance their practice. This reflective process helps them to critically assess their teaching approaches, understand the impact of their strategies on students and learning, and make informed changes. The course aims to develop an orientation for continuous professional growth through self-directed and autonomous inquiry, encouraging future teachers to refine their practices based on evidence, experience and reflective thinking. This emphasis on reflection also equips them with the skills to engage with the dynamic educational environments.

The course will build on the understanding developed during previous semesters through different courses (Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses). The required knowledge and skills for school-based research (especially action research and case study of learners) will be provided in this course.

b. Objectives:

- Generating interest in/promoting a culture of critical inquiry in and reflection on professional practice

- Introducing research process and its relationship with practice
- Developing skills for designing and implementing a research project
- Appreciating the sharing of knowledge within the community of practice.

c. Expected learning outcomes:
After the completion of the course, students will be able to:

- Identify contextual problems and formulate appropriate research design,
- Prepare the plan of action for undertaking school-based research,
- Develop and use tools and techniques for the collection of relevant data,
- Collect and analyze the data to identify the causes,
- Develop and implement need-based interventions for addressing the problems,
- Study the effectiveness of the intervention(s),
- Reflect and share school-based research experiences through reports and presentations.

.
d. Overall structure (course organization; rationale of organization; brief module outlines)**:**
The course is organised as per the outline prescribed by the NCTE. The course will be a combination of taught and practice based components. A mentor will be assigned to each student for guiding the project. There will be an overall course coordinator who will provide initial orientation as discussed in Module 1.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:
(b) (i) Module-wise Format

Module 1: Concept and tools for research (15% class hours)
This module will discuss the concept and importance of research in general and practitioner research in particular. It will focus on action research and case study of learners specifically. The steps of conducting action research (objectives, methods, design, tools, data collection, analysis, report writing) will be discussed.

Module 2: Identification of inquiry problem (10% class hours) [guided by a mentor]
This module will involve identification of a question, problem or theme for inquiry drawn from the day-to-day teaching-learning process of the school to which the student is assigned. The areas could be drawn from foundation courses, disciplinary courses, school observations and other experiences. Some of the suggestive significant areas indicated by NCTE include:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in CCA

Module 3: Development of an action project (20% class hours) [guided by a mentor]
This module will involve development of a brief action project outlining how the project will be executed. The project could be a school-based research that involves outlining research questions, method, data collection tools, analysis, and ethical considerations. Or it could be an intervention/action designed to solve a particular problem in a classroom setting.

Module 4: Execution of the project (40% class hours) [guided by a mentor]

The student-teachers will execute the project with mentorship from the faculty mentor. The faculty supervisor/teacher coordinator at the school-site would also observe the execution of the project and provide feedback.

Module 5: Presentation and report (15% class hours) [guided by a mentor]
The project will culminate into a brief presentation and report. With the support of the mentor, the student-teachers will develop a brief report based on a format provided to them. The report will be presented in a seminar.

Resources for review:
Radical Teacher Journal, Teacher Plus, Lok Shikshak Manch blog

Essential Readings:

Open University. *Action research: TESS-India* (Teacher Education through School-based Support): http://www.open.edu/openlearncreate/pluginfile.php/159527/mod_resource/content/3/TEGN_AR.pdf

Creswell, J. W. (2012). *Educational research: Planning, conduction and evaluating quantitative and qualitative research* (4th ed.) (pp. 2-42). London: Pearson.

Raghavan, N. (2015). *Reflective teacher: Case studies of action research*. Chennai: Orient Blackswan Private Limited. (Any 2 selections)

The Association of Independent Schools of New South Wales Limited. (2021). *The brief: Round 2 school based research project update*. https://www.researchgate.net/publication/354600940_ISSUE_3_School_Based_Research_Projects_Overview

Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion teachers: Stories of exploratory action research*. British Council. (Any 2 Selections)

Suggested readings:

Hammersley, M. (1993). On the teacher as researcher. Educational Action Research, 1(3), 425-445.

Farooqi, F. (2014). Ek school manager ki diary ke kuch panne – XI: Bachhon se mulakat. *Shiksha Vimarsha*, March-April, 25-37.

A Post Graduate Teacher (Anonymised). (2014). Some personal reflections about teaching in government schools. In Varma, V. S., and Sharma, G. (Ed.), *Teachers in conversations: Schoolteachers' narratives, discussions and dialogues*, pp. 37-48. New Delhi: Ambedkar University Delhi and Ahvaan Trust.

Bhatt, H. (2008). *Ek school teacher ki diary ke kuchh panne* (pp. 16-17). Bangalore: Azim Premji University.

Midha, G. (2018). Tools to guide our action. *Teacher Plus*: https://www.teacherplus.org/tools-to-guide-our-actions/

Nadig, D., and Gupta, V. (2018). From research in action to action research. *Teacher Plus*: http://www.teacherplus.org/from-research-in-action-to-action-research/

Zeni, J. (2009). Ethics and the 'personal' in action research. In S. E. Noffke & B. Somekh, *The SAGE handbook of educational action research* (pp. 254-266). London: SAGE Publications Ltd

Thapa, R. K. L. (2016). An action research on classroom teaching in English medium. *Asian Journal of Humanities and Social Sciences, 4*(1), 97-106 (https://ajhss.org/pdfs/Vol4Issue1/5.pdf).

Gomathi, R. *Action research on multiplication algorithm in grade 5* (pp. 111-115): http://www.azimpremjifoundationpuducherry.org/teacher-reference/action-research-multiplication-algorithm-grade-5
Nofke, S. (2009). Revisiting the personal, professional and political dimensions of action research. In Susan E. Noffke & Bridget Somekh (Ed.), *The SAGE handbook of educational action research*, pp. 6 – 24.
Rust, F. O. (2009). Teacher research and the problem of practice. *Teachers College Record, 111*(8), 1882–1893.
Lather, P. (1986). Research as praxis. *Harvard Educational Review, 56*(3), 257-278.
Whitehead, J. (2009). Generating living theory and understanding in action research studies. Action Research, 7(1), 85-99.
Cochran-Smith, M., and Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers:

Competence/Artifact	**Method of assessment**	**Assessed By**	**Weightage**
Process: Observation during the execution of action research	Observation	Faculty mentor	25%
Outcome: Research Presentation	Presentation & Report	Panel of mentors	25% + 50%

8. **Pedagogy:**
a. Instructional strategies:
The course will be a combination of taught and practice-based components. A mentor will be assigned to each student for guiding the project. There will be an overall course coordinator who will provide initial orientation as discussed in Module 1.
The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Sharing and presentation of the outcomes of school-based research.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom, projector, access to schools.

c. Expertise in AUD faculty or outside:
Within AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
Yes. Access to schools.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Preparatory
Course title	**Creating Teaching Learning Material (TLM)/Work Experience**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (Semester 8)
Course coordinator and team	Monimalika Day (C), Sunita Singh

1. How does the course link with the vision of AUD?
   The course on 'creating teaching learning materials' will enable students to reflect upon their experiences from their internship and develop materials that are connected to local cultures and communities. It connects with AUD's vision of academic excellence in two ways. First, by creating materials for students from diverse backgrounds and abilities to address issues of equity. Second, by using materials and artifacts to create teaching learning materials that are meaningful to students. Thus the course provides opportunities to understand diversity among students and address their learning through a variety of teaching learning materials.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is offered in the eighth semester of the programme--after the internship. It is offered along with a course on community engagement and post-internship. The linkages between the courses will enable students to develop reflexivity and the skills needed to engage with communities.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The curriculum courses in the ITEP programme and MA Education programmes have a component on teaching learning materials. However, this course focuses specifically on giving students the opportunity to reflect on the internship in the seventh semester and explore some of the crafts in India to synthesize information on this topic.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. **Course Details:**
    a. Summary: Having developed an understanding of education's philosophical, sociological, and psychological perspectives and gained hands-on experiences from pre-internship, school observation and internship phases, the student teachers have developed a comprehensive understanding of education. By utilizing these experiences and understanding, the Student teachers will be in a position to develop/create Teaching Learning Materials (in various forms, Programed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few) which in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. Schools provide a systematic teaching environment for the learners to acquire the knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Work experience fosters basic knowledge, skills and disposition among the students that prepare them to think of becoming skilled entrepreneurs. To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

    b. Objectives: After completion of the course, student teachers will be able to:
        - Assess the need for Teaching Learning Materials and prepare innovative TLM,
        - Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs

    c. Expected learning outcomes: The student teachers will:
        - demonstrate the use of TLM for enhanced learning,
        - explain the importance of work experience and competencies of local crafts person.

    d. Overall structure (course organization; rationale of organization; brief module outlines):

    The course is divided into three modules:
    Module 1: Understanding how students learn at different stages
    Module 2: Indigenous toys and teaching learning materials
    Module 3: Adaptation of teaching learning materials for children with special needs

    e. Course contents detailed in

    (b) (i) Module-wise Format with the following details for each module: The course is divided into two modules.

Module 1: Understanding how students learn at different stages

This module will help students to deepen their understanding of how children learn at different stages. Based on their internship experience students will revisit characteristics of learners at the preparatory stage and explore ways to develop appropriate teaching learning materials for this age group. The classroom sessions will focus on the following:

- Understanding how children learn at different stages.
- Group discussion on their interactions with children during the internship

Essential readings with page numbers:

Hughes, F. P. (Ed.). (2010). *Children, play, and development*. Chapter 5: Play in later childhood and adolescence (pgs129-154). Sage

NCERT (2023). National Curriculum Framework for School Education. Pgs 35 to 52

Suggested readings:

Paris, J., Ricardo, A., Rymond, D., Johnson, A. (2018). Child Growth and Development. Middle Childhood-Cognitive Development. (Chapter 11) pgs 268-301 https://open.umn.edu/opentextbooks/textbooks/750

Module 2: Indigenous toys and teaching learning materials

Preservice teachers need to be aware of how the toys and artifacts available in various communities can be used as teaching learning materials in the primary classes. This module will enable students to become familiar with various cultural artifacts and their significance in pedagogical processes. They may use modern technology to create digital learning materials. The classroom sessions will focus on the following:

- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Workshops with local artisans and craftspeople
- Analysis of available local specific, indigenous learning resources, including toys and
- their use in the learning-teaching process

Essential readings with page numbers:

Art Integrated Learning. (2023). National Council for Educational Research and Training. https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-Handbook-Classes%20I-V.pdf. Retrieved on 10th June 2024.

Khanna, S. (1981). Dynamic folk toys. Indian toys based on the simple application of principles of science and technology. Available at: http://www.arvindguptatoys.com/arvindgupta/dynamicfolktoys.pdf Retrieved on 10th June 2024.

Murlidhar, R & Sharma, R. (2018).Learning Curve, (2)TLM: The What, the Why and the How! 21-24.https://azimpremjiuniversity.edu.in/publications/2018/magazine/learning-curve-issue-2

Mukunda, K.V. (2022). Learning Curve, How teachers can use nature and human beings as Teaching Learning Materials (TLMs). https://azimpremjiuniversity.edu.in/news/2022/direct-interactions-with-natural-beings-as-teaching-learning-materials-tlms

Suggested readings:

American Academy of Pediatrics .(2024). Media and children https://www.aap.org/en/patient-care/media-and-children/. Retrieved on 10th June 2024

Education Endowment Fund. (2024). Evidence and Resources for Primary https://educationendowmentfoundation.org.uk/education-evidence/primary.Retrieved on 10th June 2024.

Khanna, S., Wolf, G. & Ravishanker, A. (1999). *Toys and tales with everyday*

materials. Ahmedabad: Tara Publishing and National Institute of Design. https://arvindguptatoys.com/arvindgupta/toysandtales.pdf.Retrieved on 10th June 2024.

Module 3: Adaptation of teaching learning materials for children with special needs (CWSN) Pre-Service teachers need to be prepared to work in inclusive classrooms. It is necessary for them to learn ways to adapt materials to meet individual needs and preferences of learners. They will be introduced to basic principles of assistive technology to address the needs of children with different types of disabilities. Moreover, diversity among the student population suggests that learners demonstrate preferences for different ways of learning. Knowledge of relevant TLMs for specific groups of children- CWSN, kinesthetic learners, visual learners, auditory learners to address individual differences will be introduced..

Essential readings with page numbers:

Lee, A.M.I & Haven, S. (2023). What is Assistive Technology? https://www.understood.org/en/articles/assistive-technology. Retrieved on 10th June 2024.

Suggested readings:

National List of Essential Assistive Products (NLEAP). Available from: https://www.researchgate.net/publication/344262721_National_List_of_Essential_Assistive_Products_NLEAP. Retrieved on 10th June 2024

Senjam SS, Mannan H. Assistive technology: The current perspective in India. Indian J Ophthalmol. 2023 May;71(5):1804-1809. doi: 10.4103/IJO.IJO_2652_22. PMID: 37203033; PMCID: PMC10391423.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/ Artifact*	**Method of assessment**	**Assessed By**	**Credits**
1.TLM developed	Presentation	Teacher Educators (panel of three experts including an external expert)	50%
2.TLM developed	Exhibition	Teacher Educators (panel of three experts including an external expert)	25%
3.Manual	Presentation	Teacher Educator	25%

1. Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
2. Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
3. Development of a manual for TLM developed in assignment 1.Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

8.Pedagogy:

a. Instructional strategies: Workshops, Group discussions, Field visits and interaction, Analysis of existing local-specific learning resources, toys, Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A resource room
c. Expertise in AUD faculty or outside: AUD faculty
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Visit to local craftspeople

Monimalika Day Sumit Singh

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd
Course title	**Post-Internship**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (Semester 8)
Course coordinator and team	Sunita Singh (C), Monimalika Day

1. How does the course link with the vision of AUD?
   The course on 'post-internship' will enable students to reflect upon their experiences from their internship and develop resources that would take forward their earnings into the community. It connects with AUD's vision of academic excellence in reflecting and sharing their learnings with the larger community. This sharing will provide learning experiences to students and also contribute to the broader goal of creating an inclusive and diverse professional environment.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is offered in the eighth semester of the programme--after the internship. It is also offered along with a course on community engagement. The reflection and learning from this course will also connect with the course on community engagement.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course connects with the presentation component of the various field-attachment courses offered in the MA programme in the school.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. Course Details:
   a. Summary: After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during the internship and prepare comprehensive internship report during post-internship in 8th semester.

b. Objectives: After completion of the course, student teachers will be able to:
   - develop comprehensive understanding of the school ecosystem,
   - describe their learning from internship with the peers and teacher educators,
   - reflect on school internship sharing learning experiences on each activity undertaken

c. Expected learning outcomes: After completion of the course, student teachers will be able to:
   - demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
   - reflect on school internship experiences in a report.
   - share their learning from school internship with the peers and teacher educators

d. Overall structure (course organisation; rationale of organisation; brief module outlines): modules

e. Course contents detailed in (b) (i) Module-wise Format with following details for each module: The course is divided into two modules.

Module 1: Reflective practice

This module will focus on experience sharing and reflective learning which are integral parts of professional growth for educators. Students will be able to present their work and reflect on the feedback received and consider how it can inform their pedagogy and enhance student learning opportunities. Sharing of the findings of the teaching related experiences with peers will also contribute to the collective knowledge base of responsive teaching practices.

- Presentation of reflective journal summary
- My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)

Essential readings with page numbers:

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: Heath and Company.

Badheka, G. (1989). *Divaswapna* (English translation). National Book Trust, Delhi.

Suggested readings:

Leshem, S., & Trafford, V. N. (2006). Stories as mirrors: Reflective practice in teaching and learning. *Reflective Practice, 7*(1), 9-27.

Rushton, I., & Suter, M. (2012). *Reflective practice for teaching in lifelong learning: n/a*. McGraw-Hill Education (UK).

Slade, M. L., Burnham, T. J., Catalana, S. M., & Waters, T. (2019). The Impact of Reflective Practice on Teacher Candidates' Learning. *International Journal for the Scholarship of Teaching and Learning, 13*(2), 15.

Interactions with parents and community

Interacting with parents and the community is an essential aspect of the student teaching experience, as it fosters collaboration, builds relationships, and enables them to understand the students in their classroom in a more holistic manner. By actively engaging with parents and the community, student teachers can build positive relationships, gain valuable insights into students' backgrounds and needs, and create a supportive learning environment that promotes student achievement and well-being. It is important to keep in mind that the interaction with parents need to be fostered as a two-way process.

- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

Essential readings with page numbers:

Ministry of Education. (2021). Guidelines for parent participation in home-based learning
- during school closure and beyond. Retrieved from: https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf

Suggested readings:

American Federation of Teachers. (2024). Reading Rockets: https://www.readingrockets.org/topics/parent-engagement/articles/building-parent-teacher-relationships

Ellis, M., Lock, G., & Lummis, G. (2015). Parent-teacher interactions: Engaging with parents and carers. *Australian Journal of Teacher Education (Online), 40*(5), 160-174.

Baquedano-López, P., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education, 37*(1), 149-182.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/Artifact	**Method of assessment**	**Assessed By**	**Credits**
Artefacts* created during the internship. My Learning Journey	Exhibition & Presentation	Teacher Educator	50%
Comprehensive Internship Report	Review	Teacher Educator	50%

**Submission of Internship Report*

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report

8. **Pedagogy:**

a. Instructional strategies: Discussion, presentation, Gallery walks and Exhibition, Report

Writing

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A resource room
c. Expertise in AUD faculty or outside: AUD faculty
d. Linkages with external agencies (e.g., with field-based organizations, hospitals; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	ITEP/BABEd Preparatory
Course title	**Community Engagement and Service**
Course code	ITEP-VAC
Total Credits	02
Course type	VAC
Level	UG
Proposed date of launch	
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?
   Community Engagement and Service is defined as the process of involving and collaborating with individuals, groups, or communities to address issues, solve problems, and make decisions that affect them. It is a multi-dimensional interaction that seeks to build relationships, share information, and gather input to ensure that the perspectives and needs of the community are considered in decision-making processes.
   The AUD has created a framework with the axis of inclusivity, communication and participation to address and resolve the issues to empower the various stakeholders. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?
   The Idea of Community Engagement and Service has been recognized as one of the vital strategies for attaining the goal of education for all across the society. In the area of Teacher Education, Community itself provides a support to ensure greater accountability and transparency from the educational system. In fact participation of the community including parents in the educational process is a necessary pre-requisite. This course will re-assert that innovative experiments and best practices have undoubtedly shown that community participation plays a crucial role in ensuring quality School and Teacher Education.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course connects with the other courses offered in the previous semesters of the programme.

4. Specific requirements on the part of students who can be admitted to this course:
   As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted: As per the NCTE norms for ITEP

6. Course scheduling: Semester-long in the mode of series of interactive discussions, presentations, community visit and issue based community interactions.

7. **Course Details:**
   a. Summary:
   The course on Community Engagement and Service is an attempt to enrich the learning experiences of Prospective Teachers (PT) by fostering in them the idea of meaningful relationships, promote cultural competence and ultimately prepare teachers to be more effective educators in diverse and dynamic settings of a social landscape. The curricular component of 'community engagement and service' is a deliberation to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learning can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitizing the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community services. The course will help the learners to strive to create more inclusive and equitable environment and also help in developing 21st century skills and values like empathy, compassion, kindness, resilience etc.

   b. Objectives:

- To introduce and assess the conventional as well as contemporary approaches to understanding community engagement in the Institution.
- To expose student teachers to the socio-economic issues in society and community-supported development activities
- To make the community aware of the importance of education and educational issues.
- To explore the democratic ways of intervention for to ensure community engagement in school management, classroom teaching and school life.

   c. Expected learning outcomes:
   On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- Recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- Demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- Undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- Suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- Organize activities such as *street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives,

- Demonstrate social leadership quality through community services,
- Organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- Facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- Recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- Demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

d. Overall structure:

The course is organised into three comprehensive and interlinked modular parts. The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections.

- Module-I : Preparation for Community Service
- Module-II : Engagement with the Community
- Module-III : Feedback Session & Reflection

1. Course contents details:

Module-I: Preparation for Community Service (In the Institution)

This module will provide an overview of the concept of the community engagement and services. It will engage and explore the opportunity for learning with and by the community. It will throw light on the existing types and patterns of community engagement and utilise it for empowering community. It will explore the nature and context of school-community interface and will also examine the various initiatives to ensure and promote community participation in education. Learners will be oriented with the construction of various tools which can be used while organising different activities.

- Orientation of teachers on community engagement & services
- Workshop for developing tools for different activities

Essential readings with page numbers:

- ExCEL Faculty Group (2022), Fundamentals of Community Engagement: A Source book for Students. Pressbooks, CC BY- NC, Module-1 (Chapter-1)
- Hamid, et al. (2013). Effect of community participation and school community relations, Middle East journal of scientific research 16 (3):378-382.
- National Education Policy (NEP)-2020. Ministry of Education, GoI, New Delhi https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- National Curriculum Framework-2005. NCERT, New Delhi, pp 121-124 https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf
- UGC (2022) : Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India 2.0 https://www.ugc.gov.in/pdfnews/4187860_Revised-Final-Guidelines.pdf
- First Servant of the Indian People, Speech by Pt. Jawahar Lal Nehru, A Talk Broadcast from New Delhi on 15 August,1947 pp7-9

file:///C:/Users/User/Downloads/On-Independence%20-%20Speeches%20-%20Nehru%20(1).pdf

Suggested readings:

- Bray, M. (2000). Community Partnerships in Education: Dimensions, Variations and Implications. Education for all 2000 Assessment, UNESCO.
- Crosby C & Frederick B (2016) Community Engagement Program Implementation and Teacher Preparation for 21st Century Education
- Report of Secondary Education Commission (1952-53), NCERT, New Delhi
- Education and National Development, (1964-66), Report of the Education Commission, NCERT, New Delhi.
- Ramachandran, V. (2010). School Management for Quality Inclusive Education and Decentralised School Governance. National University for Education Planning and Administration, New Delhi
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.

Module-II: Engagement with the Community (Mandatory onsite stay with the community)

In this module the student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate. Students will be divided into smaller groups; they would participate in the planned activities with defined roles for seven days on a rotation basis. The activities include**:**

- Participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and craftsperson.

Essential readings with page numbers:

- Atmanirbhar Bharat: Lessons from Women-owned Cooperatives, A SEWA Publication, New Delhi , Nov 2020, pp 1-5
    - https://acrobat.adobe.com/id/urn:aaid:sc:AP:081f1704-4c7e-4b13-a54d-aee0106fac56

- CBSE (2018) Manual on Work Experience or SEWA (Social Empowerment through Work Education and Action) pp 1-6 https://cbseacademic.nic.in/web_material/CurriculumMain22/internal_assement/Work_Experience.pdf

- CTSA (2011). Principles of Community Engagement. (2nd ed., pp. 43-51). NIH Publication No. 11-7782
- ExCEL Faculty Group (2022), Fundamentals of Community Engagement: A Source book for Students. Pressbooks, CC BY- NC, Module-1 (Chapter-2).
- NSS, Introductory Booklet (2006), Ministry of Youth Affairs & Sports, GoI New Delhi, Part-I (pp 1-8), Part-II (9-18), Part –III (19-40)
    - https://nss.gov.in/sites/default/files/manualNss2006.pdf
- शर्मा, संजय एवम् धनंजय सिंह यादव (2017). समुदाय सहभागिता एवम् शिक्षा नीति के अंत: संबंधों का नीतिगत विश्लेषण, परिप्रेक्ष्य, वर्ष 24, अंक 3 , दिसंबर 2017, पृष्ठ 35-48 , नीपा, नई दिल्ली नई दिल्ली

Suggested readings:

- Bhatt, Ela R. (2018), Women, Work and Peace, A SEWA Publication (Navjivan Trust Prakashan), Ahmedabad, Gujrat.
- ExCEL Faculty Group (2022), Fundamentals of Community Engagement: A Source book for Students. Pressbooks, CC BY- NC, Module-1(Chapter-3)
- Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education (2021), Ministry of Education, GoI, New Delhi
    - https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf

Module- III: Feedback Session & Reflection (In the Institution)

In this module a discussion on the activities conducted and reflection on the experiences will be shared in the classroom. It will also explore the emergence, nature and context of New Age Communities i.e. virtual and real. It will examine and analyse some contemporary practices of New Age Community essential for prospective teachers in the 21st century.

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service
- New Age Community- Meaning and Concept
- New Age Community-Virtual and Real
- Contemporary Practices

Essential readings with page numbers:

- Towards A World Community, Speech by Pt. Jawahar Lal Nehru in the United Nations General Assembly, New York, December 20, 1956.pp1-8
    - file:///C:/Users/User/Downloads/46977lms11%20(1).pdf
- Ann Dozier (2020), The Value of Social Networking in Community Engagement in Principles of Community Engagement. Chapter 6. https://www.atsdr.cdc.gov/communityengagement/pce_social_intro.html
- Sharma, N. T. (2008). Structures and Mechanisms of Community Participation in School Management Journal of Education and Research Vol. 1 No. 1, 2008.

Suggested readings:

– Jodhka, S. S. (1999). Community and Identities: Interrogating Contemporary Discourses on India. Economic and Political Weekly, 34(41), 2957–2963. http://www.jstor.org/stable/4408508

(ii) Assessment Plan for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation in class, community engagement and services.

Assignment-I	Campus engagement & construction of tools	25 %
Assignment-II	Community engagement & Services (community walk and reflections)	25%
Assignment-III	Group Report & Presentation (a list of resources)	50%

8. Pedagogy:

a. Instructional strategies:
   - The curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, Survey, training of local youth in First-Aid and other relevant activities, guidance and counselling to school students, organizing activities such as street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris etc. to mobilize community participation in development initiatives.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   – Community/public address System (Mike-loud speaker)
   – Camera
   – First-Aid Box
   – Activity room/studio

c. Expertise in AUD faculty or outside
   – NSS Coordinator/Programme Officer
   – NCC Officer
   – University-Department Club
   – Coordinator, New India Literacy Programme
   – Health Worker

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
   – MCD/Ward In-charge (respective locality)
   – Community Hall In-charge (respective locality)

Prachi Nadda

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd Secondary
Course title	**Philosophical and Sociological Perspectives of Education – II**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2024
Course coordinator and team	Rajshree Chanchal (C) &Manish Jain

1. How does the course link with the vision of AUD?
   The course fits in the vision of the university as uses interdisciplinary perspectives from sociology to understand the process of education. Using the various perspectives from sociology and education the course attempts to equip students with a critical understanding of concepts and debates around society and education, social norms, values, and ideology, role of education in social change and modernisation.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is linked to various other courses such as Evolution of Indian Education and Philosophical and Sociological Perspectives of Education – I, being offered at the teacher education programme(s) at SES. The Philosophical perspectives of education are addressed in part I of the course.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course is connecting with the other foundation courses to be offered in various semesters in the programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   Admitted to ITEP programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester long face to face continuous interaction and discussion with the students.

7. **Course Details:**

a. Summary:

The course introduces students with sociological perspective to understand the interrelationship between education and society. It attempts to locate education within the larger theoretical perspectives of sociology to elaborate the basic concepts such as socialisation, education and family. It will discuss various agencies of socialisation such as school, family, peers and community. It focuses on developing a critical understanding of phenomena of social change and education as an agency of social change and modernisation. The course also provides students with an in-depth understanding of constitutional values, basic rights of children and constitutional provisions for the well-being and safety of children and relationship between education and environment.

b. Objectives:

- To provide conceptual understating of the basic concepts such as education, society, socialisation and interrelationship between education and society from the theoretical perspectives of sociology
- To provide conceptual clarity on the linkages between different agencies of socialisation such as school, family, peers and community
- To provide conceptual clarity on social change and education as an agency of social change and modernisation
- To provide an in-depth understanding of constitutional values, provisions and laws put in place to safeguard the basic rights of children and provide them with access to education
- To provide a brief perspective on various educational reforms and policies crucial for social equality in Independent India

c. Expected learning outcomes:

After completion of the course the student teachers will be able to

- Explain the basic concepts such as education, society, socialisation and relationship between education and society using theoretical perspectives from discipline of sociology.
- Establish the linkage between education and different agencies of socialisation
- Elaborate and discuss concept of social change and role of education in bringing social change and modernisation
- Critically examine and explain constitutional values, provisions and basic rights of the children to make the classroom teaching-learning process inclusive and enriching
- Trace the inter-relationship between various education polices and reforms and social movement that have played a crucial role in attaining social equality in Independent India

d. Overall structure (course organisation; rationale of organisation; brief module outlines): the course is in four modules

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Education and Society

The module focuses on understanding the relationship between education and society using theoretical perspectives from sociology of education. It also discusses terms such as society, social behaviour, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization. It introduces students with understanding of relationship between education, individuals, and groups.

F. Conceptual clarity, relationship, significance and aims of studying relationship between these two.

G. Educational sociology and social perspective of education: meaning and functions.

H. Education as a Social System.

I. Conceptual clarity of the following terms: society, social behaviour, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization.

J. Understanding the relation between individual and group behaviour with special reference to purpose of education.

Essential Readings

Ballantine, J. Hammack, F. and Stuber., J. (2017) *The Sociology of Education A Systematic Analysis.* New York and Oxon: Routledge (Chapter 6 The School as an organisation pp.223-262).

Brint, S. (2017) *Schools and Societies*. Stanford: Stanford University Press. (Chapter 5 Schools and Socialisation, pp. 150-185).

Gewirtz, S. and Cribb, A. (2009) *Understanding Education A Sociological Perspective.* Cambridge: Polity Press (Chapter 1 pp. 3-25).

Kumar, K. (1988) *Social Character of Learning.* Sage: New Delhi (Chapter 3)
Nambissan, G. B. and Rao, S. S. (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*. New Delhi: Oxford University (Introduction)
Pathak, A. (2021) Seeing through the sociological lens. In Avijit Pathak, *Ten Lectures on Education: Pedagogic and Sociological Sensibilities* (pp. 29-45). London and New York: Routledge.

Suggested Readings

Apple, M. (1995) *Education and Power*. Oxon: Routledge (Chapter 1, pp. 1-33)

Giroux, H. (1997) Crossing the Boundaries of Educational Discourse: Modernism, Postmodernism, and Feminism in A.H. Halsey, Hugh Lauder, Phillip Brown and Amy Stuart Wells, (Eds.) *Education, Economy and Society: A Reader in the Sociology of Education.* New York: The Free Press.

Hall, P. (2001) Social class, poverty and schooling social contexts, educational practices, and policy options. In Bruce Biddle (Ed.) *Social Class, Poverty, and Education Policy and Practice* (pp. 213-242). New York and London: Routledge Falmer.

Kumar, K. (1996) *Learning from Conflict*. New Delhi: Orient Longman.

Walford, et. al. (1998) *Durkheim and Modern Education*. London Routledge (Chapter 2 pp 19-34).

Nayak, P. (2016) *Sociology of Education* New Delhi: Best Publishing House (Chapter 3 Education, Social Processes & Institutions, pp.58-93)

Olssen, M. (2010) Social democracy, complexity and education: sociological perspectives from welfare liberalism. In Michael W. Apple, Stephen J. Ball and Luis Armando Gandin (Eds). *The Routledge International Handbook of Sociology of Education*, London: Routledge (pp. 90-98)

Pathak, A. (2021). Ideology, curriculum and educational dilemmas. In Avijit Pathak, *Ten Lectures on Education: Pedagogic and Sociological Sensibilities* (pp. 100-114). London and New York: Routledge.

William, R. (1983) *Keywords A vocabulary of culture and Society*. New York: Oxford University Press.

Module 2: Education and Social Change

The module introduces students with the conceptual understanding of social change, relationship between social change and education. The module also discusses in detail the role of education in modernisation and social change.

A. Meaning, relation, and dimensions of Social Change.
B. Factors affecting Education and Social Change: technology, social and educational movements, curricular innovations, value conflict, legal provisions.
C. Education and Modernity.
D. Role of education with reference to social change.

Essential Readings

Brown, R. (1973) *Knowledge, Education and Cultural Change: Papers in Sociology of Education*, London: Tavistock, (pp.249-253, pp.297-315)

Kumar, K. and Oesterheld, J. (2007). Introduction. In Krishna Kumar, and Joachim Oesterheld (Eds.). *Education and Social Change in South Asia*, pp. 1-23. New Delhi: Orient Longman.

Kumar, N. (2001). Learning modernity? The technologies of education in India. *Autrepart* (18), 85-100.

Selwyn, N. (2011) *Schools and Schooling in Digital Age A Critical Analysis*. Oxon: Routledge (Chapter 1 Revisiting the promise of digital technology and schools, pp.3-21).

Pathak, A. (2002). Education as an arena of struggle. In Idem, *Social implications of schooling: Knowledge, pedagogy and consciousness* (pp. 72-101). Delhi: Rainbow Publishers.

Singh, Y. (1993, Reprinted in 2013). *Social change in India: Crisis and resilience* (Chapter 2: Contradictions and challenges of social change, pp. 24-40). New Delhi: Har-Anand Publications.

Turner, B. S. (2006). Institution; modernity, modernization. In B. S. Turner (Ed.) *The Cambridge dictionary of Sociology.* Cambridge: Cambridge University Press (pp. 300-302, 389-396.

Suggested Readings

Banerjee, Nirmala. (2006). Between the devil and the deep sea: Shrinking options for women in contemporary India. In *The violence of development: The politics of identity,*

gender, and social inequalities in India (pp. 43-68) Edited by Karin Kapadia. New Delhi: Zubaan.
Deshpande, S. (2003). *Contemporary India: A sociological view* (Introduction, Chapter Five: Caste inequalities in India today, pp. 98-124). New Delhi: Viking.
Deshpande, S. (2004). Modernization. In V. Das (Ed.) *Handbook of Indian Sociology* (pp. 172-199). New Delhi: Oxford University Press.
NCERT. (2022) Indian Society, Text Book class 12. New Delhi: NCERT
Noble, T. (2000). *Social theory and social change* (Chapter 4: Theories of revolutionary change: Marx and contradiction, pp. 71-100). London: Macmillan Press.
Pathak, A. (2006 Reprinted in 2018) *Modernity Globalization and Identity Towards a Reflexive Quest*. New Delhi: Aakar Books (Feasibility of Another Modernity, pp 11-66).
S. Dube (2005) *Indian Society*. New Delhi: National Book Trust.

Module 3: Education, Culture and Socialization

This module focuses on understanding the relationship between education and culture, role of education as agency for socialization. The modules discusses in detail manner various factors and policies that influence culture and educational process with a particular focus on social welfare, social reform movement, constitutional laws and acts for provision of education and achieving social equity. The pedagogical issues concerning different social groups will also be discussed. It will also familiarise students with role of new technology of communication in the field of education.

A. Relationship between Education and Culture.

B. Education as a process of Socialization.

C. Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child labour Act, Educational Policies and Acts, Adult Literacy, New Technology of communication

D. Constitutional Provisions and Education with special reference to Social Equality and Equity.

E. Pedagogical issues

Essential Readings

Balagopalan, S. (2003). 'Neither suited for the home nor for the fields': Inclusion, formal schooling and the Adivasi child. *IDS Bulletin*, 34(1): 55-62.

Berkey, J. (2007). Madrasas Medieval and Modern: Politics, Education, and the Problem of Muslim Identity. In R. W. Hefner & M. Q. Zaman (Eds.), *Schooling Islam: The Culture and Politics of Modern Muslim Education* (pp. 40–60). Princeton University Press.

Chanana, K (1988) *Socialisation, Education and Women* (Introduction, Chapter 1), New Delhi: Orient Longman .
Kumar, R. (2006) Introduction: Equality, quality and quantity- mapping the challenge before Elementary Education in India. In Ravi Kumar (Ed.) *The Crisis of Elementary Education in India*. New Delhi: Sage Publications.
Majumdar, M. and Mooij, J. (2011) *Education and Inequality in India A classroom View*. Oxon: Routledge. (pp. 105-130 Chapter 6 Pedagogy at grassroots: about teaching practices and assessments).

Pawade, K. (2013) The Story of my Sanskrit. In Susie Tharu and K Satyanarayana (Eds.) *An Introduction to Dalit Writing*. New Delhi: Navayana Publishing Private Ltd. (pp. 71-83)
Velaskar, P. (2012) Reproduction, contestation and struggle for a just education in India. In Sujata Patel and Tina Uys (Eds.) *Legacies, Identities and Dilemmas Understanding Contemporary India and South Africa*. New Delhi: Routledge (pp.181-199).

Suggested Readings

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58, 280–298
Gorringe, H. (2014) Legislating for Liberation? Dalit electoral politics and social change in Tamil Nadu. In Clarinda Still (Ed.) *Dalits in Neo-liberal India Mobility or marginalisation*. New Delhi Routledge, pp 133-161.
Jeffery, P., Jeffery, R., Jeffery, C. (2007). From Sir Syed to Sachar: Muslims and Education in Rural Bijnor, *Indian Journal of Secularism*, Vol.11 (2), 1-35.

Nambissan, G. (2010) Exclusion and discrimination in schools: Experiences of Dalit children. In Sukhadeo Thorat and Katherine Newman (Eds.) *Blocked by Caste: Economic Discrimination in Modern India*, New Delhi: Oxford University Press, pp 253-286.

Nawani, D. (2012) Girls' education: A sociological perspective. *Contemporary Education Dialogue*, 9 (2), 293-298.
Somekh, B. and Lewin, C. (2009) Transforming student `s' learning: How digital technologies could be used to change the social practices of schools in Rune Krumsvik (Ed.) *Leaning in the Network Society and the Digitized Schoo*l, New York: Nova Science Publishers, pp.1-20.

Talib, M. (2003). Modes of learning-labour relations: Educational strategies and child labour. In Naila Kabeer, Geetha B. Nambissan, and Ramya Subrahmanian (Eds.) *Child labour and the right to education in South Asia*. New Delhi: Sage.

Module 4: Education and Values

The module four familiarise students with basic conceptual understating of education and values, its relationship and significance. It brings discussions on the constitutional values, human rights and its impact on education. The last part of the module discussion about the importance environment and education.

A. Conceptual Clarity, Relationship and Significance.
B. Constitutional Values, Human Rights and its impact on our Education.
C. Environment and Education.

Essential Readings

Ballantine, J., Hammack, F. and Stuber, J. (2017) *The sociology of education A systematic analysis.* New York and Oxon: Routledge (Chapter 10 The education system and the environment: A symbiotic relationship) pp.379-412.
D'Souza, C., Brahme, M. & Babu, M. (2020) Environment education in Indian schools: The search for a new language. *Journal of Education for Sustainable Development*, 14(2), 174-189. https://doi.org/10.1177/0973408220978845
Khilnani, S. (2002) Nehru's Faith. *Economic and Political Weekly*, 37(48), 4793-4799
Sen Gupta, S. (2020) *The Constitution of India for Children*. New Delhi: Puffin
Jayaram, N. (1990) *Sociology of Education in India*. New Delhi: Rawat Publications Chapter 8 (pp. 143-149).

NCERT. (2012) Education for Values in Schools: A Framework, New Delhi: NCERT.

United Nations (1948) Universal Declaration of Human Rights . https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf

Suggested Readings

Crotty, R. (2010). Values education as an ethical dilemma about sociability. In T. Lovat, R. Toomey, & N. Clement (Eds.), *International research handbook on values education and student wellbeing* (pp. 631–644). Dordrecht: Springer.

Gennerich, C., and Ziebertz, H., (2016) Human Rights and Value Priorities in Hans-Georg Ziebertz and Ernst Hirsch Ballin (Eds.)
Freedom of Religion in 21st Century A Human Rights Perspective on the Relationship between Politics and Religion. Leiden: Brill (pp. 207-238).

Jickling, B. (2001). Environmental thought, the language of sustainability, and Digital Watches. *Environmental Education Research, 7*(2), 167–180. https://doi.org/10.1080/13504620120043171

Haydock, K., & Srivastava, H. (2017). Environmental Philosophies underlying the Teaching of Environmental Education: A case study in India. *Environmental Education Research, 25*(5), 1-28.

Ladson-Billings, G., (1995) Towards a Theory of Culturally Relevant Pedagogy, *American Educational Research Journal*, Vol. 32 (3) pp.465-491.

Sugarman, B. (1970) Social Class, Values and Behaviour in Schools in Maurice Craft (Ed.) *Family, Class and Education A Reader*. London: Longman.

Ozawa-de- Silva, B., and Dodson-Lavelle, B., (2011) An Education of Heart and Mind: Practical and Theoretical Issues in Teaching Cognitive Based Compassion Training to Children, *Practical Matters, 4 pp.1-28.*

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with reading materials. The course will have two assessments:

Midterm test (50%)
End term class test (50%)

8. **Pedagogy:**

d) Instructional strategies:

Classroom based group discussions, presentations based on selections from theoretical readings, and field-based engagement with diverse communities and groups

e) Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

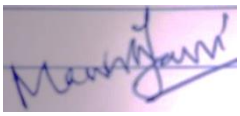
Special lectures by experts may organised

f) Expertise in AUD faculty or outside

iii. Faculty members in the SES have specialised in Sociology of Education, have designed a course on Sociology of Education and Gender and Education for MA Education and MA ECCE and have the necessary expertise to teach the course

iv. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)



Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through Board of Studies to Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP/BABEd Secondary
Course title	**Education Policy Analysis**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Semester 8
Course coordinator and team	Manish Jain (C) & Rajshree Chanchal

1. How does the course link with the vision of AUD?
   As a university AUD is guided by Dr. Ambedkar's vision of bridging equality and social justice with excellence. This course on education policy analysis aims to develop capacities of students to critically examine the purposes of education policy, the processes of its enactment and implementation with reference to constitutional vision, social realities, and contests among different social forces and ideas. It is expected that as a prospective teacher, the students will be able to observe the policy processes with reference to different policy actors, educational institutions and practices and develop insights about how each shape another.

2. How does the course link with the specific programme(s) where it is being offered?
   The proposed course is an essential course in the scheme of courses for the Integrated Teacher Education Programme for different stages. It aims at developing capacities among prospective teachers to be a significant interlocutor of educational policies and reflective practitioner who are cognisant of the significant policy-practice developments. Development of such capacities means that teachers are not viewed as simply delivery agents who implement the policies conceived elsewhere. Rather they are able to understand and examine the antecedents, context, vision and imagination, provisions, and contestations around education policies. They would be able to read them with reference to the specific institutions where they teach and the effects they have.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course is connecting with the other foundation courses to be offered in various semesters in the programme. The course will draw upon the other foundational courses which engage with the philosophical and sociological perspectives on education. Further, it will have intersections with courses like teachers and society, gender and education, and will prepare a background for immersion in and observation of the school and community as a field.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
   None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester long face to face continuous interaction and discussion with the students.

7. **Course Details:**
   a. Summary:

The course introduces students to the idea of education policies, their formation and history in India. It introduces frames for analysis of educational policies and programmes and their implementation.

   b. Objectives:
      - Develop an understanding of education policies, their formation and implementation
      - Understand the influence of various actors in the shaping of an education policy
      - Introduce them to various perspectives in analysis of education policies and develop their own framework

   c. Expected learning outcomes:

After completion of the course, student teachers will be able to:
      - Explain the meaning of education policies and policy implementation
      - Examine the education policies with reference to constitutional aims, philosophical and sociological perspectives
      - Conceptualise and examine the role of various actors in the enactment and implementation of education policies and programmes
      - Demonstrate the ability to notice influence of education policies on school practices
      - Evaluate the implementation of an education policy or programme in school context
      - Demonstrate how teacher's work and agency interfaces with the education policy

   d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in three modules as suggested in the ITEP Curriculum document. But instead of beginning with an abstract idea of education policy, we begin with a historical survey of education policies in India and studies them with focus on certain key issues and programmes. We will begin by reading the text of education policy and later go to larger issues of global education policy.

The second module introduces the idea of education policy and of various actors who participate in and influence its formation. The constitutional provisions that are

expected to guide education policies and various perspectives to analyse policies are also discussed in this module.

The third module is centred on policy implementation with attention to mechanism and a case study of implementation.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Unit 1: Educational Policies in India [10 hours]

This module aims to introduce and examine the key education policies of independent India with focus on certain key themes to develop an understanding of these issues and evaluate the continuity and shifts across policy texts and periods. This module would also examine certain key programmatic initiatives in different policies.

c) Analysing different education policies in India (1968, 1986, RTE, 2020) with reference to:
- Context
- Quality, quantity (access), equality and inclusion (social and cultural)
- Continuities and change
- Teachers, learning and learner

d) Study of any initiative under education policies
- Sarva Shiksha Abhiyan
- Foundational Literacy and Numeracy/NIPUN BHARAT

Essential Policy texts:
- National Education Policy 1968, 1986 and 2020
- National Curriculum Framework for School Education

Essential Readings

- Bhatty, K. (2014). Review of elementary education policy in India: Has it upheld the constitutional objective of equality? *Economic and Political Weekly*, 49 (43-44), 100-107.
- Gulati, N., Jain, M., & Chauhan, C. (2021). Sarva Shiksha Abhiyan: A policy overview. In S. Puri (Ed.), *Children in India: Opportunities and challenges* (pp. 81-114). Nova Science Publishers. https://doi.org/10.52305/RGWU1645
- Gulati, N. & **Jain, M.** (2022). The idea of school teacher in the National Education Policy 2020. *Journal of Indian Education*, 48(3), 7-20.
- Kumar, K. (1987). The Year of New Education. *Economic and Political Weekly*, 22(35), 1481–1482.
- Mehendale, A. & Mukhopadhyay, R (2020). School system and education policy in India: Charting the contours. In P. M. Sarangapani & R. Pappu (Eds.), *Handbook of education systems in South Asia* (pp. 509-543). Springer Singapore.
- Kumar, N. (2012). India's trials with citizenship, modernisation and nationhood. In Laurence Brockliss, Nicola Sheldon (Eds.) *Mass education and the limits of state*

building, c.1870–1930 (pp. 283-304). Hampshire and New York: Palgrave Macmillan.
- Naik, J. P. (1979). Equality, Quality and Quantity: The Elusive Triangle in Indian Education. *International Review of Education*, *25*(2/3), 167–185.
- Ramachandran, R. (2018). Persisting gap between policies and practice. *Learning Curve*, 1, 3-7, https://cdn.azimpremjiuniversity.edu.in/media/publications/downloads/Learning-Curve-Issue-1-Aug-2018.pdf
- Sharma, G. & Singh, S. (2023). Locating children's right to education in India's National Education Policy 2020. *Journal for Critical Education Policy Studies*, 21(2), 197-234.

Additional Readings

- Batra, P. (2020). Is the National Education Policy 2020 designed to deliver equitable quality public education? *Scroll*. https://scroll.in/article/970548/is-the-national-education-policy-2020-designed-to-deliver-equitable-quality-public-education
- Bhatty, K. (2022). The education system in India: promises to keep, *The Round Table*, 111:3, 365-380, DOI: 10.1080/00358533.2022.2082690
- Chudgar, A., Chandra, M., Iyengar, R. and Shanker, R. (2015). School resources and student achievement: data from rural India. *Prospects*, 45 (4), 515-531.
- Hridaykant Dewan, H. (2018). Evolution of education policy in India and its impact on government initiatives. *Learning Curve*, 1, 8-14.
    - https://cdn.azimpremjiuniversity.edu.in/media/publications/downloads/Learning-Curve-Issue-1-Aug-2018.pdf
- Govinda, R. (2012). Shiksha ka adhikaar kanoon aur shikshak. *Shiksha Vimarsh*, 67-78.
- Govinda, R. and Mathew, A. (2018). *Universalisation of Elementary Education in India – Story of Missed Targets and Unkept Promises*. New Delhi: Council for Social Development, Working Paper.
- Kumar, K. (1996). Agricultural modernisation and education: Contours of a point of departure. *Economic and Political Weekly*, *31*(35/37), 2367–2373.
- Kumar, K. (1998). Education and society in post-independence India: Looking towards the future. *Economic and Political Weekly*, *33*(23), 1391–1396.
- Kumar, K. (1998). Azaadi ke pachaas saal – dishaheen shiksha. *Shiksha Vimarsh*, 5-7.
- Mehendale, A. & Mukhopadhyay, R (Eds.). (2018). *The Right to Education movements and policies: Promises and realities*. NORRAG Special Issue 01.
    - https://resources.norrag.org/resource/124/the-right-to-education-movements-and-policies-promises-and-realities
- Namala, A., Mehendale, A. and Mukhopadhyay, R. (2015). Right to education and inclusion in private unaided schools: an exploratory study in Bengaluru and Delhi. *Economic and Political Weekly*, 50 (7), 43-51.
- Rawat, B. S. (2015). Rashtriya shiksha neeti-1986 main nihit antarvirodh aur samajik bahishkaran: Ek vishleshan. *Anveshika Adhyapak Shiksha kee patrika*, 10(2), 15-22.
- Sadgopal, A. (2010). Right to education vs. right to education act. *Social Scientist*, 38(9-12), 17-50.
- Sarangapani, P. and Chandran, M. (2020). Whither the teaching profession? Inspecting some silences in the NEP 2020. *The Bastion*.

https://thebastion.co.in/politics-and/whither-the-teaching-profession-inspecting-some-silences-in-the-nep-2020/

- Sharma, G., Mittal, R. & Zayan (2023). Teacher education in India's national education policy 2020: Knowledge traditions, global discourses and national regulations. *Contemporary Education Dialogue*, 20(2), 256-282.
    - https://doi.org/10.1177/09731849231168728

Unit 2: Educational Policy and its signification? [8 hours]

The focus of this unit will be on understanding the idea of education policy, policy cycle and the different approaches to its analysis. It would also discuss the actors who participate in or influence the policy framing with attention to the constitutional provisions as a frame to examine the aims and context of education policies.

a) What is a policy? Why do we need to study it?

- Meaning and significance of educational policy
- Purpose and dimensions

b) Who makes education policy? How is it made?

- Constitutional provisions in India
- Actors, institutions, spaces – role of different organisations/groups (National and International influences): Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public.
- Policy cycle

c) How to analyse education policy?

- Philosophical perspectives – goals of education, conceptions of knowledge, learner and teacher, learning and teaching, etc.
- Sociological perspectives – inequality, access, power, justice, networks

Essential Readings

- Ozga, J. (2019): Problematising policy: the development of (critical) policy sociology, *Critical Studies in Education*, DOI: 10.1080/17508487.2019.1697718
- Bell, L. and Stevenson, H. (2006). What is Education Policy? In *Education Policy: Process, Themes and Impact* (pp. 7-24). New York: Routledge.
- Sadgopal, A. (2001). Vaishvikaran se badalte Bhartiya shiksha niti ke sarokaar. *Shiksha Vimarsh*, January, 27-33.
- Verger. A., Novelli, M., and Altinyelken, H.K. (2018). Global Education Policy and International Development: A Revisited Introduction. In Verger, A., Novelli, M. and Altinyelken, H.K. (eds). *Global Education Policy and International Development: New Agendas, Issues and Policies* (2nd edition). London: Bloomsbury, pp. 1-34.

Additional Readings

- Azim Premji Foundation (n.d.). Teacher absenteeism study. Bengaluru: Research Group, Azim Premji Foundation. https://publications.azimpremjiuniversity.edu.in/4791/1/Field-Studies-in-Education-Teacher-Absenteeism-Study.pdf
- Heyneman, S.P. (2003). The history and problems in the making of education policy at the World Bank 1960–2000. *International Journal of Educational Development*, 23, 315–337.

- Sadgopal, A. (1998). Hamari shiksha niti aur hamare school, *Shiksha Vimarsh*, 5-19.
- Stone, D. (2012). Policy paradox: The art of political decision making (Introduction), 3rd Edition. New York: Norton
- Thrupp, M. (2002). Education Policy and Social Change. *British Journal of Sociology of Education*, *23*(2), 321–332.
- Pesambili, J. C., Sayed, Y. & Stambach, A. (2022). The World Bank's construction of teachers and their work: A critical analysis. *International Journal of Educational Development*, 92 (4), 102609, https://doi.org/10.1016/j.ijedudev.2022.102609

Unit 3: Implementation of an Educational Policy

This unit discusses the idea of education policy implementation, what does it mean, what are the various strategies to implement it and how one may evaluate policy programmes on the ground. This last unit will aim to tie up the course by not looking at education policy implementation as the last and isolated step. Instead, it will also discuss how the policy gets reinterpreted by the functionaries on the ground, the exercise and experiences of meaning making, bottlenecks (e.g. resources, capabilities and expertise), institutional mechanisms, responses and effects affect the policy implementation and may feed into the policy cycle.

a) Meaning, need and significance of policy implementation
b) Mechanism and strategies of Policy implementation
c) Case-study of implementation of any programme from NEP 2020 or any earlier policies

Essential Readings

- Anand, K. & Lall, M. (2022). *Delhi's education revolution: Teachers, agency and inclusion* (pp. 107-138). London: UCL Press.
- Dyer, C. (1999). Researching the Implementation of Educational Policy: A Backward Mapping Approach. *Comparative Education*, 35 (1), 45-61.
- Lok Shikshak Manch (2024). *शिक्षण की कार्य-परिस्थितियों पर शिक्षकों के सर्वे की प्रारंभिक रपट.* https://lokshikshakmanch.blogspot.com/2024/04/
- Ramachandran, V., Jandhyala, K. and Govinda, R. (2012). Cartographies of Empowerment: An Introduction. In Vimala Ramachandran, and Kameshwari Jandhyala (Eds.) *Cartographies of empowerment: The story of Mahila Samakhya* (pp. 1-36). New Delhi: Zubaan.
- Samson, M., Noronha, C., and De, A. (2007). Towards more benefits from Delhi's midday meal scheme. In R.V. Baru (Ed.), *School health services in India – The social and economic contexts* (pp. 106-141). New Delhi: Sage.
- Sadgopal, A. (2000). Shiksha Niti ka Sankat. In Anil Sadgopal, *Shiksha me badlav ka sawaal - Samaajik anubhavo se niti tak* (pp. 175-189). New Delhi: Granthshilpi Private Ltd.

Additional Readings

- Lok Shikshak Manch (2023). *दिल्ली के सरकारी स्कूलों में पढ़ने वाले विद्यार्थियों के वज़ीफ़े कैसे छीने जा रहे हैं.* https://lokshikshakmanch.blogspot.com/2023/02/
- Lok Shikshak Manch (2024). *Notes on Foundational Literacy and Numeracy (FLN)*. https://lokshikshakmanch.blogspot.com/2024/05/notes-on-foundational-literacy-and.html

(ii) Assessment Plan (weight, mode, scheduling) for the course:

The assessment would be carried out in continuous assessment mode to encourage and evaluate student's participation in the class, course readings and discussion. For this purpose, following assessments are proposed:

d) Project work and class presentations: Analysis of education policy with focus on a particular theme (40%).
e) Examining implementation of NEP 2020 through observations and interviews at any site such as school, or anybody involved in implementation. Students may undertake this during school experience (20%).
f) End-term assessment based on course readings (40%).

8. **Pedagogy:**

a. Instructional strategies:

The course would be taught through a mix of class lectures, group discussions, theoretical readings and case studies, and carrying out projects focused on policy analysis and policy implementation. Various worksheets will be developed for analysis of policy documents to develop capacities to read and interpret policies.

School teachers, SES faculty, NGOs and people involve in policy formation and implementation may be invited to address the issues. There may be a panel discussion around a policy, policy theme or implementation.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

School teachers, SES faculty, NGOs, experts, members of teacher unions and international organisations like UNICEF and UNESCO who are engaged in policy formation, analysis and implementation may be invited for special lectures or panel discussion.

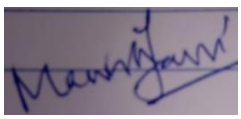
c. Expertise in AUD faculty or outside

Faculty members in SES have designed, taught and published in the areas of education policy.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

An effort will be made to reach out to state bodies/institutions, philanthropic organisations and non-state actors, engaged in policy formation, regulation and implementation.

Signature of Course Coordinator(s)



Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

STAGE SPECIFIC CONTENT CUM PEDAGOGY COURSES

Content Cum Pedagogy Courses at Secondary Stage

NEP 2020 envisages that teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. Aligning with this, the four-year Integrated Teacher Education Programme (ITEP) envisions the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education and seeks to ensure that the prospective teachers are given the highest quality education in content, pedagogy, values, and practice.

Pedagogy of a school subject can be referred to as a teacher's understanding of how the students learn. Pedagogy demands a variety of quality classroom interactions between the teacher and students which motivates students to learn. The use of appropriate pedagogy manifests in visible student enthusiasm and a desire to engage constructively in the learning process. The involvement of students is the key aspect of teaching learning process and the pedagogical decisions and responses made by the teachers have a significant effect on the student's participation. Consequently, the selection of teachers' learning experiences and implementation will have a significant influence both on student academic performance and motivation. At the Secondary level, the challenge for the teacher intensifies due to the nature of adolescence to understand and employ pedagogies that effectively support all three important dimensions of student's behaviour i.e., emotional, cognitive and conative as NEP 2020 lays emphasis on the holistic development of students.

The secondary stage of school education occupies a crucial position in the entire system of education because it is the terminal stage of school education. The secondary stage of teacher preparation involves four years of multidisciplinary study but with greater depth, greater critical thinking, and greater attention to life aspirations (Curriculum Framework, ITEP, 2023). It covers Grades 9–12 covering ages from 14–18. It emphasizes a pedagogy that is based on a combination of peer-facilitated, expert-led and self-learning processes with an emphasis on promoting conceptual understanding, collaboration, and creativity both in teacher education classrooms and school classrooms. Teachers' pedagogical expertise and subject matter expertise both are critical to successful teaching and student understanding. Students develop greater disciplinary knowledge and approaches in the secondary stage. By locating the theoretical concepts within the overall conceptual framework of the disciplines, explaining them using the most recent, accepted theories of the discipline, and connecting these concepts to theoretical concepts in other disciplines, would help them understand the deeper meanings.

The Pedagogy courses at the secondary stage extend from semester III to VI covering 16 credits. There are four contents cum pedagogical courses across all subject-specific pedagogies. The first course, offered in the III semester is an introductory course entitled, Basics of Pedagogy, which is 4 credits course common to all subject disciplines such as Languages, Commerce, Sciences, Social Sciences, Home Science, Computer Science, Physical Education, Arts Education, Vocational Education and Agriculture. In Semesters IV, V and VI, subject-specific pedagogy courses are being offered, each with 2 credits. The student teachers of this stage have to choose two contents cum pedagogical courses in

semesters IV, V and VI. The subject-specific pedagogical courses are designed to effectively integrate theory and practice for attaining higher goals of preparing quality teachers as enshrined in NEP 2020. In addition to being well-versed in the most recent developments in pedagogy and education, a student who completes these courses will have a solid foundation in Indian values, languages, knowledge, ethos, and culture. The requirement for 21st century skills has been addressed by these courses. These courses will be a pre-requisite of the internship of a student teacher and direct linkage to subject-specific school practices.
The following pedagogy courses are designed to realize the curricular objectives of the Secondary Stage

The following pedagogy courses are designed to realize the curricular objectives of the Secondary Stage:

S.No.	Discipline of the school curricular area	Courses	Semester	Credits
1.	General Pedagogy - For all curricular areas	Basics of Pedagogy at Secondary Stage - ***This course shall be offered as common compulsory course across all the pedagogy courses.***	3	4
2.	Languages L1: Any one Language from Schedule 8 L2: Any one Language other than L1	Content cum Pedagogy of Language 1 at Secondary Stage – Course (I) Content cum Pedagogy of Language 2 at Secondary Stage- Course (I)	4	2 2
		Content cum Pedagogy of Language 1 at Secondary Stage- Course (II) Content cum Pedagogy of Language 2 at Secondary Stage- Course (II)	5	2 2
		Content cum Pedagogy of Language 1 at Secondary Stage- Course (III) Content cum Pedagogy of Language 2 at Secondary Stage- Course (III)	6	2 2
3.	Mathematics	Content cum Pedagogy of Mathematics at Secondary Stage – Course (I)	4	2
		Content cum Pedagogy of Mathematics at Secondary Stage – Course (II)	5	2
		Content cum Pedagogy of Mathematics at Secondary Stage - Course (III)	6	2
4.	Sciences (Physical Sciences)	Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (III)	6	2
5.	Sciences (Biological Sciences)	Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (II)	5	2

		Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (III)	6	2
6.	Social Sciences (Economics, Geography, History and Political Science)	Content cum Pedagogy of Social Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Social Sciences at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Social Sciences at Secondary Stage - Course (III)	6	2
7.	Commerce, Accountancy & Business Studies	Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage- Course (I)	4	2
		Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage - Course (III)	6	2
8.	Computer Science	Content cum Pedagogy of Computer Science at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Computer Science at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Computer Science at Secondary Stage - Course (III)	6	2
9.	Arts (Visual &Performance)	Content cum Pedagogy of Arts at Secondary Stage: - Course (I)	4	2
		Content cum Pedagogy of Arts at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Arts at Secondary Stage - Course (III)	6	2
10.	Vocational Education	Content cum Pedagogy of Vocational Education at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Vocational Education at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Vocational Education at Secondary Stage - Course (III)	6	2
11.	Physical Education & Yoga	Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (I)	4	2

		Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (III)	6	2
12.	Agriculture	Content cum Pedagogy of Agriculture at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Agriculture at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Agriculture at Secondary Stage - Course (III)	6	2
13.	Home Science	Content cum Pedagogy of Home Science at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Home Science at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Home Science at Secondary Stage - Course (III)	6	2

*Note: Pedagogy courses are developed as per curricular areas. HEIs may further develop as per their subject specific needs based on the syllabi.

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd **Secondary Stage** (with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**Basics of Pedagogy at Secondary Stage**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core/Ability Enhancement
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (Semester 3)
Proposed date of launch	Monsoon
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?

This course is the first course that introduces students to pedagogical practice. It will introduce students to the complexities that a teacher navigates in the classroom and outside. An understanding of the context in a wholistic manner will enable students to excel in the classroom and create a facilitative environment for all students.

2. How does the course link with the specific programme(s) where it is being offered? This is a pedagogy course scheduled for semester 3. This is the first course in a series of pedagogy courses that will enable students to understand pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course connects with the core education courses offered in the programme for example, 'Child development and educational psychology', assessment, curriculum and so on.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size (as proposed by NCTE)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long

7. Course Details:

a. Summary:

This course deals with a diverse range of topics of basics of pedagogy at secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously

evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support the basics of pedagogy with respect to the aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

b. Objectives:

- To become familiar with the characteristics and development of the learners of secondary stages
- To identify ways to develop developmentally and culturally relevant pedagogies
- To develop lessons that address the needs of diverse learners in the classroom
- To focus on professional development and self-growth as a lifelong learner.

c. Learning Outcomes

On completion of this course, student teachers will be able to:

- build comprehensive understanding of secondary stage learners,
- assess the physical, mental, social, and emotional growth of secondary stage learners,
- develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner,
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies,
- create enriching and inclusive learning environments to foster values-based education,
- develop a deeper understanding of various pedagogical approaches and their impact on learners,
- determine the knowledge to make informed decisions about instructional practices,
- explain the crucial role of pedagogy in facilitating effective learning experiences for students,
- outline knowledge and skills necessary for continuous professional development

d. Overall structure (course organization; rationale of organization; brief module outlines)**:**

The course is organised in four units/modules based on the course outline prescribed by the NCTE. The four modules are as follows:

Module 1: Understanding the learner
Module 2: Pedagogical approaches
Module 3: Strategies of teaching-learning
Module 4: Continuous professional development of a teacher

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Understanding the Secondary State Learner

Learners at different stages undergo significant physical, mental, social, and emotional growth. They are developing various cognitive skills, including memory, problem-solving,

reasoning, and language. Their thought processes become more complex as they learn to analyse information and create connections across concepts and contexts. The process of exploration of identities and development of self may lead to experience and exploration of a wide range of emotions. An understanding of these aspects of learners and their backgrounds is essential for educators to create a supportive and enriching learning environment that fosters academic achievement, social development, and emotional well-being. It will also enable educators to promote critical thinking, creativity, collaboration, communication, and problem-solving skills among learners.

A. Understanding the Learners and Learner background:
   i. The physical, mental, social, and emotional growth of learners.
   ii. Thought processes and cognitive skills of learners.
   iii. Psychological and social orientations of learners.
   iv. Characteristics, conflicts, and challenges of preparatory stage learners.
   v. Emotions, thoughts, and mindsets of preparatory stage learners.
   vi. Social and academic lives of preparatory stage learners.
   vii. Observing unique capabilities of learners.

B. Promoting Guiding Values:
   i. Learners' well-being and holistic development.
   ii. Helping learners develop constitutional values.

C. Promoting 21st Century Skills
   i. Promoting Critical thinking, Creativity, Collaboration, Communication, and Problem-solving skills among learners.

Essential readings:

Bibby, T. (2009). How do children understand themselves as learners? Towards a learner-centred understanding of pedagogy. *Pedagogy, Culture & Society*, *17*(1), 41-55.

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26

Ramchand, Mythili (2020) *Psychology of learning for teachers: preparing for classroom inquiry.* Language and Language Teaching, 9 (1). pp. 64-69. ISSN 2277-307X

Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind, culture, and activity*, *1*(4), 209-229.

Suggested readings/resources:

Driscoll, M. P., & Burner, K. J. (2005). Psychology of learning for instruction. Chapter 10, Gagne's theory of instruction, pp. 341-372

Hokayem, H., & Gotwals, A. W. (2016). Early elementary students' understanding of complex ecosystems: A learning progression approach. *Journal of Research in Science Teaching*, *53*(10), 1524-1545.

Kristidhika, D. C., Cendana, W., Felix-Otuorimuo, I., & Müller, C. (2020). Contextual teaching and learning to improve conceptual understanding of primary students. *Teacher in Educational Research*, *2*(2), 71-78.

Lunn Brownlee, J., Curtis, E., Spooner-Lane, R., & Feucht, F. (2017). Understanding children's epistemic beliefs in elementary education. *Education 3-13*, *45*(2), 191-208.

Smith, M., & Firth, J. (2018). *Psychology in the Classroom: A Teacher's Guide to what Works*. Routledge.

Module 2: Pedagogical Approaches

This module will focus on diverse kinds of pedagogical approaches. Pedagogical interactions shape the classroom environment, learning process and also influence how students engage with content, interact with others, and make sense of the world around them. Responsive pedagogy enables learners to become lifelong, self-directed learners who can engage critically in the learning process.

A. Pedagogical approaches: the constructivist approach; the collaborative approach; the reflective approach; the integrative approach; the inquiry-based approach; other contemporary approaches
B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy.
C. Role of pedagogy in effective learning: how does pedagogy impact the learner?

Essential readings:

Banerjee, Joyeeta (2020) The idea of pedagogy of connect: a strategy. *Learning Curve (7).* pp. 49-51. ISSN 2582-1644

Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. ASCD.

Jackson, F. R. (1993). Seven strategies to support a culturally responsive pedagogy. *Journal of Reading*, *37*(4), 298-303.

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26

Samacá Bohórquez, Y. (2012). On Rethinking Our Classrooms: A Critical Pedagogy View. *How*, *19*(1), 194-208.

Suggested readings/other resources:

Barnes, T. N., & McCallops, K. (2019). Perceptions of culturally responsive pedagogy in teaching SEL. *Journal for Multicultural Education*, *13*(1), 70-81.

Hazel, C. E., & Allen, W. B. (2013). Creating inclusive communities through pedagogy at three elementary schools. *School Effectiveness and School Improvement*, *24*(3), 336-356.

Module 3: Strategies of Teaching-Learning

Interactive teaching-learning strategies include a range of approaches that promote student engagement, understanding, and holistic development, while also aligning with the broader aims and values of education. Pedagogy plays a critical role in connecting educational aims and values by shaping the learning experiences of students, fostering their cognitive, social, and emotional development. The aims and values of education are inextricably connected with the development of curriculum goals and objectives, which in turn inform pedagogical practices and instructional strategies.

A. Understanding Teaching-learning Strategies:
    i. Concept, characteristics, and functions of teaching.
    ii. Making abstract concepts enjoyable by relating them to real-life situations.

iii. Multidisciplinary learning through the integration of different disciplines.
iv. Learner participation and engagement in learning.
v. Building concepts through art-integrated activities (such as storytelling, theatre, puppetry) toys, games, community engagement, etc.
vi. Promoting health and social sensitivities.
vii. Developing respect toward cultural heritage.
viii. Making classrooms inclusive and joyful learning spaces.

B. Relationship between aims and values of education, curriculum, and pedagogy.

Essential readings:

Burnaford, G., Aprill, A., & Weiss, C. (2013). Arts Integration What Is It and Why Do It?. *Renaissance in the Classroom*, 1-21.

Dewey, J. (2024). *Democracy and education*. Columbia University Press. Retrieved from: https://www.degruyter.com/document/doi/10.7312/dewe21010-003/pdf

Gardner, Howard. "Multiple approaches to understanding." In *Contemporary theories of learning*, pp. 114-123. Routledge, 2009.

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26

Rogoff, B. (2014). Learning by observing and pitching in to family and community endeavors: An orientation. *Human development*, *57*(2-3), 69-81.

Suggested readings/other resources:

Kistner, S., Rakoczy, K., Otto, B., Klieme, E., & Büttner, G. (2015). Teaching learning strategies. The role of instructional context and teacher beliefs. *Journal for Educational Research Online*, *7*(1), 176-197.

Module 4: Continuous Professional Development of Teacher

Continuous professional development (CPD) is essential for the self-growth of teachers' knowledge, skills, and practices throughout their careers. It enables teachers to be effective and responsive to the evolving needs of learners and connect and respond to the educational landscape in a critical and engaged manner. In classrooms with young learners, it is especially important to focus on promoting gender equality, addressing bias and discrimination, and creating inclusive learning environments.

A. Meaning and need, professional and ethical competencies of a teacher, need for updating content and pedagogical competencies for teaching learning of language, in-service courses available for language teachers for professional competencies.
B. Professional development activities for teachers: seminars, conferences, orientation programmes, workshops, online and offline courses, teacher exchange programmes, competitions, publications, development of teaching portfolio, capacity building programmes.
C. Developing professional competencies in dealing with gender issues, equity and inclusion, ethical issues, classroom issues in relation to emotional, mental, physical issues related to pandemic (for example COVID-19).

Essential readings:

Murray, A. (2010). Empowering teachers through professional development. In *English teaching forum* (Vol. 48, No. 1, pp. 2-11). Retrieved from: https://files.eric.ed.gov/fulltext/EJ914883.pdf

National Council for Educational Research and Training. (2022). Guidelines for 50 Hours of Continuous Professional Development for Teachers. Retrieved from: https://ncert.nic.in/pdf/Guidelines50HoursCpd.pdf

National Council for Teacher Education. (2023). National Professional Standards for Teachers (NPST). https://ncte.gov.in/website/IntroductionNPST.aspx

National Council for Teacher Education. (2021). National Mentoring Mission: The Bluebook. https://ncte.gov.in/website/nmm/nmmindex.aspx

Paulraj, Keerthana (2022) Teacher and Learner Wellbeing: Two Sides of the Same Coin. *Learning Curve (14)*. pp. 53-56. ISSN 2582-1644

Saleem, Jwairia (2023) Rethinking teacher wellbeing: Beyond stress and burnout. *Learning Curve (15)*. pp. 6-11. ISSN 2582-1644

Srinivasan, Rajashree (2020) Preparing educators for inclusive classrooms. *Learning Curve (6)*. pp. 52-54. ISSN 2582-1644

Suggested readings/other resources:

Alarcon, J. D. (2016). Enacting critical pedagogy in an elementary methods course: A move toward re-imagining teacher education. *The International Journal of Critical Pedagogy*, *7*(2).

Hayes, D. (Ed.). (2014). *Innovations in the continuing professional development of English language teachers*. London: British Council.

Le Cornu, R., & Peters, J. (2005). Towards constructivist classrooms: the role of the reflective teacher. *The Journal of Educational Enquiry*, *6*(1).

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Case Study of a Student 20%
Teaching Learning Material 30%
Final 50%

8. **Pedagogy:**

a. Instructional strategies:

The course will be transacted through activity-based, discovery-based, role-playing, dramatization, small group work, pair work, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Access to a computer lab with 50 seats.

c. Expertise in AUD faculty or outside:

Guest faculty or faculty from other Schools would be invited. SES does not have ICT specialisation currently. A well-resourced computer lab with individual desktops/laptops and relevant software will be necessary for the course.

d. Linkages with external agencies (e.g., with field-based organisations, hospital; any others)

No

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd: Secondary
Course title	**Content cum Pedagogy of English (I)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 4)
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?
   This course is the first course in the series of 'content cum pedagogy of English' that introduces students to the basic concepts and strategies of English pedagogy. A deeper understanding of the content in a wholistic manner will enable students to excel in the classroom and create independent readers who are able to think critically.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fourth semester of the programme, right after students have taken a required course on pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. Course Details:

Summary:

Interventions from quality teachers are vital in view of the objectives of NEP 2020. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Research clearly shows that children

pick up language very quickly. It is also a well-known fact that students learn and grasp abstract concepts more quickly through their mother tongue or local language. Therefore, for teaching learning any language, maximum exposure of the language needs to be given. This course comprises of three units emphasizing the knowledge of developing the teaching skills of language for the student-teacher. The course also focuses on the understanding of nature, scope, importance, and functions of a language. It also deals with the historical/policy perspectives along with the approaches, methods of teaching the language for development of language skills among the children.

c. Objectives:

- To understand the nature, scope, meaning and functions of language and language teaching
- To demonstrate an understanding of the theoretical historical/policy perspectives and the present scenario of the language,
- To learn about the methods, approaches and materials used for teaching language.
- To demonstrate an understanding of the different roles of language in communications,
- To identify different children and their learning needs for the language learning

Expected learning outcomes:

After completion of this course, student teachers will be able to:

- outline the aims and objectives of teaching Language at the secondary level,
- identify and relate values of the Language with other disciplines,
- summarize the historical perspective of the Language,
- discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- appraise the Language diversity of the surroundings.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised across four modules
Module 1: Nature and scope of language
Module 2: Language, education, inclusion and society
Module 3a: Approaches to pedagogy of language
Module 3b: Writing pedagogy in the classroom

Course contents detailed in
(b) (i) Module-wise Format with following details for each module:

Module 1: Nature and Scope of Language (2 Weeks)

The nature of language is a multifaceted and complex phenomenon that is central to human communication, cognition, and culture. It is primarily a symbolic system that enables humans to communicate meaning through a system of arbitrary signs, such as words, sounds, and gestures. These symbols represent concepts, objects, actions, and ideas, allowing individuals to convey and understand a wide range of information. This module will introduce students to the systematic structure of English at various levels, including phonology (sounds), morphology (word formation), syntax (sentence structure), semantics (meaning), and pragmatics (language use in context). These structural properties enable speakers to organize and convey information effectively.

- Nature of a language and its varieties.

- Meaning, characteristics, principles, and functions of a language.
- Need for and importance of the teaching a language (language as a medium for exchange
- of ideas, transmission of knowledge from generation to generation - knowledge sharing,
- language as a medium of preservation of culture and values)
- Theories of language development during this stage.
- Language a system of systems; language is a set of skills.
- Right to education act-provisions and implications for language teaching.
- Language acquisition and language learning; first language (L1) and second language
- (L2) and practices for the promotion of multilingualism. challenges in language learning
- due to multilingualism.
- Linguistic system- the organization of sounds; the structure of sentences; the concept of
- universal grammar; nature and structure of meaning; phonetics, syntax, semantics,
- pragmatics, grammar, phonetics, etc

Essential readings:

Banerjee, Ujjwal (2014) The Politics of English Language in India. *Language and Language Teaching, 3* (2). pp. 32-35. ISSN 2277-307X

Khanna, Amrit. L (2017) *Key issues in the teaching of English at the primary level.* Language and Language Teaching, 6 (2). pp. 28-34. ISSN 2277-307X

Krishna Kumar. Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. New Delhi: Sage

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

National Council of Educational Research and Training. (2005). *National Focus Group* on *Teaching of Indian Languages*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)

Suggested readings:

Agnihotri, R. K. (2017). Identity and multilinguality: The case of India. In *Language policy, culture, and identity in Asian contexts* (pp. 185-204). Routledge.

Hauser, M. D., Chomsky, N., & Fitch, W. T. (2002). The faculty of language: what is it, who has it, and how did it evolve?. *Science*, *298*(5598), 1569-1579.

Mehta, Shefali Tripathi (2016) *Holding our tongues.* Retrieved from: https://publications.azimpremjiuniversity.edu.in/4193/

Module 2: **Language, education, inclusion and society (2 Weeks)**

Language is inherently social and cultural, shaped by the interactions, conventions, and norms of linguistic communities. It serves not only as a means of communication but also as a vehicle for expressing identity, cultural values, beliefs, and social relationships. Language diversity reflects the richness and complexity of human societies worldwide. This module will discuss the use of English as intertwined with issues of power, privilege, and social

status. In many contexts, proficiency in English is associated with social and economic opportunities, leading to disparities in access to education, employment, and resources based on linguistic ability. English can also be used as a tool of colonialism or cultural imperialism, influencing social hierarchies and power dynamics. The focus of this module will be on the role of English Language planning efforts that often intersect with broader socio-cultural goals related to identity, inclusion, and linguistic diversity.

- Language policy in school education.
- Language and identity; language and power; language
- and gender; language: culture and society, home language and school language,
- Linguistic variability; linguistic diversity, its impact on pedagogical
- implication; speech and writing.

Essential readings with page numbers:

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26

Chatterji, Shubhra (2020) *Bridging social distance through curricular interventions.* Learning Curve (7). pp. 84-87. ISSN 2582-1644

Bhattacharya, R. (2017). 'Speaking of food; Apple…ice-cream…posto…pesto…roti…' In A. L. Khanna Rama Kant Agnihotri, Anju Sahgal Gupta (Eds.) *Trends in language teaching*, pp. 82-97

Suggested readings:

Liggett, T. (2014). Deliberative democracy in English-language education: Cultural and linguistic inclusion in the school community. *Democracy and Education*, *22*(2), 4.

Module 3 a: **Approaches to pedagogy of language** (4 weeks)

This module will focus on the pedagogy of the English language. Approaches to English literacy vary depending on cultural, educational, and socio-economic contexts. It will introduce approaches to teaching-learning of literacy, i.e., Phonics, Whole language and comprehensive/ Balanced approaches. It will introduce the skills of oral language, work-recognition, vocabulary fluency, comprehension and so on while focusing on 'modeling' as a key strategy for literacy. The module will pay attention to the social and cultural dimensions of literacy and emphasise the importance of context and cultural relevance in literacy instruction. It will also focus on encouraging students to question and challenge dominant narratives, perspectives, and power structures embedded in texts and to develop their own critical literacy skills.

- Understand various approaches to teaching-learning of literacy—Phonics, Whole
- language and Comprehensive/Balanced approaches.
- Principles of language and literacy: Explicit modeling of reading-writing processes in
- English, linking children's oral language to literacy, connecting reading writing to
- children's critical thinking.
- Elements of language and literacy:
    - development of oral language and vocabulary,

    - engagement with print (print awareness, connection to children's literature),
- sounds, symbols and words (phonemic awareness, phonics, letter knowledge, word recognition),
- comprehension and expression (comprehension, fluency, writing) and assessment of language and literacy skills.
- Reading: Read Aloud, Shared Reading, Guided Reading, Independent Reading
- Writing: Modeled Writing, Shared Writing, Guided Writing, Independent Writing.
- Writing Workshop (writer's voice, pre-writing drafting, editing, revising, sharing, reading aloud),
- Use various opportunities/artefacts to enable children develop language and literacy skills in English, such as, songs, role-plays, stories, story books, riddles, conversations

Essential readings with page numbers:

Amritavalli, R. (2012) *Helping children become readers.* Language and Language Teaching, 1 (1), pp. 1-4. ISSN 2277-307X

Centre for Early Childhood Education and Development, CARE India and USAID. (2016). *Early language and literacy position paper.* New Delhi. Retrieved from: https://www.careindia.org/wp-content/uploads/2017/05/ELL-India-revised-pdf.pdf
Section 5: Essential aspects of early language and literacy development (pp. 27-32)
Section 6: Approaches to language and literacy (pp. 32-38)

Cho, Kyung Sook and Krashen, Stephen (2018) The impact of sustained silent reading and a visit to the library on establishing a reading habit: helpful but not sufficient. *Language and Language Teaching, 7* (2). pp. 1-3. ISSN 2277-307X

Chopra, Vanita (2020) Activities for integrating speaking with reading and writing skills. *Language and Language Teaching, 9*(2). pp. 76-79. ISSN 2277-307X

Garai, S. (2021) Storytelling as a Pedagogical Tool to teach English in a Government Primary School. *Language and Language Teaching, 10* (1). pp. 25-29. ISSN 2277-307X

Kumari, Sawan (2014) Reading in first and second languages. *Language and Language Teaching, 3* (2). pp. 27-31. ISSN 2277-307X

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

P. K., Jayaraj (2020) Whole language approach and multilingual pedagogy in schools. Language and Language Teaching, 9 (1). pp. 77-79. ISSN 2277-307X

Sinha, A.K. (2017) Word games. *Language and Language Teaching, 6* (1). pp. 7-13. ISSN 2277-307X

V, Vaishnavi (2022) Use of worksheets in early grade English teaching. *Learning Curve (12).* pp. 84-88. ISSN 2582-1644

Suggested readings:

Hayes, M., & Burkette, A. P. (Eds.). (2017). *Approaches to teaching the history of the English language: pedagogy in practice.* Oxford University Press, USA.

Samanta, Poulami (2020) *Making learning English easier.* Learning Curve (7). pp. 62-63. ISSN 2582-1644

Module 3b: Writing pedagogy in the classroom (4 weeks)

This module will focus on writing pedagogy. Writing instruction in the classroom should enable children to make connections with oral language, thinking and reading. Copying from the blackboard or textbooks or forms of rote learning do not enable children make sense of writing. It is important to enable children to write independently to take ownership of their writing. Strategies for teaching writing in the early grade include explicitly modeling the writing process by the teacher (use of space, punctuation, writing a story on the board after a trip or after reading a book), encouraging children to write their name, using sensory tools to practice letter writing (e.g., writing letters in sand, air, hand), writing about their experiences in their journals/notebooks, asking children to draw about an experience/object and write about it using invented or conventional spelling. Use 6-Traits of writing for informal assessment in the classroom is helpful.

Essential readings with page numbers:

Gupta, Snehlata (2018) In government schools where is the room to write? *Language and Language Teaching*, 7 (2). pp. 10-14. ISSN 2277-307X

Hagemann, Julie Ann. "Balancing content and form in the writing workshop." *The English Journal* 92, no. 3 (2003): 73-79.

Kunwar, Nidhi (2013) *Writing in Classrooms: Missing Voices and Reflections.* Language and Language Teaching, 2 (1). pp. 25-28. ISSN 2277-307X

Sawhney, Chhaya (2014) Reflective Journal Writing. *Language and Language Teaching, 3* (2). pp. 22-26. ISSN 2277-307X

Writing workshop projects related to the themes from the school textbooks from grade 3-5.

Suggested readings

Rowland, A., Smith, S. J., & Lowrey, K. A. (2022). Pairing Technology with 6 traits of writing instruction. *Journal of Special Education Technology*, *37*(1), 135-142.

Read.Write.Think. 6+1 Trait Writing Model. Retrieved from: https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson398/rubric-essay2.pdf

(ii) Assessment Plan (weight, mode, scheduling) for the course:

4. Lesson Plan: 30%
5. Literacy Strategy: 30%
6. Final: 40%

Group activity and presentation, assignments, classroom presentation, assembly activity, competitions, public speaking, writing test, preparation of lesson plans using different pedagogies, lesson plans for teaching vocabulary/grammar/functions, sessional and terminal examination.

9. **Pedagogy:**

a. Instructional strategies:

Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach.

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

d. Expertise in AUD faculty or outside; AUD faculty

e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd--Secondary
Course title	**Content cum Pedagogy of English (II)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (semester 5)
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?
   This course is the second course in the series of 'content cum pedagogy of English' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy use in an inclusive manner will enable students to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fifth semester of the programme, right after students have taken one required course on pedagogy and one introductory course on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:

   Building on the previous level's knowledge of the philosophy of the Language, the course will introduce students to the core knowledge of pedagogy and planning in Language education at the secondary level. It is designed to make student-teacher aware of the teaching-learning aids and other resources available as well as created for

making Language learning meaningful and joyful. It will also help them to know the effectiveness of such resources and the impact on the children's Language skills. It also focuses on textbook analysis and planning for teaching Language and Literature and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching. The course also focuses on the assessment aspect which will help them to develop activities, strategies for continuous assessment of the language skills as student teachers should be equipped with formal, informal, formative, summative, 360-degree Assessment.

c. Objectives:

- To understand the use of learning resources and teaching aids in transacting a lesson
- To create teaching-learning materials for transacting a lesson
- To develop lesson plans using learning resources
- To identify resources and tools for assessment

d. Expected learning outcomes:
After completion of this course, student teachers will be able to:

- Explain teaching-learning materials related to Language education with reference to NEP 2020,
- Apply different types of teaching-learning aids during classroom teaching,
- make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- Develop lesson plan for effective teaching of Language,
- Summarize the meaning and need of how to learn concepts of Language,
- Identify the role of a teacher in facilitating learning of the Languageidentify and implement tools and techniques used in the process of assessment language learning.

e. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules:

Module 1: Teaching learning aids and resources
Module 2: Textbook use across content area
Module 3: Assessment and evaluation

f. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

Module 1: Teaching Learning Aids and Resources

This module will focus on the use of diverse resources to create dynamic, engaging, and effective English language teaching and learning experiences for students. The resources would depend on learners' needs, interests, proficiency levels, and learning contexts. Visual aids such as flashcards, posters, charts, and infographics can reinforce vocabulary, grammar concepts, and language structures. They can be used to illustrate stories, dialogues, and real-life situations, making language learning more engaging and meaningful. Audio-visual materials such as videos, podcasts, songs, and multimedia presentations provide authentic language input and expose learners to different forms and contexts. Audio recording

facilities, language learning software, and multimedia resources offer opportunities for self-study and language practice outside the classroom. Self-study materials such as grammar books, vocabulary guides, and self-paced courses support independent language learning. The module will also focus on The Language Experience Approach (LEA) to integrate learner's own words and experiences to create meaningful and relevant language practice.

- Types of teaching-learning materials: flash cards, games, images, audio recordings, audio-video presentation, exposure to the speeches of the kids and great speakers, exposure to the television channels, e-resources, language laboratory, pictorial presentation of sounds.
- Use of language laboratory- exposure to different sounds and their practice, recording of children's own language and feedback, virtual presentation of Indian as well as regional stories
- Use of resources for effective language teachers: children's literature, literature, films, etc., age-appropriate language games, storybooks, newspapers, magazines, art and craft work, community radio, MHRD/NCERT initiatives: NROER, e-pathshala.

Essential readings with page numbers:

Bedadur, Nivedita V. (2018). Authentic material and the communicative approach to language teaching. *Learning Curve (31)*, pp. 42-45.

R, Madhumitha. (2023). Linking Curricular Content to Stories | My experiences. *Learning Curve (16)*. ISSN 2582-1644

Sunny, Sharoon (2023). Power of Stories in Language Learning. *Learning Curve(16)*. ISSN 2582-1644

Jhala, Deepika (2023) Music as a Reinforcer in English Language Learning. *Learning Curve (17)*. pp. 53-55. ISSN 2582-1644

Srivastava, Shefali (2017) Facts versus feelings: teaching of literature in Indian classrooms. *Language and Language Teaching, 6* (2). pp. 22-27. ISSN 2277-307X

Early Literacy Initiative: http://eli.tiss.edu/resources-publications/

Suggested readings:

Stahl, S. A., & Miller, P. D. (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research*, *59*(1), 87-116.

Module 2: Textbook Use Across Content Areas

Traditional textbooks and workbooks provide structured lessons covering grammar, vocabulary, reading comprehension, writing, listening, and speaking. They often include exercises, activities, and assessments to reinforce learning. Use of textbooks can provide a balanced mix of theory, practice, and assessment. This module will focus on understanding the textbook and content analysis for language teaching. It will introduce 'reading across content areas', also known as disciplinary literacy, which involves use of reading strategies specific to different subjects such as science, math, history, and literature. The goal is to enable students to comprehend and engage with texts that vary in structure, purpose, and language use across different disciplines. Reading across content areas is essential for developing proficient and versatile readers who can navigate the diverse demands of different subjects.

- Understanding the textbook.
- Content analysis and lesson planning across disciplines.

- Analysis of the skills focused on the subject matter as well as the sound, vocabulary, structure etc.
- Planning strategies, approaches, and methods as per the skills in the subject matter.
- Development of various types of lesson plans for developing language skills.

Essential readings with page numbers:

Khandpur, Saachi (2019) Widening the scope of thinking by widening the scope of textbooks. *Learning Curve (3)*, pp. 50-51.

Shome, Shome and Dwivedi, Archana and Kumar, Monu and Kandpal, Pramod (2019) *Experiences of working with textbooks in the early grades.* Learning Curve (3). pp. 52-55.

T., Rajarajeshwari (2019) Textbooks as tools for building teacher-student relationships - a perspective. *Learning Curve (3)*, pp. 43-44.

Shome, Shome and Dwivedi, Archana and Kumar, Monu and Kandpal, Pramod (2019) Experiences of working with textbooks in the early grades. *Learning Curve (3)*, pp. 52-55.

Textbooks taught in different subject areas in the relevant classes (3 to 5), for example, mathematics, social science, science and so on

Suggested readings:

Mohapatra, Banishree (2024) Organising Time for Integrated Learning. *Learning Curve (18).* pp. 24-27. ISSN 2582-1644

Misra, Parthasarathi (2019) Taking textbooks to schools. *Learning Curve (3)*, pp. 16-18.

Module 3: Assessment and Evaluation

Language assessment is a critical component of language education, designed to evaluate various aspects of language proficiency, including speaking, listening, reading, and writing skills. Effective language assessment helps educators understand learners' progress, identify areas needing improvement, and tailor instruction to meet students' needs. incorporating authentic tasks, providing clear criteria, and offering constructive feedback can significantly enhance the assessment process, leading to improved language instruction and student outcomes.

- Assessment of language learning based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal, and 360-degree assessment, self and peer assessment.
- Assessment of the language skills (LSRW), grammar, communication, expressions (language proficiency) reasoning, presentations, and group activities.
- Test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching-learning.

Essential Readings

Chomal, A. (2020). Learning outcomes and assessment. *Learning Curve (8)*. pp. 17-20. ISSN 2582-1644

Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, *58*(7), 684-686.

Clay, M. M. (2000). *Running records: For classroom teachers*. Portsmouth, NH: Heinemann.

Suggested Readings

Chomal, A. (2023). Effective assessment for reinforcing student learning, *Learning Curve (17)*, pp. 1-92. ISSN 2582-1644

Fulcher, G. (2012). Assessment literacy for the language classroom. *Language assessment quarterly, 9*(2), 113-132.

Johnston, P., & Costello, P. (2005). Principles for literacy assessment. *Reading Research Quarterly, 40*(2), 256-267.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Language experience strategy: 30%
Textbook lesson: 30%
Final: 40%

9. **Pedagogy:**

. Instructional strategies:

Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach.

c. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

d. Expertise in AUD faculty or outside; AUD faculty

e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Secondary
Course title	**Content cum Pedagogy of English (III)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Sunita Singh

1. How does the course link with the vision of AUD?
   This course is the third course in the series of 'content cum pedagogy of English' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy especially related to research and innovation will enable pre-service teachers to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the sixth semester of the programme, right after students have taken one required course on pedagogy and two courses on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:

   This course is designed to develop research aptitude among the student–teachers, especially in teaching –learning of language. It will help them to develop analytical ability to understand the common challenges faced by the children at this stage in learning the language. This course will also help them to understand the scope of

innovations in teaching-learning of a language and adopt various pedagogical practices. The student –teacher will also understand the importance of life learning and strive for the same through participation in seminars, conferences, public speaking, Creative writing competitions, Orientation Programmes, SWAYAM courses, etc.

c. Objectives:

- To develop an understanding of the scope of research and innovation for language pedagogy
- To understand the process of reading and writing among children through observation of independent reading and writing activities
- To integrate ICT in transaction of language pedagogy
- To develop an understanding of the role of a language teacher

d. Expected learning outcomes:

After completion of this course, student teachers will be able to:

- demonstrate an understanding about the need and scope of research in teaching-learning of language,
- plan and conduct action research in teaching-learning of language,
- describe the meaning, need and scopes for innovations in teaching-learning of language,
- develop and use innovative activities in teaching-learning of language,
- integrate ICT in teaching-learning of language,
- develop and understanding about the role of a teacher as a facilitator of learning

e. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules:

Module 1: Research and innovative practices
Module 2: ICT integration
Module 3: Learning about how to learn

f. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

Module 1: Research and Innovative Practices

Research in teaching of the English language is critical for the student teachers to gain an understanding of various approaches, theories, and methodologies regarding the transaction of language among young children. This module will focus on two aspects of research and innovation relevant for language pedagogy. First, it will focus on observation and analysis of independent reading and writing among young children and examine the insights into how children read and write and provide implications for the support they may need in the classroom. Second, student-teachers will develop one-two research-based strategies. These could be a role play/theatre designed in the context of grade-appropriate children's literature.

- Scope and need of research in teaching-learning of language. The role of libraries is a critical component
- Action research, reflection, and evidence-based practice in school
- Meaning, need and scopes for innovations in teaching-learning of language.
- Types of innovative practices (online/offline): language games, role of theatre and media, quizzes, buzz groups, brainstorming, discussion and group learning, recitations

and storytelling, presentations, role play, training games for learners, case study, asking and framing questions including higher order thinking questions

Essential readings with page numbers:

Cullinan, B. E. (1992). Whole language and children's literature. *Language Arts*, *69*(6), 426-430.

Schmidt, P. R., & Ma, W. (2006). *50 Literacy Strategies for Culturally Responsive Teaching, K-8*. Sage.

Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading*. ASCD.

Green, L. S., & Casale-Giannola, D. (2011). *40 Active Learning Strategies for the Inclusive Classroom, Grades K 5*. Corwin Press.

National Council of Educational Research and Training. (2005). *National Curriculum Framework.* National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

National Council of Educational Research and Training. (2006). *National Focus Group on Teaching of English.* Position paper. National Council of Educational Research and Training, New Delhi. Retrieved from: https://ncert.nic.in/pdf/focus-group/english.pdf

Websites

NCERT Barkha Series https://ncert.nic.in/dee/barkha-series.php?ln=

Parag Reads https://www.paragreads.in/parag-reads/

Storyweaver: https://storyweaver.org.in/en/

Eklavya https://www.eklavya.in/books/eklavya-books-pdf

An Overview of Indian Children's Literature in English: https://www.tulikabooks.com/info/an-overview-of-indian-children-s-literature-in-english

The New Age of Children’s Literature in India: https://www.dailypioneer.com/2022/sunday-edition/the-new-age-of-children---s-literature-in-india.html

Indian Children's Literature in English, Nandini Nayar: https://indianwritinginenglish.uohyd.ac.in/indian-childrens-literature-in-english/

Children’s Literature in Nineteenth-Century India: Some Reflections and Thoughts: https://books.openedition.org/pufr/4974?lang=en

A world beyond lacrosse and éclairs

Is the growing number of Indian titles in English for children reflective of reading choices, asks Apoorva Sripathi: https://www.thehindu.com/features/metroplus/what-does-childrens-literature-in-india-look-like/article8188256.ece

Children’s Literature in India- Keeping children hooked to tales: https://www.ciiblog.in/childrens-literature-in-india-keeping-children-hooked-to-tales/

Evolution of children’s literature in India: https://beyondthebox.in/2021/08/05/evolution-of-childrens-literature-in-india/

Reading With Children: https://scroll.in/topic/56507/reading-with-children

No kidding: From topics to tech, children’s literature is evolving fast: https://www.financialexpress.com/lifestyle/no-kidding-from-topics-to-tech-childrens-literature-is-evolving-fast/2809993/

The curious case of children’s literature: https://www.printweek.in/features/a-survey-of-childrens-books-in-india-41657

Suggested readings:

BJ, Karthik (2021) *Innovative English language pedagogy for small town context. Students' Journal of Education and Development (7)*. pp. 49-63.

Dhaundiyal, Vartul (2020) *Children's literature and child-centric practices.* Learning Curve (7). pp. 110-112. ISSN 2582-1644

Miller, M., & Veatch, N. (2010). Teaching literacy in context: Choosing and using instructional strategies. *The Reading Teacher*, *64*(3), 154-165.

Palechorou, E., & Winston, J. (2013). Theatre, language learning and identity: Empowering additional language learners through classroom drama projects. In *Second language learning through drama* (pp. 42-53). Routledge.

Stinson, M., & Winston, J. (2011). Drama education and second language learning: a growing field of practice and research. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *16*(4), 479-488.

Module 2: ICT Integration

With the rise of digital technologies, it is important to explore ways to utilise the same in language learning. Teachers could enable students to use computer-assisted language learning tools, explore online platforms offering English language courses, to understand how interactive lessons, exercises, and quizzes can be used for teaching of grammar, vocabulary, listening, and speaking practice in the classroom. However, it is important to keep in mind that students need access to the technologies suggested, the quality of material available needs to be carefully monitored and awareness needs to be built for issues of security and privacy.

- Meaning, need, and scope of ICT in teaching-learning of language.
- Use of ICT tools for teaching-learning process, benefits, limitations and precautions.
- Use and Importance of Online/E-resources for skill-development.
- Major issues for using Online /E-resources in teaching –learning of language.

Essential readings with page numbers:

British Council. (n.d.). *Teaching English: ICT.* Retrieved from: https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/d-h/ict#:~:text=Information%20and%20Communication%20Technology%2C%20or,are%20an%20example%20of%20ICT. https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility-professional-development/english-teaching-0

Devraj, Anand (2021) *Two programmes to demonstrate the use of digital technology in language learning.* Language and Language Teaching, 10 (1). pp. 1-5. ISSN 2277-307X

Belludi, Akshatha S. (2020) *Learning to adapt.* Learning Curve (8). pp. 38-40. ISSN 2582-1644

Suggested readings:

Abraham, M., Arficho, Z., Habtemariam, T., & Demissie, A. (2022). Effects of information communication technology-assisted teaching training on English language teachers' pedagogical knowledge and English language proficiency. *Cogent Education*, *9*(1). https://doi.org/10.1080/2331186X.2022.2028336

Gurumurthy, K. and Anand, D. and Karthik, K. (2021) Democratizing Translation Using

Digital Methods. *Language and Language Teaching, 10* (1). pp. 30-36. ISSN 2277-307X
Gurumurthy, K. and Rakesh, B. and Desai, A. (2021) Report - Audio Resource Creation: Online Course for English Language Teachers. *Language and Language Teaching, 10* (1). pp. 81-83. ISSN 2277-307X
Hiradhar, P., Bhattacharya, A. (2022). ICT Beyond the Classroom: New Media and Learning. In: *ICT in English Language Education*. SpringerBriefs in Education. Springer, Singapore. https://doi.org/10.1007/978-981-16-9005-1_5
Mullamaa, K. (2010). ICT in Language Learning--Benefits and Methodological Implications. *International education studies*, *3*(1), 38-44.
Lu, D., & Xie, Y. N. (2024). Critical thinking cultivation in TESOL with ICT tools: a systematic review. *Computer Assisted Language Learning*, *37*(1-2), 222-242.
Canagarajah, A. S. (2006). TESOL at forty: What are the issues?. *Tesol Quarterly*, *40*(1), 9-34.

Module 3: Learning about how to learn

This module will focus on the ways by which a teacher navigates language learning in the classroom vis-a-vis their own experiences. A documentation of their own language and literacy histories enables student-teachers to begin their engagement in this process and also reflect on the processes and contexts that foster reading. Student teachers will document processes that create opportunities for active engagement, encourage critical thinking, and scaffold learning experiences to meet the needs of all learners. The module will also focus on ways by which language teachers can engage in ongoing reflection and professional development to develop better strategies and focus on inclusivity. They will critically evaluate their instructional strategies, analyse student learning and find ways to provide supportive strategies.

- Meaning, nature, need and scope of how to learn.
- Psychological, sociological, and philosophical perspective of teaching and learning a
- subject.
- Role of a teacher in facilitating learning the concepts of the subject.

Essential readings with page numbers:

Palani, Mala (2018) What am I doing and why? empowering pre-service teachers to question their practice through dialogic reflection. *Language and Language Teaching, 7* (2). pp. 28-32. ISSN 2277-307X
Alvermann, D. E., & Moje, E. B. (2013). Adolescent literacy instruction and the discourse of "every teacher, a teacher of reading.". *Theoretical models and processes of reading*, *6*, 1072-1103.

Suggested readings:

Amir, A., Mandler, D., Hauptman, S., & Gorev, D. (2017). Discomfort as a means of pre-service teachers' professional development–an action research as part of the 'Research Literacy' course. *European Journal of Teacher Education*, *40*(2), 231-245.
Einarsdottir, J. (2014). Play and literacy: A collaborative action research project in preschool. *Scandinavian Journal of Educational Research*, *58*(1), 93-109.
Galloway, N. (2017). *Global Englishes and change in English language teaching: Attitudes and impact*. Routledge.
BJ, Karthik (2021) *Innovative English language pedagogy for small town context. Students' Journal of Education and Development (7)*, pp. 49-63.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

4. Case study of literacy learning: 30%
5. Literacy Autobiography: 30%
6. Final: 40%

1. **Pedagogy:**

e. Instructional strategies: Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Activity room

g. Expertise in AUD faculty or outside: AUD faculty

h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Sites where student-teachers can observe students engaged in reading and writing independently

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd- Secondary
Course title	**Content cum Pedagogy of Hindi (1)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 4)
Course coordinator and team	Neha Goswami, Ambika Ram,

1. How does the course link with the vision of AUD?
   This course is the first course in the series of 'content cum pedagogy of Hindi' that introduces students to the basic concepts and strategies of Hindi pedagogy. A deeper understanding of the content in a holistic manner will enable students to excel in the classroom and create independent readers who are able to think critically.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fourth semester of the programme, right after students have taken a required course on pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:
   यह पाठ्यक्रम हिन्दी शिक्षणशास्त्र की शृंखला का प्रथम भाग है जिसके अंतर्गत हिन्दी शिक्षणशास्त्र को समग्रता से प्रस्तुत किया गया है। यह पाठ्यक्रम हमारे देश के विविध भाषायी, सांस्कृतिक एवं सामाजिक संदर्भों में मातृभाषा के रूप में हिन्दी भाषा के शिक्षण-अधिगम को प्रस्तुत करता है। विभिन्न शोध यह दर्शाते हैं कि 2 से 8 वर्ष की आयु के बच्चे भाषा बहुत ही तेजी से सीखते हैं। बच्चे अपनी मातृभाषा अपने घर एवं आस-पास

में होने वाली बातचीत द्वारा ग्रहण कर लेते हैं जिससे उनके मातृभाषा सीखने के कौशल का विकास आसानी से हो जाता है। यह भी सर्वविदित है कि बच्चे कोई भी अमूर्त अवधारणा को अपनी मातृभाषा या स्थानीय भाषा में ज्यादा तेजी से सीखते हैं। इसलिए बच्चे को उनकी मातृभाषा/स्थानीय भाषा के शिक्षण-अधिगम के लिए बच्चे को उस भाषा से संबंधित अनुभवों का अवसर देना होगा। विद्यार्थी-शिक्षकों में हिन्दी भाषा शिक्षण कौशल के विकास के लिए उनको भाषा की प्रकृति, अर्थ, महत्त्व, कार्य आदि समझने एवं हिन्दी भाषा कौशल से जुड़े अनुभव प्रदान करने की आवश्यकता है। साथ ही उनको हिन्दी भाषा के सैद्धांतिक, एतिहासिक एवं नीतिगत परिप्रेक्ष्य के साथ-साथ विद्यार्थियों में भाषायी कौशलों के विकास के लिए सिखाने के लिए उपयोगी उपागम, तरीके, संसाधनों आदि को भी समझना होगा। यह पाठ्यक्रम विद्यार्थी शिक्षकों को इन सभी आयामों को समझने में मदद करेगा जिससे वे अपने विद्यार्थियों को एवं उनके हिन्दी भाषा सीखने के सामाजिक एवं मनोवैज्ञानिक आयामों को समझ सकें।

b. Objectives:

- विद्यालयी पाठ्यचर्या के संदर्भ में हिन्दी भाषा एवं शिक्षण के महत्त्व, कार्य एवं प्रकृति को समझना।
- हिन्दी भाषा के सैद्धांतिक, ऐतिहासिक एवं नीतिगत परिप्रेक्ष्य एवं हिन्दी भाषा के वर्तमान परिदृश्य को समझना।
- भाषा शिक्षण के लिए उपयोग की जाने वाली विधियों, दृष्टिकोणों और सामग्रियों के बारे में सीखना।
- सम्प्रेषण में भाषा की विभिन्न भूमिकाओं को समझना।
- भाषा सीखने के लिए बच्चों एवं उनके सीखने की विविध जरूरतों की पहचान करना।

Expected learning outcomes:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- भाषा की प्रकृति, अर्थ एवं कार्य बता सकेंगे।
- भाषा के सामान्य सिद्धांत एवं विशेषताएँ बता सकेंगे।
- भाषा के सैद्धांतिक, एतिहासिक एवं नीतिगत परिप्रेक्ष्य और वर्तमान परिदृश्य की समझ दर्शा सकेंगे।
- भाषा शिक्षण के लक्ष्य एवं उद्देश्यों पर चर्चा कर सकेंगे।
- अनुदेशात्मक योजनाओं की आवश्यकता एवं महत्त्व को बता सकेंगे।
- भाषा अधिगम के लिए विद्यार्थियों की विविधताओं एवं उनकी विविध आवश्यकताओं की पहचान कर सकेंगे।
- विभिन्न भाषा कौशलों को पहचानकर उनका प्रदर्शन कर सकेंगे।
- सम्प्रेषण में भाषा की विभिन्न भूमिकाओं की पहचान कर सकेंगे।
- विभिन्न परिप्रेक्ष्यों में भाषा का प्रयोग कर सकेंगे जैसे व्याकरण एवं शब्दावली का कहानी एवं कविताओं के माध्यम से ज्ञान।
- भाषा शिक्षण के लिए विभिन्न विधियों, उपागमों एवं सामग्रियों का प्रयोग करना सीखेंगे।

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

इस पाठ्यक्रम को 4 मॉडयूल में विभाजित किया गया है:

मॉडयूल 1: भाषा की प्रकृति एवं विषय-क्षेत्र

मॉडयूल 2: भाषा, शिक्षा, समावेशन एवं समाज

मॉडयूल 3: भाषा के शिक्षाशास्त्रीय उपागम

मॉडयूल 4: कक्षा में लेखन शिक्षाशास्त्र

8. Course contents detailed in (b) (i) Module-wise Format with following details for each module:

Module 1: भाषा की प्रकृति एवं विषय-क्षेत्र **(2 सप्ताह)**

भाषा की प्रकृति बहुआयामी एवं जटिल है जो मानव सम्प्रेषण, संज्ञान एवं संस्कृति के लिए अति आवश्यक है। भाषा मुख्य रूप से प्रतीकात्मक व्यवस्था है जो मनुष्यों को शब्दों, ध्वनियों, संकेतों एवं भावों के माध्यम से अर्थ संप्रेषित करने में सक्षम बनाती है। ये प्रतीक विभिन्न अवधारणाओं, वस्तुओं, कार्यों एवं विचारों का प्रतिनिधित्व करते हैं जो विद्यार्थियों को विस्तृत जानकारी देने एवं समझने में मदद करते हैं। यह मॉडयूल विद्यार्थियों को विभिन्न स्तरों पर हिन्दी भाषा की संरचनात्मक प्रकृति से परिचित करवाएगा जिसमें ध्वनि व्यवस्था, शब्द एवं पद व्यवस्था, वाक्य व्यवस्था और व्यावहारिकता (संदर्भ में भाषा का उपयोग) शामिल हैं। यह संरचनात्मक प्रकृति विद्यार्थियों को ज्ञान को प्रभावी ढंग से व्यवस्थित करने एवं संप्रेषित करने में सक्षम बनाती है।

- हिन्दी भाषा की प्रकृति एवं प्रकार
- भाषा का अर्थ, विशेषताएँ, सिद्धांत एवं कार्य
- हिन्दी भाषा शिक्षण का महत्त्व एवं आवश्यकता (विचारों के आदान-प्रदान के माध्यम के रूप में हिन्दी भाषा, पीढ़ी-दर-पीढ़ी ज्ञान का हस्तांतरण, ज्ञान साझा करना, संस्कृति एवं मूल्यों के संरक्षण के माध्यम के रूप में भाषा)
- इस स्तर के लिए हिन्दी भाषा विकास के सिद्धांत
- व्यवस्थाओं की व्यवस्था के रूप एवं कौशलों के समूह के रूप में भाषा
- शिक्षा का अधिकार अधिनियम- भाषा शिक्षण के लिए प्रावधान एवं निहितार्थ
- भाषा अधिग्रहण एवं भाषा अधिगम, प्रथम भाषा (L1) एवं द्वितीय भाषा (L2) एवं बहुभाषिकता के विकास के लिए प्रयास करना। बहुभाषिकता के कारण भाषा शिक्षण में आने वाली चुनौतियाँ
- भाषा विज्ञान व्यवस्था: ध्वनि व्यवस्था, शब्द एवं पद व्यवस्था, वाक्य व्यवस्था, सार्वभौमिक व्याकरण की अवधारणा, अर्थ की प्रकृति एवं संरचना, ध्वन्यात्मकता, वाक्यविन्यास, शब्दार्थ, व्यावहारिकता, व्याकरण, आदि।

Essential readings:

- अग्निहोत्री, रमाकांत; भारतीय भाषाएँ व संविधान; एकलव्य फाउंडेशन; भोपाल; संस्करण 2021
- कुमार, कृष्ण; पढ़ना जरा सोचना; जुगनू प्रकाशन; तक्षशिला एजुकेशनल सोसाइटी, नई दिल्ली; संस्करण 2019
- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
- तिवारी, भोलानाथ; भाषा विज्ञान प्रवेश; किताबघर प्रकाशन; नयी दिल्ली; संस्करण 2013
- निशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम 2009 Retrieved from https://www.edudel.nic.in/upload/upload_2017_18/rteact_hindi_dt_18072017.pdf
- भारतीय भाषाओं का शिक्षण राष्ट्रीय फोकस समूह का :आधार पत्र; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2009
- राष्ट्रीय शिक्षा नीति 2020 भारत सरकार Retrieved from: https://www.education.gov.in/sites/upload_files/mhrd/files/nep_update/NEP_final_HI_0.pdf
- श्रीवास्तव, रवीन्द्रनाथ .; भाषा शिक्षण; वाणी प्रकाशन; नयी दिल्ली; संस्करण 2016
- सिंह वीरेंद्र और रजनी; पढ़ना: कुछ सैद्धांतिक और व्यावहारिक पहलू; शिक्षा विमर्श; सितंबर-अक्तूबर 2015.
- सिंह, निरंजनकुमार; माध्यमिक विद्यालयों में हिन्दी शिक्षण; राजस्थान हिन्दी ग्रंथ अकादमी; जयपुर; संस्करण 2011
- स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा(2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)

Suggested readings:

- https://www.paragreads.in/resources/
- Piaget, J., (1962) Comments on Vygotsky's critical remarks concerning The Language and Thought of the Child, and Judgment and Reasoning in the Child. by Jean Piaget. THE M.I.T. PRESS. Massachusetts Institute of Technology, 1962

- Vygotsky, L. (1934/1962) ***Thought and Language***. The Development of Scientific Concepts in Childhood Cambridge, MS: MIT
- गुप्त, मनोरमा; भाषा अधिगम; केन्द्रीय हिन्दी संस्थान; आगरा 1984

Module 2: **भाषा, शिक्षा, समावेशन एवं समाज** (2 Weeks)

भाषा स्वाभाविक रूप से सामाजिक एवं सांस्कृतिक है, जो विभिन्न भाषायी समुदायों की अन्तर्क्रिया, परंपराओं एवं मानदंडों से आकार लेती है। यह न केवल सम्प्रेषण का साधन है बल्कि इसके द्वारा कोई भी व्यक्ति अपनी पहचान, सांस्कृतिक मूल्यों, मान्यताओं एवं सामाजिक संबंधों को भी व्यक्त कर सकता है। भाषायी विविधता दुनिया भर में मानव समाज की समृद्धि एवं जटिलता को दर्शाती है। इस मॉडयूल में भाषा से जुड़े हुए अन्य मुद्दों जैसे अस्मिता, सत्ता, जेंडर एवं समाज आदि की चर्चा की गई है। विभिन्न संदर्भों में हिन्दी भाषा में दक्षता सामाजिक एवं आर्थिक अवसरों से जुड़ी हुई है जिसके कारण शिक्षा, रोजगार एवं संसाधनों तक पहुँच में असमानताएँ पैदा होती हैं। इस मॉडयूल में सर्वाधिक जन-प्रचलित हिन्दी भाषा नियोजन के प्रयासों को समझने एवं विकसित करने का प्रयास किया जाएगा जिससे भाषायी समावेशन एवं भाषायी विविधता से संबंधित व्यापक सामाजिक-सांस्कृतिक लक्ष्यों को प्राप्त किया जा सके।

- विद्यालयी शिक्षा में भाषा नीति
- भाषा एवं अस्मिता; भाषा एवं सत्ता; भाषा एवं जेंडर; भाषा: संस्कृति एवं समाज, घर की भाषा एवं विद्यालय की भाषा
- भाषायी परिवर्तनशीलता एवं भाषायी विविधता का शैक्षिक निहितार्थों पर प्रभाव; बोलना एवं लिखना

Essential readings with page numbers:

- Agnihotri, Ramakant (2008) *Multilinguality for India*. Retrieved from https://www.india-seminar.com/2008/590/590_rama_kant_agnihotri.htm
- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
- द्विवेदी, मुकुंद (संपा.) भाषा विमर्श; हिन्दी अकादमी; दिल्ली 2002
- भाटिया, सुमन; बालक में भाषा विकास; केन्द्रीय हिन्दी संस्थान; आगरा 1983
- भारतीय भाषाओं का शिक्षण राष्ट्रीय फोकस समूह का :आधार पत्र; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2009
- भाषा शिक्षण: हिन्दी भाग-1; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2018
- राष्ट्रीय पाठ्यचर्या की रूपरेखा (2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- शर्मा, रामविलस; भाषा और समाज; राजकमल प्रकाशन; नई दिल्ली; संस्करण 2008
- स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा(2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)

Suggested readings:

- Arora, Pankaj & Gandhi Haneet (ed.), 2022 National Education Policy 2020: Paving the ways for Transformational Reforms, Shipra Prakashan, Delhi
- Bhattacharya, R. (2017). '*Speaking of food; Apple…ice-cream…posto…pesto…roti…*' In A. L. Khanna Rama Kant Agnihotri, Anju Sahgal Gupta (Eds.) *Trends in language teaching*, pp. 82-97
- Bright, W. (1969) 'Diversity and unity in languages of India'. In Poddar A (ed.) Languages and Society in India. Shimla; IIAS.
- Chatterji, Shubhra (2020) *Bridging social distance through curricular interventions.* Learning Curve (7). pp. 84-87. ISSN 2582-1644

- Jespersen, Otto (1922/2013). *Language: Its Nature, Development and Origin*. London: G. Allen and Unwin.
- Narasimhan, R. (2004). Characterizing literacy. New Delhi: Sage Publications.
- Pattanayak, D.P. *Multilingualism and Language Politics in India*. India International Centre Quarterly, JUNE 1984, Vol. 11, No. 2, LANGUAGE (JUNE 1984), pp. 125-131

Module 3: **भाषा के शिक्षाशास्त्रीय उपागम** (4 weeks)

यह मॉडयूल हिन्दी भाषा शिक्षणशास्त्र पर केंद्रित है। किसी बच्चे का भाषा सीखना स्वाभाविक एवं सहज रूप से उपलब्ध है परंतु भाषा के अन्य कौशल-पढ़ना, लिखना, सही उच्चारण, उचित शब्दावली का विभिन्न संदर्भों में प्रयोग करना, प्रवाह, बोध आदि सीखने के लिए शिक्षा की आवश्यकता होती है। हिन्दी भाषा सीखने के दृष्टिकोण, सामाजिक-आर्थिक, सांस्कृतिक एवं शैक्षिक संदर्भों के आधार पर भिन्न-भिन्न हो सकते हैं। यह मॉडयूल हिन्दी भाषा शिक्षण के विभिन्न आयामों एवं उपागमों से परिचय करवाएगा जैसे-उच्चारण शिक्षण, वर्तनी शिक्षण, शब्द शिक्षण, अर्थ निकालना आदि। यह विद्यार्थियों को विषय-वस्तु में अंतर्निहित दृष्टिकोणों एवं ढांचों पर प्रश्न करने एवं चुनौती देने और अपने स्वयं के आलोचनात्मक कौशलों को विकसित करने के लिए प्रोत्साहित करने पर ध्यान केंद्रित करेगा।

- भाषा शिक्षण-अधिगम के विभिन्न उपागमों को समझना- अनुभव आधारित दृष्टिकोण, साहित्य आधारित दृष्टिकोण, एकीकृत दृष्टिकोण, ध्वनि आधारित दृष्टिकोण, सम्पूर्ण भाषा एवं व्यापक/संतुलित दृष्टिकोण
- भाषा एवं साक्षरता के सिद्धांत:हिन्दी भाषा में पढ़ने-लिखने की प्रक्रियाओं की स्पष्ट मॉडलिंग, बच्चों की मौखिक भाषा को साक्षरता से जोड़ना, पढ़ने-लिखने को बच्चों के आलोचनात्मक चिंतन से जोड़ना।
- भाषा एवं साक्षरता के तत्त्व:
- मौखिक भाषा एवं शब्दावली का विकास
- प्रिन्ट के साथ जुड़ाव (प्रिन्ट जागरूकता, बाल-साहित्य से जुड़ाव)
- ध्वनियाँ, प्रतीक एवं शब्द (ध्वनिविज्ञान, अक्षर ज्ञान, शब्द पहचान)
- समझ एवं अभिव्यक्ति (समझ, प्रवाह, लेखन) और भाषा एवं साक्षरता कौशल का मूल्यांकन
- पढ़ना: सस्वर पढ़ना, साझा पढ़ना, निर्देशित पढ़ना, स्वतंत्र पढ़ना
- लेखन: मॉडलिंग लेखन, साझा लेखन, निर्देशित लेखन, स्वतंत्र लेखन
- लेखन कार्यशाला (लेखक की आवाज़, लेखन-पूर्व प्रारूप, संपादन, संशोधन, आलोचनात्मक लेखन)
- हिन्दी भाषा एवं साक्षरता में कौशल विकसित करने के लिए विभिन्न अवसरों एवं गतिविधियों का प्रयोग जैसे गाना, भूमिका-निर्वहन, रंगमंच, कहानियाँ, कहानी की पुस्तकें, पहेलियाँ, बातचीत एवं लाइब्रेरी संसाधन आदि।

Essential readings with page numbers:

- Retrieved from https://www.ncert.nic.in/dee/pdf/PadanaHaihindi.pdf
- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
- कौशिक, सोनिका (संपा.): 2015, पढ़ना है समझना: पढ़ने की प्रक्रिया से संबंधित लेखों का संकलन; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- तिवारी, भोलानाथ; भाषा विज्ञान प्रवेश; किताबघर प्रकाशन; नयी दिल्ली; संस्करण 2013
- पाण्डे, लता (संपा.): 2008, *पढ़ना सिखाने की शुरुआत (और पढ़ने से संबंधित अन्य लेख)*; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- पाण्डे, लता (संपा.): 2008, *पढ़ने की दहलीज पर (पढ़ने से संबंधित लेखों का संकलन)*; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली
- भारतीय भाषाओं का शिक्षण राष्ट्रीय फोकस समूह का :आधार पत्र; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2009
- वर्मा, ब्रजेश्वर (संपा.); 1969, भाषाशिक्षण तथा भाषाविज्ञान, केन्द्रीय हिन्दी संस्थान, आगरा
- शर्मा, संतोष (संपा।): 2014, शिक्षण और अधिगम की सृजनात्मक पद्धतियाँ: माध्यमिक स्तर के शिक्षकों के लिए संदर्शिका; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली

- स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा(2023), राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली

Suggested readings:

- Ranganathan, N. (2000). The Primary School Child: Development and Education. New Delhi: Orient Blackswan.
- Nagy, W.E. (1988). Teaching vocabulary to improve reading comprehension. Urbana, IL: NCTE.
- Centre for Early Childhood Education and Development, CARE India and USAID. (2016). *Early language and literacy position paper.* New Delhi. Retrieved from: https://www.careindia.org/wp-content/uploads/2017/05/ELL-India-revised-pdf.pdf
    - Section 5: Essential aspects of early language and literacy development (pp. 27-32)
    - Section 6: Approaches to language and literacy (pp. 32-38)
- Retrieved from: https://ncf.ncert.gov.in/webadmin/assets/ba0dd5d8-b8f9-4315-9e14-403752acdc26 (Chapter 2: Language education)
- P. K., Jayaraj (2020) *Whole language approach and multilingual pedagogy in schools.* Language and Language Teaching, 9 (1). pp. 77-79. ISSN 2277-307X
- Cho, Kyung Sook and Krashen, Stephen (2018) *The impact of sustained silent reading and a visit to the library on establishing a reading habit: helpful but not sufficient.* Language and Language Teaching, 7 (2). pp. 1-3. ISSN 2277-307X
- Sinha, A.K. (2017) *Word games.* Language and Language Teaching, 6 (1). pp. 7-13. ISSN 2277-307X
- Sinha, S. (2000). Acquiring literacy in Indian schools. Seminar, 493, 38-42.
- Sinha, S. (2010). Literacy instruction in Indian schools. InA. Nikolopoulou, T.Abraham and F. Mirbagheri (Eds.). Education for sustainable development (pp. 117-128).

Module 4: कक्षा में लेखन शिक्षाशास्त्र **(4 weeks)**

यह मॉडयूल लेखन शिक्षाशास्त्र पर केंद्रित है। कक्षा में लेखन निर्देश विद्यार्थियों को मौखिक भाषा, चिंतन एवं पठन के बीच संयोजन बनाने में सक्षम बनाते हैं। विद्यार्थियों में लिखने की समझ ब्लैकबोर्ड या पाठ्यपुस्तकों से देखकर लिखने या रटने से नहीं आती। बच्चों में स्वतंत्र रूप से लेखन क्षमता का विकास होना अत्यंत महत्त्वपूर्ण है। प्रारंभिक कक्षाओं में लेखन प्रक्रिया को मॉडलिंग पद्धति से सिखाया जा सकता है (स्थान का उचित प्रयोग, विराम चिह्न, किसी पुस्तक पढ़ने या यात्रा के बाद कहानी को ब्लैकबोर्ड पर लिख देना), संवेदी उपकरणों का उपयोग करते हुए बच्चों को अपना नाम लिखने के लिए प्रोत्साहित करना (जैसे- रेत/हवा में, हाथ से अक्षरों को लिखना) अपनी जर्नल/नोटबुक में अपने अनुभव के बारे में लिखना,बच्चों से किसी अनुभव/वस्तु के बारे में चित्र बनाने और नई/पारंपरिक वर्तनी का उपयोग करते हुए उसके बारे में लिखने को कहना। कक्षा में अनौपचारिक मूल्यांकन के लिए लेखन की 6 विशेषताओं (ध्वनि, विचार, प्रस्तुति, परिपाटी(नियमों का पालन), व्यवस्थित, शब्द चयन एवं वाक्य प्रवाह) का उपयोग किया जा सकता है।

Essential readings with page numbers:

- कुमार, कृष्ण; बच्चे की भाषा और अध्यापक; राष्ट्रीय पुस्तक न्यास; भारत; संस्करण 1996
- भाषा और साक्षरता (प्रामाणिक लेखन): TESS-India.edu.in
- भाषा शिक्षण: हिन्दी भाग-1; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद; संस्करण 2018
- मिश्र, अवनीश कुमार; लिखना: मौखिक से मौलिक की ओर; पाठशाला भीतर और बाहर सितंबर 2021
- लिखने की शुरुआत: एक संवाद; राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद , नई दिल्ली, 2013
- लेखन कौशल- विकास एवं मॉनिटरिंग: TESS-India.edu.in
- (स्तर अनुसार पाठ्यपुस्तकों के विषयों से संबंधित परियोजनाएँ एवं कार्यशालाएँ)

Suggested readings

Rowland, A., Smith, S. J., & Lowrey, K. A. (2022). Pairing Technology with 6 traits of writing instruction. *Journal of Special Education Technology*, *37*(1), 135-142.
Read.Write.Think. 6+1 Trait Writing Model. Retrieved from: https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson398/rubric-essay2.pdf
Sawhney, Chhaya (2014) Reflective Journal Writing. *Language and Language Teaching, 3* (2). pp. 22-26. ISSN 2277-307X

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Lesson Plan: 30%
2. Literacy Strategy: 30%
3. Final: 40%

Group activity and presentation, assignments, classroom presentation, assembly activity, competitions, public speaking, writing test, preparation of lesson plans using different pedagogies, lesson plans for teaching vocabulary/grammar/functions, sessional and terminal examination.

9. **Pedagogy:**
   a. Instructional strategies:
      Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach, classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector for screening of movies/documentaries and for PPTs, library.
   c. Expertise in AUD faculty or outside; AUD faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): schools

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

]Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd-Secondary
Course title	**Content cum Pedagogy of Hindi (II)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (semester 5)
Course coordinator and team	Neha Goswami, Ambika Ram

1. How does the course link with the vision of AUD?
   This course is the second course in the series of 'content cum pedagogy of Hindi' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy use in an inclusive manner will enable students to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the fifth semester of the programme, right after students have taken one required course on pedagogy and one introductory course on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:

यह पाठ्यक्रम विद्यार्थी-शिक्षकों को शिक्षण-अधिगम सामग्री एवं अन्य संसाधनों की उपलब्धता की जानकारी देने के साथ-साथ भाषा सीखने की प्रक्रिया को आनंदमयी बनाने की दृष्टि से बनाया गया है। इससे उनको इन संसाधनों की प्रभावशीलता एवं इनका बच्चों के सीखने पर प्रभाव को समझने में मदद मिलेगी। इसके अतिरिक्त यह पाठ्यक्रम उनको हिन्दी भाषा की पाठ्यपुस्तकों की सामग्री-शब्दावली, संरचना, ध्वनि, रूप एवं अन्य तत्वों को जानने एवं

उसके अनुसार पाठयोजना तैयार करने के लिए पाठ्यसामग्री के विश्लेषण में मदद करेगा। यह पाठ्यक्रम मूल्यांकन पर भी ध्यान केंद्रित करता है जो विद्यार्थी- शिक्षकों को भाषा कौशल के मूल्यांकन के लिए गतिविधियों एवं रणनीतियों को विकसित करने में मदद करेगा क्योंकि उनको औपचारिक, अनौपचारिक, संरचनात्मक, समाकलनात्मक, 360 डिग्री मूल्यांकन की अच्छी तरह से जानकारी होनी चाहिए।

b. Objectives:

- शिक्षण-अधिगम सामग्री एवं संसाधन के प्रकार एवं उनका कक्षा में उनका उपयोग करना सीखना।
- कक्षा में पाठ पढ़ाने के लिए शिक्षण-अधिगम सामग्री तैयार करना।
- अधिगम संसाधनों का उपयोग करते हुए पाठ-योजना तैयार करना।
- मूल्यांकन के लिए उपकरण एवं संसाधनों की पहचान करना।

c. Expected learning outcomes:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- अधिगम संसाधनों एवं शिक्षण सहायक सामग्री के महत्त्व के बारे में बता सकेंगे।
- विभिन्न शिक्षण-अधिगम सामग्रियों का प्रयोग करके विद्यार्थियों के लिए गतिविधियों को विकसित कर सकेंगे।
- प्रारंभिक चरण की पाठ्यपुस्तकों का विश्लेषण कर सकेंगे एवं उनमें प्रयुक्त व्याकरण के की संरचनाओं एवं शब्दावली को समझ सकेंगे।
- शिक्षण-अधिगम प्रक्रियाओं को रुचिपूर्ण बनाने के लिए विभिन्न अधिगम संसाधनों एवं सहायक शिक्षण सामग्री का प्रयोग करते हुए पाठ योजनाओं का निर्माण कर सकेंगे।
- भाषा अधिगम के मूल्यांकन के लिए विभिन्न तकनीकों एवं विधियों की पहचान करके उनको कार्यान्वित कर सकेंगे।

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three modules:

मॉडयूल 1: शिक्षण-अधिगम सहायक सामग्री एवं संसाधन
मॉडयूल 2: विषय-वस्तु के लिए पाठ्यपुस्तकों का उपयोग
मॉडयूल 3: आकलन एवं मूल्यांकन

e. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

मॉडयूल 1: शिक्षण-अधिगम सहायक सामग्री एवं संसाधन

यह मॉडयूल विद्यार्थियों के लिए हिन्दी भाषा शिक्षण-अधिगम को प्रभावी, आकर्षक एवं क्रियाशील बनाने के लिए प्रयोग किए जाने वाले विविध संसाधनों पर केंद्रित है। ये संसाधन मुख्यत: विद्यार्थियों की आवश्यकताओं, रुचियों, दक्षता स्तर एवं सीखने के संदर्भों पर निर्भर होंगे। फ्लैशकार्ड, पोस्टर, चार्ट एवं इन्फोग्राफिक्स आदि जैसे दृश्य सहायक उपकरण विद्यार्थियों में हिन्दी भाषा की शब्दावली, व्याकरण, अवधारणाओं एवं भाषा संरचनाओं को सुदृढ़ कर सकते हैं। इन संसाधनों का उपयोग कहानियों, संवादों एवं वास्तविक जीवन की स्थितियों को चित्रित करने के लिए किया जा सकता है जिससे भाषा सीखना अधिक सरल, सार्थक एवं रुचिपूर्ण हो जाता है। भाषा सीखने के लिए विभिन्न दृश्य-श्रव्य साधन जैसे विडियो, पॉडकास्ट, गाने एवं मल्टीमीडिया प्रस्तुतियाँ आदि प्रामाणिक भाषा इनपुट प्रदान करने के साथ-साथ विद्यार्थियों को भाषा के विभिन्न रूपों एवं संदर्भों से परिचित करवाते हैं। ऑडियो रिकॉर्डिंग, भाषा सीखने के सॉफ्टवेयर एवं मल्टीमीडिया संसाधन आदि कक्षा के बाहर भी विद्यार्थियों को स्व-अध्ययन एवं

भाषा अभ्यास के अवसर प्रदान करते हैं। स्व-अध्ययन सामग्री जैसे व्याकरण की पुस्तकें, शब्दावली मार्गदर्शक, स्वचालित-पाठ्यक्रम स्वतंत्र भाषा सीखने का समर्थन करते हैं। यह मॉडयूल सार्थक एवं प्रासंगिक भाषा अभ्यास बनाने के लिए विद्यार्थी की भाषा एवं अनुभवों को एकीकृत करने के लिए भाषा-अनुभव-उपागम (The Language Experience Approach)पर भी ध्यान केंद्रित करता है।

- शिक्षण-अधिगम सामग्री के प्रकार: फ्लैश कार्ड, खेल, चित्र, ऑडियो रिकॉर्डिंग, ऑडियो-विडिओ प्रस्तुति, बच्चों एवं प्रतिष्ठित वक्ताओं के भाषण का प्रदर्शन, टेलिविज़न का प्रदर्शन, ई-संसाधन, भाषा लैब, ध्वनियों की सचित्र प्रस्तुति।
- भाषा लैब का प्रयोग- विभिन्न ध्वनियों का अनुभव एवं अभ्यास, बच्चों के उच्चारण की रिकॉर्डिंग करके प्रतिक्रिया देना, भारतीय एवं क्षेत्रीय कथाओं की विडिओ प्रस्तुति।
- प्रभावी भाषा शिक्षकों के लिए संसाधनों का प्रयोग: बाल साहित्य, साहित्य, फिल्म आदि, आयु के अनुसार भाषा-खेल, कहानियों की पुस्तक, समाचार-पत्र, पत्रिकाएँ, कला एवं शिल्प कार्य, सामुदायिक रेडियो, MHRD/NCERT की पहल: NROER, ई-पाठशाला

Essential readings with page numbers:

- Bhasha shikshan-Textbook in Hindi Language Education for pre-service teacher education course, National Council of Educational Research and Training, New Delhi, 2017. Guidelines for creating reading corner (Hindi) http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Readingcorner(Hindi).pdf
- Epathashala NCERT. Audio, Video, text based materials for teachers, teacher educators in English, Hindi and other languages Available at http://epathshala.nic.in/
- NROER– NCERT. Audio, Video, text-based materials for teachers, teacher educators in English, Hindi and other languages Available at https://nroer.gov.in
- Digital Version of Barkhahttp://www.ncert.nic.in/ departments/nie/degsn/NCERTBarkhaseries/Start.html -12 posters for children http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/12poster1_6_16. Pdf
- Guidelines for using posters http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/Posterguidelines. pdf
- Barkha Series adapted: A reading series for All http://www.ncert.nic.in/departments/nie/dee/publication/pdf/ DEEbharkha1_3_16.pdf
- Firkee Bachchon ki (issue 4) http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/4thIssueFirkee.pdf
- Kahani aur Padhne likhne ke avsar (18.37mnts.)http:// www.ncert.nic.in/html/primary.html • Kavita aur Padhen likhne ke avsar (8.44 mnts) http://www. ncert.nic.in/html/primary.html
- Process Documentation on Selection of Literature for Children http://www.ncert.nic.in/departments/nie/dee/activities/ pdf/ProcessDocument.pdf
- Budhiya ki Roti (E- pathshala) http://epathshala.nic.in/epathshala-4/e-resources-2/?dispage=0?&dispage=1?&disp age=2
- प्राथशमक शिक्षक published by NCERT. Also avalaible at: www. ncert.nic.in
- Language and Language Teaching. Published by Azim Premzi Foundation. Available at https://azimpremjifoundation. org/foundation-publications/1381#main-content

Suggested readings:

- Bedadur, Nivedita V. (2018). Authentic material and the communicative approach to language teaching. *Learning Curve (31)*, pp. 42-45.

- R, Madhumitha. (2023). Linking Curricular Content to Stories | My experiences. *Learning Curve (16)*. ISSN 2582-1644
- Sunny, Sharoon (2023). Power of Stories in Language Learning. *Learning Curve(16)*. ISSN 2582-1644
- Srivastava, Shefali (2017) *Facts versus feelings: teaching of literature in Indian classrooms.*
- Language and Language Teaching, 6 (2). pp. 22-27. ISSN 2277-307X
- Badheka, Gijubhai. 2018. Divaswapana. National Book Trust, New Delhi
- 'Storytelling as a pedagogical Approach' Learning Curve by Azim Premji University Publication issue 16, August 2023.
- Pedagogy of Language, Module 10; National Council of Educational Research and Training Retrieve from https://itpd.ncert.gov.in/pluginfile.php/1491587/mod_page/content/2/Module%2010%20Pedagogy%20of%20Languages.pdf
- *http://eli.tiss.edu/*

मॉडयूल 2: विषय-वस्तु के लिए पाठ्यपुस्तकों का उपयोग

पारंपरिक पाठ्यपुस्तकों एवं कार्यपुस्तिकाओं में व्याकरण, शब्दावली, पढ़ने की समझ, लेखन, सुनने एवं बोलने से संबंधित विषय-वस्तु व्यवस्थित रूप में होती है। इसमें अक्सर अभ्यास, गतिविधियां एवं मूल्यांकन शामिल होते हैं जो सीखने को बढ़ावा देते हैं। पाठ्यपुस्तकों का उपयोग सिद्धांत, अभ्यास एवं मूल्यांकन का संतुलित मेल हो सकता है। यह मॉडयूल भाषा शिक्षण के लिए पाठ्यपुस्तक एवं विषय-वस्तु विश्लेषण को समझने पर आधारित है। इसके अंतर्गत 'विभिन्न विषय-वस्तुओं को पढ़ना' जैसी अवधारणा से परिचित करवाया जाएगा जिसे 'अनुशासनात्मक साक्षरता' (disciplinary literacy) के नाम से भी जाना जाता है। इसमें विज्ञान, गणित, इतिहास एवं साहित्य जैसे विभिन्न विषयों के लिए भिन्न-भिन्न पढ़ने की रणनीतियों का उपयोग करना शामिल है। इसका उद्देश्य विद्यार्थियों को उन पाठों को समझने और उनसे जुडने में सक्षम बनाना है जो विभिन्न विषयों में संरचना, उद्देश्य एवं भाषा के उपयोग में भिन्न होते हैं। विभिन्न विषयों की विषय-वस्तु को पढ़ना, एक कुशल एवं बहुमुखी पाठक के विकास के लिए आवश्यक है क्योंकि वे विभिन्न विषयों की विविध मांगों को बेहतर ढंग से समझ सकते हैं।

- हिन्दी भाषा की पाठ्यपुस्तकों को समझना
- विभिन्न विषयों में विषय-वस्तु विश्लेषण एवं पाठ योजना
- विषयवस्तु के साथ-साथ ध्वनि, शब्दावली, संरचना आदि पर केंद्रित कौशल का विश्लेषण।
- विषय में कौशल के अनुसार रणनीतियों, उपागमों एवं विधियों की योजना बनाना।
- भाषा कौशलों के विकास के लिए विभिन्न प्रकार की पाठ योजनाओं का विकास करना।

Essential readings with page numbers:

- कुमार, कृष्ण; राज समाज और शिक्षा; राजकमल प्रकाशन; नई दिल्ली; संस्करण 2001
- कुमार, कृष्ण; शैक्षिक ज्ञान और वर्चस्व; ग्रंथ शिल्पी; दरियागंज, नई दिल्ली; संस्करण 1998
- प्रतिमा; **भाषा शिक्षण**; श्री नटराज प्रकाशन; दिल्ली; संस्करण 2017
- यादव, नरेश कुमार; हिन्दी शिक्षण पाठ-नियोजन: सिद्धांत एवं व्यवहार; आरोही पब्लिकेशन, नई दिल्ली, 2010
- श्रीवास्तव, रवींद्रनाथ; **भाषा शिक्षण**; वाणी प्रकाशन; नयी दिल्ली; संस्करण 2016
- सिंह, निरंजनकुमार; **माध्यमिक विद्यालयों में हिन्दी शिक्षण**; राजस्थान हिन्दी ग्रंथ अकादमी; जयपुर; संस्करण 2011

- सिंह, वीरेंद्र और अहमद, फिरोज; **पाठ्यपुस्तक विश्लेषण: कुछ शिक्षणशास्त्रीय तथा सामाजिक पहलू**; शिक्षा विमर्श; दिस.02-जन.03 Retrieve from https://www.academia.edu/33958424/Pathay_Pustak_vishaleshan_Kuchh_shiksha_shastriya_tatha_samajik_pahloo_firoj_ahmad_and_virendra_singh_rawat_pdf
- सिंह, वीरेंद्र; **आलोचनात्मक शिक्षणशास्त्र के परिप्रेक्ष्य में भाषा शिक्षण में समाज-विज्ञान का उपयोग**; एडु वर्ल्ड: ए मल्टी डिसप्लनेरी इंटरनेशनल पीयर रिव्यूड/ रेफ्रीड जर्नल, अंक 11, अप्रैल 2018
- (स्तर के अनुसार विभिन्न कक्षाओं में विभिन्न विषय क्षेत्रों में पढ़ाई जाने वाली पाठ्यपुस्तकें, जैसे गणित, सामाजिक विज्ञान, विज्ञान इत्यादि)

Suggested readings:

- Mohapatra, Banishree (2024) *Organising Time for Integrated Learning.* Learning Curve (18). pp. 24-27. ISSN 2582-1644
- Shome, Shome and Dwivedi, Archana and Kumar, Monu and Kandpal, Pramod (2019) *Experiences of working with textbooks in the early grades.* Learning Curve (3). pp. 52-55.
- T., Rajarajeshwari (2019) *Textbooks as tools for building teacher-student relationships - a perspective. Learning Curve (3),* pp. 43-44.
- Bhasha shikshan-Textbook in Hindi Language Education for pre-service teacher education course, National Council of Educational Research and Training, New Delhi, 2017.

मॉडयूल 3: आकलन एवं मूल्यांकन

भाषा मूल्यांकन, भाषा शिक्षण का एक महत्त्वपूर्ण घटक है जो भाषा दक्षता के विभिन्न आयामों का मूल्यांकन करता है जिसमें बोलना, सुनना, पढ़ने एवं लिखने के कौशल शामिल है। प्रभावी भाषा मूल्यांकन शिक्षकों को विद्यार्थियों की प्रगति को समझने, सुधार की आवश्यकता वाले क्षेत्रों की पहचान करने एवं विद्यार्थियों की आवश्यकतानुसार निर्देश देने में मदद करता है। नए एवं प्रामाणिक कार्यों को शामिल करना, स्पष्ट मानंदण्डों का निर्माण, रचनात्मक प्रतिक्रिया देना कुछ ऐसे प्रयास हैं जिससे न केवल मूल्यांकन प्रक्रिया को बेहतर ढंग से पूरा किया जा सकता है बल्कि विद्यार्थियों के भाषा सीखने के बेहतर प्रतिफल प्राप्त हो सकते हैं।

- सीखने के प्रतिफलों के अनुसार भाषा अधिगम का मूल्यांकन करना, सतत मूल्यांकन के लिए रणनीतियाँ बनाना, विद्यालय-आधारित मूल्यांकन, गुणात्मक मूल्यांकन, संरचनात्मक एवं समाकलनात्मक मूल्यांकन, औपचारिक एवं अनौपचारिक मूल्यांकन, 360 डिग्री मूल्यांकन, स्व मूल्यांकन एवं सहपाठी द्वारा मूल्यांकन।
- भाषा कौशलों का मूल्यांकन (बोलना, सुनना, लिखना, पढ़ना), व्याकरण, सम्प्रेषण, अभिव्यक्ति (भाषा दक्षता), तर्क, प्रस्तुतीकरण, सामूहिक गतिविधियां।
- विशिष्ट तालिका (TOS) पर आधारित परीक्षण एवं उसका महत्त्व, प्रश्न पत्र बनाने के बुनियादी चरण, परीक्षण के प्रकार एवं उत्तर कुंजी तैयार करना, विद्यालयी मूल्यांकन के लिए मानदंड, शिक्षण-अधिगम में प्रतिपुष्टी व्यवस्था।

Essential Readings

- सिंह, निरंजनकुमार; **माध्यमिक विद्यालयों में हिन्दी शिक्षण**; राजस्थान हिन्दी ग्रंथ अकादमी; जयपुर; संस्करण 2011
- राष्ट्रीय शिक्षा नीति 2020 भारत सरकार Retrieved from: https://www.education.gov.in/sites/upload_files/mhrd/files/nep_update/NEP_final_HI_0.pdf
- कन्टीनुअस एण्ड काम्प्रीहेन्सिव ईवैल्यूऐशन, नेशनल कौंसिल फॉर एजुकेशनल रिसर्च एण्ड ट्रैनिंग, एनसीईआरटी, नई दिल्ली, 2019

Suggested Readings

- Crockett, L. W. (2016), "5 Great Formative Assessment Strategies for Teachers". Retrieved on December 18, 2016 from https://globaldigitalcitizen.org/5-great-formative-assessment-strategies
- Johnston, P., & Costello, P. (2005). Principles for literacy assessment. *Reading research quarterly*, *40*(2), 256-267.
- Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, *58*(7), 684-686.
- Srivastva, K.S (1989): Comprehensive Evaluation in School, NCERT, New Delhi, India.
- Bloom, B.S, et al (1970) Handbook on Formative and Summative Evaluation of Student Learning, New York, Mc Graw-Hill.
- Handbook of Assessment and Evaluation: Best practices in item design and test development (2021), Central Board of Secondary Education.

(ii) Assessment Plan (weight, mode, scheduling) for the course:
Language experience strategy: 30%
Textbook lesson: 30%
Final: 40%

8. **Pedagogy:**
   a. Instructional strategies: Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach, classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector for screening of movies/documentaries and for PPTs, Library.

   c. Expertise in AUD faculty or outside AUD faculty

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd- Secondary
Course title	**Content cum Pedagogy of Hindi (III)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter (semester 6)
Course coordinator and team	Neha Goswami, Ambika Ram,

1. How does the course link with the vision of AUD?
   This course is the third course in the series of 'content cum pedagogy of Hindi' that focuses on application of language pedagogy skills in the classroom. A deeper understanding of the aspects of language pedagogy especially related to research and innovation will enable pre-service teachers to work with all students in the classroom.

2. How does the course link with the specific programme(s) where it is being offered?
   This course is offered in the sixth semester of the programme, right after students have taken one required course on pedagogy and two courses on language pedagogy.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This course builds upon the compulsory language courses offered in the first year of the programme. It also connects with the language development and early literacy course offered in the MA programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long

7. **Course Details:**
   a. Summary:
   यह पाठ्यक्रम विद्यार्थी-शिक्षकों के बीच विशेष रूप से हिन्दी भाषा शिक्षण-अधिगम में अनुसंधान योग्यता विकसित करने के लिए बनाया गया है। इससे उनको प्रारंभिक चरण में भाषा सीखने में आने वाली सामान्य समस्याओं को समझने की विश्लेषणात्मक क्षमता विकसित करने में मदद मिलेगी। यह पाठ्यक्रम उन्हें किसी भाषा के शिक्षण-अधिगम नवाचारों के कार्यक्षेत्र को समझने और विभिन्न शैक्षणिक अभ्यासों

को अपनाने में मदद करेगा। विद्यार्थी-शिक्षक जीवन में सीखने के महत्त्व को भी समझेंगे और सेमिनार, सम्मेलन, सार्वजनिक भाषण, रचनात्मक लेखन प्रतियोगिताओं, ओरीएन्टेशन कार्यक्रमों, स्वयं (SWAYAM) पाठ्यक्रम आदि में भागीदारी के माध्यम से इसके लिए प्रयास करेंगे।

b. Objectives:
   - भाषा सीखने-सिखाने के लिए शोध एवं नवाचार का महत्त्व एवं कार्यक्षेत्र (scope) ढूंढकर कक्षा में उसका प्रयोग करना।
   - हिन्दी भाषा सीखने में ICT के महत्त्व को एवं ICT की आवश्यकता को समझना।
   - सीखने की प्रक्रिया के मनोवैज्ञानिक, समाजशास्त्रीय एवं दार्शनिक परिप्रेक्ष्य को समझते हुए उसमें शिक्षक की भूमिका को समझना।

c. Expected learning outcomes:

इस पाठ्यक्रम को पढ़ने के बाद विद्यार्थी-

- भाषा सीखने-सिखाने में अनुसंधान की आवश्यकता एवं उसके कार्य क्षेत्र के बारे में बता सकेंगे।
- भाषा शिक्षण-अधिगम में क्रियात्मक अनुसंधान की योजना बनाना एवं संचालित कर सकेंगे।
- भाषा सीखने-सिखाने में नवाचारों के अर्थ, आवश्यकता एवं संभावनाओं का वर्णन कर सकेंगे।
- भाषा के शिक्षण-अधिगम में नवीन गतिविधियों का विकास एवं उपयोग कर सकेंगे।
- भाषा के शिक्षण-अधिगम में ICT को एकीकृत कर सकेंगे।
- सिखाने के सूत्रधार के रूप में शिक्षक की भूमिका के बारे में समझ विकसित कर सकेंगे।

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

इस पाठ्यक्रम को तीन मॉडयूल में विभाजित किया गया है:

- मॉडयूल 1: अनुसंधान एवं नवाचार
- मॉडयूल 2: **ICT** एकीकरण
- मॉडयूल 3: सीखने के बारे में सीखना

e. Course contents detailed in

(b) (i) Module-wise Format with following details for each module:

मॉडयूल 1: अनुसंधान एवं नवाचार

हिन्दी भाषा शिक्षण में विद्यार्थी-शिक्षकों के लिए अनुसंधान की अहम भूमिका है। इसके द्वारा ही वे अपने विद्यार्थियों के बीच भाषा के संचार के संबंध में विभिन्न दृष्टिकोणों, सिद्धांतों एवं उपागमों को समझ सकेंगे। विद्यार्थियों के बीच स्वतंत्र पठन एवं लेखन के अवलोकन एवं विश्लेषण से विद्यालय में उनको किस प्रकार की सहायता की आवश्यकता हो सकती है इसका बोध मिलता है। विद्यार्थी-शिक्षकों को कम से कम एक अनुसंधान-आधारित रणनीति विकसित करने के लिए प्रोत्साहित किया जाएगा जिसके अंतर्गत भूमिका निर्वहन जैसी नवाचारी पद्धति का प्रयोग होगा। भूमिका निर्वहन को बाल-साहित्य के इर्द-गिर्द डिजाइन किया जाएगा।

- भाषा सीखने-सिखाने में शोध की आवश्यकता एवं कार्यक्षेत्र
- विद्यालय में क्रियात्मक-अनुसंधान, चिंतन एवं साक्ष्य-आधारित अभ्यास।
- भाषा सीखने-सिखाने में नवाचार का अर्थ, आवश्यकता एवं संभावनाएँ।

- नवाचारी अभ्यास के प्रकार (ऑनलाइन, ऑफलाइन), भाषा-खेल, रंगमंच की भूमिका एवं मीडिया, प्रश्नोत्तरी, चर्चा समूह, विचारमंथन, चर्चा, सामूहिक शिक्षण, कविता एवं कहानी पठन, प्रस्तुतीकरण, भूमिका निर्वहन, विद्यार्थियों के लिए प्रशिक्षण खेल, केस स्टडी, उच्च स्तरीय चिंतन वाले प्रश्नों सहित प्रश्न तैयार करना एवं पूछना।

Essential readings with page numbers:

- Epathashala NCERT. Audio, Video, text based materials for teachers, teacher educators in English, Hindi and other languages Available at http://epathshala.nic.in/
- NROER– NCERT. Audio, Video, text based materials for teachers, teacher educators in English, Hindi and other languages Available at https://nroer.gov.in
- Digital Version of Barkhahttp://www.ncert.nic.in/ departments/nie/degsn/NCERTBarkhaseries/Start.html -12 posters for children http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/12poster1_6_16. Pdf
- Guidelines for using posters http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/Posterguidelines. pdf
- Barkha Series adapted: A reading series for All http://www.ncert.nic.in/departments/nie/dee/publication/pdf/ DEEbharkha1_3_16.pdf
- Firkee Bachchon ki (issue 4) http://www.ncert.nic.in/ departments/nie/dee/publication/pdf/4thIssueFirkee.pdf
- Kahani aur Padhne likhne ke avsar (18.37mnts.)http:// www.ncert.nic.in/html/primary.html • Kavita aur Padhen likhne ke avsar (8.44 mnts) http://www. ncert.nic.in/html/primary.html
- Process Documentation on Selection of Literature for Children http://www.ncert.nic.in/departments/nie/dee/activities/ pdf/ProcessDocument.pdf
- Budhiya ki Roti (E- pathshala) http://epathshala.nic.in/epathshala-4/e-resources-2/?dispage=0?&dispage=1?&disp age=2
- प्राथमिक शिक्षक published by NCERT. Also avalaible at: www. ncert.nic.in
- Language and Language Teaching. Published by Azim Premzi Foundation. Available at https://azimpremjifoundation. org/foundation-publications/1381#main-content

Suggested readings and resources:

- Cullinan, B. E. (1992). *Whole language and children's literature*. *Language Arts*, *69*(6), 426-430.
- Schmidt, P. R., & Ma, W. (2006). *50 Literacy Strategies for Culturally Responsive Teaching, K-8*. Sage.
- N, Vahid. (2018). *Exploring Research Methods in Language Learning-Teaching Studies*, Advances in Language and Literary Studies, vol.9, Issue 6. Retrieve from https://www.researchgate.net/publication/331153226_Exploring_Research_Methods_in_Language_Learning-teaching_Studies
- Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading*. ASCD.
- Green, L. S., & Casale-Giannola, D. (2011). *40 Active Learning Strategies for the Inclusive Classroom, Grades K 5*. Corwin Press.
- Richards, J. and Rodgers, T (1986) *Approaches and Methods in Language Teaching*, Cambridge University Press.
- Willis, D. and Willis, J. R. (2011) *Doing task-based teaching*. 5. print. Oxford: Oxford Univ. Press (Oxford handbooks for language teachers).

- Miller, M., & Veatch, N. (2010). Teaching literacy in context: Choosing and using instructional strategies. *The Reading Teacher, 64*(3), 154-165.
- Palechorou, E., & Winston, J. (2013). Theatre, language learning and identity: Empowering additional language learners through classroom drama projects. In *Second language learning through drama* (pp. 42-53). Routledge.
- Stinson, M., & Winston, J. (2011). Drama education and second language learning: a growing field of practice and research. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *16*(4), 479-488.

मॉडयूल 2: **ICT** एकीकरण

डिजिटल तकनीक के उदय के साथ, इन तकनीकों का भाषा सीखने में उपयोग के तरीकों का अन्वेषण करना अति आवश्यक है। शिक्षक विद्यार्थियों को कंप्यूटर-सहायित भाषा सीखने के उपकरणों के उपयोग करने को दे सकते हैं, हिन्दी भाषा सीखने के ऑनलाइन प्लाटफॉर्म्स का अन्वेषण कर सकते हैं जिससे वे समझ सकें कि कक्षा में व्याकरण, शब्दावली, सुनने एवं बोलने का अभ्यास को पढ़ाने के लिए इनरैक्टिव पाठ, अभ्यास एवं प्रश्नों का उपयोग कैसे किया जा सकता है। हालाँकि यह ध्यान रखना महत्त्वपूर्ण है कि विद्यार्थियों को सुझाई गई तकनीकों तक पहुँच की आवश्यकता है, उपलब्ध सामग्री की गुणवत्ता की सावधानीपूर्वक जाँच की जानी चाहिए और सुरक्षा एवं गोपनीयता के मुद्दों के लिए जागरूकता बढ़ानी चाहिए।

- भाषा सीखने-सिखाने में ICT का अर्थ, आवश्यकता एवं कार्य।
- शिक्षण के लिए ICT के साधनों का प्रयोग, सीखने की प्रक्रिया, लाभ, सीमाएँ एवं सावधानियाँ।
- कौशलों के विकास के लिए ऑनलाइन/ई-संसाधनों का उपयोग एवं महत्व।
- भाषा सीखने-सिखाने में ऑनलाइन/ई-संसाधनों के उपयोग के प्रमुख मुद्दे।

Essential readings with page numbers:

- अग्रवाल, जे.सी; शैक्षिक तकनीकी, सूचना एवं सम्प्रेषण तकनीकी; श्री विनोद पुस्तक मंदिर, आगरा, 2020
- श्रीवास्तव, स्मिता; कम्प्यूटर एवं संचार तकनीकी; अग्रवाल पब्लिकेशन्स, आगरा, 2017
- सिंह, रजनीश कुमार; शिक्षा में सूचना एवं संचार प्रौद्योगिकी; राखी प्रकाशन,आगरा 2012

Suggested readings:

Abraham, M., Arficho, Z., Habtemariam, T., & Demissie, A. (2022). Effects of information communication technology-assisted teaching training on English language teachers' pedagogical knowledge and English language proficiency. *Cogent Education*, *9*(1). https://doi.org/10.1080/2331186X.2022.2028336

Goodison, T. (2003). Integrating ICT in the classroom: a case study of two contrasting lessons. British Journal of Educational Technology, 34(5), 549–566.

Devraj, Anand (2021) *Two programmes to demonstrate the use of digital technology in language learning.* Language and Language Teaching, 10 (1). pp. 1-5. ISSN 2277-307X

Gurumurthy, K. and Anand, D. and Karthik, K. (2021) *Democratizing Translation Using Digital Methods.* Language and Language Teaching, 10 (1). pp. 30-36. ISSN 2277-307X

Gurumurthy, K. and Rakesh, B. and Desai, A. (2021) *Report - Audio Resource Creation: Online Course for English Language Teachers.* Language and Language Teaching, 10 (1). pp. 81-83. ISSN 2277-307X

Hiradhar, P., Bhattacharya, A. (2022). ICT Beyond the Classroom: New Media and Learning. In: ICT in English Language Education. SpringerBriefs in Education. Springer, Singapore. https://doi.org/10.1007/978-981-16-9005-1_5

Mullamaa, K. (2010). ICT in Language Learning--Benefits and Methodological Implications. *International education studies*, *3*(1), 38-44.

Lu, D., & Xie, Y. N. (2024). Critical thinking cultivation in TESOL with ICT tools: a systematic

review. *Computer Assisted Language Learning*, *37*(1-2), 222-242.
Canagarajah, A. S. (2006). TESOL at forty: What are the issues?. *Tesol Quarterly*, *40*(1), 9-34.
Mangal, S. K. and Uma Mangal (2016), Educational Technology & ICT, Tondon Publications, Ludhiana.
Bhavna Shukla (2019), ICT in Education : Visions and Realities, Agrawal Publications, Agra

मॉडयूल 3: सीखने के बारे में सीखना

यह मॉडयूल उन तरीकों पर ध्यान केंद्रित करेगा जिनके द्वारा एक शिक्षक अपने स्वयं के अनुभवों के साथ कक्षा में भाषा शिक्षण को संचालित करता है। शिक्षकों की स्वयं की भाषा एवं साक्षरता के इतिहास का प्रलेखन, विद्यार्थी-शिक्षकों को इस प्रक्रिया में अपनी भागीदारी शुरू करने में सक्षम बनाता है और पढ़ने को बढ़ावा देने वाली प्रक्रियाओं और संदर्भों पर भी विचार करता है। विद्यार्थी-शिक्षक उन सभी प्रक्रियाओं को लिखेंगे जो सक्रिय जुड़ाव के अवसर पैदा करती हैं, आलोचनात्मक चिंतन को प्रोत्साहित करती हैं एवं सभी विद्यार्थियों की आवश्यकताओं को पूरा करने के लिए सीखने के अनुभवों को बढ़ावा देती हैं। मॉडयूल उन तरीकों पर भी ध्यान केंद्रित करेगा जिनके द्वारा भाषा शिक्षक बेहतर रणनीति विकसित करने और समावेशिता पर ध्यान केंद्रित करने के लिए चिंतन एवं वृत्तिक विकास में संलग्न हो सकते हैं। वे अपनी शिक्षण रणनीतियों का आलोचनात्मक मूल्यांकन करेंगे, विद्यार्थियों के सीखने का विश्लेषण करेंगे और सहायक रणनीतियाँ प्रदान करने के तरीके खोजेंगे।

- 'कैसे सीखे' का तात्पर्य, आवश्यकता, एवं कार्यक्षेत्र
- किसी विषय के शिक्षण-अधिगम का मनोवैज्ञानिक, समाजशास्त्रीय एवं दार्शनिक परिप्रेक्ष्य
- किसी विषय को सीखने में शिक्षक की भूमिका

Essential readings with page numbers:

- पाठक, आर. पी; आधुनिक भारतीय शिक्षा, समस्याएं एवं समाधान; कनिष्क पब्लिशर्स, नई दिल्ली, 2010.
- यादव, वीरेंद्र सिंह; भारतीय शिक्षा का बदलता परिदृश्य: चुनौतियाँ एवं समाधान की दिशाएँ; ओमेगा पब्लिकेशन्स, नई दिल्ली, 2013.
- सिंह, वीरेंद्र; स्कूली ज्ञान के उत्पादन के विभिन्न क्षेत्रों में सैद्धांतिक और संदेशपरक अंतर्विरोध का अध्ययन; परिप्रेक्ष्य; वर्ष 24, अंक 1, अप्रैल 2017 Retrieve from https://www.academia.edu/116379851/Knowledge_Production_in_Schools_Contradictions_in_Principle_and_Practice

Suggested readings:

- Alvermann, D. E., & Moje, E. B. (2013). Adolescent literacy instruction and the discourse of "every teacher, a teacher of reading.". *Theoretical models and processes of reading*, *6*, 1072-1103.
- Amir, A., Mandler, D., Hauptman, S., & Gorev, D. (2017). Discomfort as a means of pre-service
- BJ, Karthik (2021) *Innovative english language pedagogy for small town context. Students' Journal of Education and Development (7)*, pp. 49-63.
- Einarsdottir, J. (2014). Play and literacy: A collaborative action research project in preschool.
- Galloway, N. (2017). *Global Englishes and change in English language teaching: Attitudes and impact*. Routledge.
- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005; Position Paper, National Focus Group on

- Palani, Mala (2018) What am I doing and why? empowering pre-service teachers to question their
- Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006
- Practice through dialogic reflection. *Language and Language Teaching, 7* (2). pp. 28-32. ISSN 2277-307X *Scandinavian Journal of Educational Research*, *58*(1), 93-109.
- Teachers' professional development–an action research as part of the 'Research Literacy' course. *European Journal of Teacher Education*, *40*(2), 231-245.
- Teaching of English: NCERT, 2006. 3. National Curriculum Framework 2005, Position Paper

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Case study of literacy learning:30%
2. Literacy Autobiography: 30%
3. Final: 40%

8. **Pedagogy:**
   a. Instructional strategies: Activity-based, lecture cum discussion method, project approach, demonstration, language laboratory based, experiential learning, group discussion, collaborative approach, classroom, movie/documentaries, PPTs, E-Content, Articles, Research paper reading, presentations, assignments etc.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Activity Room
   c. Expertise in AUD faculty or outside: AUD faculty
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Sites where student-teachers can observe students engaged in reading and writing independently

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BABEd/ ITEP Secondary
Course title	**Mathematical & Quantitative Reasoning**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Ability Enhancement/ Value Added Courses (AEC/VAC)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Semester 6
Course coordinator and team	Nivedita Sarkar

1. How does the course link with the vision of AUD?
   The objective of this ability enhancement course is to help the student teachers to revisit the basic concepts of mathematical reasoning and meaningfully read and work with quantitative data. It is expected that as a prospective teacher, the students of this course will not have data phobia and be able to understand the logic of quantitative numbers, understand how numbers have powerful role to play in creating objective knowledge and information in real-life situations and convey the same to the students at school in future as effective teachers. The course devotes equal weightage to the theory and practicum for reflective and engaged teaching and learning, thus aligns with the core vision of the AUD of ensuring academic excellence and equity.

2. How does the course link with the specific programme(s) where it is being offered?
   The proposed course is very important in the scheme of courses for the Integrated Teacher Education Programme. It aims to develop the skills of critical thinking/reasoning and ability to analyse and interpret quantitative databased problems and apply the same in our everyday life. The course further aims to familiarise students with large scale educational database and use of technology like working with spread sheets etc.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? This course has minor overlap with a foundation course titled *logic and reasoning* offered by School of Undergraduate Studies (SUS) at AUD.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long mode

7. **Course Details:**

a. Summary:

This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems. It also aims to familiarise students with large scale educational database and use of technology like working with spread sheets/Excel etc.

c. Objectives:

The objective of the course is to enable the students to

- Adapt mathematical reasoning to solve problems in the real world
- Analyze and interpret quantitative data & deduce the correct insights and conclusions from numerical representations like formulas, graphs, or tables
- Familiarise with various large-scale surveys and database at the domain of education and basic Excel

d. Expected learning outcomes:

After completion of this course, student teachers will be able to:

- Adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field
- Analyze and interpret quantitative data
- Interpret & deduce the right conclusions from numerical representations like formulas, graphs, or tables
- Demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- Evaluate operational matrix
- Analyze educational data and create educational model & use them in decision making
- Analyze and evaluate mathematical and quantitative reasoning problems and solutions.

e. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in three modules/units as suggested in the ITEP Curriculum document. The first unit introduces the fundamental concepts around mathematical and quantitative reasoning. The second unit discusses various sources of data in the domain of education, particularly difference large scale databases/surveys. It also introduces the formulae and intuitions of various educational indicators. The third unit is devoted in understand, analysing and interpreting quantitative data.

f. Course contents detailed in module-wise format:

UNIT – I Introduction to mathematical and quantitative reasoning

The course will begin with the brief discussions on meaning, nature and scope of mathematical and quantitative reasoning in various fields. What are the fundamental concepts around mathematization and how various types of mathematical and quantitative reasoning could be used in various domain of social science in general and education in particular. This section will discuss the following:

A. Meaning, nature and scope of mathematical and quantitative reasoning.
B. Importance of mathematical and quantitative reasoning in various fields.
C. Types of quantitative reasoning.
D. Usage of mathematical and quantitative reasoning.
E. Concept of mathematization.

Essential Readings/Resources

- Healey, J. Ninth Edition. *Statistics – A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (pp. xxiii-xxx; Chapter 1)

Suggested readings

- Kumar, R. (2015). Research Methodology. Fourth Edition. Sage India (Selected Chapters)
- Das, N.G. (1997). Statistical Methods, Part I, M. das and Co.

UNIT – II Introduction to data in Education

The second unit would familiarise students with various sources of data in the area of education (UDISE, UDISE Plus, NSS, NFHS, Census). The definitions, concepts and calculation on various indicators on education; namely – gross enrolment ratios (GER), net enrolment ratios (NER), educational progression: dropout rate, transition rate etc. will also be introduced. The unit concludes with introducing of basics of Excel/spreadsheet. Following subunits will be addressed in this unit.

A. Data requirement, different sources of data
B. School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy
C. Indian censuses, details of different items on which Indian censuses collect data.
D. Nationwide sample surveys, National family health survey, District level household survey, UDISE
E. Working with Excel (the basics, to calculate indicators like gross enrolment ratios, net enrolment ratios, drop out rate etc)

Essential Readings/Resources

- Tilak, J. B., Panchamukhi, P. R., & Biswal, K. (2001). Statistics on Education. *India's Socio-economic Database: Surveys of Selected Areas*, *385*. https://www.mospi.gov.in/sites/default/files/reports_and_publication/technical_paper/Them_Paper_Education.pdf
- Duraisamy, p. (2012). Statistics on Education: Advantages and Limitations for Studies on Social Groups. https://learnos.files.wordpress.com/2012/10/statistics-education-iids-seminar-duraisamy.doc
- GoI (2024): UDISE Plus Data and Reports for various years https://udiseplus.gov.in/udisereport/
- http://udise.in/flash.htm (various reports)

Suggested readings

- Mehta, A. C. (2004). Projections of population, enrolment and teachers. *Module on enrollment and populations. National Instituteof Educational Planning and Administration*.
- National Sample Survey (2017): Social Consumption: Education, Schedule 25.2

- Centre for Early Childhood Education and Development. (2015).*Quality and Diversity in Early Childhood Education: A view from Andhra Pradesh, Assam and Rajasthan.* (Section 1.4 and Annexure 1)
- Govinda, R. & Varghese, N.V. (1993): Quality of Primary Schooling in India: A Case Study of Madhya Pradesh, India. Paris: UNESCO International Institute for Educational Planning.

UNIT – III: Data Analysis & Interpretation

This unit discusses descriptive statistics viz. types of variables, frequency distribution, and graphical representation of data, measures of central tendency and measures of dispersion. Students will gain hands on experience in analysing and visually representating data by using Excel and interpreting the same. This section will cover –

A. Concept of data interpretation (equation, diagram, graph, tables)
B. Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile)
C. Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
D. Learning analytics: concept, significance, types, levels, and its applications in educational context.
E. Working with Excel and dataTab (to construct bar diagram, histogram, pie charts, calculate central tendency and dispersion)

Essential Readings/Resources

- Healey, J. Ninth Edition. *Statistics – A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (pp.1-99)

Suggested readings:

- Das, N.G. (1997). Statistical Methods, Part I, M. das and Co.
- EdCIL. (2011). Progress overview of research. Research, Evaluation and Studies Unit, Technical Support Group for SSA, pp. 1 – 23.

8. Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the learning resources. The course will have three assessment situations:

1. Class Participation and Tests/Exams: 30 %
2. Practicum (analysis based excel and datatab.net): 30 %
3. End term Test: 40 %

9. **Pedagogy:**

a. Instructional strategies:

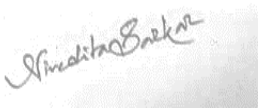
Activity based, demonstration, constructive, laboratory approach, experimental-based lecture methods.

Lecture and Workshop mode will be used to facilitate active learning environment which would encourage reflective engagement with the course.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Computer Lab
d. Expertise in AUD faculty or outside

e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)



Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the BoS of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through BoS to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Educational Studies
Programme(s)	ITEP/BABEd Secondary
Course title	**Sports, Nutrition and Fitness**
Course code	
Total Credits	02
Course type (core/compulsory/ elective/any other – please specify)	VAC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?
   The course focuses on the all-round development of the learners in the domain of social, emotional, cognitive and physical. It will provide student teachers with a conceptual background to understand and explore various approaches and factors that influence the nutrition and health on the axis of sports. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will familiarise student-teachers with the idea and practice of the nutrition, food habits, and sports as a healthy life style. The Idea & Practice of Sports, Nutrition and Fitness has been recognized as one of the vital strategies for attaining the goal of education for all across the society. In the area of Teacher Education, Physio-emotional health itself provides a support to ensure learning, achievement and performance in the educational system. In fact, participation of the learner and parents in the educational process is a necessary pre-requisite.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course builds on some of the components of the previous courses (child development) of the programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester

7. Course Details:

a. Summary:
This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the necessary experience of organizing and participating in sports and games. This deliberation will recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups. The curricular component of 'Sports, Nutrition and Fitness' itself a deliberation to expose student teachers to the physio-emotional issues in society and individual-supported development activities so that classroom leanings can be supplemented by life experiences to generate solutions to real-life problems. The course will help the learners to strive to create more inclusive and equitable environment through wellbeingness.

b. Objectives:
- To understand the importance of basic health and nutrition and healthy lifestyles and its impact on learning
- To explore the psychology of sports and methods of teaching in different sports
- To study the framework of Sports for children with disabilities and inclusion

c. Expected learning outcomes**:** After completion of the course, student teachers will be able to:
- Explain the importance of sports, and the need and impact of sport for maintaining overall health
- Discuss physical fitness, and the methods of teaching and organization of different types of sports
- Explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

    - Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised into following three comprehensive and interlinked modular parts. The Structure of the course in the form of domain specific modules are suffice the concern of the World Health Organization which reveals that better health is the key to human happiness and well-being. Many factors influence one's health status, including some provided by various government and health agencies, such as safe living environments and access to proper health care. However, in general, one's personal health over the course of a lifetime is dependent more on personal lifestyle choices, two of the most important being proper exercise and healthy eating.
The course is dedicated to address aforesaid concern in following manner-
- Module-I: Understanding Sports
- Module-II: Physical Fitness

- Module-III: Nutrition

f. Course contents details:

Module-I: Understanding Sports

This module will explore the concept of the Sports. It will engage and explore the opportunity for learning with and by the Sports in following ways-

- Meaning of sports, importance of sports, types of sports.
- Different stages of sports (primary and secondary).
- Psychology of sports, methods of teaching different sports (indoor, outdoor, team and individual), different sports activities (individual and team games).
- Sports for children with disabilities and inclusion.
- Participation in the *Khelo India Program* of the government by playing and organising competitions in rural and indigenous/tribal games.

Essential readings:

- Darst, C.A., Darst, P.W. and Johnson, T.G. (2006). Ideas to Promote Physical Activity with Your Students. Teaching Elementary Physical Education. 17 (6), 74-77.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Introduction to Nutrition for Health, Fitness, and Sports Performance in Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK pp-1-33

Suggested readings:

- Bailey, R. P. (2004). The Value and Values of Sport. In R. Bailey (Ed.), Teaching Values and Citizenship across the Curriculum. London: Kogan Page.
- Biddle, S. Fox, K. & Boucher, S. (2000). Physical Activity and Psychological Well-Being, London: Routledge.
- Etnier, J.L., Salazar, W., Landers, D.M. Petruzello, S.J. Han, M. & Nowell, P. (1997). The Influence of Physical Fitness and Exercise upon Cognitive Functioning: A meta-analysis, Journal of Sport and Exercise Psychology, 19, 249 – 77.
- Evenson, K.R., Ballard, K., Lee, G., and Ammerman, A. (2009). Implementation of a School-Based State Policy to Increase Physical Activity. Journal of School Health, 79 (5), 231-239.
- Lindsey, I. (2008). Conceptualising sustainability in sports development. Leisure Studies, 27 (3), 279-295.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK

Module-II: Physical Fitness

This module will explore the idea and practice of Physical Fitness and its importance in learning. It will explore the existing types and patterns of physical fitness and utilise it as a resource for empowering learning-being. The entire module consist in following issue based deliberations-

- Meaning and importance of Physical fitness, components of physical fitness,
- Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular
- Endurance, importance of healthy lifestyle.
- Coordination of Health and Fitness.

- Be a part of **Fit India Movement** by incorporating any sports/physical fitness activity in the daily routine and **sharing your success story** at the end of the semester.

Essential readings:

- NCERT. (2023) National Curriculum Framework for School Education. Chapter 8: Physical Education & Well Being, pp 414-443.
    - https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
- NCERT. (2006) Position Paper of National Focus Group on Health and Physical Education. Pp 1-33.
    - https://www.ncert.nic.in/pdf/focus-group/health_prelims_final.pdf

Suggested readings:

- Cohen, D.A., Taylor, S.L., Zonta, M., and Vestal, K.D. (2007). Availability of High School Extracurricular Sports Programs and High-Risk Behaviours. Journal of School Health 77 (2) 80-87.
- Collins, M. (2004). Sport, physical activity and social exclusion. Journal of Sports Sciences, 22 (8), 727-740.
- Daley, A., and Duda, J.A. (2006). Self-determination, stage of readiness to change for exercise, and frequency of physical activity in young people. European Journal of Sport Science 6 (4), p231-244.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Introduction to Nutrition for Health, Fitness, and Sports Performance in Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK pp-1-33

Module-III: Nutrition

This module will explore the meaning, nature and importance of the nutrition for individual learning. It will also examine the various initiatives to ensure and promote the nutrition values for education. This module will elaborate in following issue-based concern.

- Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, and methods for teaching nutrition
- Nutrition for different age group, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness, nutritious food in schools (midday meals), hostels.
- Preparation, planning, executing and maintaining of a Kitchen Garden (growing medicinal herbs, plants, fruits etc.).

c. Essential readings:

- ICMR (2020) Nutrition, Lifestyle & Immunity. pp 1-4 https://www.nin.res.in/downloads/Nutrition_Lifestyle_and_Immunity.pdf
- Tappe, M.K., and Burgeson, C.R. (2004). Physical education: a cornerstone for physically active lifestyles. Journal of Teaching in Physical Education 23 (4). 281-299.
- Vuoir, I.M. (2001). Health Benefits of Physical Activity with Special Reference to Interaction with Diet. Public Health Nutrition, 4 (2B), 517 – 528.

Suggested readings:

- Joshi, Subhagini (2021). Nutrition and Dietetics:With Indian Case Study, McGraw Hill, New Delhi.
- Malcolm, D. (2012). *Sport and sociology*. London: Routledge.

- Singer, R. (1992). Physical Activity and Psychological Benefits: A position statement of the International Society of Sport Psychology (ISSP). The Sports Psychologist, 6: 199 – 203.
- Smith, A., Bird, S. (2004). From evidence to policy: reflections on emerging themes in health-enhancing physical activity. Journal of Sports Sciences, 22(8), 791- 799.
- Williams, Melvin H., Rawson, Eric S. & Branch, J. David (2017). Nutrition for Health, Fitness, and Sport, Mc Graw Hill, UK
- Van der Ploeg, H.P., Van der Beek, A.J., Van der Woude, L.H.V. and Van Mechelen, W. (2004). Physical Activity for People with a Disability: A Conceptual Model. Sports Medicine, 34(10), 639-649.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation in class, community engagement and services.

Assignment-I	Sports Related Activity & Feedback Reflection	30 %
Assignment-II	Fitness Related Activity & Feedback Reflection	30 %
Assignment-III	Nutrition Related Activity & Feedback Reflection	40 %

Pedagogy:

a. Instructional strategies:

- Reflective Reading of different Sports Personalities.
- Collections of different types of games (Indoor, Outdoor, Individual, Team);
- Organizing different games (Play) for different age-groups,
- Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels.
- Collection of different nutritious items food. (Charts, Things, Objects, Models).

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other. Programmes organized to promote the use of nutritious food.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

- Sports Ground
- Sports Equipment (Indoor and Outdoor)
- Course related books and journals

c. Expertise in AUD faculty or outside: **Physical Education Instructor**

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) University Sports ground; School Sports Ground

Ruchi Nadda **Signature of Course Coordinator(s)**

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sunil Singh

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme/BABEd Secondary
Course title	**Arts (Performing and Visual) and Creative Expressions II**
Course code	
Total Credits	02
Course type	VAC
Level	UG
Proposed date of launch	Semester 7
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?
   The engagement with various forms of art as self-expression and the need to develop a sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form that children come to explore ways of expressing themselves. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?
   The Idea of including Arts (Performing & Visual) and creative expression into teacher education is important for preparing teachers who are not only knowledgeable but also creative, empathetic and adaptable professionals who can support and inspire their students effectively for attaining the goal of education for all across the society.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course connects with the courses offered in the first semesters of the programme.

4. Specific requirements on the part of students who can be admitted to this course:
   As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted: As per the NCTE norms for ITEP

6. Course scheduling: Semester-long.

7. Course Details:
   a. Summary:

In today's world, personal, social and cultural issues are complex and interconnected. Students need to acquire the 21Century Competencies needed for future work and living, and more fundamentally, for effective citizenry. Students, who aim to be educational practitioners, will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Arts (Performing and Visual) and Creative Expressions education provides a natural learning platform for the holistic development of the learner. Through a variety of learning experiences within and beyond the classroom, future teachers are given the opportunities for exploration into their values, national identity, and contemporary issues and to help develop the social-emotional competencies. To this end in the seventh semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice; therefore hands on training in doing art will be emphasized in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgment at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times. Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualize critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

Objectives:

- To use the techniques of Art (Performing & Visual) and creative expression for enhancing teaching and learning.
- To use Art (Performing & Visual) and creative expression for enhancing one's self-expression and creativity.
- To develop and improve the knowledge, understanding and practice of the arts (Performing & Visual)
- To engage the learners to nurture and build their sensitivities through theatre, based on experience, emotions and interpretation.
- To develop an understanding of the human condition to convey personal, social and cultural meanings through art
- To enable personal engagement with theatre presentations, drawing connections between the self and society

- Motivate the learners to use theatre as a critical pedagogy' moving beyond the classroom
- To facilitate the investigation, analysis and evaluation of their own theatre work and that of others in order to develop their critical and reflective thinking.
    - Expected learning outcomes: After completion of this course, students will be able to:
- Articulate the importance of aesthetics and art in education,
- Demonstrate their familiarity with and appreciation of theatre,
- Learn basic theatre tools of improvisation, ideation, and creation of a script,
- Create a short performance with educational possibilities.

b. Overall structure:

The course is organised into four comprehensive and interlinked modular parts. The course aims to nurture learners' outlook and dispositions as part of holistic education and develop an informed appreciation of Art (Performing & Visual) and Creative Expression. The first module focuses on the importance of Aesthetics and Art education. The next module introduces the concept of Theatre to the learners. Module three and four are on preparing a script and performing it.

- Module-I : Importance of Aesthetics and Art education
- Module-II : Introduction to Theatre, and Beginning with the body
- Module-III : Arriving at a script
- Module-IV : Performing the script

g. Course contents details:

Module-I: Importance of Aesthetics and Art education

In this module the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education. The themes covered are:

- Basic idea of aesthetics and art
- Value of art itself and its use as an instrument in education
- Moral dimensions of works of art
- Distinction between the value of popular art and High Art
- Reference Plays/Stories: Rabindranath Tagore's Kabuliwala, The Postmaster; Sircar, Badal's Beyond the land of Hattamala and Scandal in fairyland; Devi, Mahashweta's Why, why Girl; Songs of Kabir etc.

Essential readings with page numbers:

- Fenner, D. E. W. (2003). Aesthetic Experience and Aesthetic Analysis. The Journal of Aesthetic Education, 37(1), 40-53.
- Flannery, M. (1973). Aesthetic Education. Art Education, 26(5), 10. https://doi.org/10.2307/3191840
- Kerdeman, D. (2005). Aesthetic Experience and Education: Themes and Questions. The Journal of Aesthetic Education, 39(2), 88-96. https://doi.org/10.1353/jae.2005.0012
- Lazarus, Joan. (2004). Chapter 2: Learner-centred practice. In Signs of change: New direction in secondary theatre education. Portmouth, NH: Heinemann, pp. 19-37.

- Steenberg, E. (2007). Visual Aesthetic Experience. The Journal of Aesthetic Education, 41(2), 89-94. https://doi.org/10.1353/jae.2007.0018

Suggested readings:

- Burton, J. M. (2013). A Guide for Teaching and Learning in the Visual Arts. New York, New York: Teachers College Columbia University
- NCERT (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Prasad. D. (1998). Arts as the Basis of Education, New Delhi: NBT.
- Sahi. J. and Sahi. R. (2009), Learning Through Art. Eklavya, Bhopal

Module-II: Introduction to Theatre, and Beginning with the body

This module will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. Further, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarize them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.

- Use of different aesthetics of theatre and learning to relate them to the world around us.
- Study the theatre groups like Budhan Theatre who work with denotified tribes and Manalmagudi who work closely with physical nonverbal theatre.
- Use of different soft Skill (theatre) in education i.e., movement, voice, acting.

Essential readings with page numbers:

- Bolton, Gavin (1993), "Drama in Education and TIE: a comparison", in Learning Through Theatre, ed. Tony Jackson, pp. 39-47.
- Carlson, Marvin. Semiotics and Its Heritage in Critical Theory and Performance. Reinelt, Janelle G. and Joseph R. Roach. (eds.) Ann Arbor: The University of Michigan Press, 1992. Pp. 13-25.
- Fleming, Michael (1998), "Cultural awareness and dramatic art forms", in Language Learning in Intercultural Perspective, eds. Byram and Fleming, pp. 147-157.
- Somers, John (2008) Narrative, Drama and the Compound Stimulus, Education & Theatre, trans. N. Choleva, Hellenic Theatre/Drama & Education Network, vol. 9, p. 117-128.

Suggested readings:

- Conroy Colette (2010). Theatre and The Body, Bloomsbury Academic, UK
- Elam, Keir (1987) The Semiotics of Theatre and Drama. London & New York: Routledge
- Nicholson Helen, (2009). Theatre and Education, Macmillan Education UK
- Pavis, Patrice (1996). Analying Performance: Theater, Dance, And Film. Ann Arbor: University of Michigan Press
- Vine, Chris (1993), TIE and the Theatre of the Oppressed, in Learning through Theatre, ed. Tony Jackson, pp. 109-127.
- Zaghloul, H. S. (2020). The Theater in the Educational Context: Elements of Strengths, Weaknesses, Opportunities, and Threats. Journal of History Culture and Art Research, 9 (2), 106-122.
- website: http://www.creativitycountry.net.au/

Module- III: Arriving at a script

Student-teachers will engage in theatre making processes to arrive at a script by the end of this module. They will be able to address, how to adapt or devise a script with actors? How can we borrow from everyday experiences of memory, sound and visuals, without a written text or spoken word? The texts chosen will have a direct relation with topics from social studies, moral and political education.

- Preparing a script in groups based on their perspective on the education system
- Discussion of aesthetics based on the script

Essential readings with page numbers:

- Devi, Mahashweta (2003) Why, why Girl, Tulika Books, New Delhi pp 1-24
- Mehrotra, Arvind Krishna (2011), Songs of Kabir, Hachette India, pp 1-192
- Sircar, Badal. (2003) Beyond the land of Hattamala and Scandal in fairyland, Calcutta Seagull Books pp 1-50

Suggested readings:

- Toye, NigeI and Francis Prndiville (2000), Drama and traditional story for the early years, London & New York: Routledge.

Module- IV: Performing the script

This module will engage in the actual making of the final piece the learners wish to make. Students will have to visualize the final text on stage and start rehearsing in their groups. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance and finalization of the script.

- Practice and preparation of the aesthetic elements of the play.
- Final Presentation and post-performance discussion.
- Reflection on the views, questions and comments shared by the audience.

Essential readings with page numbers:

- Phelan, Peggy. 1993. The ontology of performance: representation without reproduction. In Unmarked: The Politics of Performance. London: Routledge, pp. 146-166.
- Taylor, Diana. 2003. Acts of transfer. The archive and the repertoire: performing cultural memory in the Americas. Durham, NC: Duke University Press, pp. 1-52.

Suggested readings:

- Chatterjea, Ananya. Dance Research in India a Brief Report. Dance Research Journal, Vol. 28, No. 1, Spring, 1996.
- Dharwadker, Aparna (2005). Theatres of Independence: Drama, Theory, And Urban Performance in India. University of Iowa Press. ISBN 0877459614.
- Diana Taylor, “Trauma as Durational Performance,” in O Percevejo Online http://www.seer.unirio.br/index.php/opercevejoonline/article/view/499/426
- Theatrical Design and Production, 5th ed., by J. Michael Gillette, McGraw-Hill (2004)

(ii) Assessment Plan for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation working on script & aesthetics and presentation.

Assignment-I	Preparation of Script	25 %
Assignment-II	Aesthetics' Used/Prepared	25 %
Assignment-III	Final Presentation	50 %

Week wise break up of sessions			
Week	Module	Topics	Session flow
1	Module - I	Aesthetics and art, art in everyday life. Importance of art. Appreciation of art	Based on their experience
2		Art for art's sake. Art with social Responsibility. Art for social change	Discussion
3	Module - II	Aesthetics of Theatre	Discussion
4		Body work - Individual and group	Hands on
5		Body work – Improvisation	Hands on
6	Module - III	Adaptation of texts. Aesthetic choices.	Hands on/discussion
7		Story making and devising	Hands on
8		Arriving at a text	Hands on
9.	Module - IV	Visualising the final piece. Thinking about design and aesthetic elements.	Hands on/Discussion
10.		Rehearsals and feedback	Hands on
11.		Rehearsals and feedback	Hands on
12.		Final rehearsals and assessment	
13.		Finals rehearsals and assessment	
14.		Performance and audience discussion	

Pedagogy:

a. Instructional strategies:
   - The pedagogy is basically hands-on training. More emphasis is given to experiential learning. They do things and through doing, they learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   - Open air theatre/Stage
   - Activity room/studio
   - Books and Journal

c. Expertise in AUD faculty or outside

- University-Department and Club

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

- Any theatre group

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme BA-BEd Secondary
Course title	**Yoga and Understanding Self**
Course code	
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Ability Enhancement/ Value Added Courses (AEC/VAC)
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 8
Course coordinator and team	Manasi Thapliyal Navani & Gunjan Sharma

1. How does the course link with the vision of AUD?
   This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual well-being of a person. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. It lays equal weightage to the theory and practicum. Thus the course aligns with the core vision of the University of engaged teaching and learning.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will familiarise students with the knowledge and philosophical traditions of Yoga and is considered a requisite for the teacher education component in light of its focus on the 'self of the teacher' and NEP 2020 recommendations for engaging with Indian Knowledge Systems.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course will connect to the philosophy of education component, Understanding India courses of ITEP, as well as the first course on Understanding India offered in Semester 1 and 2.

4. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
   It is an introductory level course and does not require any prior knowledge.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long 2-credit course in the mode of series of interactive discussions and practicum.

7. **Course Details:**

a. Summary:

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual well-being of a person. Yoga as a way of life is characterized by peace and tranquility, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. The course transaction will lay equal weightage to the theory and practicum.

b. Objectives:

- To introduce students to Yoga as a knowledge system
- To enable an appreciation for, and acquire experiential understanding of significance of Yoga in understanding Self
- To familiarise students with basic Yoga Asanas/Breath Work (Pranayam/Kriyas).

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- explain the importance of Yoga and how it helps an individual in understanding Self
- describe the importance of practicing Yoga Asana
- practice basic Yoga Asanas/ Kriyas.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organized around Three Modules, which focus on introducing students to key areas of philosophy and historical perspective of the practice of Yoga and development of Yogasutras over time. An attempt will be made to link the significance of practices of Yoga for holistic development of an individual, the distinct approach to notion of well-being that different schools of Yoga take (Gnana, Bhakti or Karma) and the key tenets of Yoga identified across various Schools. The course will integrate the experiential aspect of learning Yoga with the theoretical engagement and introduce students to meditation and reflective practices, their significance in contemporary times, and enable a meaningful engagement with the idea of holistic well-being, happiness and understanding of the 'self' from the perspective of Yoga.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Unit 1: Philosophy, and Historical Perspective of Yoga

This module will focus on introducing the context and nature of knowledge of the self-addressed by the Yogasutras with its focus on 'meditation' (Samadhi), 'praxis' (Sadhana), 'powers' (Vibhuti), and 'aloneness/freedom' (Kaivalya).

D. Concept and Meaning of Yoga, Philosophy of Yoga
E. Brief history and development of Yoga (Classical Yoga, Post Classical Yoga and Modern Period)
F. Importance of Yoga for healthy living, Yoga and its relevance in the modern times, Traditions in Yoga.

Practicum: Pranayama (breathing techniques) to understand breathing anatomy as per yoga principles. Some of the practices that would be covered are: normal breathing, deep breathing, fast breathing, Pranayam (Ujjayi, Bhramari, Nadi Shodhana, Bhastrika), Thoracic breathing and other forms.

Unit 2: Schools of Yoga

This module will focus on nature and forms of Yoga, the eightfold means of Yoga; the emphasis on practical methods of purification and concentration for realising the self's distinction from the body and the mind, leading to 'self-realisation' / 'liberation'.

D. Different streams \schools of Yoga (Gnana, Bhakthi, Karma).
E. Construction of Yoga Practice for all round development.
F. Principles of Yoga:
    4. Yama (restraint): (Ahimsa, Satya, Asteya, Brachmacharya, Aparigraha),
    5. Niyama (culture): Shoucha (external purification of the body by washing and taking pure food; and purification of the mind by cultivating good emotions or sentiments/virtues); Santhosha, Tapas (endurance), swadhyaya (regular habit of study) and Isvara Paridhana (meditation).
    6. Asana; 4. Pranayama; 5. Pratyahara; 6. Dharana; 7. Dhyana; 8. Samadhi

Practicum: Active and restorative yoga asana (poses) with focus on alignment of body and mind. Small batches of students will practice selected asanas by turn. The following would be included: preparation for yoga practice, preparatory movements, sun salutation, selected yogasana in sitting (eg. Vajrasana, mountain pose, twisted pose, forward bend pose), and standing position (eg. warrior pose, triangle pose, tree pose)

Unit 3: Modern Principles of Yoga and Meditation

A. *Modern Principles*: Human Body is a holistic entity, Individuals and their need are Dhāraṇa & Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.

B. *Meditation:* - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

Practicum: Meditative techniques including mindfulness meditation: mantra, visualising, gazing, walking, standing, etc.

Essential Readings/Resources

- Feuerstein, Georg (2001). *The Yoga Tradition: Its History, Literature, Philosophy and Practice*. Hohm Press. (selected excerpts)
- Asanas, Pranayamaand Mudra Bandh, Swami Satyananda Saraswati, Yoga Publication Trust, Munger, Bihar, India, 2004
- Patanjali Yogasutras, Commentary by Swami Vivekanand, Rajyoga (Introduction and History of Yogasutras- select chapters)
- Krishnamurti, J. (1970, 9 April). What is Meditation? Public Talk, San Diego, California. https://www.jkrishnamurti.org/content/what-meditation
- Bihar School of Yoga: Satyananda Yoga For everyone
    - https://www.biharyoga.net/yoga-for-everyone-training-bihar-yoga-satyananda-yoga-one.php
- Chandrasekhar, R. & Chandrasekhar, A. (2022). Growing with yoga. Tulika Books.

Suggested Readings/Resources:

- Patanjali Yog Pradeep-Swami Omanand Saraswati, Gita Press, Gorakhpur, 2013
- Science of Pranayama-Swami Sivananda, Edition by David De Angellis, 2019
- Udayveer Shastri Granthavali, 4, Patanjali Yog Darshanam, Udayvir Shastri, Govindram Hasanand, Delhi.
- Joshi, Kireet and Cornelissen, Matthijs (eds) (2004), Consciousness, Indian Psychology and Yoga. In Chattopadhyaya, D. P. (General Editor), *History of Science, Philosophy and Culture in Indian Civilization*, vol. XI, part 3, New Delhi: Centre for Studies in Civilizations.
- Plum Village App Team (2022, November 7). Calm and Ease: Guided Meditation. Plum Village App (Thich Nhat Hanh meditation with focus on breath awareness)- https://www.ekhartyoga.com/classes/3564/mindfulness-meditation-from-thich-nhat-hanh
- The True Nature of Patanjali Yoga Sutras - Isha.sadhguru.org (Dec 21, 2018)
    - https://isha.sadhguru.org/en/wisdom/article/patanjali-yoga-sutras-true-nature
- How to Meditate- Isha.sadhguru.org https://isha.sadhguru.org/yoga/meditations/how-to-meditate/
- Science of Meditation- Isha.sadhguru.org
    - https://isha.sadhguru.org/yoga/meditations/science-of-meditation/
- Yoga and the Mind- Isha.sadhguru.org
    - https://isha.sadhguru.org/yoga/yoga-articles-mind-stress/yoga-and-the-mind/
- Iyenger, B. K. S. (2005). The illustrated light on Yoga: Yoga dipika. Harper Collins & India Today Group.
- Iyengar, B.K.S. (1976) : Light on Yoga. UNWIN Paperbacks.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the learning resources. The course will have two types of assessment situations:

3. Practicum: 50 percent
4. Project on any one theme of the course: 50 percent

8. Pedagogy:

a. Instructional strategies:

Seminar and Workshop mode will be used to facilitate experiential learning activities that encourage meditative, reflective engagement.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): There will be a need for a functional well-ventilated physical education room, 50 yoga mats and yoga blocks.

c. Expertise in AUD faculty or outside: A guest faculty would be essential for transacting the course.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others:

Course can be conducted in collaboration with organisations working on promotion of Yoga as a living tradition.

Signature of Course Coordinator(s)

Note:

3. Modifications based on deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
4. Core courses which are meant to be part of more than one program and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one program should have been approved in the Board of Studies of the primary School.

Recommendation of the School Board of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	ITEP/BABEd Secondary
Course title	**Citizenship Education, Sustainability and Environment Education**
Course code	ITEP-VAC-000
Total Credits	02
Course type	VAC
Level	UG
Proposed date of launch	Semester 8
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?

This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, critical, and informed citizens of the nation. The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human discourse. This course also underlines the environmental education component which aims at creating awareness among student teachers of environmental issues; strengthen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives. The course overall seeks to create among student teachers an awareness of responsible citizenship, an attitude towards promoting sustainability and environment conservation required for responding to contemporary local/national/global challenges. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled practitioner, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?

The Idea of Citizenship Education, Sustainability and Environment Education have been recognized as one of the important aspect of NEP 2020 for nurturing a sense of responsibility among the youth. In the area of Teacher Education, Citizenship Education, Sustainability and Environment Education provide a support to promote these values among the prospective teachers.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course connects with the courses offered in the other semesters of the programme namely: Education for Sustainable Development, Community Engagement & Service.

4. Specific requirements on the part of students who can be admitted to this course:

As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted: As per the NCTE norms for ITEP

6. Course scheduling: Semester-long.
7. Course Details:
   a. Summary:
      This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "Vasudaiva Kutumbakam" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.
      The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.

   b. Objectives:
      - To comprehend the concept of citizenship and citizenship education,
      - To Explain the idea and practice of 'Sustainability' in all fields of human activities
      - To understand and analyze the Sustainable Development Goals with reference to education.
      - To create awareness of environmental issues and its impact on human civilization

   c. Expected learning outcomes:
      On successful completion of the programme, the student-teacher should be able to:

- Explain the concept of citizenship and citizenship education,
- Describe the aims of and approaches to citizenship education,
- Explain the concept and aims of Global Citizenship and Global Citizenship Education,
- Describe the aims of and approaches to global citizenship education,
- Explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- Demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

d. Overall structure:
The course is organised into three comprehensive and interlinked modular parts as follows:
- Module-I : Citizenship Education
- Module-II : Sustainability
- Module-III : Environment Education

e. Course contents details:

Module-I: Citizenship Education

This module will provide an overview of the concept of citizenship and citizenship education and its aims and approaches. It will also engage the learners in understanding the Concept of Global Citizenship and Global Citizenship Education required for responding to contemporary global challenges.

- Concept of citizenship and citizenship education.
- Aims of and approaches to citizenship education.
- Understanding Constitution: Preamble, Fundamental Rights and Duties
- Concept of Global Citizenship and Global Citizenship Education

Essential readings with page numbers:

- Indian Constitution. (2019). The Secretary of Government of India, New Delhi (Preamble pp-32, Part-II- Citizenship pp 35-36, Part-III- Fundamental Rights, pp37-51, Part IVA-Fundamental Duties pp 56), published with the Ministry of Law and Justice, (Legislative Department) notification No. G.S.R. 562(E).
- Julia Preece (2002) Feminist Perspectives on the Learning of Citizenship and
- Governance, Compare: A Journal of Comparative and International Education, 32:1, 21-33, DOI: 10.1080/03057920120116508Karen Pashby, Marta da Costa, Sharon Stein & Vanessa Andreotti (2020) A meta-review of typologies of global citizenship education, Comparative Education, 56:2, 144-164, DOI: 10.1080/03050068.2020.1723352
- Kadiwal, L. & Jain, M. (2020). Civics and Citizenship Education in India and Pakistan. In: Sarangapani, P.M. & Pappu, R. (Eds.), Handbook of Education Systems in South Asia. Springer Singapore, Singapore. https://doi.org/10.1007/978-981-13-3309-5_44-1
- Kymlicka, W. (2000). Citizenship Theory. In W. Kymlicka, Contemporary Political Philosophy: An Introduction. Second Edition. Oxford: Oxford University Press, 284-326
- NCERT (2024) Political Theory, Chapter 6: Citizenship. https://ncert.nic.in/textbook.php?keps1=6-8
- जैन, मनीष एवं रिद्धिमा गर्ग (2023). नागरिकता शिक्षा : अवधारणात्मक एवं ऐतिहासिक सम्बन्ध, परिप्रेक्ष्य, वर्ष 30, अंक 1 , अप्रेल 2023, पृष्ठ 5-28 , नीपा, नई दिल्ली
- राही, एस.जी (2023). नागरिकता शिक्षा : अतीत और वर्तमान, परिप्रेक्ष्य, वर्ष 30, अंक 1 , अप्रेल 2023, पृष्ठ 101-110 , नीपा, नई दिल्ली
-

Suggested readings:

- Azim Premji University (2021). Learning Curve: Education for Citizenship. https://cdn.azimpremjiuniversity.edu.in/media/publications/downloads/magazine/LC-Issue-9-April-2021.f1623931959.pdf

- Marshall, T. H, 1950, Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press.
- Kymlicka, W.(1995). Multicultural Citizenship, Oxford: Oxford University Press.
- Kymlicka, Will (1999), "Citizenship in an Era of Globalization: A Response to Held," in Ian Shapiro and Casiano Hacker-Cordon (eds.), Democracy's Edges (Cambridge, UK: Cambridge University Press).
- Roy, Anupama (2016). Citizenship in India. New Delhi: Oxford University Press.

Module-II: Sustainability

In this module the student teachers will be provided an overview of the concept of Sustainability in all fields of human activities. The learners will reflect on the SDGs given by the United Nations. The concept of Sustainable management of natural resources can be explained by organizing School- and community-based activities.

- Concept of 'Sustainability' in all fields of human activities.
- Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
- Sustainable development goals.
- Sustainable management of natural resources.
- School- and community-based activities.
- Education for sustainable development.

Essential readings with page numbers:

- THE 17 GOALS | Sustainable Development (un.org)
- Global Sustainable Development Report (2023)
- https://unstats.un.org/sdgs#
- NCERT (2015). Towards a Green School. *A Resource Book* on Education for Sustainable Development for Elementary Schools. https://ncert.nic.in/dee/pdf/Towards%20A%20green%20School.pdf
- NCERT (2024) Indian Economic Development, Chapter 7: Environment and Sustainable Development. https://ncert.nic.in/textbook.php?keec1=7-8
- Saner Raymond, Lichia Yiu & Melanie Nguyen (2023), Monitoring the SDGs: Digital and social technologies to ensure citizen participation, inclusiveness and transparency, Development Policy Review, pp 483-500

Suggested readings:

- Allen, C., & Clouth, S. (2012). Green economy, green growth, and low-carbon development – history, definitions and a guide to recent publications. UNDESA: A guidebook to the Green Economy. pp1-63
- United Nations Development Group. (2013). A Million Voices: The World We Want: A Sustainable Future With Dignity For All. Retrieved from
- https://www.undp.org/content/dam/undp/library/MDG/english/UNDG_A-Million-Voices.pdf
- Basiago, A. D. (1999). Economic, social, and environmental sustainability in development theory and urban planning practice: The environmentalist. Boston: Kluwer Academic Publishers.
- Littig, B., & Griebler, E. (2005). Social sustainability: a catchword between political pragmatism and social theory. International Journal of Sustainable Development, 8, 65–79. doi:10.1504/IJSD.2005.007375

Module- III: Environmental Education

In this module discussion and reflection can be held on the various environmental issues and what approaches and initiatives are being taken to address them. The module also throws light on the role of Mass Media and Technology in delivering environmental education and Governmental and Non-Governmental Organizations in promoting Environmental Education issues.

- Environmental issues.
- Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
- Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
- Approaches to delivering Environmental Education
- Role of Mass Media and Technology in delivering environmental education.
- Roles Governmental and Non-Governmental Organizations in promoting Environmental Education.
- School and community-based environmental education activities.

Essential readings with page numbers:

- Ballantyne, R., & Packer, J. (2005). Promoting environmentally sustainable attitudes and behaviour through free-choice learning experiences: what is the state of the game? Environmental Education Research, 11(3), 281-295.
- Bradley, J., Waliczek, T. M., & Zajicek, J. M. (1999). Relationship between environmental knowledge and environmental attitude of high school students. Journal of Environmental Education, 30(3), 17.
- Disinger, J. F. (2001). K-12 Education and the environment: Perspectives, expectations, and practice. Journal of Environmental Education, 33(1), 4.
- Knapp, D. (1998). Environmental education and environmental interpretation: The relationships. Essential Readings in Environmental Education, 293-300.
- NCERT (2024) Indian Economic Development, Chapter 7: Environment and Sustainable Development. https://ncert.nic.in/textbook.php?keec1=7-8

Suggested readings:

- Bandopadhyay, Bibutibhushan (1939) Aranyak. Kolkata: Kattayani Book Stall
- Neal, P., & Palmer, J. (2003). The handbook of environmental education. Routledge. ISBN: 97804150931490.
- Palmer, J. (2002). Environmental education in the 21st century: Theory, practice, progress and promise. Routledge. ISBN: 9780415131971.
- Rickinson, M. (2001). Learners and learning in environmental education: A critical review of the evidence. Environmental Education Research, 7(3), 207-320.

Suggestive Practicum

- Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.
- Write a report on the Role of Mass Media and Technology in delivering environmental education.
- A critical reading of the Constitution: Preamble, Fundamental Duties & Rights

- Indigenous ways to promote sustainability: idea & practice (eg. Water purification and conservation g, community health practices, back to nature etc.

(ii) Assessment Plan for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of practicum and assessment of reflective level readings.

Assignment-I	Practicum (one from each module)	30 %
Assignment-II	In class test	30%
Assignment-III	Term Paper submission	40%

Pedagogy:

d. Instructional strategies: Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.

e. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

- Seminar/Workshop Hall; Issue based documentaries

f. Expertise in AUD faculty or outside

- Subject Expert and Practitioner (on and off campus0

– Linkages with external agencies (e.g., with field-based organizations, hospital; any others): TERI (Prakriti School); Navdanya (www.navdanya.org); Parliament Visit; Ministries associated with SDGs implementation and Environment

Prachi Nadda

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sunita Singh

Signature of the Dean of the School

SCHOOL EXPERIENCE
(Secondary Stage)

Field engagement is an integral part of a teacher education programme. In field engagement of a pre-service teacher education programme, the student teachers are engaged in different kinds of practical tasks or activities relating to the teaching profession in a supervised condition. Through field engagement, the student teachers understand school processes, participate in activities, and internalize school-related ethics, values, and norms. School experience is integral to the Integrated Teacher Education Programme (ITEP); it allows student teachers to experience the school environment and apply theoretical learning.

Objectives

The School Experience will help the student teachers:

- To understand the roles of different personnel associated with the academics, resources, and the school system's management.
- To be conscious of their duties as teachers concerning students, school, community, and other stakeholders.
- To reflect on diverse school contexts and to appreciate the role of school teachers.
- To understand and participate in different curricular activities like school assemblies, games and sports, cultural activities, and other events.
- To participate in different programmes of school like parental engagement, motivating the students from the socio-economically disadvantaged group, and promoting inclusion and equity.
- To develop skills associated with the profession - adaptation, collaboration, problem-solving, and participative decision-making.
- To develop contextual learning competencies, skills, and attitudes for becoming effective teachers.
- To develop ICT and research skills.

Table 1: Outline of Activities under School Experience

Course	Credits	Semester	Description
Pre-Internship	2	5	Orientation and preparation in the institute
School Observation	2	6	Two weeks visit to different types of schools
Internship	10	7	12 weeks of working in school(s) as an integral part of the system
School-based research projects	2	7	Identification of the issue, research design, intervention during the school internship and preparation of the research report
Creating TLM	2	8	Visit different types of local vocational artists/professions, design learning resources using local traditions and connect artists to school.
Post Internship	2	8	In the institute: Sharing of experiences with other student teachers and submission of the report
Total	**20 Credits**		

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Secondary
Course title	**Pre-Internship Practice**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (Semester 5)
Course coordinator and team	Sunita Singh (C), Monimalika Day

1. How does the course link with the vision of AUD?
   The course on 'pre-internship practice' enables all students to understand the requirements of the internship and prepare for it before they step into classrooms. It connects with AUD's vision of academic excellence in preparation of student teachers for inclusive classrooms. The course will provide learning experiences to students and also contribute to the broader goal of creating an inclusive and diverse professional environment.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is offered in the fifth semester of the programme--before the internship begins. It is also offered along with pedagogy courses and will prepare students for the internship in the seventh semester.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course connects with various field-attachment courses offered in the MA programme in the school.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. Course Details:
   a. Summary: Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for the student teachers to experience a simulated

classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic practices and classroom management skills and get an opportunity to have hands-on experience. It will introduce students to the significance of understanding the school, classroom and community environment and the curriculum framework and assessment as it relates to the specific class.

c. Objectives: After completion of the course, student teachers will be able to:

- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to transact them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- be prepared for the school internship.

d. Expected learning outcomes:
After completion of the course, student teachers will be able to:

- describe the prerequisites of the internship,
- demonstrate knowledge of pedagogic practices, classroom management skills, assessment
- tools and learning standards,
- develop lessons plans and relevant Teaching Learning Materials (TLMs),
- develop readiness to take up an internship programme.

e. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is divided into three modules:
Module 1: Understanding pedagogic practices
Module 2: Identifying resources
Module 3: Developing lesson plan and portfolio

Course contents detailed in Module-wise Format with following details for each module: The course is divided into three modules.

Module 1: Understanding pedagogic practices

This module will explore the pedagogic strategies used by educators to facilitate learning in classrooms. Understanding and implementing effective pedagogic practices is crucial for fostering an educational environment where all students can thrive and reach their full potential. The classroom sessions will focus on the following:

- Orientation of student teachers to different pedagogic (play, discovery, and
  - activity/project-based) and classroom management skills
- Reading and reflecting on inspiring books on pedagogic practices like ‘Divaswapna’
- Study Preparatory Stage Learning Standards from the NCF
- Observation of the lesson demonstrated by teacher educators/experts in the institute.

Essential readings with page numbers:

Badheka, G. (1989). Divaswapna (English translation). *National Book Trust, Delhi*.

National Council for Educational Research and Training. (2023). National Curriculum Framework for School education. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
Approach to Learning Standard, Pedagogy, pp. 57-98
Selvam, Salai (2021) Folk games in learning. *Learning Curve (10),* pp. 60-62. ISSN 2582-1644
Vijaysimha, Indira (2018) BINGO – a versatile game for playful learning. *Learning Curve (31),* pp. 33-35.

Suggested readings:

Kuroyanagi, Tetsuko, 1933-. (1996). Totto-chan : The little girl at the window. Tokyo ; London: Kodansha International.
Edwards, M. N., Higley, K., Zeruth, J. A., & Murphy, P. K. (2007). Pedagogical practices: Examining preservice teachers' perceptions of their abilities. *Instructional Science*, *35*, 443-465.
Ferreira, M., & Marques, A. (2024). Foundations of teaching and learning–a study with teachers on conceptions and pedagogical practices. *International Journal of Instruction*, *17*(2), 67-84.
Shehnaz, D. K. (2021) Play and learn : games for classrooms. *Learning Curve (10),* pp. 63-65. ISSN 2582-1644

Module 2: Identifying resources

This module will enable students to identify different resources that could be used in teaching. Diverse resources are available, for example, textbooks and curriculum guides, educational websites and online platforms, library and media centre, digital tools and apps, hands-on materials, community and local resources and so on. Students will be introduced to the significance of understanding the materials, mapping their relevance with specific concepts that are taught and ways to create a rich, engaging, and supportive learning environment by using them.

- Exploring available learning resources and educational videos
- Identify local toys/games to facilitate play activities and pedagogical practices.

Essential readings with page numbers:

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans. .https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_3rd_english_26.3.22_11zon.pdf
SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 4 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_4th_english.pdf
SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 5 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/mtlp_class_5th_english_final_20.5.22.pdf

Suggested readings:

Read.Write.Think: https://www.readwritethink.org/ Mission in to provide educators, parents, and after school professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials.
Khan Academy: https://www.khanacademy.org/
Graphic Organisers: https://www.hmhco.com/blog/free-graphic-organizer-templates

Teacher Vision: https://www.teachervision.com/lesson-planning/graphic-organizer
UNESCO: https://www.unesco.org/en/open-educational-resources

Module 3: Developing lesson plans and portfolio

Developing lesson plans and maintaining a portfolio are essential tasks for effective teaching and professional growth. Preservice teachers need to first clearly delineate what they want students to know and be able to do by the end of the lesson. This module will also introduce students to creating diverse activities and plan for differentiated instruction in the classroom. Carefully developed lesson plans and a comprehensive teaching portfolio, will enable students to demonstrate their pedagogical knowledge, reflect on their practices, and work on personal and professional growth. This module includes the following components:

- Designing guided play/activities for each class/subject based on learning outcomes.
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Developing local, low-cost and innovative TLMs

Essential readings with page numbers:

CBSE: Curriculum for the Academic Year 2024-25 https://cbseacademic.nic.in/curriculum_2025.html

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 3 .https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_3rd_english_26.3.22_11zon.pdf

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 4 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/class_4th_english.pdf

SCERT, Delhi. (2022). Multidisciplinary Teaching Learning Plans: Class 5 https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/mtlp_class_5th_english_final_20.5.22.pdf

Suggested readings:

Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2009). *Developing portfolios in education: A guide to reflection, inquiry, and assessment*. Sage.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/Artifact	**Method of assessment**	**Assessed By**	**Credits**
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher Educator	50%
Reflective group discussions/workshop	Observations	Teacher Educator	25%
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher Educator	25%

9. **Pedagogy:**
   a. Instructional strategies:

– Demonstration lesson (minimum 1 in each pedagogical subject)
– Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
– Observation of lessons by teacher educators during peer group teaching
– Reflective group discussions/workshops/seminars
– Preparation and presentation of the video content illustrating best classroom practices

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A resource room
c. Expertise in AUD faculty or outside: AUD faculty
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sunit Singh Monimalika Dey

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme BA-BEd- Secondary
Course title	**School Observation**
Course code	
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 6
Course coordinator and team	Shivani Nag; Manasi Thapliyal Navani

1. How does the course link with the vision of AUD?
   This course focuses on enabling student teachers to gain hands-on experiences from various activities organized within schools. The course on school observation offers an opportunity to learn the processes and practices in the real world context of school. To expose the student teachers to various schooling systems It lays equal weightage to the theory and practicum. Thus the course aligns with the core vision of the University of engaged teaching and learning.

2. How does the course link with the specific programme(s) where it is being offered?
   The course will provide an immersion experience for student teachers of the diverse organisational and pedagogical context of schooling.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course will connect to the educational overview and pedagogy courses taught across semester 1-5, in particular these courses: Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses.

4. Specific requirements on the part of students who can be admitted to this course:
   a. (Pre requisites; prior knowledge level; any others – please specify)
   b. Core course for all students.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

a. Semester-long 2-credit course with some in-class theory sessions and practicum in school setting.

b.

7. Course Details:

a. Summary:

As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setup. A key aim of the 'School Observation' is-to expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

b. Objectives:

- To introduce students to different schooling systems in the country
- To enable an appreciation for and acquire experience of school processes and environment
- To enable an immersed understanding of school management, learning resources, infrastructure and school-community linkages.

c. Expected Learning Outcomes:

After completion of school observation program, student teachers will be able to:

- get acquainted with various schooling systems.
- experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study the available physical and digital documents, including UDISE data.
- study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the

observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses. The course will require students to conduct observations, Interaction with different stakeholders in the school context, review the available literature on the different schooling system and become familiar with different kinds of documentation and data required in the functioning of the school

b. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format: (b) (i) Module-wise Format with following details for each module:

Unit 1: Preparation for school observation

The first unit will focus on providing student teachers an orientation to the school observation process and facilitate development of the observation formats/tools. The unit will primarily focus on introducing students to different schooling systems in the country (urban, rural, state, private schools etc) and students will get acquainted with various schooling systems; meaning and nature of the school observation process; the key distinction between monitoring and observation.

Unit 2: School Observation (minimum three types of schools)

a. Student teachers will be required to go for school observation (atleast three types of schools) in small groups to observe and collect data by using the developed formats/tools.
b. Through the course of the observations, they will be required to focus on the practices of school holistically. Students will be expected to

– establish rapport with all stakeholders.
– Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
– Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
– Study the available opportunities for learning interdisciplinary subjects.
– Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
– Study the provision of other student support services- guidance and counseling, NCC, NSS, health and wellness programme.
– Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
– Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools
– Observe school processes and transactions of the curriculum through experiential learning and prepare a report.

c. Conduct analysis of the collected data and prepare a comprehensive profile of the schools observed based on and prepare a report.

Areas for observation and data collection:

- Office management procedures of different types of schools
- School environment in all perspectives
- Process of conducting curricular activities in the schooling process
- Existing infrastructure available in the school
- Utility of ICT and TLM facilities
- Interpersonal relationships among the stakeholders
- Various assessment processes adopted in different types of schools.
- Engagement of parents and other community members in school activities.

Unit 3 Post-school observation sessions
The student teachers will be expected to finalise the school observation reports and make presentations based on their reflections on the comparative analysis of different school systems they have conducted observations in.

- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

Readings:

Emerson, R.M., Fretz, R. I., & Shaw, L. L. (2007) . Participant observation and fieldnotes. In P. Atkinson, A. Colley, S. Delamont, J. Lofland, & L. Lofland (eds). *Handbook of Ethnography.* New Delhi: Sage Publications, pp. 352- 368

Cohen, L., Manion, L., & Morrison, K. (2007). Observation. *Research Methods in Education.* London: Routledge, pp. 396-413.

Hendry, D.G., & Oliver, G. (2012). *Teaching Observation Guide.* London: London Business School. Retrieved from - https://teaching.london.edu/wp-content/uploads/2018/08/Observation-Guide-Final.pdf

Mehendele, A. and Mukhopadhyay, R. (2021). School systems and education policy in India. In Padma Sarangapani (ed.) *Handbook of Education Systems in South Asia*, p. 510-540. Springer.

Thapan, M. (2014). Introduction: Understanding School Experience. In *Ethnographies of Schooling in Contemporary India,* pp.1-17. Sage.

Wortham, S.C. (2014). Observation. *Assessment in Early Childhood Education*. Pearson, pp.123-163

Assessment Plan (weight, mode, scheduling) for the course:

Assessment Component 1	Regularity and participation in school activity (through attendance records)	10%
Assessment Component 2	Tool development for data collection	20%

Assessment Component 3	Presentation on School Experience	20%
Assessment Component 4	School Observation Report including School Profile (Structure outlined below)	50%

Students will be expected to prepare a school observation report in the following format.

Suggested Components for school observation report/profile

A. School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Teacher-Student Ratio
- Inclusiveness at all levels

B. School Development Plan
- Academic Plan
- Academic Calendar

C. Administrative processes
- Maintenance of students' records
- Maintenance of teachers' records

D. Teaching Learning Process; Development of ICT and TLMs

E. School Management;
- School Discipline
- Interpersonal Relationships
- Inclusiveness at all levels

F. Co-Curricular Learning
- Cultural activities
- Sports activities
- Annual Day
- National and Social function

G. Organisational and Social Context of Schooling
- Understanding different types (socio-economic status, ability) of students and their needs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

Pedagogy:

e. Instructional strategies: The course will require students to a.) conduct school-based observations, b.) develop tools for conducting school based and classroom-based observations, c.) Interact with different stakeholders in the school context, d.) review the

available literature on the different schooling system and, e.) become familiar with different kinds of documentation and data required in the functioning of the school. In-class sessions in the university will need to be conducted in workshop mode.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A network of schools will need to be identified and approvals taken to facilitate school observation schedule.
g. Expertise in AUD faculty or outside: All ITEP faculty can be assigned as mentors.
h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others: Linkages with different schools will need to be finalised.

Signature of Course Coordinator(s)

Note:

4. Modifications based on deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one program and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one program should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any School, the proposal may be submitted to the Academic Council.

Recommendation of the School Board of Studies: Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Secondary
Course title	**Internship in Teaching**
Course code	
Total Credits	10
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon semester (Semester 7)
Course coordinator and team	Monimalika Day (C), Sunita Singh

1. How does the course link with the vision of AUD?
   The course on 'internship' will introduce students to a major component of the programme--i.e., student teaching. Since this component is scheduled after several preparatory courses--the student teachers will be prepared to understand and address the diverse pedagogical components of the school community and strive to create inclusive classrooms. It connects with AUD's vision of academic excellence in preparation of student teachers for inclusive classrooms. The course will provide learning experiences to students and also contribute to the broader goal of creating an inclusive and diverse professional environment.

2. How does the course link with the specific programme(s) where it is being offered?
   This is an important component of the programme offered in the seventh semester. This course is preceded by several preparatory courses that will enable students to be prepared as they step into classrooms for student teaching.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. **Course Details:**

b. Summary: Teacher preparation is a reflective and experiential process, and internship is vital to connecting student teachers with school, teachers, students and other stakeholders

in various ways. It provides a platform and actual field experience for the student teachers to apply theoretical knowledge and teaching methods. During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar). This enables them to get intensive experience in all aspects of teaching- preparation, planning, developing/collecting/localizing Teaching Learning Materials, classroom transactions, assessment, reflection, and review of their experience. The student teachers are exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student teachers will be ready to take up a teacher's responsibility independently.

c. Objectives: On completion of the school internship, student teachers will be able to:

- explain the overall functioning of the school.
- describe and appreciate the different roles played by a teacher in the school.
- experience the importance of teacher-student relationships for effective teaching.
- develop age-appropriate pedagogic skills.
- use different pedagogies learnt in real-life classrooms.
- create appropriate teaching-learning materials.
- develop necessary planning and execution skills to conduct school activities (assembly,
    - celebrations, cultural programmes).
- work with the school, teacher, parents, and community relationships.
- create rapport with the stakeholders and understand their roles in the school system.
- create student portfolios and comprehensive 360-degree (holistic) progress reports.
- discuss the importance of maintaining different types of records in the school system.152
- develop research aptitude and ability to conduct action research for the situations/ problems faced during their school internship experience.

d. Expected learning outcomes:

After completion of the course, student teachers will be able to:

- describe the prerequisites of the internship,
- demonstrate knowledge of pedagogic practices, classroom management skills, assessment
- tools and learning standards,
- develop lessons plans and relevant Teaching Learning Materials (TLMs),
- develop readiness to take up an internship programme.

e. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules.
Module 1: Understand the school processes
Module 2: Planning and transacting lessons
Module 3: Participate in school activities

f. Course contents

It may be noted that the modules may not necessarily be sequential; some of the activities may be parallel, especially when students are placed in the school

Module 1: Understand the school processes

This module will discuss some of the ways in which student teachers can familiarise themselves with the school processes as they step into their internship. School processes encompass a wide range of activities and procedures that occur within educational institutions and range from admissions, curriculum, teaching-learning, assessment, attendance, support systems, communication with parents and so on. Some of the ways in which students can become involved and understand the school processes are:

- Meet the subject-based mentors, collect timetables of classes III to V and develop a scheme of lessons from the syllabus to be covered during the internship.
- Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
- Experience classes as a substitute teacher.
- Study the process of parent and community engagement for the school development programme.

Essential readings with page numbers:

National Council for Educational Research and Training. (2023). National Curriculum Framework for School education. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf

Part D: School culture and process, pp. 543-576

Suggested readings:

Sparapani, E. F., Callejo Perez, D., Gould, J., Hillman, S., & Clark, L. (2014). A global curriculum? Understanding teaching and learning in the United States, Taiwan, India, and Mexico. *SAGE Open*, *4*(2), 2158244014536406.

Module 2: Planning and transacting lessons

This module is a core component of the internship. Effective lesson planning and transacting require careful consideration of pedagogical principles, student needs, instructional goals and inclusive practices. Continuous reflection and refinement of teaching practices are essential for promoting student learning and achievement. The components of this module are organised to familiarise students with these core components:

- Plan and transact approximately 80 lessons (40+40) on any topic(s) in consultation with the school mentor.
    - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, and analytical thinking.
    - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
- Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
- Observe peer lessons and discuss with the group.
- Create teaching-learning materials, including ICT tools for opted pedagogic courses.
- Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
- Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.

Essential readings with page numbers:

Farrell, T. S., & Ashcraft, N. (2024). *Lesson planning*. TESOL Press.

CBSE. Teacher resources. https://cbseacademic.nic.in/cbe/teacher-resources.html

Suggested readings:

Ng, W., Nicholas, H., & Williams, A. (2010). School experience influences on pre-service teachers' evolving beliefs about effective teaching. *Teaching and teacher education*, *26*(2), 278-289.

Nilsson, P. (2009). From lesson plan to new comprehension: Exploring student teachers' pedagogical reasoning in learning about teaching. *European Journal of Teacher Education*, *32*(3), 239-258.

Module 3: Participate in school activities

The immersion of the students in the school system will also necessitate that they participate in the various activities of the school--in the classroom and outside it. These activities and engagements will enable the student teachers to interact with the students and also understand more about different ways to engage them in the classroom.

- Conduct sports, arts and crafts activities.
- Participate in student support services- guidance and counselling, clubs and bulbuls,
- health, and wellness programmes.
- Participate in library functioning and literary activities.
- Participate in teacher development and training activities.
- Participate and Organize school assemblies and other events (cultural, sports, yoga, and
- other development activities).
- Attend Parents-Teachers Association (PTA) meetings if held during the internship.
- Attend School Management Committee (SMC) meeting if held during the internship.

Essential readings with page numbers:

National Council for Educational Research and Training. (2005). *National Curriculum Framework.*

Section 4: School and classroom environment, pp. 78-101. Retrieved from: https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

Suggested readings:

National Council for Educational Research and Training. (2023). National Curriculum Framework for School education. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf

Part D: School culture and process, pp. 543-576

Hinde, E. R. (2004). School culture and change: An examination of the effects of school culture on the process of change. *Essays in education*, *12*(3), 1-12.

Module 4: Documentation and analysis

Documentation and analysis are crucial components of the student teaching experience, providing valuable insights into teaching effectiveness and student learning. The process of analysis of teaching practices, and reflections on student learning outcomes, can provide valuable insights into their roles as teachers and how they could continue to grow and improve in the profession. The documentation and analysis will focus on:

- Conduct action research /case study.

- Prepare a sample student portfolio,
- Write a reflective diary daily and prepare a report of each activity.

Essential readings with page numbers:

National Council for Educational Research and Training. (2023). *Action research for teachers*.

https://ciet.ncert.gov.in/action_research

Process of action research:
https://ciet.ncert.gov.in/storage/app/public/files/13/Repository/Action%20Research/AR_Module_4.pdf

Report writing:
https://ciet.ncert.gov.in/storage/app/public/files/13/Repository/Action%20Research/AR_Module_5.pdf

Suggested readings:

Cox Suárez, S. (2006). Making learning visible through documentation: Creating a culture of inquiry among pre-service teachers. *The New Educator*, *2*(1), 33-55.

Castro Garcés, A. Y., & Martínez Granada, L. (2016). The role of collaborative action research in teachers' professional development. *Profile Issues in Teachers Professional Development*, *18*(1), 39-54.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/ Artifact	**Method of assessment**	**Assessed By**	**Credits**
Observation of classroom practices	• Observation of a Minimum of 6 lessons of School Teachers (3+3) • Observation of a Minimum of 10 lessons of Peers (5+5)	Teacher Educator	Non Evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher Educator, School Mentor	40%+ 20% (60%)
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning enhancement of students related to	Teacher Educator, School Mentor	15%

	subjects (for both Pedagogical course/s)		
Participation/ Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	5%
Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method	Review	Teacher Educator, School Mentor	5%
Overall feedback on student-teacher performance by School	Observation and Interaction	School Head	5%
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	10%

8. **Pedagogy:**

a. Instructional strategies: Observation; Interaction; Discussion; Teaching in the classroom; Analysis and reporting; Collection of relevant documents and data;
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Resource room
c. Expertise in AUD faculty or outside

Stakeholders Responsibilities

Role of Head of ITEP Institution

- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities
- preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating
- proforma developed by the teacher education institute and give feedback/remarks to the
- student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the
- student teachers and mentors to assess the progress and performance of the student
- teachers.

Role of School Head

- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- Grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.
- Take substitute classes and participate in other school duties assigned by the school.

- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.
- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.

e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): schools for placement

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	ITEP/BABEd (Secondary Stage with Major in English/ Economics/ Hindi/ History/ Geography/ Political Science)
Course title	**School-based Research Project (SRP)**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	School Experience
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Integrated Teacher Education Programme UG
Proposed date of launch	WS 2024 (Semester VII)
Course coordinator and team	Gunjan Sharma

1. How does the course link with the vision of AUD?
The course is linked with the vision of AUD as it supports them in developing an informed understanding and skills for professional practice. It will prepare the students for their future role as teachers and reflective practitioners of education.

2. How does the course link with the specific programme(s) where it is being offered?
The course is a school experience course in the BABEd programmes and will develop among the student-teachers skills for inquiry in their own practice and an inquiry stance that has been an established objective of initial teacher education. This is critical for holistic teacher preparation. The course will support the school internship component.

According to the NCTE handbook for ITEP, action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. They may experiment with practices in a controlled environment to improve the transactional processes. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. These two processes explore the answers to the problem and contribute towards theory development. These two methodologies foster critical thinking, problem-solving, collaboration and ethical decision-making skills. The student teachers are placed in schools for internships. School Internship provides the student teachers with a platform to apply theoretical knowledge understanding, techniques, methods, and approaches in an actual classroom situation. It

enables them to gain intensive experience in teaching, planning, preparing support materials, and performing other school activities that a regular teacher is expected to do. The student teachers will systematically undertake school-based research to find solutions to contextual problems/challenges. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes. The course builds on education courses and content-cum-pedagogy courses. It will connect with other school experience courses and will support the school internship component. There are other core and elective courses in the MA Education & MA Education ECCE programmes on curriculum which have some overlap with this course but this is a more introductory basic course. This course is not a repetition of any existing course.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Foundation courses and content-cum-pedagogy courses upto semester VI.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-long, 2 credits, school experience course

7. Course Details:
a. Summary:
The 2-credit course on the School-Based Research Project is designed to cultivate an inquiry stance among student-teachers, encouraging them to adopt a critical, reflective approach to their teaching practice. This course immerses students in the practicalities of research by practitioners within real school settings, fostering in them ability and skills for continuous reflection on their teaching practices. By engaging in structured guided inquiry, student-teachers learn to identify questions and problems that emerge in school/classroom context, investigate these, and derive actionable insights to enhance their practice. This reflective process helps them to critically assess their teaching approaches, understand the impact of their strategies on students and learning, and make informed changes. The course aims to develop an orientation for continuous professional growth through self-directed and autonomous inquiry, encouraging future teachers to refine their practices based on evidence, experience and reflective thinking. This emphasis on reflection also equips them with the skills to engage with the dynamic educational environments.

The course will build on the understanding developed during previous semesters through different courses (Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses). The required knowledge and skills

for school-based research (especially action research and case study of learners) will be provided in this course.

b. Objectives:

- Generating interest in/promoting a culture of critical inquiry in and reflection on professional practice
- Introducing research process and its relationship with practice
- Developing skills for designing and implementing a research project
- Appreciating the sharing of knowledge within the community of practice.

c. Expected learning outcomes:

After the completion of the course, students will be able to:

- Identify contextual problems and formulate appropriate research design,
- Prepare the plan of action for undertaking school-based research,
- Develop and use tools and techniques for the collection of relevant data,
- Collect and analyze the data to identify the causes,
- Develop and implement need-based interventions for addressing the problems,
- Study the effectiveness of the intervention(s),
- Reflect and share school-based research experiences through reports and presentations.

.

d. Overall structure (course organization; rationale of organization; brief module outlines)**:**

The course is organised as per the outline prescribed by the NCTE. The course will be a combination of taught and practice based components. A mentor will be assigned to each student for guiding the project. There will be an overall course coordinator who will provide initial orientation as discussed in Module 1.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Concept and tools for research (15% class hours)

This module will discuss the concept and importance of research in general and practitioner research in particular. It will focus on action research and case study of learners specifically. The steps of conducting action research (objectives, methods, design, tools, data collection, analysis, report writing) will be discussed.

Module 2: Identification of inquiry problem (10% class hours) [guided by a mentor]

This module will involve identification of a question, problem or theme for inquiry drawn from the day-to-day teaching-learning process of the school to which the student is assigned. The areas could be drawn from foundation courses, disciplinary courses, school observations and other experiences. Some of the suggestive significant areas indicated by NCTE include:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in CCA

Module 3: Development of an action project (20% class hours) [guided by a mentor]
This module will involve development of a brief action project outlining how the project will be executed. The project could be a school-based research that involves outlining research questions, method, data collection tools, analysis, and ethical considerations. Or it could be an intervention/action designed to solve a particular problem in a classroom setting.

Module 4: Execution of the project (40% class hours) [guided by a mentor]
The student-teachers will execute the project with mentorship from the faculty mentor. The faculty supervisor/teacher coordinator at the school-site would also observe the execution of the project and provide feedback.

Module 5: Presentation and report (15% class hours) [guided by a mentor]
The project will culminate into a brief presentation and report. With the support of the mentor, the student-teachers will develop a brief report based on a format provided to them. The report will be presented in a seminar.

Resources for review:
Radical Teacher Journal, Teacher Plus, Lok Shikshak Manch blog

Essential Readings:
Open University. *Action research: TESS-India* (Teacher Education through School-based Support): http://www.open.edu/openlearncreate/pluginfile.php/159527/mod_resource/content/3/TEGN_AR.pdf
Creswell, J. W. (2012). *Educational research: Planning, conduction and evaluating quantitative and qualitative research* (4th ed.) (pp. 2-42). London: Pearson.
Raghavan, N. (2015). *Reflective teacher: Case studies of action research*. Chennai: Orient Blackswan Private Limited. (Any 2 selections)
The Association of Independent Schools of New South Wales Limited. (2021). *The brief: Round 2 school based research project update*. https://www.researchgate.net/publication/354600940_ISSUE_3_School_Based_Research_Projects_Overview
Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion teachers: Stories of exploratory action research*. British Council. (Any 2 Selections)

Suggested readings:
Hammersley, M. (1993). On the teacher as researcher. Educational Action Research, 1(3), 425-445.
Farooqi, F. (2014). Ek school manager ki diary ke kuch panne – XI: Bachhon se mulakat. *Shiksha Vimarsha*, March-April, 25-37.
A Post Graduate Teacher (Anonymised). (2014). Some personal reflections about teaching in government schools. In Varma, V. S., and Sharma, G. (Ed.), *Teachers in conversations: Schoolteachers' narratives, discussions and dialogues*, pp. 37-48. New Delhi: Ambedkar University Delhi and Ahvaan Trust.

Bhatt, H. (2008). *Ek school teacher ki diary ke kuchh panne* (pp. 16-17). Bangalore: Azim Premji University.
Midha, G. (2018). Tools to guide our action. *Teacher Plus*: https://www.teacherplus.org/tools-to-guide-our-actions/
Nadig, D., and Gupta, V. (2018). From research in action to action research. *Teacher Plus*: http://www.teacherplus.org/from-research-in-action-to-action-research/
Zeni, J. (2009). Ethics and the 'personal' in action research. In S. E. Noffke & B. Somekh, *The SAGE handbook of educational action research* (pp. 254-266). London: SAGE Publications Ltd
Thapa, R. K. L. (2016). An action research on classroom teaching in English medium. *Asian Journal of Humanities and Social Sciences, 4*(1), 97-106 (https://ajhss.org/pdfs/Vol4Issue1/5.pdf).
Gomathi, R. *Action research on multiplication algorithm in grade 5* (pp. 111-115): http://www.azimpremjifoundationpuducherry.org/teacher-reference/action-research-multiplication-algorithm-grade-5
Nofke, S. (2009). Revisiting the personal, professional and political dimensions of action research. In Susan E. Noffke & Bridget Somekh (Ed.), *The SAGE handbook of educational action research*, pp. 6 – 24.
Rust, F. O. (2009). Teacher research and the problem of practice. *Teachers College Record, 111*(8), 1882–1893.
Lather, P. (1986). Research as praxis. *Harvard Educational Review, 56*(3), 257-278.
Whitehead, J. (2009). Generating living theory and understanding in action research studies. Action Research, 7(1), 85-99.
Cochran-Smith, M., and Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers:

Competence/Artifact	**Method of assessment**	**Assessed By**	**Weightage**
Process: Observation during the execution of action research	Observation	Faculty mentor	25%
Outcome: Research Presentation	Presentation & Report	Panel of mentors	25% + 50%

8. **Pedagogy:**

a. Instructional strategies:

The course will be a combination of taught and practice based components. A mentor will be assigned to each student for guiding the project. There will be an overall course coordinator who will provide initial orientation as discussed in Module 1.

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Sharing and presentation of the outcomes of school-based research.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom, projector, access to schools.

c. Expertise in AUD faculty or outside:
Within AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
Yes. Access to schools.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Secondary
Course title	**Creating Teaching Learning Material (TLM)/Work Experience**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (Semester 8)
Course coordinator and team	Monimalika Day (C), Sunita Singh

1. How does the course link with the vision of AUD?
   The course on 'creating teaching learning materials' will enable students to reflect upon their experiences from their internship and develop materials that are connected to local cultures and communities. It connects with AUD's vision of academic excellence in two ways. First, by creating materials for students from diverse backgrounds and abilities to address issues of equity. Second, by using materials and artifacts to create teaching learning materials that are meaningful to students. Thus, the course provides opportunities to understand diversity among students and address their learning through a variety of teaching learning materials.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is offered in the eighth semester of the programme--after the internship. It is offered along with a course on community engagement and post-internship. The linkages between the courses will enable students to develop reflexivity and the skills needed to engage with communities.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The curriculum courses in the ITEP programme and MA Education programmes have a component on teaching learning materials. However, this course focuses specifically on giving students the opportunity to reflect on the internship in the seventh semester and explore some of the crafts in India to synthesize information on this topic.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. **Course Details:**
    c. Summary: Having developed an understanding of education's philosophical, sociological, and psychological perspectives and gained hands-on experiences from pre-internship, school observation and internship phases, the student teachers have developed a comprehensive understanding of education. By utilizing these experiences and understanding, the Student teachers will be in a position to develop/create Teaching Learning Materials (in various forms, Programed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few) which in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. Schools provide a systematic teaching environment for the learners to acquire the knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Work experience fosters basic knowledge, skills and disposition among the students that prepare them to think of becoming skilled entrepreneurs. To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

    d. Objectives: After completion of the course, student teachers will be able to:
        - Assess the need for Teaching Learning Materials and prepare innovative TLM,
        - Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs

    d. Expected learning outcomes: The student teachers will:
        - demonstrate the use of TLM for enhanced learning,
        - explain the importance of work experience and competencies of local crafts person.

    e. Overall structure (course organization; rationale of organization; brief module outlines):

    The course is divided into three modules:
    Module 1: Understanding how students learn at different stages
    Module 2: Indigenous toys and teaching learning materials
    Module 3: Adaptation of teaching learning materials for children with special needs

    f. Course contents detailed in

    (b) (i) Module-wise Format with the following details for each module: The course is divided into two modules.

Module 1: Understanding how students learn at different stages

This module will help students to deepen their understanding of how children learn at different stages. Based on their internship experience students will revisit characteristics of learners at the preparatory stage and explore ways to develop appropriate teaching learning materials for this age group. The classroom sessions will focus on the following:

- Understanding how children learn at different stages.
- Group discussion on their interactions with children during the internship

Essential readings with page numbers:

Hughes, F. P. (Ed.). (2010). *Children, play, and development*. Chapter 5: Play in later childhood and adolescence (pgs129-154). Sage

NCERT (2023). National Curriculum Framework for School Education. Pgs 35 to 52

Suggested readings:

Paris, J., Ricardo, A., Rymond, D., Johnson, A. (2018). Child Growth and Development. Middle Childhood-Cognitive Development. (Chapter 11) pgs 268-301 https://open.umn.edu/opentextbooks/textbooks/750

Module 2: Indigenous toys and teaching learning materials

Preservice teachers need to be aware of how the toys and artifacts available in various communities can be used as teaching learning materials in the primary classes. This module will enable students to become familiar with various cultural artifacts and their significance in pedagogical processes. They may use modern technology to create digital learning materials. The classroom sessions will focus on the following:

- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Workshops with local artisans and craftspeople
- Analysis of available local specific, indigenous learning resources, including toys and
- their use in the learning-teaching process

Essential readings with page numbers:

Art Integrated Learning. (2023). National Council for Educational Research and Training. https://ncert.nic.in/deaa/pdf/ArtIntegratedLearning-Handbook-Classes%20I-V.pdf. Retrieved on 10th June 2024.

Khanna, S. (1981). Dynamic folk toys. Indian toys based on the simple application of principles of science and technology. Available at: http://www.arvindguptatoys.com/arvindgupta/dynamicfolktoys.pdf Retrieved on 10th June 2024.

Murlidhar, R & Sharma, R. (2018).Learning Curve, (2)TLM: The What, the Why and the How! 21-24.https://azimpremjiuniversity.edu.in/publications/2018/magazine/learning-curve-issue-2

Mukunda, K.V. (2022). Learning Curve, How teachers can use nature and human beings as Teaching Learning Materials (TLMs). https://azimpremjiuniversity.edu.in/news/2022/direct-interactions-with-natural-beings-as-teaching-learning-materials-tlms

Suggested readings:

American Academy of Pediatrics .(2024). Media and children https://www.aap.org/en/patient-care/media-and-children/. Retrieved on 10th June 2024

Education Endowment Fund. (2024). Evidence and Resources for Primary https://educationendowmentfoundation.org.uk/education-evidence/primary.Retrieved on 10th June 2024.

Khanna, S., Wolf, G. & Ravishanker, A. (1999). *Toys and tales with everyday*

materials. Ahmedabad: Tara Publishing and National Institute of Design. https://arvindguptatoys.com/arvindgupta/toysandtales.pdf.Retrieved on 10th June 2024.

Module 3: Adaptation of teaching learning materials for children with special needs (CWSN) Pre-Service teachers need to be prepared to work in inclusive classrooms. It is necessary for them to learn ways to adapt materials to meet individual needs and preferences of learners. They will be introduced to basic principles of assistive technology to address the needs of children with different types of disabilities. Moreover, diversity among the student population suggests that learners demonstrate preferences for different ways of learning. Knowledge of relevant TLMs for specific groups of children- CWSN, kinesthetic learners, visual learners, auditory learners to address individual differences will be introduced..

Essential readings with page numbers:

Lee, A.M.I & Haven, S. (2023). What is Assistive Technology? https://www.understood.org/en/articles/assistive-technology. Retrieved on 10th June 2024.

Suggested readings:

National List of Essential Assistive Products (NLEAP). Available from: https://www.researchgate.net/publication/344262721_National_List_of_Essential_Assistive_Products_NLEAP. Retrieved on 10th June 2024

Senjam SS, Mannan H. Assistive technology: The current perspective in India. Indian J Ophthalmol. 2023 May;71(5):1804-1809. doi: 10.4103/IJO.IJO_2652_22. PMID: 37203033; PMCID: PMC10391423.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/ Artifact*	**Method of assessment**	**Assessed By**	**Credits**
1.TLM developed	Presentation	Teacher Educators (panel of three experts including an external expert)	50%
2.TLM developed	Exhibition	Teacher Educators (panel of three experts including an external expert)	25%
3.Manual	Presentation	Teacher Educator	25%

4. Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
5. Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
6. Development of a manual for TLM developed in assignment 1.Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

8.Pedagogy:

e. Instructional strategies: Workshops, Group discussions, Field visits and interaction, Analysis of existing local-specific learning resources, toys, Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A resource room
g. Expertise in AUD faculty or outside: AUD faculty
h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Visit to local craftspeople

Monimalika Day Sumit Singh

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Integrated Teacher Education Programme (ITEP)/BABEd Secondary
Course title	**Post-Internship**
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon (Semester 8)
Course coordinator and team	Sunita Singh ©, Monimalika Day

1. How does the course link with the vision of AUD?
   The course on 'post-internship' will enable students to reflect upon their experiences from their internship and develop resources that would take forward their earnings into the community. It connects with AUD's vision of academic excellence in reflecting and sharing their learnings with the larger community. This sharing will provide learning experiences to students and also contribute to the broader goal of creating an inclusive and diverse professional environment.

2. How does the course link with the specific programme(s) where it is being offered?
   The course is offered in the eighth semester of the programme--after the internship. It is also offered along with a course on community engagement. The reflection and learning from this course will also connect with the course on community engagement.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course connects with the presentation component of the various field-attachment courses offered in the MA programme in the school.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP/BABEd programme.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. Course Details:
   a. Summary: After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during

the internship and prepare comprehensive internship report during post-internship in 8th semester.

c. Objectives: After completion of the course, student teachers will be able to:
   - develop comprehensive understanding of the school ecosystem,
   - describe their learning from internship with the peers and teacher educators,
   - reflect on school internship sharing learning experiences on each activity undertaken

d. Expected learning outcomes: After completion of the course, student teachers will be able to:
   - demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
   - reflect on school internship experiences in a report.
   - share their learning from school internship with the peers and teacher educators

f. Overall structure (course organisation; rationale of organisation; brief module outlines): modules

g. Course contents detailed in (b) (i) Module-wise Format with following details for each module: The course is divided into two modules.

Module 1: Reflective practice

This module will focus on experience sharing and reflective learning which are integral parts of professional growth for educators. Students will be able to present their work and reflect on the feedback received and consider how it can inform their pedagogy and enhance student learning opportunities. Sharing of the findings of the teaching related experiences with peers will also contribute to the collective knowledge base of responsive teaching practices.

- Presentation of reflective journal summary
- My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)

Essential readings with page numbers:

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: Heath and Company.

Badheka, G. (1989). *Divaswapna* (English translation). National Book Trust, Delhi.

Suggested readings:

Leshem, S., & Trafford, V. N. (2006). Stories as mirrors: Reflective practice in teaching and learning. *Reflective Practice, 7*(1), 9-27.

Rushton, I., & Suter, M. (2012). *Reflective practice for teaching in lifelong learning: n/a*. McGraw-Hill Education (UK).

Slade, M. L., Burnham, T. J., Catalana, S. M., & Waters, T. (2019). The Impact of Reflective Practice on Teacher Candidates' Learning. *International Journal for the Scholarship of Teaching and Learning*, *13*(2), 15.

Interactions with parents and community

Interacting with parents and the community is an essential aspect of the student teaching experience, as it fosters collaboration, builds relationships, and enables them to understand the students in their classroom in a more holistic manner. By actively engaging with parents and the community, student teachers can build positive relationships, gain valuable insights into students' backgrounds and needs, and create a supportive learning environment that promotes student achievement and well-being. It is important to keep in mind that the interaction with parents need to be fostered as a two-way process.

- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

Essential readings with page numbers:

Ministry of Education. (2021). Guidelines for parent participation in home-based learning
- during school closure and beyond. Retrieved from: https://www.education.gov.in/sites/upload_files/mhrd/files/MoE_Home_Learning_Guidelines.pdf

Suggested readings:

American Federation of Teachers. (2024). Reading Rockets: https://www.readingrockets.org/topics/parent-engagement/articles/building-parent-teacher-relationships

Ellis, M., Lock, G., & Lummis, G. (2015). Parent-teacher interactions: Engaging with parents and carers. *Australian Journal of Teacher Education (Online)*, *40*(5), 160-174.

Baquedano-López, P., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, *37*(1), 149-182.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Competence/Artifact	**Method of assessment**	**Assessed By**	**Credits**
Artefacts* created during the internship. My Learning Journey	Exhibition & Presentation	Teacher Educator	50%
Comprehensive Internship Report	Review	Teacher Educator	50%

**Submission of Internship Report*

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report

8. **Pedagogy:**

e. Instructional strategies: Discussion, presentation, Gallery walks and Exhibition, Report Writing

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A resource room

g. Expertise in AUD faculty or outside: AUD faculty

h. Linkages with external agencies (e.g., with field-based organizations, hospitals; any others): NA

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	ITEP/BABEd Secondary
Course title	**Community Engagement and Service**
Course code	ITEP-VAC
Total Credits	02
Course type	VAC
Level	UG
Proposed date of launch	
Course coordinator and team	Dr. Prachi Nadda

1. How does the course link with the vision of AUD?
   Community Engagement and Service is defined as the process of involving and collaborating with individuals, groups, or communities to address issues, solve problems, and make decisions that affect them. It is a multi-dimensional interaction that seeks to build relationships, share information, and gather input to ensure that the perspectives and needs of the community are considered in decision-making processes.
   The AUD has created a framework with the axis of inclusivity, communication and participation to address and resolve the issues to empower the various stakeholders. The vision of the course completely aligns with the vision of the university which is to prepare mature & skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The university strives to transform its citizens characterized by their courage, humility, honesty, commitment and integrity.

2. How does the course link with the specific programme(s) where it is being offered?
   The Idea of Community Engagement and Service has been recognized as one of the vital strategies for attaining the goal of education for all across the society. In the area of Teacher Education, Community itself provides a support to ensure greater accountability and transparency from the educational system. In fact participation of the community including parents in the educational process is a necessary pre-requisite. This course will re-assert that innovative experiments and best practices have undoubtedly shown that community participation plays a crucial role in ensuring quality School and Teacher Education.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course connects with the other courses offered in the previous semesters of the programme.

4. Specific requirements on the part of students who can be admitted to this course:
   As per the NCTE norms for admission (ITEP)

5. No. of students to be admitted: As per the NCTE norms for ITEP

6. Course scheduling: Semester-long in the mode of series of interactive discussions, presentations, community visit and issue based community interactions.

7. **Course Details:**
   a. Summary:
   The course on Community Engagement and Service is an attempt to enrich the learning experiences of Prospective Teachers (PT) by fostering in them the idea of meaningful relationships, promote cultural competence and ultimately prepare teachers to be more effective educators in diverse and dynamic settings of a social landscape. The curricular component of 'community engagement and service' is a deliberation to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learning can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitizing the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community services. The course will help the learners to strive to create more inclusive and equitable environment and also help in developing 21st century skills and values like empathy, compassion, kindness, resilience etc.

   b. Objectives:

- To introduce and assess the conventional as well as contemporary approaches to understanding community engagement in the Institution.
- To expose student teachers to the socio-economic issues in society and community-supported development activities
- To make the community aware of the importance of education and educational issues.
- To explore the democratic ways of intervention for to ensure community engagement in school management, classroom teaching and school life.

   c. Expected learning outcomes:
   On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- Recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- Demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- Undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- Suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- Organize activities such as *street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives,

- Demonstrate social leadership quality through community services,
- Organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- Facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- Recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- Demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

d. Overall structure:

The course is organised into three comprehensive and interlinked modular parts. The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections.

- Module-I : Preparation for Community Service
- Module-II : Engagement with the Community
- Module-III : Feedback Session & Reflection

2. Course contents details:

Module-I: Preparation for Community Service (In the Institution)

This module will provide an overview of the concept of the community engagement and services. It will engage and explore the opportunity for learning with and by the community. It will throw light on the existing types and patterns of community engagement and utilise it for empowering community. It will explore the nature and context of school-community interface and will also examine the various initiatives to ensure and promote community participation in education. Learners will be oriented with the construction of various tools which can be used while organising different activities.

- Orientation of teachers on community engagement & services
- Workshop for developing tools for different activities

Essential readings with page numbers:

- ExCEL Faculty Group (2022), Fundamentals of Community Engagement: A Source book for Students. Pressbooks, CC BY- NC, Module-1 (Chapter-1)
- Hamid, et al. (2013). Effect of community participation and school community relations, Middle East journal of scientific research 16 (3):378-382.
- National Education Policy (NEP)-2020. Ministry of Education, GoI, New Delhi https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- National Curriculum Framework-2005. NCERT, New Delhi, pp 121-124 https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf
- UGC (2022) : Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India 2.0 https://www.ugc.gov.in/pdfnews/4187860_Revised-Final-Guidelines.pdf
- First Servant of the Indian People, Speech by Pt. Jawahar Lal Nehru, A Talk Broadcast from New Delhi on 15 August,1947 pp7-9

file:///C:/Users/User/Downloads/On-Independence%20-%20Speeches%20-%20Nehru%20(1).pdf

Suggested readings:

- Bray, M. (2000). Community Partnerships in Education: Dimensions, Variations and Implications. Education for all 2000 Assessment, UNESCO.
- Crosby C & Frederick B (2016) Community Engagement Program Implementation and Teacher Preparation for 21st Century Education
- Report of Secondary Education Commission (1952-53), NCERT, New Delhi
- Education and National Development, (1964-66), Report of the Education Commission, NCERT, New Delhi.
- Ramachandran, V. (2010). School Management for Quality Inclusive Education and Decentralised School Governance. National University for Education Planning and Administration, New Delhi
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.

Module-II: Engagement with the Community (Mandatory onsite stay with the community)

In this module the student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate. Students will be divided into smaller groups; they would participate in the planned activities with defined roles for seven days on a rotation basis. The activities include**:**

- Participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and craftsperson.

Essential readings with page numbers:

- Atmanirbhar Bharat: Lessons from Women-owned Cooperatives, A SEWA Publication, New Delhi , Nov 2020, pp 1-5
    - https://acrobat.adobe.com/id/urn:aaid:sc:AP:081f1704-4c7e-4b13-a54d-aee0106fac56

- CBSE (2018) Manual on Work Experience or SEWA (Social Empowerment through Work Education and Action) pp 1-6 https://cbseacademic.nic.in/web_material/CurriculumMain22/internal_assement/Work_Experience.pdf

- CTSA (2011). Principles of Community Engagement. (2nd ed., pp. 43-51). NIH Publication No. 11-7782
- ExCEL Faculty Group (2022), Fundamentals of Community Engagement: A Source book for Students. Pressbooks, CC BY- NC, Module-1 (Chapter-2).
- NSS, Introductory Booklet (2006), Ministry of Youth Affairs & Sports, GoI New Delhi, Part-I (pp 1-8), Part-II (9-18), Part –III (19-40)
    - https://nss.gov.in/sites/default/files/manualNss2006.pdf
- शर्मा, संजय एवम् धनंजय सिंह यादव (2017). समुदाय सहभागिता एवम् शिक्षा नीति के अंत: संबंधों का नीतिगत विश्लेषण, परिप्रेक्ष्य, वर्ष 24, अंक 3 , दिसंबर 2017, पृष्ठ 35-48 , नीपा, नई दिल्ली नई दिल्ली

Suggested readings:

- Bhatt, Ela R. (2018), Women, Work and Peace, A SEWA Publication (Navjivan Trust Prakashan), Ahmedabad, Gujrat.
- ExCEL Faculty Group (2022), Fundamentals of Community Engagement: A Source book for Students. Pressbooks, CC BY- NC, Module-1(Chapter-3)
- Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education (2021), Ministry of Education, GoI, New Delhi
    - https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf

Module- III: Feedback Session & Reflection (In the Institution)

In this module a discussion on the activities conducted and reflection on the experiences will be shared in the classroom. It will also explore the emergence, nature and context of New Age Communities i.e. virtual and real. It will examine and analyse some contemporary practices of New Age Community essential for prospective teachers in the 21st century.

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service
- New Age Community- Meaning and Concept
- New Age Community-Virtual and Real
- Contemporary Practices

Essential readings with page numbers:

- Towards A World Community, Speech by Pt. Jawahar Lal Nehru in the United Nations General Assembly, New York, December 20, 1956.pp1-8
    - file:///C:/Users/User/Downloads/46977lms11%20(1).pdf
- Ann Dozier (2020), The Value of Social Networking in Community Engagement in Principles of Community Engagement. Chapter 6. https://www.atsdr.cdc.gov/communityengagement/pce_social_intro.html
- Sharma, N. T. (2008). Structures and Mechanisms of Community Participation in School Management Journal of Education and Research Vol. 1 No. 1, 2008.

Suggested readings:

– Jodhka, S. S. (1999). Community and Identities: Interrogating Contemporary Discourses on India. Economic and Political Weekly, 34(41), 2957–2963. http://www.jstor.org/stable/4408508

(ii) Assessment Plan for the course:

Students will be assessed in continuous and comprehensive assessment mode on the basis of their participation in class, community engagement and services.

Assignment-I	Campus engagement & construction of tools	25 %
Assignment-II	Community engagement & Services (community walk and reflections)	25%
Assignment-III	Group Report & Presentation (a list of resources)	50%

8. Pedagogy:

a. Instructional strategies:
   - The curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, Survey, training of local youth in First-Aid and other relevant activities, guidance and counselling to school students, organizing activities such as street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris etc. to mobilize community participation in development initiatives.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   – Community/public address System (Mike-loud speaker)
   – Camera
   – First-Aid Box
   – Activity room/studio

c. Expertise in AUD faculty or outside
   – NSS Coordinator/Programme Officer
   – NCC Officer
   – University-Department Club
   – Coordinator, New India Literacy Programme
   – Health Worker

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
   – MCD/Ward In-charge (respective locality)
   – Community Hall In-charge (respective locality)

Prachi Nadda

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	BA-BEd/ITEP Secondary and Preparatory
Course title	**Education for Sustainable Development**
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Undergraduate
Proposed date of launch	Semester 8
Course coordinator and team	Manasi Thapliyal Navani (C)

1. How does the course link with the vision of AUD?
   The course explores the systemic aspect of education by exploring the question of sustainability, just and equitable development and how the sustainable development goals for education can be achieved through school education. It thus grounds the theoretical discussions in the practice context of equitable access and role of educational institutions in engendering sustainable societies. The course thus links organically with the University vision of equity and justice and bridging the theory-practice divide and enabling engaged scholarship.

2. How does the course link with the specific programme(s) where it is being offered?
   The course aims to familiarise students with the discourses of sustainable development and how educational practices–curricular as well as organisational could be aligned to engender sustainability. The course will have linkages with the Policy and Curriculum courses offered in ITEP as well as the MA programmes offered by SES.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   The course will connect to the education component courses of ITEP, as well as courses on Environment offered in SUS as well as SHE courses on Environment and Development.

4. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify) It is an introductory level course and does not require any prior knowledge.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
   Semester-long 4-credit course offered in the 8th semester (Winter Semester) transacted through lectures and interactive discussions and presentations.

7. **Course Details:**

a. Summary:

This course is designed to highlight the meaning, nature and significance of education for sustainable development in the light of the 17 goals envisaged in the United Nations agenda for sustainable development. The course aims to make student teachers aware and understand, in particular, the SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development

b. Objectives:

- To introduce students to concepts of sustainability and development;
- To introduce students to different paradigms of environment education (EE) and Education for Sustainable Development (ESD) and the changing policy context in which the discourse has emerged
- To develop critical understanding of role of education in sustainable development and pedagogical issues related to ESD

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

- clarify the meaning and significance of sustainable development
- explore the relationship among education, development and environment
- appreciate the relation between education and sustainable development
- describe the characteristics of ESD
- explain the role of education in/ and for achieving sustainable development
- critically analyze the meaning and importance of education in the context of sustainable development
- analyze the pedagogical issues related to ESD

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organized around four Modules.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Schooling for Environment and Social Sustainability

The module will introduce students to the conceptual vocabulary of sustainability and development and the convergence of the discourses on environmental sustainability with humanistic visions of economic growth and development. Students will explore how education becomes a response to the sustainability issue. The focus will be on situating the challenges for educational policy and practice that have marked the historical evolution of the paradigm of environmental education to begin with, and education for sustainable development in contemporary times. Within this context, students will be introduced to the approach of Environment Education (EE) in schools and the ideological as well as systemic challenges confronting education for sustainability.

Essential Readings:

- Portney, K. E. (2015). *Sustainability*. The MIT Press. Chapter 1-concepts of sustainability (1-56).
- Haydock, K., & Srivastava, H. (2017). Environmental philosophies underlying the teaching of environmental education: A case study in India. *Environmental Education Research, 25*(5), 1-28.
- Arjen, E. W. (2011). Learning our way to Sustainability. *Journal of Education for Sustainable Development*, 177-186.
- Almeida, S., & Cutter-Mackenzie, A. (2011). The historical, present and futureness of environmental education in India. *Australian Journal of Environmental Education*, *27*(2), 322-329.
- Ravindranath, M. J. (2000). Living traditions. In D. Yencken, J. Fien & H. Sykes (Eds.), *Environment, Education and Society in the Asia-Pacific: local traditions and global discourses*. Routledge,

Suggested Readings

- Sarabhai, K. (2008). Towards a Handprint for Sustainable Development. *Journal of Education for Sustainable Development, 2*(1), 1-3.
- Wade, R. (2015). Learning, pedagogy and sustainability: the challenges for educational policy and practice. In A. Ed. Hugh, & W. Ros (Eds.) *The challenge of sustainability linking politics, education and learning*. Policy Press.
- Orr, D. (1990). Environmental education and ecological literacy. *Education Digest, 55*(9), 49-53.
- Álvarez-García, O., Sureda-Negre, J., & Comas-Forgas, R. (2015). Environmental education in pre-service teacher training: A literature review of existing evidence. *Journal of Teacher Education for Sustainability*, *17*(1), 72-85.
- Davis, J. (2010). Young Children and the Environment: Early Education for Sustainability; Cambridge University Press
- Mckeown, R., & Hopkins, C. (2003). EE p ESD: Defusing the worry. *Environmental Education Research, 9*(1), 117–128. https://doi.org/10.1080/13504620303469

Module 2: Achieving Sustainable Development Goals (SDGs) through Education

The module will familiarise students with basic tenets and principles of the 17 sustainable development goals, their significance, the UNESCO agenda; linking of achievement of SDGs (particularly SDG 4) with the right to education as a human right and how the UN perceives its integral linkages with peace across the globe. Students will be introduced to the contemporary debates around nature and form of education relevant for a sustainable future and challenges to achieving SDGs. The two points of focus will be:

a. Government of India's policy emphasis on sustainability issues such as those identified by the NEP 2020–Sustainable lifestyle, Gender equality, Promotion of peace & non-violence, Global citizenship, Good mental health & wellbeing, and Justice in society.
b. Institutional (School based) practices for sustainability

Essential Readings:

- UN. (2015). *Transforming our world: the 2030 agenda for sustainable development.* New York: United Nations Summit. (particular focus on SDG 4)
- UNESCO. (2017). *Rethinking schooling for the 21st century.* Mahatma Gandhi Institute of Education for Peace and sustainable development.
- UNESCO (2017). *Education for Sustainable Development Goals: Learning objectives*. Paris: UNESCO.
- Government of India (GoI) (2020). *The National Education Policy 2020.* Ministry of Human Resource Development, GoI.
- CSE. (2017). *How green is your school? An environmental audit for schools*. Centre for Science and environment.
- Kopnina, H. (2020). Education for the future? Critical evaluation of education for sustainable development goals. *The Journal of Environmental Education, 51*(4), 280–291. https://doi.org/10.1080/00958964.2019.1710444
- Agbedahin, A. V. (2018). Sustainable development, education for sustainable development and the 2030 agenda for sustainable development: emergence, efficacy, eminence and future. *Sustainable Development, 27*(4), 669-680. https://doi.org/10.1002/sd.1931

Suggested Readings:

- Unterhalter, E. (2019). The many meanings of quality education: Politics of targets and indicators in SDG 4. *Global Policy, 10*(1), 39-51. https://onlinelibrary.wiley.com/doi/pdf/10.1111/1758-5899.12591
- Poeck, K. V. (2015). Education as a response to sustainability issues: Practices of environmental education in the context of the UN Decade of Education for Sustainable Development. *Environmental Education Research, 21*(4), 649–649. https://doi.org/10.1080/13504622.2014.958651
- Green, M. (2017). 'If there's no sustainability our future will get wrecked': Exploring children's perspectives of sustainability. *Childhood, 24* (2), 151–167. https://doi.org/10.1177/0907568216649672
- Gadotti, M. (2010). Reorienting Education Practices towards Sustainability. *Journal of Education for Sustainable Development,* 203–211.
- Lewin, K. (2016). 'Curriculum and Education for Sustainable Development: Does the UN Emperor have New Clothes?'. *Revista de Estudos Curriculares, 7* (2), pp. 101–114.
- CSE. (2019). *Paving the Path*. New Delhi: Centre for Science and Environment.
- UNESCO (2021). Learn for our planet: A global review of how environmental issues are integrated in education. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000377362
- D'Souza, C., Brahme, M., & Babu, M.S. (2020). Environment education in Indian schools: The search for a new language. *Journal of Education for Sustainable Development, 14*(2), 174-189. DOI: 10.1177/0973408220978845
- Kopnina, H. (2012). Education for Sustainable Development (ESD): The turn away from 'environment' in environmental education? *Environmental Education Research, 18*(5), 699-717.

– Iyengar, R., & Bajaj, M. (2011). After the smoke clears: Towards education for sustainable development in Bhopal, India. *Comparative Education Review, 55*(3), 424-456.

Module 3: Education for Sustainability from an Alternate Lens

This unit will introduce students to initiatives within the Indian context that provide an alternate approach to the contemporary global policy discourse of sustainable development. Students will be encouraged to explore local initiatives and indigenous knowledge discourse around sustainability (encompassing environment, social, and political contexts) as alternate lenses to look at the politics and idea of sustainable development in the Indian context. Students will be encouraged to explore the intricate link between development, sustainability and inequality discourse in India. The focus will on enabling students to also explore from a pedagogical and curricular perspective on how to address critical issues/themes around which the development and sustainability debates have unfolded in the Indian context, such as those around, themes of food, water, health and shelter and how these issues can be integrated as part of school curriculum.

Essential Readings:

– The New Leam (2017). Adivasi education, ecological consciousness and and politics of development) http://www.thenewleam.com/adivasi-education-ecological-consciousness-and-the-politics-of-development/
– Kawalkar, A., Srivastava, H., & Shevade, R. (2024). Yeh Toh Ulto Hi Ho Gayo! Juxtaposing Educational Discourse on Forests and Conservation with Everyday Discourses of Adivasi Communities of Central India. *Contemporary Education Dialogue, 21*(1), 86-107. https://doi.org/10.1177/09731849231213159
– Batra, P., Bazaz, A., Dixit, S. & Sadh, S. (2023). *Transforming Education for Sustainable Futures: India Hub Synthesis Report*. IIHS https://iihs.co.in/knowledge-gateway/transforming-education-for-sustainable-futures-india-hub-synthesis-report/
– TED Talk. (2009, 3 December). Anupam Mishra: The ancient ingenuity of water harvesting Anupam Mishra: The ancient ingenuity of water harvesting

Selected stories from the following Centre for Science and Environment's children's book series will be used as pedagogical resource for this unit:

- The crow, honeyhunter and the kitchen garden (One day in a slum)
- Bioscope of Piu & Pom
- Getting to know about the environment Sunita Narain in conversation with Piu and Pom

Suggested Readings:

– Almeida, S. C., Hu, A. & Inoue, M. (2022). Alternative perspectives on environmental and sustainability education: a study of curriculum policies across India, China and Japan. *Sustainability, 14*(17), 10686; https://doi.org/10.3390/su141710686
– Balgovind Baboo, "Politics of water: The case of the Hirakud dam in Orissa, India", *International Journal of Sociology and Anthropology*, vol 1, no 8, December 2009, pp 139−144.

Module 4: Sustainable Development: Politics and Policies

The last module will enable students to recognise and appreciate the dynamic global economic and environmental policy context within which public policy around sustainable development is embedded and attempt to engage with transdisciplinary issues that impinge on political thinking and action in relation to environment, technology, power and logics of global markets. The module will focus on understanding the Policy-Making Process; Policy Analysis; framework of Globalization and the Environment: Capitalism, Ecology and Power; Critical issues involved in sustainability; Innovation for Sustainability.

Essential Readings:

- Dodds, F., Donoghue, A. D. and Roesch, J. L. (2016). *Negotiating the Sustainable Development Goals: A Transformational Agenda for an Insecure world*. Taylor & Francis. (Introduction and select excerpts/examples from the text)
- Dobson, A. (1996). Environment Sustainabilities: An analysis and a typology. *Environmental Politics, 5*(3), 401-428.
- Sachs, W. (1992). *The Development Dictionary: a guide to knowledge as power*. London: Zed Books Ltd. [G. Esteva, 'Development', pp. 1-23; Sbert, J.M., 'Progress', pp. 212-227].
- Sayed, Y. and Ahmed, R. (2018) 'The 2030 Global Education Agenda and the SDGs: Process, Policy and Prospects', in A. Berger, M. Novelli and H. Altinyelkinen (eds.), *Global Education Policy and International Development: New Agendas, Issues and Policies,* 185-207. Bloomsbury.

Suggested Readings:

- Frank, A. G. (1996). *The Development of Underdevelopment* . SAGE Publications.
- Brundtland G (1987). Our common future: Report of the world commission on environment and development. Available at: http://www.un-documents.net/wced-ocf.htm.
- Malone, K. (2016). "Dapto dreaming": A place based Environmental Education Project supporting Children to be agents of change. In K. Winograd, *Education in the times of environmental Crisis* (p. 115). New York: Routledge.
- Griggs D, Stafford-Smith M, Gaffney O, et al. (2013) Sustainable development goals for people and planet. *Nature 495,* 305–307. https://doi.org/10.1038/495305a

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

1. Group In-Class presentations on policy review with a focus on EE/ESD/ frameworks in school education across the globe: **20%**
2. Making ESD focus age/grade appropriate lesson plans on specific themes of ESD: **40%** (2 lesson plans)/ Critical study of Delors Commission Report, 1996: Learning: The Treasure within with reference to SDGs/ To review and present a critical report on legal perspective on SDGs/ To prepare Toolkit for Educations for Sustainable Development/ To prepare and present a short Video/film to promote SDGs.
3. Summative End Term Project on any course theme on Sustainable

Development Policy in relation to specific NEP 2020 recommendations: **40%**

8. **Pedagogy:**

a. Instructional strategies:

Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Special lectures by experts working in the field of SDGs and ESD or EE may be organised as part of this course.

c. Expertise in AUD faculty or outside:
Faculty member in the SES has designed a course on Education and Development for MA and can teach the course

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others;

Signature of Course Coordinator(s):

Note:

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one program and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one program should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any School, the proposal may be submitted to the Academic Council.

Recommendation of the School Board of Studies:
Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP/BABEd Preparatory and Secondary
Course title	**Gender Education**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Semester 8
Course coordinator and team	Rajshree Chanchal, Manish Jain

1. How does the course link with the vision of AUD?

   As a university AUD is guided by Dr. Ambedkar's vision of bridging equality and social justice with excellence. As a university focused on research and teaching in the social sciences and humanities, it aims to be a bridge between theoretical knowledge development and shaping social and educational practices and values. This course aims to develop among students critical understanding of the concept of gender and how the wider social structures and relations in interaction with socialisation processes at home and school (re)produce and/or challenge gendered inequalities, gender bias, gender stereotypes and ideology through curriculum and pedagogy. It examines the challenges of countering the problems of gender-based inequalities and discrimination in the school. Thereby the course intends to deepen the understanding of the issues of gender justice among students and make them aware of how education can work as an agency to promote it, an aim in consonance with the vision of AUD.

2. How does the course link with the specific programme(s) where it is being offered? This course is an elective course in the Foundations of Education basket of courses in the ITEP curriculum. Given the way gender interacts and shapes education as an idea and system, school as an institution, policies, curriculum and relationships, it is significant in the preparation of pre-service teachers.

3. Does the course connect to, build on or overlap with any other courses offered in AUD? The course is connecting with the other foundation courses to be offered in various semesters in the programme.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester long face to face continuous interaction and discussion with the students.

7. **Course Details:**

a. Summary:

Gendered inequalities and imaginations continue to shape the idea of education as an idea and system and school as an institution. For a democratic and egalitarian society and education, it is imperative that the school teachers both understand and interrogate how gender and education intersect across institutions and practices. It is necessary that they understand various constitutional, legal and policy provisions to promote gender equality and to counter sexual violence, and abuse. The course aims to equip the future teachers to play this role and in turn empower their students when they enter classrooms as teachers.

b. Objectives:

- To introduce students to different concepts, theoretical frames and provisions related to gender
- To enable them to interrogate role of different institutions in learning gendered roles
- To enable capabilities to reflect on social and educational practices and own experiences inside and outside school in terms of gender, society and education linkages.

c. Expected learning outcomes:

After completion of this course the students will be able to:

- Use key concepts to describe and examine social and educational phenomenon and its intersections with class, caste, religion, and region,
- Observe and analyse gender issues in school, curriculum, and textual materials, and pedagogical processes,
- Acquainted with issues related to sexuality, sexual violence, and abuse,
- Study how children learn gendered norms and roles in different settings including school,
- Develop a framework for inclusive, gender sensitized classroom, curriculum and school environment.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in four units. The first unit focuses on developing conceptual clarity, theoretical engagement with the key issues, knowing constitutional provisions, and shifts in the discourse. The focus of the second unit is examining role of different social institutions in influencing the gendered identities and roles. Sexuality, sexual violence and abuse which emerge as everyday concerns in schools as institutions and

in practices, are addressed in unit three with attention to theoretical engagement, legal provisions and ways to recognise and respond to sexual abuse. The last unit of the course, focuses on classroom practices, school spaces, curriculum and textbooks.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

The course is organised in four modules which focus on key terms and provisions, learning gendered roles across institutions, sexuality and sexual violence, and curriculum and pedagogic issues respectively.

Unit I: Gender and Education

The first module of this course focuses on introducing the key terms to initiate students to the field of gender studies. Developing a common vocabulary is expected to help them encapsulate, describe and examine historical antecedents, the social reality, experiences and practices. The constitutional provisions provide a context for this discussion and the shifts Women's Studies to Gender Studies draws attention to new questions and conceptualisations.

A. Meaning, relationship, and significance of studying.
B. Conceptual clarity of related terms: Gender (as constructed binaries and beyond), gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment, public/private, intersectionality
C. Gender as the basis in school education.
D. Constitutional Provisions with special reference to equity and equality, rights of girls.
E. Education and women's empowerment.
F. Shifting from Women's Studies to Gender Studies.

Essential Readings Unit I: Gender and Education

- Bhasin, K. (2000/2014). *Understanding gender* (pp. 1-48, 67-70, 78-80). New Delhi: Women Unlimited.
- Banerjee, S. and Ghosh, N. (2018). Introduction, Debating intersectionalities: Challenges for a methodological framework. *South Asia Multidisciplinary Academic Journal* [Online], 19, http://journals.openedition.org/samaj/4745; DOI: https://doi.org/10.4000/samaj.4745
- Hussain, S. (2019). *Contemporary Muslim girlhoods in India: A study of social justice, identity and agency in Assam* (pp. 1-6). Oxon, New York: Routledge.
- Kirmani, N. (2013). *Questioning the Muslim woman: Identity and insecurity in an urban Indian locality* (pp. 1-17). New Delhi: Routledge.
- National Council of Educational Research and Training (NCERT) (2006). *National focus group on gender issues in education*. New Delhi: NCERT. https://ncert.nic.in/pdf/focus-group/gender_issues_in_education.pdf
- Sarma, J. (2016). Narratives of women with disabilities: Unraveling the intersections. *Café Dissensus*, https://cafedissensus.com/2016/08/14/narratives-of-women-with-disabilities-unraveling-the-intersections/
- Tharu, S., Suneetha, A. & Bhrugubanda, U. M. (2022). What is gender, and why should we study it? In S. Tharu, A. Suneetha, & U. M. Bhrugubanda (Eds.), *A World of Equals: A textbook on Gender* (pp. 1-10). Hyderabad: Orient Blackswan.

- Viramma, J. R. & Racine, Viramma J. L. (1997). *Life of an untouchable*. London: Verso, UNESCO Pub. Translated by Will Hobson. (chapter 1)

Additional Readings and Resources

- Bhogle, S. (1999). Gender Roles: The Construction the Indian context. In T.S. Saraswati (Ed.) *Culture, socialisation and human development: Theory, research and applications in India* (pp. 278-300). New Delhi: Sage.
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299.
- Crenshaw, K. (2017). Kimberlé Crenshaw on intersectionality, more than two decades later. https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later
- Ghosh, N. (2010). Embodied experiences: Being female and disabled. *Economic and Political Weekly*, 45(17), 58-63.
- Ghosh, N. (2013). Bhalo Meye: Cultural construction of gender and disability in Bengal. In R. Addlakha (Ed.) *Disability studies in India: Global discourses, local realities* (pp. 201-219). London: Routledge India.
- John, Mary E. (2015). Intersectionality: Rejection or critical dialogue? *Economic & Political Weekly*, 50(33), 72-76.
- Leduc, A. (2021). Disfigured: On fairy tales, disability, and making space by Amanda Leduc Book Review. https://bohemianbibliophile.com/disfigured-on-fairy-tales-disability-and-making-space-by-amanda-leduc-book-review/
- Paik, S. (2009). 'Chhadi Lage Chham Chham, Vidya Yeyi Gham Gham (The Harder the Stick Beats, the Faster the Flow of Knowledge): Dalit Women's Struggle for Education', *Indian Journal of Gender Studies*, 16(2), 175-204.
- Pawde, K. (2008). The story of my Sanskrit. In Mary E. John (Ed.), *Women's Studies in India: A reader* (pp. 328-336). New Delhi: Penguin.

UNIT - II Learning Gender Roles

The focus of the second module of the course is on examining how learning and enactment of gendered roles is not natural. Rather, social institutions, practices and ideologies, constitute us as historically gendered beings. But instead of a total surrender to the dominance of these gendered structures, there is space to counter such roles and ideas, and one can reimagine both private and public spaces as counter-hegemonic.

A. Social and Cultural Perspectives of Gender Identity: role of family, religion and school, media, and other formal and informal organizations/ agencies
B. Socialization and learning gender roles.
C. Gender stereotyping/Role models.
D. Preventing Measures: role of school and home

Essential Readings UNIT - II Learning Gender Roles

- Bassi, T. (2020). Education, religion and gender: The Sikh Kanya Mahavidyalaya in Punjab. *Contemporary Education Dialogue*, 17(1), 70–91.
- Chanana, K. (1988) *Socialisation, education and women* (Introduction, Chapter 1). New Delhi: Orient Longman.
- Chakravarti, U. (2020). Men, women and the embattled family. In N. Manjrekar (Ed.), *Gender and Education in India: A Reader*. Delhi: Aakar Books, pp: 67-97.

- Geetha, V. (2002). Gender practices. In V. Geetha, *Gender* (pp. 104-135). Calcutta: Stree.
- Roy, R. (2007). *A little book on men* (introduction). New Delhi: Yoda Press.
- Thorne, B. (1993). *Gender play: Girls and boys in school* (pp. 29-47, 63-88). New Brunswick, NJ.: Rutgers University Press, and Buckingham, England: Open University Press.

Additional Readings and Resources

- Kumar, K. (2010). Culture, state and girls: An educational perspective. *Economic and Political Weekly*, 40(17), 75-84.
- Naqvi, F. (2008). Khabar Lahriya, In *Waves in the hinterland: The journey of a newspaper* (pp. 124-130). New Delhi: Zubaan and Nirantar.
- Naqvi, F. (2010). Khabar Lahriya. In Abhigyan, R. and Bhardwaj, P. (Eds.) Gender aur Shiksha Reader, Part I. New Delhi: Nirantar (pp. 179-191).
- Roy. R. (2000) *When four friends meet (jahaan char yaar mil jaayein)*. A documentary, produced and directed by Rahul Roy.

UNIT – III: Gender, Sexuality, Sexual Violence and Abuse

Within the field of gender studies, sexuality and body have emerged as significant constructs to understand the framing and performance of gender. The third module focuses on them and draws attention to the nature of sexual violence and sexual abuse. As children are also victims of sexual violence and sexual abuse, and the course is meant for future school teachers, it discusses ways to identify such acts and introduce them to legal provisions.

A. Development of sexuality and its impact on children with reference to gender, body image, role-models, masculinities, femininities, queer spectrum, gender and disability.
B. Sexual violence in formal and informal institutions.
C. Child sexual abuse from pre-primary stage to secondary stage: providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children.
D. Providing dos and don'ts about sexual abuse.
E. Legal perspective: Laws for safety and Security of girls and women, Implementation of the POCSO Act.

Essential Readings UNIT – III: Gender, Sexuality, Sexual Violence and Abuse

- Geetha, V. (2002). Masculinity and femininity: Ideas are real. In V. Geetha, *Gender* (pp. 38-50). Calcutta: Stree.
- Gulati, Nidhi (2018). *आँखें मूँदे कबूतर: यौनिकता की अभिव्यक्ति. Paathshaala Bhitar aur Bahar*, 1(1), 43-55. https://publications.azimpremjiuniversity.edu.in/2201/
- Menon, N. (2012). 'Body'. In *Seeing like a Feminist* (pp. 51-91). New Delhi: Zubaan and Penguin Books.
- Rege, S. (2024). Caste and gender: The violence against women in India. In V. Geetha and U. Chakravarti (Eds.) *Feminist and anticaste pedagogies: A Sharmila Rege reader* (pp. 43-57). London and New York: Routledge.
- Revathi, A. (2010). *The truth about me: A Hijra life story* (Chapters 5-7). Translated from Tamil by V. Geetha. New Delhi: Penguin Books.
- Tharu, S., Suneetha, A. & Bhrugubanda, U. M. (2022). Sexual harassment: Say NO. In S. Tharu, A. Suneetha, & U. M. Bhrugubanda, (Eds.) *A World of Equals: A textbook on Gender* (pp. 61-71). Hyderabad: Orient Blackswan.

- Tharu, S., Suneetha, A. & Bhrugubanda, U. M. (2022). Gender spectrum: Beyond the binary. In S. Tharu, A. Suneetha, & U. M. Bhrugubanda, (Eds.) *A World of Equals: A textbook on Gender* (pp. 106-116). Hyderabad: Orient Blackswan.

Additional Readings and Resources

- Anand, M. R. (n.d.) A Pair of Mustachios (short story).
  - https://ncert.nic.in/ncerts/l/keww102.pdf
- Belliappa, J. L. and Ghosh, S. (2015) Addressing child sexual abuse in India through sexuality education and teacher training. *Legislation, Sexuality Education and Teacher Training*, 4 (1), 1-12.
  - https://publications.azimpremjiuniversity.edu.in/32/1/Addressing%20child%20sexual%20abuse%20in%20India.pdf
- Gundi, M. (2023) Equipping school teachers for a menstruation-friendly world. *Times of India*. https://publications.azimpremjiuniversity.edu.in/4821/
- Lok Shikshak Manch (2023). पत्र: स्कूलों व शिक्षा विभाग के कार्यालयों में लैंगिक रूप से असंवेदनशील तथा महिला-विरोधी व्यवहार एवं भाषा के निषेध के लिए दिशा-निर्देश जारी करने हेतु.
  - https://lokshikshakmanch.blogspot.com/2023/11/blog-post.html
- Tharu, S., Suneetha, A. & Bhrugubanda, U. M. (2022). Thinking about sexual violence. In S. Tharu, A. Suneetha, & U. M. Bhrugubanda, (Eds.) *A World of Equals: A textbook on Gender* (pp. 117-126). Hyderabad: Orient Blackswan.
- WHO/UNICEF (2024). *Progress on drinking water, sanitation and hygiene in schools 2015-2023: Special focus on menstrual health*. New York: WHO/UNICEF joint monitoring programme for water supply, sanitation and hygiene https://cdn.who.int/media/docs/default-source/wash-documents/jmp-wash-in-schools240525.pdf?sfvrsn=1568505b_3&download=true

UNIT - IV Pedagogical Issues

This fourth module takes the question of gendered inequalities to the black box of the school with focus on classroom practices, curriculum, textbooks, language, pedagogy and assessment. Developing a critical understanding of gender in relation to them and an exposure to alternative practices that counter gender inequalities and promote gender equality is the key aim of this module. With this purpose, it also brings ICT and technology within its ambit.

A. Analyzing classroom practices.
B. Creating gender friendly classrooms and school environment, playgrounds.
C. Analyzing Curriculum from gender perspective: learning outcomes, textual material, teaching-learning processes, language used, teaching aids, assessment strategies.
D. ICT pedagogy for gender sensitive school curriculum.
E. Challenges for pedagogical issues.

Essential Readings UNIT - IV Pedagogical Issues

- Bhattacharjee, Nandini (1999). Through the looking glass: Gender socialisation in a primary school. In T.S. Saraswati (Ed.), *Culture, socialisation and human development-theory, research and applications in India* (pp 336-356). New Delhi: Sage.
- Bhog, Dipta et al (2009). *Textbook Regimes: A feminist critique of nation and identity (*pp. 1-62). New Delhi: Nirantar.
- Nambissan, G. B. (2004). Integrating gender concerns. *Seminar*, 536. https://www.india-seminar.com/2004/536/536%20geetha%20b.%20nambissan.htm

- Saigol, R. (2000). His rights/her duties: Citizen and mother in the civics discourse. In R. Saigol, *Symbolic violence: Curriculum, pedagogy and society* (pp. 129-156). Lahore: SAHE.

Additional Readings

- Benei, V. (2020). Serving the Nation: Gender and family values in military school. In N. Manjrekar (Ed.), *Gender and Education in India: A Reader* (pp: 234-247). Delhi: Aakar Books.
- Bhog, D. & Ghose, M. (2014). Writing gender in: reflections on writing middle-school political science textbooks in India, *Gender & Development*, 22(1), 49-62, DOI: 10.1080/13552074.2014.891830
- hooks, bell (1994). Holding my sister's hand: Feminist solidarity. In *Teaching to transgress: Education as the practice of freedom* (pp. 93-110). London: Routledge.
- Karlekar, M. (2000). Girls' access to Schooling: An assessment. In R. Wazir (ed.) *Gender gap in basic education* (pp. 80-114). New Delhi: Sage Publications.
- Making textbooks feminist: A short film on how your social science textbooks got it right, https://thethirdeyeportal.in/nirantar-video/making-textbooks-feminist/
- Velaskar, P. (2020). Unequal Schooling as a Factor in the Reproduction of Social Inequality in India. In N. Manjrekar (Ed.), *Gender and Education in India: A Reader* (pp: 177-189). Delhi: Aakar Books.

(ii) **Assessment Plan (weight, mode, scheduling) for the course:**

Assessment No.	**Focus**	**Weightage**
Assessment Component 1	Class test	20%
Assessment Component 2	Observations about/ analysis of learning of gendered roles across different settings or institutions And/or Analysis of curriculum and textbooks	30%
Assessment Component 3	End-term examination	50%

8. **Pedagogy:**

a. Instructional strategies:

The course will be taught through a combination of class lectures, use of resources from literature, films and media, group presentations, observations and narrations, self-reflections and analysis of different curriculum and teaching-learning resources. It may also involve guest lectures and interviews, and film shows.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

The course will need a variety of literary and audio-visual resources in the library and projector in the classroom.

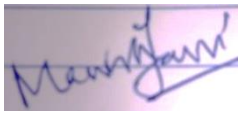
c. Expertise in AUD faculty or outside

Faculty members at SES have taught such a course at postgraduate level and have also been involved in development of curriculum material with focus on gender justice. AUD also has programmes in Gender and women's studies and their faculty will also be a resource to draw upon.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Efforts will be made for visits to and interaction with the non-governmental organisations and experts who have worked in the area of gender and education.

Signature of Course Coordinator(s)



Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP
Course title	**Social Geography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?

Social Geographers are interested in the spatial context of social relationships and processes. The course will enable the learners to analyse socio-spatial aspects of inclusion and exclusion. It will also provide them a perspective to see the micro forces shaping their everyday life with a critical perspective. The course will attempt to give an account of exclusion in Indian society. It will include exclusion based on caste, gender, language and disability.

2. How does the course link with the specific programme(s) where it is being offered?

The course will engage the learners with contemporary themes of social geography. The course's unique interdisciplinary perspectives enable the learners to make sense of the spatial relevance and meanings of people's lives that are continuously produced and reproduced in their socio-cultural environment. The course will enable prospective teachers to analyze the socio-spatial dimension of exclusion, complementing their sociological understanding of education.

0. Does the course connect to, build on or overlap with any other courses offered in AUD?
No

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Senior secondary students with background in Social Sciences/Sciences/Geography

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

7. **Course Details:**

a. Summary:

The course will engage the learners with theoretical approaches and empirical studies that address spatial and social inequalities. It will highlight different disparities regarding social

status, wealth, health, living conditions, and life chances. The course will explore the exclusion in terms of caste, gender, tribes, and religion. Besides, the course will focus on wellbeing. It will allow the learners to understand who gains and loses out from contemporary spatial patterns and processes concerning health, housing, and education. Thus, the learners will be able to analyze the spatial pattern that undermines the social and ethical fabric on which human well-being depends. The course will enable the learners to identify forms of socio-spatial exclusion as they are experienced and articulated by the subject groups.

Objectives:

The objectives of the course are:

1. To familiarize learners with fundamental concepts of Social Geography.
2. To provide the theoretical perspectives of social welfare and justice.
3. To examine how the opaque exclusion marginalizes subordinate groups.
4. To analyse the challenges and potentialities of social wellbeing for sustainable development.

b. Expected learning outcomes:

After completing the course learners will be able to:

- Explain the basic concepts and theories of social geography.
- Identify exclusionary processes working with axes of caste, class, gender, tribe and language.
- Develop an empathetic understanding of marginalized groups.
- Examine the implicit assumptions about inclusion and exclusion as experienced in everyday life.

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course will be structured into four modules. Module 1 will focus on core concepts and ideas used by social geographers. Module 2 will elaborate on some of the significant aspects of social division. It comprises caste, class, gender, tribes, religion, disability and age. While discussing these aspects oppression, inequality and poverty pertaining to specific cultural groups will be focused. Module 3 will cover geographies of social exclusion. It will examine the phenomenon with empirical case studies from India against the aspects of housing, education and health. Module 4 will address the theme of social wellbeing and its various dimensions.

d. Course contents detailed in module-wise format:

Module 1: Introduction to Social Geography

The module will focus on the nature, scope, history, and evolution of social geography as a sub-discipline of human geography. It will introduce approaches and techniques used in this field. Further, key themes of social geography will also be described. It will include power, justice, equity, equality, exclusion, etc. It will help the learners to understand the relevance of social geography. The course will highlight the contribution of Indian geographers to social geography.

Module Objectives

The learners will be able to-

- Explain the developmental trajectory of social geography.
- Identify different conceptual approaches used in analysing socio-spatial patterns.

- Describe the relevance of social geography.

Essential readings:

Ahemad, A. (2006). *Social Geography*. Rawat Publications (Chapter 1).
Firdos, S. (2011). Redesigning Social Geography of India: Dimensions, Consequences and Methods; in Singh Ravi S. (ed) *Indian Geography in 21*st *Century: The young Geographers Agenda*. Cambridge Scholars Publishing, pp.218-229.

Suggested readings:

Susan J. S., Rachel P., Sallie A. M. and John P. J. (2010). (eds.) *The Sage Handbook of Social Geographies*. Sage Publication
Dutt, A. K., Wadhwa V., Thakur B, and Frank J.C. (2012).(ed.). *Facets of Social Geography: International and Indian Perspectives*, Cambridge University Press.

Module 2: Spatial pattern of social relationship

The module is concerned with questions of differences and diversity. It will cover an array of axes of difference, including gender, caste, religion, language, disability, and tribe. While discussing these aspects, the module will unsettle the essentialized or naturalized notion of difference and focus on the socially constructed nature of differences. The module will elaborate on how spatial contexts affect and are being affected by our socio-cultural identities. While doing so, the following questions will be addressed: who are places for, whom do they exclude, and how are these prohibitions maintained in practice?

Module Objectives

The learners will be able to-

- Reflect on the limitations of essentialist notions of diversity.
- Explain how the identities are socially constructed.

Essential readings:

Ahemad, A. (2006). *Social Geography*. Rawat Publications (Chapter 4 to Chapter 7).
Sinha, S., Singh, R. and Sonali Bhatia (2021) Socio-cultural spaces and Dynamics of Transformation in Rural India. In Jaglan, M.S. and Rajeshwari (eds.). Advances in 21st Century Human Settlements, Springer, 169-188
Moose, D. (2010). Caste and development: Contemporary perspectives on a structure of discrimination and advantage, *World Development*, pp. 422-436
Das, R.J. (2001). The spatiality of social relations: an Indian case study, *Journal of Rural Studies,*17, pp.347-362

Suggested readings:

Rachel, P and Peter, H. (2020) (eds). Social Geographies: An Introduction, Rowman & Littlefield Publishers
Datta, A. (2021) (ed.). Gender, space and agency in India: exploring regional genderscapes. Sage

Module 3: Geographies of Exclusion

The module will focus on more opaque instances of exclusion, which have been taken for granted as normalized everyday routines. The module will discuss residential segregation, disparities in literacy and education, and exclusion based on gender. The module will elaborate on how gated communities and their nearby slums represent a form of social exclusion experienced within specific city spaces. It will analyze how an established formal education

system impedes educational opportunities and aspirations among marginalized sections of society. The discussion will consider the intersections of gender, caste, region, and language. It will also examine changing representations and lived experiences of gender and sexuality across various contemporary locations.

Module Objectives

The learners will be able to-

- Identify different forms of exclusion based on identities and social positioning.
- Analyse how certain social groups are being marginalized by dominant discourses of caste, class and gender.

Essential readings:

Cameron, A. (2006). Geographies of Welfare and Exclusion: Social inclusion and exception, *Progress in Human Geography* 30 (3), pp. 396-404

Bikramaditya K. Choudhary, B.K., Sinha, S and Rana, M. (2010). Spatial segregation in Vanarasi: caste and religion based exclusion/inclusion across municipal wards, Transactions, 42 (1)1, 2020, pp 21-35.

Suggested readings:

Dutt, A. K., Wadhwa V., Thakur B, and Frank J.C. (2012).(ed.). *Facets of Social Geography: International and Indian Perspectives*, Cambridge University Press.

Module 4: Geographies of wellbeing

The module will begin with a detailed survey of the term 'wellbeing' and its various qualifiers. Further key aspects of wellbeing- health, housing, and education will be discussed. The links between these aspects will be explained. The status of wellbeing in the developed and developing world will be elaborated with the help of selected case studies. At the end of this module, different aspects of wellbeing in India will be discussed. Specific focus will be given to the rural-urban and gender-based divide in India.

Module Objectives

The learners will be able to-

- Appreciate the idea of 'wellbeing' and its contemporary relevance.
- Examine the impact of positive interventions on wellbeing.

Essential readings:

Casino, V. J. D., Jr., (2009). Social Geography: A Critical Introduction, Wiley Blackwell. (Chapter- 7, 9 and 11)

Suggested readings:

Sibley, D. (1995). *Geography of Exclusion*. Routledge

Knox, P., and Stephen P. (2010). *Urban Social Geography, An Introduction*. Pearson Education Limited.

Datta, A. and Sinha, S. (1997). Gender Disparities in Social Well-being: An Overview, I*ndian Journal of Gender Studies*, 4(1), pp. 51-65

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (Reading responses): 30%
Assessment 2 (Presentations/ Field based assignment): 20%
Assessment 3 (End-term submission): 50%

0. **Pedagogy:**

a. Instructional strategies:

Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group based assignment, classroom seminar and workshops will be organised.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom equipped with good ICT facilities.

c. Expertise in AUD faculty or outside

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Geography
Course title	**Environment Geography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Dr. Nidhi

1. How does the course link with the vision of AUD?

   The core course of Environment Geography will contribute to the vision of university by establishing an understanding of the impact of human and environment interaction which has an immediate impact on human lives. Environment Geography as a subfield of Geography and of Social Sciences in general will give a foundational knowledge to students who want to pursue upper level courses related to it, such as Urban Geography, Resource Management etc. It will focus on providing deeper understanding of the concepts and processes related to environment and their application in understanding environmental issues at regional and global level. The course resonates with the university's vision of making it a premier and globally recognized institution by introducing a sub part of a liberal discipline of Geography, which is essential in understanding the contemporary environmental issues and challenges impacted by anthropogenic factors.

2. How does the course link with the specific programme(s) where it is being offered?

   Environment Geography is a branch of Geography discipline being introduced under the ITEP programme in the School of Education Studies. The course will focus the human environment interaction and resultant effects at spatial and temporal level. The students will be able to relate it to other sub-disciplines of Geography being offered under ITEP programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

   No

4. Specific requirements on the part of students who can be admitted to this course

   (Pre-requisites; prior knowledge level; any others – please specify)

   Senior Secondary students with background in Sciences, Social Sciences or Geography.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

   Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester

7. Course Details:

. Summary:

The course of Environment Geography will focus on various components of the environment and their interaction with anthropogenic factors on Earth. Spatial aspect of the interaction between the natural environment and living organisms (specifically humans) will be studied in detail. A deeper understanding of the concepts like the meaning of ecology, structure and function of the ecosystem and human adaptation to them will be examined. Global and regional environment challenges will be analysed in detail with the help of case studies. Mitigation processes for environmental issues and challenges will be a significant component of the course. The course will also focus on various measures and policies made to manage the current environmental issues at regional and global level. Special focus will be to analyse the environment policies of India.

b. Objectives:

1. To understand various aspects of ecosystems and their spatial distribution.
2. To learn about global and regional environmental problems and their mitigation measures.

c. Expected learning outcomes:

1. Understanding the concept of ecology and ecosystem.
2. Understanding the interaction between environment and anthropogenic factors and their resultant effects.
3. Building knowledge of global and regional environmental challenges and to be able to evaluate the policies made by governments.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course includes the examination of various concepts and contemporary environmental issues at global and regional level. Module one will focus on the concept of ecology and ecosystem. It will highlight various types of ecology and structure and process of Ecosystem. Module two will analyse the environmental challenges due to anthropogenic factors at global level. It will focus on the impact of climate change on human lives. Module three will highlight the environmental issues present at the regional level. An assessment of the various ecosystems (marine, coastal, mountain, desert) will help in understanding the contemporary regional environmental issues. Module four will evaluate various environmental policies and programmes at regional and global level, with a focus on Environmental Impact Assessment (EIA).

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Introduction to Environment Geography: (8 Hours)

The module will examine the definitions, scope and nature of Environment Geography as a field. The concept of Ecology and its type and the concept of Ecosystem-services will be examined. Structure and process of the ecosystem will be dealt with in detail.

The current scenario of the effect of anthropogenic factors on the environment and the need for sustainable development will be examined with the help of case studies.

Objective: To introduce the basic concepts such as ecology and ecosystem in detail.

Essential readings:

Cain, M.L., Bowman, W.D. and Hacker S.D. (2011). *Ecology*. 2nd Edition. Sinauer Associates Inc.

Chandna R. C. (2002). *Environmental Geography*. Kalyani, Ludhiana.

Chapman, J.L.& M.J. Reiss. (1998). *Ecology: Principles and Applications.* Cambridge Univ. press.

Singh Savindra (2015). *Paryavaran Bhoogol*. Prayag Pushtak Bhawan, Allahabad (Hindi).

Module 2: Global Environmental Issues: (10 Hours): The global environmental issues of climate change, loss of biodiversity, land degradation etc. will be dealt in detail. The impact of climate change on human health in forms of natural disasters and pandemic will be examined. The north south debate and concept of 'common but differentiated responsibilities' will be focussed. The South Asian environmental movements and Indian environmental movements will be focussed in particular. The measures to mitigate the environmental issues will be further analysed.

Objective: To understand the environmental concerns at global level.

Essential readings:

Maslin, Mark (2014). *Climate Change: A Very Short Introduction*. 3rd Edition. Oxford University Press. United Kingdom.

Brewster, E. N (2010). *Climate Change Adaptation: Steps for a Vulnerable Planet*. Nova Science. New York.

Rai, S.C. (2009). *Land Use and Climate Change*. Nova Science Publishers, Inc. New York.

Das, R. C. (1998). *The Environmental Divide: The Dilemma of Developing Countries*. A.P.H. Publication. New Delhi.

Freedman, Bill (1995). *Environmental Ecology: The Ecological Effects of Pollution, Disturbance, and Other Stresses.* Academic Press. London.

Agnew, J., Mitchell, K. & Toal, G. (2003). The Geopolitics of Nature. *A companion to Political Geography* (pp. 421-439). Blackwell Publishing Ltd.

Module 3: Regional Environmental Issues: (10 Hours): The module will focus on the environmental problems of coastal, desert and mountain ecosystem. Process and pattern of the loss of mangroves and corals, desertification, risk and vulnerabilities of mountain system will be examined in detail. The mitigation measures such as integrated coastal zone management, biodiversity conservation and other management strategies will be analysed with the help of relevant examples from India. Urban environment problems like waste disposal and pollution will be further highlighted.

Objective: To understand the impact of anthropogenic factors on the regional environment and strategies to manage the issues.

Essential reading:

Rangarajan, Mahesh (2006). *Environmental Issues in India: A Reader*. 1st Edition. Pearson Education India.

Gole, P. (2001). *Nature Conservation and Sustainable Development in India*. Rawat Pub., Jaipur.

Hooja, R., et. al., (ed.) (1999). *Desert, Drought and Development: Studies in Resource Management and Sustainability*, Rawat Pub, Jaipur.
Singh, R.B., (ed.) (1990). *Environmental Geography*. Heritage Pub. New Delhi.

Module 4: Environmental Programmes and Policies: (10 Hours): The module will focus on various strategies adopted to tackle the environmental issues at regional and global level. Concept of Environmental Impact Assessment (EIA) and its significance will be examined with examples from regional and global level. The impact of various policies and programmes will evaluated with the help of case studies.

Objective: To evaluate the environmental policies and programmes at regional and global level.

Essential readings:

Hussain, M., (ed.) 1996. *Environmental Management in India*. Rawat Publication. Jaipur.
Ramakrishanan, P. S. 1997. *Conservation and Management of Biological Resources in Himalaya*. Oxford & IBH Pub.: New Delhi.
IPCC Climate Change 2023 Synthesis Report, Summary for Policy Makers. IPCC Intergovernmental Panel for Climate Change. Accessed from IPCC_AR6_SYR_SPM.pdf.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

30 % Reading Responses
30 % Presentations/ Field based Assignments
40 % End Term submissions

8. **Pedagogy:**

a. Instructional strategies:

Doing classroom activities, such as presentations by students, observing environmental challenges with the help of data, pictures and case studies etc., will reinforce classroom lectures. There will be group-based assignments; seminars and workshops for students to better understand the ideas and concepts taught in the class.

b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** ICT lab.

c. Expertise in AUD faculty or outside: No

c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Geography
Course title	**Remote Sensing and GIS**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Dr. Nidhi

1. How does the course link with the vision of AUD?

The core course of Remote Sensing and GIS is linked with the vision of AUD by instilling technical component to the Social Science field, which would be significant for the fields related to planning and development. The practical or lab exercises will provide a hands-on experience of Remote Sensing image analysis and construction of digital maps. The course will provide students an exposure to pursue upper level courses related to it such as Geoinformatics, Urban Planning, Resource Management etc. The course resonates with the university's vision of making it a premier and globally recognized institution by introducing a sub part of a liberal discipline of Geography, which has technical component as an important feature.

2. How does the course link with the specific programme(s) where it is being offered?

Remote Sensing and GIS is a branch of Geography discipline being introduced under the ITEP programme in the School of Education Studies. The course will include technical component along with a focus on fundamental concepts related to Remote Sensing and GIS. Students will learn to interpret and utilise Remote Sensing images and GIS software to construct maps. They will be able to spatially visualise the data and utilise it in other sub-disciplines of Geography being offered under ITEP programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

No

4. Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others – please specify)

Senior Secondary students with background in Sciences, Social Sciences or Geography.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester

7. Course Details:

. Summary:

The course of Remote Sensing and GIS is designed to provide fundamental knowledge of the field of Remote Sensing and Geographic Information System. It will include the technical knowledge and practical exercises for better understanding of the fundamental concepts of Remote Sensing and GIS. The focus will be on developing skills to interpret remote sensing images and apply the acquired skills in various domains of Geography. The fundamental concepts related to GIS will be dealt in detail to give the learners a basic understanding of the GIS tools before operating on the available GIS software.

b. Objectives:

1. To introduce fundamental concepts of Remote Sensing and GIS.
2. To understand the relevance of Remote Sensing and GIS in Geography and their applications.
3. To develop basic skills to utilise GIS for application in various field of Geography.

.

c. Expected learning outcomes:

1. Development of overall understanding of the field of Remote Sensing and GIS.
2. Learners are able to interpret remote sensing images.
3. Learners are able to make GIS based maps with an understanding of their application in various domains of Geography.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course on Remote Sensing and GIS will introduce learners to the fundamental concepts of Remote Sensing and GIS. Module one will examine the definitions, components and historical development of the field of Remote Sensing and GIS. Module two focuses on the field of Aerial Photographs and Satellite Remote Sensing. It will study the various principles of Aerial Photography and Remote Sensing. Module three will examine various types of GIS data structures by focusing on the Raster and Vector data. Module four will deal with the process of Image Processing and data analysis in detail. Module five will analyse the interpretation and application of Remote Sensing and GIS in fields like Urban Planning, Forest Monitoring, landuse/ landcover change etc. Each module will have a practical component. Students will be given hands-on experience of interpretation of remote sensing images (such as LANDSAT and IRS satellite images). They will learn to construct GIS based maps by using a GIS database.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Introduction to Remote Sensing: (8 Hours)

The module will examine the definitions, scope and principles of Remote Sensing. The historical development of the field of Remote Sensing will be analysed along with a brief discussion on the recent trends in the field. Concepts such as role of satellites and

sensor, resolution, photography, GPS applications will be discussed. Types of remote sensing, various platforms and resolution types will be studied in detail. The module will further examine the application of Remote Sensing in various domains of Geography.

Lab Exercise/ Practical Work:
-Introducing the software of Remote Sensing.
-learning the process of image visualisation and comparing images of various resolution.

Objective: To understand the meaning of Remote Sensing and related basic concepts.
Essential readings:

Bhatta, B. (2020). Concept of Remote Sensing. *Remote Sensing and GIS*, 3rd Edition, Oxford.
Sarkar, Ashish (2013). Remote Sensing and Image Interpretation. *Practical Geography: A Systematic Approach* (pp. 304-336). Orient Blackswan Pvt Ltd.
Joseph, G., and Jeganathan, C. (2018). Introduction. *Fundamental of Remote Sensing* (pp. 1-21, 3rd Edition). University Press, Hyderabad.

Module 2: Aerial photography: (10 Hours). The module will highlight the principles of the interpretation of aerial photographs. Calculation of scale, geometry and types of aerial photography will be studied in detail. Meaning and use of stereoscope will be examined, with a focus on annotation and interpretation keys of the aerial photographs.

Lab Exercise/ Practical Work:
- Calculation (scale, height of objects) on aerial photographs
-Interpretation of aerial photographs
-demonstration of the use of stereoscope

Objective: To understand the use and process of aerial photographs interpretation.
Essential readings:

Bhatta, B. (2020). Photogrammetry. *Remote Sensing and GIS*, 3rd Edition, Oxford.
Mishra. R.P. and Ramesh. A. (1969). Air Surveying. *Fundamentals of Cartography* (pp. 173-185). Prasaranga. University of Maysore.
Lillesand, T. and Kiefer, R. (1999). Introduction to Airphoto Interpretation. *Remote Sensing and Image Interpretation* (pp. 112-205). Wiley. London.

Module 3: Satellite Remote Sensing: (10 Hours): The module will focus on the principles of electromagnetic radiation (EMR) and its interaction with Atmosphere and Earth surface features. The visual interpretation of the satellite images on the basis of spectral responses of Earth surface features will be studied in detail. The process of Remote Sensing of the common geographical features will be focussed with the help of visual interpretation of the satellite images. Satellites (Landsat and IRS) and their Sensors will be examined in detail.

Lab Exercise/ Practical Work:
-Visual interpretation of satellite images with various resolutions.
-Understand colour composite with the help of remote sensing software.

Objective: To understand the result of the EMRs interaction with Atmosphere and Earth surface feature with the help of satellite images.

Essential readings:

Bhatta, B. (2020). Visual Image Interpretation. *Remote Sensing and GIS* (2nd Edition). Oxford.

Joseph, G., and Jeganathan, C. (2018). Data Analysis. *Fundamental of Remote Sensing* (pp. 319-344, 3rd Edition). University Press, Hyderabad.

Jensen, J.R. (2015). Introduction to Digital Image Processing of Remote Sensed Data. *Introductory Digital Image Processing: A Remote Sensing Perspective* (pp. 17-62, 4th Edition). Pearson India.

Module 4: Introduction to GIS: (10 Hours): The module will examine the definitions, scope and principles of Geographic Information System. Historical development and recent trends in the field will be further studied. Elements and types of data structures in GIS will be analysed. Geographic object of point, line and polygon will be studied in detail with a focus on Databased Management System (DBMS). The module will also examine the application of GIS in the various domains of geography

Lab Exercise/ Practical Work:

-Introducing the available GIS software and learning about Raster and Vector data in it.

Objective: To understand components, data structures and application of GIS.

Essential readings:

Bhatta, B. (2020). Concept of Geographic Information Systems. *Remote Sensing and GIS*, 3rd Edition, Oxford.

Heywood, I., Cornelius, S., Carver, S. (2011). What is GIS. *An Introduction to Geographic Information Systems* (pp.3-17, 4 th Edition). Pearson Education.

Burrough, P.A., McDonnell, R.A. and Lloyd, D. McDonnell (2016). Geographic Information: Society, Science and Systems. *Principles of Geographical Information Systems* (pp.1-16). UK: Oxford University Press.

Module 5: GIS Data Analysis (10 Hours): The module will focus on the methods of GIS data input. It will examine the methodology of Geo-referencing, digitization, input of attribute data, editing etc. The construction of GIS software based maps will provide deeper understanding of the significance and application GIS.

Lab Exercise/ Practical Work:

- Exercise on Geo-referencing with the help of available software.
-Construction of basic digital map by using GIS software.

Essential readings:

Saha K and Froyen YK (2022). Introduction to Open Source GIS (OSGIS) Softwares. *Learning GIS Using Open Source Software: An Applied Guide for GeoSpatial Analysis*. Routledge.

Jones, C. B. (2014). GIS Functionality: An Overview. *Geographical Information Systems and Computer Cartography*. London, UK: Taylor& Francis.

Objective: To understand the process of digital map making by using GIS software.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

30 % Reading Responses
30 % Lab work/ Exercises
40 % End Term submissions

8. **Pedagogy:**

a. Instructional strategies:

Doing classroom activities, such as presentations by students, observing and interpretation of remote sensing images, aerial photographs etc., will reinforce classroom lectures. Practical work by using available GIS software will be a significant component of the course. There will be group-based assignments; seminars and workshops for students to better understand the ideas and concepts taught in the class.

b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Remote Sensing images, Aerial Photographs and ICT lab.

c. Expertise in AUD faculty or outside: No

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sunit Singh

Signature of the Dean of the School

Dr B.R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP
Course title	**Geography of India**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?

The course is designed to provide an overall understanding of India's physical and human geographical features. Through this course, the learners will be able to understand India's unique physiography and climatic conditions. They will be able to know how India is rich in its resource base and the various spatial dimensions of its socio-cultural features.

2. How does the course link with the specific programme(s) where it is being offered?

In earlier semesters, the students were engaged with core geography papers such as Physical Geography, Human Geography, Urban Geography, and Climatology. It has created a knowledge base for learners to understand the Regional Geography of India. Through this course, they will be able to apply and interpret Human and Physical geography-related themes concerning India's spatial and social dimensions.

0. Does the course connect to, build on or overlap with any other courses offered in AUD?

No

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Admitted to the ITEP programme

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester

7. Course Details:
   a. Summary:

This course elaborates on India's physical environment, resource base, economy and population-related features. One of the course's primary goals is to enable the learners to appreciate India as a unique region. Besides, it allows them to apply the various theoretical perspectives of geography in interpreting India’s geographical features.

Objectives:

The objectives of the course are:

1. To familiarize the learners with basic landforms, climate, soil, vegetation and population characteristics of India.
2. To introduce the regional dimensions of India's physiography, climate, soils and vegetation.
3. To explain the comparative relevance of agriculture and industry in India.
4. To describe demographic features of the Indian population.
5. To review India's regionalisation scheme based on different geographical parameters.

b. Expected learning outcomes:

After completing the course, learners will be able to:

- Identify physiographic regions on the map of India.
- Appreciate the climatic features of India.
- Describe the natural resource base of India.
- Explain the various schemes of India's regionalisation.
- Reflect upon the changing role of Agriculture in the Indian Economy.
- Analyse the spatial pattern of Industrial distribution.
- Appreciate the role of the Transport System in the Indian Economy.

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course will be organised into four modules. Each module will cover a specific dimension of India's geography. Module 1 will cover the physiographic features of India. In this module, the learners will be given a chance to understand the evolution of landforms in the Indian subcontinent. Furthermore, the module will also cover India's drainage patterns and climatic features. Module 2 will cover India's natural resource base. This module will focus on the classification and distribution of various natural resources. Module 3 will deal with the population and economy of India, and Module 4 will cover the regional approaches to the Geography of India. It will help the learners to understand the characteristics of the physiographic regions, socio-cultural regions, and economic regions of India,

d. Course contents detailed in module-wise format:

Module 1: India: Physical Setting

The module will provide a detailed description of the locational aspects of India. It will also familiarise the learners with the physiography features of India. During the discussion, diverse types of physical features will be elaborated. It will also introduce concepts related to the evolution of landforms with references to the physiography of India. The module will provide a detailed discussion of India's drainage systems and its classification. The module will familiarise the learner with Indian Climate and Weather. They will be acquainted with Monsoon's features and dynamics, so they have a fair idea about the climatic factors responsible for the unique Indian climatic region.

Module Objectives

The learners will be able to-

- Explain the physiographic divisions of India
- Describe the drainage patterns of India
- Identify the factors affecting the Indian Climate.

Essential readings:

Saroha, S. & Singh. S. (2022). *Geography of India*. Pearson Education India. (Chapter 3, Chapter 4 and Chapter 5)

Suggested readings:

Bhat, L. S. (2009). *Geography In India: Selected Themes*. Pearson Education India.

Pal, S. K. (2018). *Physical Geography Of India*. Orient Blackswan Private Limited.

Module 2: India: Natural Resources

The module will introduce India's soil, natural vegetation and mineral and energy resources. While discussing natural and vegetation resources in India, themes such as land use patterns, water resources and forest resources will be covered. Further, the module will focus on the distribution of mineral resources in India. It will also elaborate on the distribution and utilisation of major renewable and non-renewable energy resources in India.

Module Objectives

The learners will be able to:

- Map the distribution of natural resources in India.
- Explain the regional distribution of mineral and energy resources.

Essential readings:

Sharma, T. C. (2013). *Economic Geography of India*. Rawat Publication, India (Chapter 2, Chapter 9 and Chapter 14)

Saroha, S & Singh. S (2022). *Geography of India*. Pearson Education India. (Chapter 6 and Chapter 7)

Suggested readings:

Bhat, L. S. (2009). *Geography In India: Selected Themes*. Pearson Education India.

Nag, P. and Sengupta, S. (2002). *Geography of India.* Concept Publishing House.

Module 3: India Population and Economy

Semesters II and IV have already covered the Population Geography and Economic Geography courses. Thus, the learners are already exposed to critical concepts and approaches in these sub-disciplines of geography. Taking this into cognizance, the module will focus on two aspects. First, the population features of India will cover population distribution and dynamics. Second, the economic geography of India will focus on agriculture, industries and transportation. It will also cover themes i.e., trade and commerce in India

Module Objectives

The learners will be able to:

- Explain the distribution and density pattern in the population of India.
- Analyse the age and sex composition of India.

- Explain distinguishing features of Indian agriculture.
- Describe the factors influencing the location of the Industries.
- Identify the key features of the Transport System in India.

Essential readings:

Sharma, T. C. (2013). *Economic Geography of India*. Rawat Publication, India (Chapter 1, Chapter 15, Chapter 16, Chapter 17, Chapter 18 and Chapter 22)

Saroha, S. & Singh. S. (2022). *Geography of India*. Pearson Education India. (Chapter 12)

Suggested readings:

Bhat, L. S. (2009). *Geography In India: Selected Themes*. Pearson Education India.

Module 4: Regional Approaches to Geography of India

The module will provide an idea about the concept of physiography regions. It will introduce physiography regionalization as devised by renowned geographers. A comprehensive discussion about the socio-cultural regions of India will be undertaken. The discussion will be based on the regionalisation scheme proposed by Sopher. In the same way, the module will also familiarise the learner with the Economic Regions of India following the P. Sengupta Model.

Module Objectives

The learners will be able to:

- Explain the physiographic regions of India.
- Describe socio-cultural regions of India.
- Appreciate the relevance of economic regions of India.

Essential readings:

Saroha, S. & Singh. S. (2022). *Geography of India*. Pearson Education India. (Chapter 13)

Tiwari, R.C. (2005). *Geography of India.* Prayag Pustak Bhawan

Suggested readings:

Deshpande, C. D. (1992). *India, a Regional Interpretation*. Northern Book Centre.

Singh, R. L., (1971). *India : a Regional Geography*. National Geographical Society of India.

Sopher, D. (1980). *An Exploration of India: Geographical Perspective on Society and Culture*. Ithaca, Cornell University Press.

Sdasyuk, G. and Sengupta, P. (1961). *Economic Regionalisation of. India: Problems and Approaches*, Census of India Monograph

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (Reading responses): 30%

Assessment 2 (Presentations/ Field based assignment): 20%

Assessment 3 (End-term submission): 50%

0. **Pedagogy:**

a. Instructional strategies:

Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group based assignment, classroom seminar and workshops will be organised.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom equipped with good ICT facilities.

c. Expertise in AUD faculty or outside

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr B.R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP
Course title	**Economic Geography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Dr Rishabh Kumar Mishra

1. **How does the course link with the vision of AUD?**

The course will explore the interrelationship between economic activities and geographical space. Through the course, the learners will understand how spatial economic differences are created in the global era, and what factors contribute to this process. They will also be able to analyse how globalization is impacting the economy and what are its socio-cultural consequences.

2. **How does the course link with the specific programme(s) where it is being offered?**

The course will be part of geography discipline offered as one of the major in the ITEP programme. It will enable learners to explore and apply the fundamental concepts of economic geography to understand economic activities at various scales. The course will also equip learners with theoretical insights to understand how regions specialize in economic activities, how these specializations are related to other economic / non-economic outcomes. As a consequence of this course, the learners as prospective teachers, will understand how knowledge and innovation are key drivers of a neoliberal economy.

0. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No

4. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)**
   Senior secondary students with a background in Social Sciences/Sciences/Geography

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

6. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Semester

7. **Course Details:**

a. Summary:

The course will enable students to analyze the spatial patterns of economic activities at different scales, from local to global. In doing so, the learners will be introduced to the relationship between natural resources, environment, and economic activities. They will explore the distribution of natural and energy resources at the global level. They will understand how the exploitation of resources has impacted the environment. Further, the course will include factors affecting the location of industries, trade flows, and the factors influencing regional developments. Besides, the learners can examine globalization's processes and its impacts. It will give them insights into how global economic forces shape local economies and how countries and regions interact through trade and investment.

Objectives:

The objectives of the course are:

- Describe the theoretical approaches and fundamental concepts of economic geography.
- Analyze how geographic and economic conditions affect products, industries, commerce, and resources.
- Explain the role of natural resources in regional development.
- Analyze the impact of globalization and neo-liberal forces on economic, cultural, and social activities.

b. Expected learning outcomes:

After completing the course learners will be able to:

- Develop skills in analyzing spatial data to understand the distribution of economic activities.
- Analyze complex economic issues with the help of theoretical perspectives of economic geography.
- Apply economic theories and concepts to real-world situations.
- Understand the interconnectedness of economies and the implications of economic geography on different regions and countries.
- Effectively communicate their understanding of economic geography through oral presentations, written reports, and class discussions.

c. Overall structure (course organisation; rationale of organisation; brief module outlines): The course covers the concepts, theories, and methodologies of economic geography. One of the goals of this course is to study spatial distributions, patterns, features, and interrelationships in various types of economic activities. The course will be divided into four modules with a specific focus of each. Module 1 will deal with the scope, approaches and concepts of Economic Geography. Module 2 will cover the geographical distribution of natural resources, minerals and energy. Module 3 will focus on primary, secondary and service Sectors related to economic activities. Module 4 will discuss emerging themes in geography. Module 4 asserts that globalization's benefits have yet to be shared equally across the regions. Against this assumption, the module will discuss the causes and consequences of uneven development.

It will provide an opportunity to examine how states, firms and workers reshape the global economic landscape.

d. Course contents detailed in module-wise format:

Module 1: Introduction to Economic Geography (15 hours)

The module will discuss the nature, scope, approaches and relevance of economic geography. The interrelationship between economic geography and other sub-disciplines of geography will be discussed briefly. The module will also cover the basic concepts of economic geography such as special division of labour, geographic fixity and mobility, spatial interaction and diffusion. At the end of this module, the nature and types of economic activities will be explained. The module will also discuss factors affecting the locations of economic activities in agriculture, industry and services. Further, the selected locational theories will be elaborated.

Module Objectives

The learners will be able to

- Explain the key concepts of economic geography.
- Identify the various factors that affect the locations of economic activities.

Essential readings:

Saxena, H. M. (2018). *Economic Geography* (2nd ed.). Rawat Publication. (Part 1)

Coe, N. M., Kelly, P. F., & Yeung, H. W. C. (2019). *Economic Geography* (3rd ed.). John Wiley & Sons. (Chapter 1)

Suggested readings:

Barnes, T. J., & Christophers, B. (2018). *Economic Geography: A Critical Introduction*. John Wiley & Sons.

Knowles, R., & Wareing, J. (1990). *Economic and Social Geography* (2nd ed.). Rupa Publications India.

Module 2: Economic Geography and Resources (15 hours)

The module will discuss the concept and classification of resources in the context of nature, human and cultural interaction. The module will study the classification of resources based on distributions, occurrence, availability, utility, renewability, and quality. Putting more emphasis on the utility of resources, the module will also develop the understanding of sustainable and conservational resource use by aligning with resource management and sustainable development. Furthermore, the module will study the global distributions and world patterns of natural resources such as land, soil, forest and water as well as minerals and energy in a detailed manner. A cursory overview of human resources will be provided for discussion as it is already covered in population geography.

Module Objectives

The learners will be able to:

- Elaborate the distribution of natural resources at the global level.
- Explain the interrelationship between resource and economic development.

Essential readings:

Saxena, H. M. (2018). *Economic Geography* (2nd ed.). Rawat Publication. (Part 2)

Coe, N. M., Kelly, P. F., & Yeung, H. W. C. (2019). *Economic Geography* (3rd ed.). John Wiley & Sons. (Chapter 3)

Knox, P., Agnew, J., & McCarthy, L. (2014). *The Geography of the World Economy* (6th ed.). Routledge. (Chapter 3)

Suggested readings:

Barnes, T. J., & Christophers, B. (2018). *Economic Geography: A Critical Introduction*. John Wiley & Sons.

Knowles, R., & Wareing, J. (1990). *Economic and Social Geography* (2nd ed.). Rupa Publications India.

Module 3: Economic Activities (15 hours)

The module will discuss the economic activities in terms of primary sector, secondary sector and service sector. Focusing on the primary sector, the module will cover agriculture and its allied activities, minerals and mining activities. The module will introduce the world's agricultural system, cropping patterns and changes along with land use patterns. Specific case studies from India will also be discussed. Putting more focus on the Secondary Sector of Economic Activities, the module will discuss agro-based industries, mineral and energy-based industries. While discussing the secondary sector, industrial location theories and factors will be covered. At the end of the module, economic activities under the service sector will be discussed. Special focus will be given to transport, flows and networks. The module will also cover international trade briefly.

Module Objectives

The learners will be able to:

- Explain how the geographical factors shape economic activities.
- Analyse the role of transport, flows and networks in economic development.

Essential readings:

Saxena, H. M. (2018). *Economic Geography* (2nd ed.). Rawat Publication. (Part 3)

Knox, P., Agnew, J., & McCarthy, L. (2014). *The Geography of the World Economy* (6th ed.). Routledge. (Chapter 9, Chapter 10 and Chapter 11)

Suggested readings:

Barnes, T. J., & Christophers, B. (2018). *Economic Geography: A Critical Introduction*. John Wiley & Sons.

Knowles, R., & Wareing, J. (1990). *Economic and Social Geography* (2nd ed.). Rupa Publications India.

Sunley, P., McDowell, L., Lee, R. and Leyshon, A. (2011). *The Sage Handbook of Economic Geography*. Sage.

Module 4: Emerging Themes in Economic Geography (15 hours)

In this module emerging themes in economic geography will be discussed. It will cover the core-periphery debates with reference to globalisation, neoliberal economy, circuits of the economy and global value chain. The module will cover selected case studies of the Gig Economy. The module will also cover the following themes: the emergence of Knowledge-based industries, IT-enabled services, and wellness industries.

Module Objectives

The learners will be able to:

- Analyze the relationship between globalization and uneven development.
- Explain the spatial pattern and interrelationship of emerging service sectors of the economy.

Essential readings:

Anderson, W. P. (2012). *Economic Geography* (1st ed.). Routledge.(Chapter 1, Chapter 2)

Knox, P., Agnew, J., & McCarthy, L. (2014). *The Geography of the World Economy* (6th ed.). Routledge. (Chapter 13)

Suggested readings:

Barnes, T. J., & Christophers, B. (2018). *Economic Geography: A Critical Introduction*. John Wiley & Sons.

MacKinnon, D., & Cumbers, A. (2018). *An Introduction to Economic Geography: Globalisation, Uneven Development and Place*. Routledge.
Sunley, P., McDowell, L., Lee, R. and Leyshon, A. (2011). *The Sage Handbook of Economic Geography*. Sage.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (Reading responses): 30%
Assessment 2 (Presentations/ Field based assignment): 20%
Assessment 3 (End-term submission): 50%

0. **Pedagogy:**

a. Instructional strategies:

Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group-based assignments, classroom seminars and workshops will be organised.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom equipped with good ICT facilities.

c. Expertise in AUD faculty or outside

d. Linkages with external agencies (e.g., with field-based organizations, hospitals; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Geography
Course title	**Field Work and Report Writing**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2025
Course coordinator and team	Dr. Nidhi

1. How does the course link with the vision of AUD?

The core course of Field Work and Report Writing is linked with the vision of AUD by focusing on the practical component of the subject of Geography which is essential for deeper understanding of the subject of a Social Science. It will provide a foundational knowledge to students who want to do field based research at upper level courses related to Geography. It will focus on providing deeper understanding of the concepts related to collection of data, processing data, types of data, ethics in field work etc. The course resonates with the university's vision of making it a premier and globally recognized institution by introducing a sub part of a liberal discipline of Geography, which includes the field based research and practical component in it.

2. How does the course link with the specific programme(s) where it is being offered?

Field work and Report Writing is a branch of Geography discipline being introduced under the ITEP programme in the School of Education Studies. The course focuses on providing basic knowledge and concepts related to Field work in the subject of Geography. Research methods based report writing will be an important component of the course. The students will be able to utilise the gained skills of field work based research methodology in other sub-disciplines of Geography being offered under ITEP programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

No

4. Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others – please specify)

Senior Secondary students with background in Sciences, Social Sciences or Geography.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester

7. Course Details:

a. Summary:

The course of Field Work and Report Writing will examine the process of doing a Field Work in the field of Geography. Various dimensions of filed work from collecting data to making a field report will be analysed in detail. Learners will be exposed to the methodology of writing a well-structured research proposal for a field work. They will be making a field report file after the compilation and interpretation of data collected during the field work. The primary and secondary data involved in the field of Geography will be focussed in detail.

b. Objectives:

1. To introduce the meaning and significance of a field work in Geography.
2. To understand the significance of including quantitative and qualitative data for field work.
3. To know the ethics of conducting a field work and method of writing a field report.

c. Expected learning outcomes:

1. To understand the basic concepts of field research methods and design in Geography.
2. To be able to do field work by conducted filed survey in the selected study area with the help of earned skills of data collection, processing and interpretation.
3. To be able to write a field report on the basis of the field work done.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course on field work include four modules. First three modules are focussing on the preparation of a student to conduct a successful field work. The last module will include the report writing component. Module one introduces the research methods used in the field of Geography. It will highlight the significance of research ethics. Module two involves the steps of writing a research proposal for a field work in Geography. Module three examines various sources and methods of collecting data in the field of Geography. Module four will be a significant part of the curriculum, forming the practical component of the course. On the basis of the filed survey done by the students, they will prepare a field report for the same.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Introduction to Field Work and Research Methodology: (10 Hours)

The module will focus on the Research Methods used in the Geography for field work. It will highlight the significance, types and approaches to do research in the field of Geography. The significance of following Research ethics and limitations in research methodology will be further analysed.

Objective: To introduce the concept of field study and relevance of research methodology in Geography.

Essential readings:

Dikshit, R. D. (2003). *The Art and Science of Geography: Integrated Readings*. New Delhi. India: Prentice-Hall of India.

Wolcott, H. (1995). The Art of Fieldwork. CA, USA: Alta Mira Press.

Misra, R. P. (2015). *Research Methodology: A Handbook*.Concept Publishing Company, New Delhi.

Module 2: Framing a Research Proposal: (10 Hours):
The module will focus on the steps involved in writing a research proposal related to field work. Learners will know about the process of finding research problem and identifying a study area. The relevance and methods of literature review will be focused. The significant steps in research writing of identifying research questions, hypothesis and objectives will be focussed.
Objective: To understand the significance and art of writing a research proposal.

Essential readings:
Mukherjee, N. (2002). *Participatory Learning and Action: with 100 Field Methods.* Delhi, India: Concept Publication. Co.
Gopal, Krishan and Singh, Nina (2016). R*esearching Geography: The Indian Context.* Routledge: Delhi.

Module 3: Data Collection and Field Work: (10 Hours)
The module will examine various sources and methods of collecting data. Nature of data, i.e. Qualitative and Quantitative will be analysed with the support of examples. As part of primary data, the selection of sample, framing a questionnaire, interview, observation etc. will be studied in detail. The meaning and methods of collecting secondary data will be further focussed. The methods of data analysis and interpretation with help of qualitative and quantitative techniques will be done.
Objective: To understand the types and methods of collecting data and interpretation for field work.

Essential readings:

Creswell, J., (1994). *Research Design: Qualitative and Quantitative Approaches*. UK: Sage Publications.
Evans, M. (1988). Participant Observation: The Researcher as Research Tool. In Eylesand, J and D. Smith (eds). *Qualitative Methods in Human Geography*. Cambridge, UK: Polity.
Krishnanad and Raman VAV., (2018). *A Geographer's Guide to Field Work and Research Methodology*. Book Age Publications: New Delhi.

Module 4: Field Survey and Filed Report (10 Hours): The module will focus on guiding learners about the organisation and preparation of a field report after their field work.

Practical Work:
-A report based on the primary and secondary data collected during field work will be made by the students.
-The report will be submitted in handwritten or printed form on A4 sheet, which will include preface, certificate of originality, acknowledgement, table of contents, list of figures and tables, chapters, conclusion, bibliography and appendixes.
-Each report will be supervised by the faculty member.
-One copy of the report on should be submitted in soft binding.
Objective: To learn the method of data analysis and interpretation of field work.

Essential readings:

Robinson, A. (1998). Thinking Straight and Writing That Way. In Pryczak, F. and 255 Bruce, R. P. eds.. *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*. Los Angeles, USA: Routlege.

Special Issue on "*Doing Fieldwork*" The Geographical Review 91:1-2 (2001)

(ii) Assessment Plan (weight, mode, scheduling) for the course:

50 % Reading Responses

50 % Field Report

8. **Pedagogy:**

a. Instructional strategies:

Doing classroom activities, such as presentations by students, observing and interpretation of topographic maps, pictures and models etc., will reinforce classroom lectures. There will be group-based assignments; seminars and workshops for students to better understand the ideas and concepts taught in the class.

b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Toposheets, field instruments and ICT lab.

c. Expertise in AUD faculty or outside:

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Geography
Course title	**Political Geography**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2026
Course coordinator and team	Dr. Nidhi

1. How does the course link with the vision of AUD?

   The core course of Political Geography will contribute to the vision of the university by introducing a novel course that is significant in understanding the impact of Geography on the politics of a particular region. Political Geography will provide the learners a foundational knowledge of the concepts such as Geopolitics, nation-state, territory etc. that will prepare them for upper level courses related to Political Geography and International Relations. It will focus on providing a deeper understanding of the impact of Geography on the politics of a region with the help of contemporary geopolitical issues. The course resonates with the university's vision of making it a premier and globally recognized institution by introducing a sub part of a liberal discipline of Geography, which is essential in understanding relation between Geography and Politics.

2. How does the course link with the specific programme(s) where it is being offered?

   Political Geography is a branch of Geography discipline being introduced under the ITEP programme in the School of Education Studies. The course focuses on the interrelation between Geography and Politics, with special focus on Geopolitics. The students will be able to relate it to other sub-disciplines of Geography being offered under ITEP programme.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

   No

4. Specific requirements on the part of students who can be admitted to this course

   (Pre-requisites; prior knowledge level; any others – please specify)

   Senior Secondary students with background in Sciences, Social Sciences or Geography.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester

7. Course Details:

. Summary:

The course of Political Geography includes the analyses of the spatial impact on the politics of a particular region. It focuses on the interrelationship between geography and politics in relation to people, territory and state. The understanding of the concept of Geopolitics will enable the learners to analyse the world political order through various geographical factors. The theories of geopolitics will help in understanding the history of world politics with respect to the idea of space, territory and geographical location. The impact of Geography on the voting pattern of a region is a significant aspect to observe, which gives an idea of the influence of Geography on the decision of voters, strategies of parties, Gerrymandering etc. The study of contemporary geopolitical issues will give an idea of the relation between the development and displacement and conflict and forced migration. These issues are significant regional issues of India. The study of the recent trends in world politics in the course gives the idea that India has emerged as a strong global power in recent years.

b. Objectives:

1. To introduce the field of Political Geography and its evolution.
2. To understand the key concepts and theories of Political Geography.
3. To relate the Political Geographic concepts to contemporary world politics.

c. Expected learning outcomes:

1. Enable the student to understand the concept of Political Geography and Geopolitics.
2. Learners are able to interrelate the field of politics and Geography.
3. To understand the impact of geography on the voting behaviours of the voters and voting outcomes.
4. To know and analyse contemporary geopolitical issues.

d. Overall structure (course organization; rationale of organization; brief module outlines):

The course includes five modules focusing on the basic concepts related to political geography. Module one will introduce the field of Political Geography with the help of definitions given by various scholars. It will examine the evolution of the field over the period of time and recent trends in Political Geography. Module two focuses on various classic theories. It will analyse the history of the significance of space, territory and geographic location as geostrategic attributes at world stage. Module three focuses on the process of election and the impact of geography on the voting behaviour and turnout. It will be examined with the help of various case studies. Module four examines contemporary geopolitical issues at global and regional level. Issues such as conflict and forced migration, development and displacement and environmental issues will be studied in detail. Module five will focus on India as global regional geopolitical power.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Introduction to Political Geography: (8 Hours)

The module will examine the definitions, scope and nature of Political Geography as a field. The definitions of Political Geography given by various scholars will be analysed with recent trends in the field of Political Geography. The evolution of the field of Political Geography

will be focused briefly. Concept of state, nation and nation-state will be dealt with in detail. Attributes of states and the concept of frontiers and boundaries will be further focussed.

Objective: To introduce the basic definitions, concepts and evolution of the field of Political Geography.

Essential readings:

Jones, M., Jones, R. & Michael, W. (2004). Power, Space and Political Geography. *An Introduction to Political Geography: Space, Place and Politics* (pp. 1-17). Routledge, London.

Glassner, M. (1993). Introduction to Political geography. *Political Geography* (pp. 9-35). USA:Wiley

Adhikari,S. (2013). The Substance of Political geography. *Political Geography of India* (pp. 1-27). Allahabad:Sharda Pustak Bhawan.

Module 2: Theories of Geopolitics: (10 Hours). The module will focus on the concepts of Geopolitics. It will analyse the meaning and evolution of the concept of Geopolitics. The concept will be examined by referring to examples from world politics. Theories given by Ratzel, Mackinder, Mahan and Spykman will be analysed in detail.

Objective: To understand the concept of Geopolitics and theories related to it.

Essential readings:

Painter J. and Jeffrey, A. (2009) Political Geography. USA: Sage Publications.

Adhikari,S. (2013). Global Strategic Model. *Political Geography of India* (pp. 434-466). Allahabad:Sharda Pustak Bhawan.

Dwivedi, R.L. and Misra, H.N. (2019) Two Global Strategic Views: Theories of Heartland and Rimland. *Fundamentals of Political Geography.* Surjeet Publications.

Module 3: Electoral Geography: (10 Hours): The module will examine the impact of geographical factors on the voting pattern of various regions. It will particularly focus on the geography of representation and Gerrymandering in various parts of the world. The influence of Gerrymandering in politics of democratic nations will be examined.

Objective: To understand the impact of geographical factors on electoral process of a region.

Essential readings:

Glassner, M. (1993). Geography of Election Introduction to Political geography. *Political Geography* (pp. 203-211). USA:Wiley

Adhikari,S. (2013). Electoral Geography. *Political Geography of India* (pp. 403-433). Allahabad:Sharda Pustak Bhawan.

Module 4: Contemporary Geopolitical Issues: (10 Hours): Contemporary Geopolitical issues related to conflict and displacement will be focussed in the module. The case studies related to water sharing disputes, boundary conflict and forced migration, development and displacement will be analysed in detail. The contemporary environmental issues will be further analysed.

Objective: To analyse the contemporary geopolitical issues.

Essential readings:

DeSombre, E.R. (2020). Defining Environmental Politics. *What is Environmental Politics?* Wiley.
Verma, M.K. (2004) *Development, Displacement and Resettlement.* Delhi: Rawat Publications
Rosenbaum, W.A. (2022) *Environmental Politics and Policy* 12th Edition. CQ Press.
Bradnok, W. Robert (2015). *The Geographical Environments*. *The Routledge Atlas of South Asian Affairs*. Routledge, London.
Chellany, B. 2011. *Water – Asia's new battleground*. Harper Collins Publishers, India.

Module 5: India: Global and Regional Power: (10 Hours)

The emergence of India as a global and regional power will be examined in detail. The contemporary geopolitical issues of India will be analysed with support of recent examples from the region. India's position and significance in the South Asian region and Indian Ocean will be examined.

Objective: To understand the role of India as a regional and global power.

Essential readings:

Adhikari,S. (2013) Political Geography of India. Allahabad:Sharda Pustak Bhawan.
Padukone, Neil (2014). Indian Geopolitical Strategy. *Beyond South Asia*. Bloomsbury Publishing.
Graham, Chapman (2003). The Greater Game. *The Geopolitics of South Asia: From Early Empire to the Nuclear Age*. Routledge, London.

Suggested Readings:

Zamindar, V. F. (2013) India-Pakistan Partition 1947 and forced migration. Wiley Online Library https://doi.org/10.1002/9781444351071.wbeghm285
Wilson, M, Thomas, Donnan, Hastings (2012). *A Companion to Border Studies.* Blackwell Publishing Ltd.
Sibley, D. (2002) Geographies of Exclusion: Society and Difference in the West. Routledge

(ii) Assessment Plan (weight, mode, scheduling) for the course:

30 % Reading Responses
30 % Presentations/ Field based Assignments
40 % End Term submissions

8. **Pedagogy:**

a. Instructional strategies:

Doing classroom activities, such as presentations by students, observing electoral processes, geopolitical issues etc. with the help of various open sources articles and videos will reinforce classroom lectures. There will be group-based assignments; seminars and workshops for students to better understand the ideas and concepts taught in the class.

b**. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** ICT lab.

c. Expertise in AUD faculty or outside:

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr B.R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SES
Programme(s)	ITEP
Course title	**Evolution of Geographical Thought**
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2026
Course coordinator and team	Dr Rishabh Kumar Mishra

1. How does the course link with the vision of AUD?

Geography is an interdisciplinary field that focuses on the interrelationship of nature and society. If we look at the disciplinary history of geography, it emerges that theories, philosophies, methodologies, and techniques of geography owe their roots to various intellectual traditions and approaches. A geography student must understand these roots. The course fulfills this agenda by engaging the learners with the history of geography and the development of major approaches to geographic research.

0. How does the course link with the specific programme(s) where it is being offered?

The course will be offered in the sixth semester. At this juncture, learners have a robust understanding of the sub-disciplines of geography. In light of this, the present course enables the learners to explore and understand the following questions: How has geography evolved as a modern discipline? What were the key debates around which methodology and approaches in geography emerged? What approaches to the study of geography prevail today? How is geography situated within the broader gamut of social science?

0. Does the course connect to, build on or overlap with any other courses offered in AUD? No

0. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) Senior secondary students with background in Social Sciences/Sciences/Geography

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

0. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester

0. Course Details:

. Summary:

The course intends to familiarize the learners with the history and philosophy of geography as a discipline from its early origins to its contemporary forms. The course presents the roots, debates and evolution of key geographical concepts through various perspectives and

traditions. It situates these within major ontological and epistemological debates that have shaped the discipline's trajectories.

Objectives:

The objectives of the course are:

- To acquaint the learners with the distinctiveness of geography as a field of learning in social science and natural science.
- To present the history, philosophy and scope of the discipline of geography.
- To elaborate on the recent trends in geography.

b. Expected learning outcomes:

After completing the course learners will be able to:

- Explain the key concepts, debates and traditions in the history of geographic thought.
- Analyse geographic literature keeping in mind the changing theories, philosophies, methodologies and techniques of geography.
- Appreciate the scope of geography as a discipline.
- Apply the geographical inquiry in addressing contemporary environmental and social issues.

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course comprises the evolutionary trajectory of the geography discipline. It provides a glimpse of the making of Geography, geographers, and geographical knowledge, covering the pre-modern history of geography to the recent trends of the twenty-first century. During the course, learners will be familiarized with key ideas, debates, institutions, and discourses that have shaped modern geography. A special focus will be given to the development of geography in India. Each module of the course will deal with the following questions: what does it mean to think geographically? What constitutes geographical thought? How can we define geographical thought when its practitioners think and do such diverse things? While dealing with these questions learners will come to know about the major geographers of the time and their contributions. They will also be able to identify the connections between geography and various intellectual traditions in social science.

d. Course contents detailed in module-wise format:

Module 1: Pre-Modern: Foundations of Geography

The module will elaborate on the development of pre-modern Geography. It will discuss the contributions of Greek, Roman, Arab, and Indian geographers. Further, Geography during the Age of 'Discovery' and 'Exploration' will be discussed with special reference to the contributions of Portuguese voyages, Columbus, Vasco da Gama, Magellan, and Thomas Cook. The module will also discuss the transition from cosmography to scientific Geography by highlighting the contributions of Bernard Varenius and Immanuel Kant.

Module Objectives:

The learners will be able to-

- Discuss the role of classical thinkers of geography in shaping the discipline.
- Identify the shifts in the geographical inquiry due to the era of discovery and exploration.

Essential readings:

Dikshit R.D. (2000). *Geographical Thought - A contextual History of Ideas*. Prentice Hall of India. (Chapter-1)
Holt-Jensen, A. (1999). *Geography: Its History and Concepts*, Longmans. (Chapter-1)
Rana, L. (2008). *Geographical Thought: A systematic record of evolution.* Concept Publishing Company (Chapters- 2,3 and 4)

Suggested readings:

Dickinson, R.E. (1969), *The Makers of Modern Geography*, Routledge & Kegan Paul.
James, P.E. & G.J. Martin (1981) *All Possible Worlds: A History of Geographical Ideas*, Third Edition, John Wiley and Sons, New York.
Johnston, R.J. (2004). *Geography and Geographers: Anglo-American Human Geography Since 1945*, Edward Arnold,.
Peet, R. (1998). *Modern Geographical Thought*, Blackwell.

Module 2: Foundations of Modern Geography

The module will begin by introducing Humboldt and Ritter's work. It will further introduce the evolution of Geographical thoughts in Germany, France, Britain and United States of America. It will highlight the contributions of Richthofen, Hartshorne–Schaeffer, Ratzel, La Blaché.

Module Objectives

The learners will be able to

- Appreciate the contribution of Humboldt and Ritter's work in shaping the discipline of geography
- Analyse the trends of geographical thinking emerged in 19th and 20th century.

Essential readings:

Dikshit R.D. (2000). *Geographical Thought - A contextual History of Ideas*. Prentice Hall of India. (Chapter-2,3 and 4)
Holt-Jensen, A. (1999). *Geography: Its History and Concepts*, Longmans. (Chapter-2)

Suggested readings:

Cauper, P. (2015). A Student's Introduction to Geographical Thought: Theories, Philosophies, Methodologies . Sage Publication.
Cresswell, T. (2013). Geographic Thought : A Critical Introduction. Wiley Publishers.
Nayak, Anoop, and Alex Jeffrey (2013). *Geographical thought: An introduction to ideas in human geography*. Routledge.
Dickinson, R.E. (1969), *The Makers of Modern Geography*, Routledge & Kegan Paul.

Module 3: Key Debates in Geography

The module will address dualism in geography. It will cover the following dualism: General vs. Particular, Physical vs. Human, Regional vs. Systematic, Determinism vs. Possibilism, Ideographic vs. Nomothetic. It will also discuss Schaefer-Hartshorne Debate. Further, the module will discuss significant trends in the post World War II period. It will cover quantitative revolution, systems approach, structuralism, historical materialism, behavioural, humanistic and radical geography.

Module Objectives

The learners will be able to

- Explain the dualism in geography.
- Describe the major trends in geography that emerged after World War-II.

Essential readings:

Dikshit R.D. (2000). *Geographical Thought - A contextual History of Ideas*. Prentice Hall of India. (Chapter-2,3 and 4)

Holt-Jensen, A. (1999). *Geography: Its History and Concepts*, Longmans. (Chapter-3 and 4)

Rana, L. (2008). *Geographical Thought: A systematic record of evolution.* Concept Publishing Company (Chapters- 5 and 7)

Suggested readings:

Dickinson, R.E. (1969), *The Makers of Modern Geography*, Routledge & Kegan Paul.

James, P.E. & G.J. Martin (1981) *All Possible Worlds: A History of Geographical Ideas*, Third Edition, John Wiley and Sons, New York.

Module 4: Emerging Trends in Geography

In this module, the changing concept of space with special reference to David Harvey's work will be introduced. In light of this, the following themes will be discussed: Critical Geography, Feminist Geography and Geography towards postmodernism. At the end of the module, a theme, Geography in India, will covered. It will focus on the disciplinary evolution of geography in India. It will also discuss recent disciplinary trends in India.

Module Objectives

The learners will be able to

- Explain the recent disciplinary trends in Geography.
- Analyse the developmental trajectory of geography as a discipline in India.

Essential readings:

Holt-Jensen, A. (1999). *Geography: Its History and Concepts*, Longmans. (Chapter-5)

Kapur, A. (2002) Indian Geography: Voice of Concern, New Delhi: Concept Publishing Company (Chapter-1)

Suggested readings:

Singh, R.P.B. (2009). *Geographical Thoughts in India: Snapshots and Vision for the 21st Century.* Cambridge Scholar Publishing

Cresswell, T. (2013). Geographic Thought: A Critical Introduction. Wiley Publishers.

Peet, R. (1998). *Modern Geographical Thought*, Blackwell.

Soja, E. (1989). *Postmodern Geographies*, Verso.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (Reading responses): 30%

Assessment 2 (Presentations/ Field based assignment): 20%

Assessment 3 (End-term submission): 50%

0. **Pedagogy:**

. Instructional strategies:

Constructivist instructional strategies will be used for classroom discussion. Reflective reading, group based assignment, classroom seminar and workshops will be organised.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom equipped with ICT facilities.

c. Expertise in AUD faculty or outside
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through the Board of Studies to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Programme Structure: Geography

Course Category	Total Credits	BABEd Semester	Course Title	Credit
DSC	8	I	Elements of Physical Geography	4
		I	Fundamentals of Human Geography	4
	12	II	Geomorphology	4
DSC		II	Population Geography	4
		II	Fundamentals of Cartography	4
	12	III	Climatology	4
		III	Urban Geography	4
		III	Statistical Methods in Geography	4
	12	IV	Social Geography	4
		IV	Environmental Geography	4
		IV	Remote Sensing and GIS	4
	12	V	Geography of India	4
		V	Economic Geography	4
		V	Field Study, Field Trip and Report Writing	4
	8	VI	Political Geography	4
		VI	Evolution of Geographical Thoughts	4

DR. B. R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES (SES)

Minutes of Meeting held on 11.06.2024 at AUD Lodhi Road Campus.

A Consultative Meet was organized for the core course of Geography under the ITEP programme on 11.06.2024 at 10 am. Following members attended the meeting:

Faculty Members of SES
Dr. Sunita Singh, Dean SES
Dr. Rishabh Kumar Mishra, Assistant Professor, SES
Dr. Nidhi, Assistant Professor, SES

Expert Faculty Members
Professor Krishnendra Meena
Centre for Studies of Regional Development, Jawaharlal Nehru University (JNU)
Professor Suresh Chand Rai
Formerly at Delhi School of Economics, University of Delhi

Agenda of the Consultative Meet:

1. To discuss, consult and take feedback from the invited faculties on the proposed courses of the subdisciplines of Geography for semester IV, V and VI:
   1.1 Social Geography
   1.2 Environmental Geography
   1.3 Remote Sensing and GIS
   1.4 Geography of India
   1.5 Economic Geography
   1.6 Field Trip and Report Writing
   1.7 Political Geography
   1.8 Evolution of Geographical Thought

The meeting began with a welcome to the external experts. After review and discussion, they gave the following feedback for the proposed courses:

1.1 Social Geography (4 Credits)
The course will engage the learners with theoretical approaches and empirical studies that address spatial and social inequalities. It will highlight different disparities regarding social status, wealth, health, living conditions, and life chances. The course will explore the exclusion in terms of caste, gender, tribes, and religion. Besides, the course will focus on wellbeing. It will allow the learners to understand who gains and loses out from contemporary spatial patterns and processes concerning health, housing, and education. Thus, the learners will be able to analyze the spatial pattern that undermines the social and ethical fabric on which human well-being depends. The course will enable the learners to identify forms of socio-spatial exclusion as they are experienced and articulated by the subject groups.
Feedback on the course:

1. Books that could be included in the essential reading are: (i) The SAGE Handbook of Social Geographies.

1.2 Environment geography (4 Credits)

The course of Environment Geography will focus on various components of environment and their interaction with anthropogenic factors on Earth. Spatial aspect of the interaction between natural environment and living organisms (specifically humans) will be studies in detail. A deeper understanding of the concepts like meaning of ecology, structure and function of ecosystem and human adaptation to them will be examined. Global and regional environment challenges will be analysed in detail with the help of case studies. Mitigation processes for environmental issues and challenges will be a significant component of the course. The course will also focus on various measures and policies made to manage the current environmental issues at regional and global level. Special focus will be to analyse the environment policies of India.

Feedback on the course:

1. It was suggested to include the South Asian environmental debates and issues in module two titled 'Global Environmental Issues'.
2. Books and readings suggested to be included are: (i) The Geopolitics of Nature by Noel Castree.
   (ii) Ecology, Environment Science and Conservation by J S Singh, S P Singh and S R Gupta (for Suggestive readings)

0. Remote Sensing and GIS (4 Credits)

The course of Remote Sensing and GIS is designed to provide fundamental knowledge of the field of Remote Sensing and Geographic Information System. It will include the technical knowledge and practical exercises for better understanding of the fundamental concepts of Remote Sensing and GIS. The focus will be on developing skills to interpret remote sensing images and apply the acquired skills in various domains of Geography. The fundamental concepts related to GIS will be dealt in detail to give the learners a basic understanding of the GIS tools before operating on the available GIS software.

Feedback on the course:

1. It was suggested to write each reference with chapters mentioned in it.
2. It was advised to include more Indian readings.

1.4 Geography of India (4 Credit)

This course elaborates on India's physical environment, resource base, economy and population-related features. One of the course's primary goals is to enable the learners to appreciate India as a unique region. Besides, it allows them to apply the various theoretical perspectives of geography in interpreting India's geographical features.

Feedback on the course:

1. It was suggested to write each reference with chapters mentioned in it.
2. It was suggested to add themes of Trade and Commerce of India.
3. Books and readings suggested to be added were: (i) Geography of India by D R Khullar (ii) India: A Comprehensive Systematic Geography by Jagdish Singh (iii) Geography of India by R C Tiwari.

1.5 Economic Geography (4 Credit)

The course will explore the interrelationship between economic activities and geographical space. Through the course, the learners will understand how spatial economic differences are created in the global era, and what factors contribute to this process. They will also be able to analyse how globalization is impacting the economy and what are its socio-cultural consequences.

Feedback on the course:

1. It was suggested to write each reference with chapters mentioned in it.
2. Module two titled 'Economic Geography and Resources' could mention that the study about the economic geography and resources will be at world level.
3. Books suggested to be included in the essential readings are: Recent Trends in Economic Geography by Jagdish Singh (ii) SAGE Handbook of Economic Geography by Andrew Leyshon (iii) Human and Economic Geography by G C Leong.

1.6 Field Trip and Report Writing (4 Credit)

The course of Field Work and Report Writing will examine the process of doing a Field Work in the field of Geography. Various dimensions of filed work from collecting data to making a field report will be analysed in detail. Learners will be exposed to the methodology of writing a well-structured research proposal for a field work. They will be making a field report file after the compilation and interpretation of data collected during the field work. The primary and secondary data involved in the field of Geography will be focussed in detail.

Feedback on the course:

1. It was suggested that for the required filed for the course cab be done in the adpoted villages of the university in the Delhi NCR region.
2. One fieldwork was suggested to be done outside Delhi.

1.7 Political Geography (4 Credit)

The course of Political Geography includes the analyses of the spatial impact on the politics of a particular region. It focuses on the interrelationship between geography and politics in relation to people, territory and state. The understanding of the concept of Geopolitics will enable the learners to analyse the world political order through various geographical factors. The theories of geopolitics will help in understanding the history of world politics with respect to the idea of space, territory and geographical location. The impact of Geography on the voting pattern of a region is a significant aspect to observe, which gives an idea of the influence of Geography on decision of voters, strategies of parties, Gerrymandering etc. The study of contemporary geopolitical issues will give an idea of the relation between the development and displacement and conflict and forced migration. These issues are significant regional issues of India. The study of the recent trends in the world politics in the course gives the idea that India has emerged as a strong global power in recent years.

Feedback on the course:

1. It was suggested to write each reference with chapters mentioned in it.
2. It was suggested to include readings on borders in module four on 'Contemporary Geopolitical Issues'.
3. It was suggested that the India in in South Asia aspect should be focused in module five 'India: Global and Regional Power'.
4. Books and readings suggested are: (1) The Routledge Atlas of South Asian Affairs by Robert W. Bradnok (ii) A Companion to Border Studies by Thomas L. Wilson. (iii) The Geopolitics of South Asia by Graham Chapman (iv) Beyond South Asia by Neil Padukone.

1.8 Evolution of Geographical Thoughts (4 Credit)

The course comprises the evolutionary trajectory of the geography discipline. It provides a glimpse of the making of Geography, geographers, and geographical knowledge, covering the pre-modern history of geography to the recent trends of the twenty-first century. During the course, learners will be familiarized with key ideas, debates, institutions, and discourses that have shaped modern geography. A special focus will be given to the development of geography

in India. Each module of the course will deal with the following questions: what does it mean to think geographically? What constitutes geographical thought? How can we define geographical thought when its practitioners think and do such diverse things? While dealing with these questions learners will come to know about the major geographers of the time and their contributions. They will also be able to identify the connections between geography and various intellectual traditions in social science.

Feedback on the course:

1. It was suggested to write each reference with chapters mentioned in it.
2. As the essential readings were same in each module, it was suggested to keep nly relevant readings for each module.
3. Readings suggested were: (i) Geographical Thought by Lalita Rana (ii) Geographical Thoughts in India by P. B. Rana (iii) Evolution of Geographical Thought by Majiid Hussain.

- As the ITEP course may also require to make two courses in each semester for 2 credits, it was suggested after the consultation that the following courses may be changed to two credits if the need be: Urban Geography, Statistical Geography, Environmental Geography, Social Geography, Economic Geography, Field Work and Report Writing, Political Geography, Evolution of Geographical Thoughts.
- The Nomenclature of the Course titled 'Field Study, Field Trip and Report Writing' was suggested to be changed to 'Field Trip and Report Writing'. The course entitled 'Environmental Geography' was suggested to be changed to 'Environment Geography'.

The meeting ended with a vote of thanks to the SES faculty members and Expert faculty members.

Programme Structure and Credit Framework for Integrated Teacher Education Programmes/ BABEd

Structure	**Preparatory Stage**	**Secondary Stage**	**Components**	**Credit Disaggregation**
Total credits	160 credits	160 credits	VIII Semesters	20 credits per semester
Major in Education	80 credits	80 credits	Foundations of Education	30 credits
			Ability Enhancement Courses/Value Added Courses	28 credits
			School Experience	20 credits
			Community Engagement	2 credits
Major in Disciplinary/ Interdisciplinary Subjects	48 credits	Choice between 64 and 48 credits	Economics English Geography Hindi History, Political Science	Preparatory: 12 courses of 4 credits each Secondary: 16 courses of 4 credits each
Minor in Disciplinary Subjects as an option	16 credits	Choice between 0 and 16 credits	Economics English Geography Hindi History, Political Science	Preparatory: 4 courses of 4 credits each
Content-cum-pedagogy	16 credits	16 credits	Economics, English Geography Hindi History Political Science	4 courses of 4 credits each

Common Programme Structure

Course Categories	**Semesters**								**Total Credits**
	I	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	
Foundations of Education (FE)	Evolution of Indian Education (4)		Child Development & Psychology (4)	Philosophical & Sociological Perspective I (4)		Assessment & Evaluation (2)	Perspectives on School Leadership and Management (2)	Philosophical & Sociological Perspective II (4)	30
						Inclusive Education (2)	Curriculum Planning & Development (2)	Education Policy Analysis (2)	
								Elective (4): Education for Mental Health; Adolescence;	
								Education for Sustainable Development; Gender and Education; Peace Education; Happiness Curriculum; Schools, Schooling & Education; Digital Storytelling	
Disciplinary-Interdisciplinary (Major + Minor) (DSC)	DSC 1 (4) DSC 2 (4)	DSC 3 (4) DSC 4 (4) DSC 5 (4)	DSC 6 (4) DSC 7 (4) DSC 8 (4)	DSC 9 (4) DSC 10 (4) DSC 11 (4)	DSC 12 (4) DSC 13 (4)	DSC 15 (4) DSC 16 (4)			64 = 48 +16

					DSC 14 (4)				
Content cum Pedagogy (CcP)			CcP 1 (4)	CcP (2+2)	CcP (2 + 2)	CcP (2 + 2)			16
Ability Enhancement/ Value Added Courses (AEC/VAC)	Language I (Hindi) (4)	Language II (English) 4			ICT in Education (2)	Mathematical and Quantitative Reasoning (2)	Sports, Nutrition & Fitness (2)	Yoga and Understanding Self (2	28

Appendix-4

Dr B R AMBEDKARUNIVERSITYDELHI

School of Vocational Studies (SVS)

SVS agenda for the 35th AC meeting scheduled for 7th August 2024.

Sl. No.	Agenda items	Page No.
1	Confirmation of the 17th SVS, BoS meeting Minutes held on 17th May, 2024	2-14
2	Presentation & approval of Semester-5 & 6 skill courses of the 4 Year BVoc in Early Childhood Care Management & Entrepreneurship Programme: (5 skill courses + final Internship)	15-50
3	Presentation & approval of Semester-5 & 6 skill courses of the 4 Year BVoc in Accounting & Finance Programme: (5 skill courses + final Internship)	51-86
4	Presentation & approval of Semester-5 & 6 skill courses of the 4 Year BVoc in Tourism & Hospitality Programme: (3 skill courses + final Internship)	88-110
5	Presentation & approval of Semester-5 & 6 skill courses of the 4 Year BVoc in Retail Management Programme: (5 skill courses + final Internship)	111-138
6	Presentation and approval of Semester-5 & 6 GEC courses for all 4 Year BVoc Programmes: (5 GEC courses)	139-158
7	Presentation and approval for additional faculty in SVS as per the students: teacher ration as per UGC guidelines	159-160
8	Reporting item: i. adopting the already approved GEC course on Business Communication of 4 credits to be offered to Sem-6 ii. adopting the already approved GEC course on Design Thinking of 2 credits to be offered to Sem-6 iii. courses to be offered by SVS as CEC in the upcoming MS-2024	161
9	Rectification item: The yearly OJT of 8 credits to be for two months duration instead of the one month printed wrongly in the 13th BoS held on 14.07.2022 for the 4 Year BVoc Programmes	162
10	Any other items.	

Agenda No. 1. Approval of the 17th SVS, BoS meeting held on 17th May 2024

AMBEDKAR UNIVERSITY DELHI

School of Vocational Studies (SVS)

Minutes of the Meeting 17th SVS BOS held on the 17th May 2024

The 17th Meeting of the SVS Board of Studies (BOS) was held on Friday the 17th May 2024. The following members were present:

Professor Sitansu S Jena Dean, School of Vocational Studies, AUD	Chairperson
Professor Vijita Singh Aggarwal Director, International Affairs, Guru Gobind Singh Indraprastha University, New Delhi	Member
Professor Ashish Dahiya Director, Institute of Hotel and Tourism Management, M.D. University, Rohtak, Haryana	Member
Dr Reena Singh Associate Professor, School of Management, Doon University campus, Mothorowala Road, Kedarpur, Uttarkhand	Member
Professor K. Ravi Shankar School of Management Studies, IGNOU	Member
Professor Nakkeeran Nanjappan Dean, School of Global Affairs, AUD.	Member
Dr. Oinam Hemlata Devi Dean (officiating) School of Human Ecology, AUD	Member
Dr Rishab Sharma Assistant Professor, SES, AUD	Member
Mr. Akha Kaihrii Mao Associate Professor, SVS, AUD	Member
Dr. Priya Singh Assistant Professor, SVS, AUD	Member
Dr. Rekha Gulia Assistant Professor, SVS, AUD	Member
Ms. Fariha Siddiqui Assistant Professor, SVS, AUD	Member

The following two members joined the meeting **online**:

Shri Dilip Chenoy
Chairman, Bharat Web3, New Delhi

Member

Dr Asha Singh

Member

Deptt. of Human & Child Development,
Lady Irwin College, University of Delhi

Special invite: Dr. Asim Ray, Assistant Professor, SVS and Mr Shwet Kumar Pandey, Guest Faculty, SVS

Regrets: Dr Deepak Paliwal, Professor Kartik Dave and Professor Lawrence Liang expressed their inability to join due to other prior commitments.

The Chairman extended a warm welcome to all the members to the 17th SVS BoS meeting. At the outset, he thanked all the BoS members for taking time from their busy schedules to join the 17th BoS meeting as scheduled and expressed the need for scheduling the BoS meeting more frequently.

The Chairman also welcome Dr Rishab Sharma, Assistant Professor, SES and member of the SVS BoS to his first physical meeting of the SVS BoS. He also introduces and welcome Dr Priya Singh, Assistant Professor, SVS and Dr Rekha Gulia, Assistant Professor, SVS who have joined the SVS to their first meeting of the SVS BoS as new members. He also welcomed Ms Fariha Siddiqui, Assistant Professor, SVS, who was earlier on contract joining the SVS as a regular faculty in the School, on behalf of the BoS.

At the outset, the Chairman also placed on record to the BoS the sincere appreciation for the contributions made by the two former faculty, Mr. Ankush Rathor, Assistant Professor and Mr Nikhil Singh Charak, Assistant Professor whose service could not be extended in the university. They had given their best to the SVS and the university during their 6 + years (2017-2024) of association with the School of Vocational Studies and in the BoS.

The Chairperson apprised the members of the Board of Studies in brief about major exciting academic journey of the School since 16th BoS meeting as below:

i. Most of the first batch of the MVoc scholars who graduated last year are now employed in the Tourism and Hospitality industry.
ii. All the BVoc students who had registered for placement after their graduation are all placed in various industries and the remaining have taken admission in higher education in various programmaes and institutions/universities or preparing for competitive exams.
iii. The School in collaboration with the Retailers Association of India (RAI) successfully organized a one day National Conference on the theme "The Future of Retail Education: Embracing Technology and Innovation." on 27th March 2024 at the IIC, New Delhi. About 40 participants from academic institutions and industry participated in the conference.
iv. 2 ECCME BVoc students of semester-4 (Ms Sneha Singh and Ms Tanu Singh) were selected to participate in the Early Childhood Development Forum (ECDF) international education tour and conference 2024 at Indonesia from 18-25th May 2024.
v. Ms Prerna Singh a student of BVoc Tourism and Hospitality semester-6, got selected in Air India Express under the designation of Cabin Crew and is currently undergoing training in Bangalore

The Chairman also informed the BoS that the School has successfully transited from the 3 Year

3

to the 4 Year BVoc programme as per the UGC regulation for undergraduate programmes as adopted by the university. The BoS and the AC has approved all the courses from semester-1 to 4 and they are being transacted. After a brief discussion by the members,
the following agenda items were taken up for discussion:

Agenda No. 1: To confirm the Minutes of the 16th BoS held on 9th June 2023:

The members confirmed the Minutes of the 16th Board of Studies which was already circulated to members with the agenda items. The members approved the minutes of the 16th BoS meeting without any modification.

Agenda No. 2: To present and approve the Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Early Childcare Centre Management and Entrepreneurship (ECCME):

Ms Fariha Siddiqui, Programme Coordinator of the BVoc programme in Early Childhood Centre Management and entrepreneurship (ECCME) presented the following courses.

Sl No.	Name of the course	Course code	Credits
1	Early Childhood Education: Models and Approaches	NSVSE5JSE01	4
2	Promoting socio-emotional wellbeing in a childcare setting	NSVSE5JSE02	4
3	Supervision and mentoring in a Childcare centre	NSVSE5JSE03	4
4	Management of Childcare centres	NSVSE6JSE01	4
5	Accounts, finance and marketing of ECCE centre	NSVSE6JSE02	4
6	Internship / OJT -3	NSVSE6ICE01	8

Early Childhood Education: Models and Approaches: The purpose of this course is to examine developmentally and contextually appropriate curricula, current issues and practices at the day care. It will address inquiry-based curriculum planning for all domains of child development and learning. In a child care, children of different ages may spend varying amounts of time. We also know that development and learning does not follow a uniform pattern—in fact, there are multiple pathways of development. At a child care centre children could range in several years across social, emotional, language, physical and cognitive domains of development. Hence, in order to address the diverse needs of children, it is necessary that facilitators, supervisors and managers are well informed about various approaches to curriculum development and transaction and their relevance to the child care setting. In addition to this, students will also be introduced in Indian philosophies in early childhood care and development and the prevalent models in Indian context

Ms Fariha informed the Bos that earlier this course was offered as a 2 credits course. However, the school has retained the course title but have increased the credits weightage to 4 credits and accordingly more themes/topics were added.

Promoting socio-emotional wellbeing in a childcare setting: In order to ensure that children feel safe and secure in the day care centre, the centre needs to address their social and emotional health. Given the diversities in a day care centre, it is critical that children are able to express their feelings, respect one another and build meaningful relationships with one another. This enables children to grow socially, emotionally and academically. The developmental domains are interlinked; hence, if the social and emotional needs of children are not addressed in an appropriate manner during the young ages, children may face severe crisis in the long run. It is critical that the day care facilitator/supervisor is able to bring in resources and create an environment at the centre that promotes such development.

Supervision and mentoring in a Childcare centre: Childcare providers' work in close association with various stakeholders to provide quality care to children. Support team/staff constitutes the most important part of this association. It is critical for child care providers to lead, mentor and empower team for quality and successful business. Also, in a childcare setting there are chances in increase of stress, handling emotions and fall back in staff members as they encounter children and parents of varying temperament on daily basis. Thus constant mentoring and support from the centre head will boost the staff to provide quality care and also manage their emotions. This course will prepare students to explore mentoring and leadership in the context of a childcare and how to maximise the efficiency of team. The course will help students understand the importance of supporting and nurturing relationships, collaborating and empowering the team, and find solutions to elevate the quality of services.

Management of Childcare centres: After the Maternity Benefit (Amendment) Act, 2017, the need for childcare centres has gained momentum. Establishing a child care centre has been entrepreneurial for long and now becoming even more popular. However, little or no guidelines exist for the same. The establishment and management of a childcare centre could be a challenging as well as a rewarding endeavour. It demands long working hours to maintain quality standards. Given the fact that the childcare providers are entrusted with the care of young children, it is critical for them to follow safety, security and legal guidelines while providing for a developmentally and contextually appropriate programme for children of varying age groups. The role of the childcare service provider is to also work in collaboration with parents and provide better quality services to children. The management of the centre should be such which exhibits leadership, trust within the staff as well as transparency. This entails that the childcare venture needs to be visualised and planned in an innovative manner keeping in mind the principles of 'quality childcare services' with a 'self-sustained business model' to thrive.

Accounts, finance and marketing of ECCE centre: A centre head at a childcare centre has a multitude of responsibilities with tasks ranging from the design of the programme, managing operations, and supervision of centre staff, organisational and administrative duties and responsibilities related to direct care of children and liasoning with families and communities, ongoing requirements for the childcare Centre. Finances and budgeting also form the core of the centre head's responsibility. This course aims to equip students with the knowledge and skills required to manage the finances of the centre to run a successful business.

Internship/OJT-3 (Early Childhood Centre Management and Entrepreneurship): The field-based Internship in year 3 have been conceptualized to enable students to engage with the field and connect with the learning from the courses. Students who have completed two years in the programme have taken courses and experienced the workings of a wide range of childcare centres/crèches that will enable them to work as facilitators and supervisors at the centre. The focus of the Internship this year is to develop skills to become manager at the centre—for planning, managing and conducing activities and routines at the centre and also for providing guidance to the facilitators. The aim is to build nuanced understandings among students regarding planning and supervision of diverse developmentally and contextually appropriate activities that could be conducted with young children in a childcare centre. The internship will enable students to undertake more responsibilities and contribute towards day to day running and overall functioning of the centre. They will also be encouraged to reflect on the challenges faced in implementing responsive practices and think of ways of working collaboratively with the centre staff. The will enable the preparation of students as better professionals (manager) in the area.

After thorough deliberations the BoS approved all the above mentioned courses and recommended it to be placed to the Academic Council with the following observation and suggestions:

- In the first course on 'Early Childhood Education: Models and Approaches' readings on Indian philosophy may be added like:
    - Devi Prasad's work on Art as the basis of education can be explored
    - Life at Mirambika may also be used as used along with the work of Rabindranath Tagore's works.
- Page no of some of the readings suggested may be added
- In Module-3, the sequencing of the cases may be reorganized.

For the second course 'Understanding Children's Social Emotional Worlds' it should be correctly titled as **"Promoting social-emotional wellbeing in a childcare setting".**

- Sub-module 3.4 be made into a separate module.

For the third course on 'Supervision and mentoring in a Childcare centre' page number in the core readings be added.

- It was recommended that the assessment be more generic
- Module 3.3.2 the title to be reviewed
- Restructure on leadership modul

The fourth course on 'Management of Childcare centres' was already approved by the earlier Academic Council and there is no change.

The fifth course on 'Accounts, finance and marketing of ECCE centre' was earlier taught as a 2 credits course. However, now it is made into a 4 credits course.

- It was suggested that the sequencing of the modules and their sub-topics may be relooked under three heads- finance, accounting and marketing.
- Marketing readings could be simplified
- Assignments should cover all topics.

Agenda No. 3: To present and approve the Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Accounting and Finance:

Dr Rekha Gulia,_Programme Coordinator of the BVoc programme in Accounting and Finance presented the following courses:

Sl No.	Name of the course	Course code	Credits
1	Accounting for Managerial Decisions	NSVSA5JSE01	4
2	Income Tax Law	NSVSA5JSE02	4
3	Corporate Laws	NSVSA5JSE03	4
4	Corporate Accounting	NSVSA6JSE01	4
5	Financial Management	NSVSA6JSE02	4
6	**Internship / OJT -3**	NSVSA6ICE01	8

Accounting for Managerial Decisions: The aims at enabling student to gain knowledge about thepractical application of tools and techniques to analyse available information for decision making for the job of Accounts Manager. This course will enable students to interpret and analyse costing information effectively to support strategic and operational decision-making processes within organisations.

Income Tax Law: The course is an essential part of B.Voc. Accounting and Finance programme. The course emphasizes the clear understanding of an overview of the basic principles of Income Tax. This course will enable student to gain knowledge about the basics of Income Tax law for the job of Accounts Manager.

Corporate Laws: The course will enable students to gain knowledge about the provisions of Companies Act 2013, Securities and Exchange Board of India (SEBI) Act 1992, Depositories Act 1996 that govern the corporate sector in India. The course is to impart basic knowledge of the provisions of the Corporate Laws

Corporate Accounting: This course will enable student to gain knowledge about the basics of Corporate Accounting and enable the student to understand the various technique of preparing the financial statement know about the conceptual knowledge of Corporate Accounting for the job of Accounts Manager.

Financial Management: This course will enable student to gain knowledge about the basics of Financial Management for the job of Accounts Manager. The course aims to enable the student with the overall framework of financial decision making in business unit. The course also aims to make students understand the concepts and working of maximization of value of the firm

On-the-job-training/internship (3): The Internship (Accounts Manager) comprises 8 credits for 2 (two) months/ 60 days. As part of the internship, students will go out on training for after the completion of the syllabus of the semesters. They are exposed to the practical aspects of the skills that they learned in the course. They are exposed to the practical aspects of the skills that they learned in the course.

After deliberating on the above courses the BoS recommended all the courses to be placed to the AC with the following suggestions:

1. Readings to be integrated as part of the module not as a separate heading.
2. Add Report Writing and Analysing of Reports in Module 5 of the course Accounting for Managerial Decisions
3. The Learning Outcome (LO) for each course to be re-written in terms what behavioural changes shall occur on transaction of the course. The LO should be written as module-wise and not content-wise.
4. For the course Corporate Laws, remove Depository Act from Part B of the syllabus. For SEBI Act 1992 instead of provisions of the Act, add four or five relevant SEBI Regulations.
5. For the course Financial Management, change the sequence of Modules.

The sequence was :

Module 1	Basics of Financial Management
Module 2	Capital Budgeting
Module 3	Cost of Capital and Capital Structure
Module 4	Dividend Decision
Module 5	Working Capital Decision

It should be :

Module 1	Basics of Financial Management
Module 2	Cost of Capital and Capital Structure
Module 3	Capital Budgeting

Module 4 Working Capital Decision
Module 5 Dividend Decision

6. Add means of Financing for Working Capital in Working Capital Decisions (Financial Management).
7. Delete word Accounts Manager from Course Title of the course NSVSA6ICE01
8. The Course Internship builds on all the courses offered in B.Voc Accounting and Finance.
9. Mention 60 days (480 hours) of internship
10. More readings to be added for each course as it is mostly repetitive and limited to one or two authors.
11. The Course 'Income Tax Law' to be restructured with content to be added to each module.

Agenda No. 4: To present and approve the Semester 5 & 6 skill courses of the 4 Year BVoc programmes in Tourism and Hospitality:

Dr Priya Singh, Programme Coordinator of the BVoc programme in Tourism and Hospitality presented the following courses:

Sl. No.	Name of the course	Course code	Credits
1	Quantity Food Production	NSVST5JSE01	4
2	Planning & Operating Restaurant Business	NSVST5JSE02	4
3	Team Handling and Communication in Restaurant Business	NSVST5JSE03	4
6	Field-based Internship / OJT -3	NSVST6ICE01	16

Quantity Food Production: Quantity Food Production" course covers principles of large-scale food preparation, emphasizing efficiency and quality in commercial settings. Topics include menu planning, portion control, and recipe scaling for diverse clientele. Students learn about kitchen management, food safety standards, and cost-effective ingredient sourcing. Hands-on experience in industrial kitchens enhances skills in batch cooking, inventory management, and food presentation techniques. Emphasis is placed on teamwork, communication, and adaptability to meet the demands of high-volume dining establishments. Graduates are equipped with the expertise to excel in various roles within the hospitality and food service industries.

Planning & Operating Restaurant Business: Planning & Operating Restaurant Business" teaches market analysis, concept development, and financial planning for successful restaurant ventures. It covers menu creation, operations optimization, and staffing strategies to ensure profitability and customer satisfaction. Through inventory management and vendor relations, students learn to control costs and streamline supply chains. Whether novice entrepreneurs or seasoned restaurateurs, participants gain vital skills for thriving in the competitive culinary industry.

Team Handling and Communication in Restaurant Business: This course aims to enhance leadership skills and communication strategies within restaurant teams. Participants will learn effective methods for managing diverse staff dynamics, fostering collaboration, and resolving conflicts efficiently. By the end of the course, attendees will be equipped to create a positive work environment and elevate team performance in the demanding hospitality industry.

Field-based Internship / OJT -3: Internship & Project seeks to introduce managerial and supervisory responsibilities, amply emphasizes on the contribution of the F & B Service and Food production department to the overall success of a hospitality and catering operations. It focuses on developing the knowledge, skills and attitudes needed to succeed in recognizing and exploiting opportunities for innovation in the hospitality sector. It prepares the students to be able to develop & design a food & beverage outlet and be able to shoulder managerial responsibilities in catering Operations. The Internship in 3rd year has been conceptualized to enable students to engage with the field and connect with the learning from the courses for the Job Role of **Restaurant Manager**. Students who have completed two and half years in the programme and NSQF level 4,5,6 and 1st half of the NSQF level 7 have already taken courses and experienced the workings of a wide range work in hospitality and tourism sector. The internship will be for a duration of 4 months.

The BoS after deliberating approved all the above courses with the following comments:

1. Recommended the changes in the title of the two courses as the following:
Present Title: Quantity Food Production
Suggested Title: Indian Cuisines and Culinary Skills

Present Title: Team Handling and Communication in Restaurant Business
Suggested Title: Team Handling and Communication Skills in Restaurant Business

2. Redo all the courses readings in APA style.
3. The following recommendation were suggested for the course "Quantity Food Production":
   a. Revisit the Expected Learning Outcomes of the course.
   b. Reshuffling of the modules and replace module 2 with module 3.
   c. Inclusion of the Sop's for Kitchen, Briefing and Debriefing in Module 1.
   d. Inclusion of GI tagging and Indian Foods in Module 2.
   e. Links for food videos by Chef Ranveer Brar and Dekho Apna Desh webseries of Ministry of Tourism, GoI to be included under suggested readings.
4. The following recommendations were suggested for the course "Planning and Operating Restaurant Business" :
   a. Inclusion of the topic Menu Engineering- Kasavana Smith Model and discussion on online sample menus of renowned restaurants like Bukhara, Varaq, Bombay duck in Module 2.
5. The following recommendation was suggested for the course "Internship/ OJT-3:
   a. A pointer to be included on conducting monthly online meetings with the students undergoing their OJT to gauge their performance and learnings.

Agenda No. 5: To present and approve the Semester 3 & 4 skill courses of the 4 Year BVoc programmes in Retail Management:

Dr Asim Ray, Programme Coordinator of the BVoc programme in Retail Management and Mr Shwet Kumar Pandey, Guest Faculty and special invitee presented the following courses:

Sl. No.	Name of the course	Course code	Credits
1	Buying and Merchandise Management	SVS1RM501	4
2	IT Application in Retail	SVS1RM502	4
3	Process, Compliance, Loss Prevention and	SVS1RM503	4

	Shrinkages		
4	Retail Marketing	SVS1RM601	4
5	People and Process Management	SVS1RM602	4
6	Internship / OJT -3	SVS1RM603	8

Buying and Merchandise Management: This course will enable student to gain the knowledge about the Buying and Merchandising management in organized retail industry. It also familiarizes the students about the concept of category management, sales forecasting, assortment planning and pricing.

IT Application in Retail: This course will help learners to gain knowledge in terms of how IT plays a vital role in smooth Retail business. Further this course would also enable students to understand the concepts of Digitalization and omnichannel retailing. Students would also understands the management of complex retail operations, market knowledge, as well as control of data and information, which is key in obtaining a competitive advantage in the retail sector.

Process, Compliance, Loss Prevention and Shrinkages: This course will help learners to gain the knowledge and develop the skills about the process compliances in retail store. The purpose of process compliances, Loss Prevention and shrinkages control business plan is to create a future roadmap to re evaluate the current environment and to increase the impact of the process compliances, Loss Prevention and shrinkages control on organization policies and procedure, financial transaction, loss control, shortage reduction and health safety and security by adding the necessary components to increase the results

Retail Marketing: This course will enable students to gain knowledge about retail marketing in the organized retail industry. It also familiarizes the students about the concept of marketing at the store level and about the most prevalent marketing practices within the retail companies.

People and Process Management: This course will enable students to understand the overall retail business from the store manager's point of view. It also familiarizes the students with the major work areas of a store manager like managing store employees, making the store profitable and better coordination with the supply chain function.

Internship / OJT -3: The Students of RM go out on Industrial Internship for a period of two months days in block after the completion of theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learnt in course of the Skill courses over the first half of the Semester. Individual will be responsible for supervising and directing the store staff, taking staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimizing the store's financial performance and managing safety and security of the store while adhering to the business and store processes

The BoS deliberated on the courses presented and recommended the following:

- The course summary may be elaborated for each of the courses to be offered (IT Application in Retail and in Process Compliance, Loss Prevention and Shrinkages).
- Each of the module explanation need to be elaborated.
- The BoS felt that wherever the old courses/modules were retained, proper review of the content be undertaken by the course team before the same is placed to the Academic Council for approval.
- The BoS authorized the Chairman of the BoS to accord necessary approval to place the courses/modules for placing the same before the Academic Council after the course team has thoroughly reviewed the courses/modules.
- It needs to be explicitly mentioned that the OJT/Internship duration will be 60days with 480 hours of industry inputs.

Agenda No. 6: To present and approve the GEC courses to be offered in the 5 and 6 semester to all 4 BVoc Programmes currently offered in SVS:

Professor Sitansu S Jena, Dean SVS and Mr Akha Kaihrii Mao, Deputy Dean, SVS and vertical Coordinator GEC presented the following GEC courses.

Sl. No.	Name of the course	Course code	Credits
1	Introduction to Indian Knowledge System in Skills (IIKSS)	NSVSG5CC01	4
2	Foundation of Entrepreneurship	NSVSG5AE01	4

Introduction to Indian Knowledge System in Skills (IIKSS): The course to be offered on the Introduction to Indian Knowledge System (IIKS) is focused at giving students a general introductory overview of the diverse knowledge system that existed across the vast and diverse region and societies of India in general and focus on the diversified traditional skills in particular. The course will also engage students critically on the concept of 'knowledge', knowledge production and dissemination. Keeping in mind that the proposed course would be offered at the undergraduate level and to the BVoc programmes, the course will also focus on some of the traditional knowledge system related to the various skills that evolved over the time. The course would have in total 04 modules.

Foundation of Entrepreneurship: The course is organised into number of sessions conducted in workshop-mode and supported by field visits. These sessions will be on different topics related to entrepreneurship such as: Introduction to Entrepreneurship, Problems and challenges, Marketing aspects, Financial Aspects, Managing infrastructure and human resources, Role of business plan, Technology for sustainable development, etc.

The BoS recommended the courses to be placed to the AC with the following recommendations and comments:

- For the course on **'Introduction to Indian Knowledge System in Skills'** (IIKSS), it was suggested to make it simpler and reduce the course content especially in the first and second modules.
- Recommended that only introductory and basic terminology be given and as far as possible give simple texts on different traditions.
- May provide specific chapters/page numbers of the readings.
- For the course on '**Development of Entrepreneurship**', may review the sequencing of the sub-topic in Module-2.
- Have the end semester exams of 40% as per the University norms.
- Can delete the class participation and attendance components in the assessment.

Agenda Item No.6.c: Proposal to replace the already approved course title on 'Health, Wellness & Yoga' of 2 credits of the 4-year BVoc programme structure with that of the already existing course on "Developing Soft Skills" of 2 credits.

The Course title "Health, Wellness and Yoga" was earlier approved by the AC in the 4 year BVoc programme structure. However, in the new 4 Year BVoc Programme structure there is no any specific course to cater to developing soft skills of students which is core to the skill development programmes and it has immense importance at the terminal level for making students job ready in commensuration with industry requirement. The industry partners and experts have also given feedback for the need to develop the soft skills of the students to be able to get employment and also not only sustain but also to move up the ladder in the workplace. Based on the feedback

received from the industry partners, the proposal is placed to the BoS for its approval to place a course titled "Development of Soft Skills" in place of "Health, Wellness & Yoga" which is of 2 Credits, which the School also considers it to be of much beneficial to the BVoc students. It is to be note that the School has been offering a course on 'Developing Soft Skills' of 2 credits as part of the old 3 year BVoc programme structure and students have found it to be very helpful for the students to develop their soft skills and self-confidence as they apply for job placement. Such an important course has not been included in any semester of the four-year BVoc programme at any stage. Since most of the students may terminate after completing three years, this course will have much relevance to them. It is, in this context, proposed that the course on "Developing Soft Skill" may be included as a compulsory course for all BVoc programme under the GEC component of VA course, which has already been approved by the Academic Council earlier under the BVoc three years programme at 6th Semester.

The BoS deliberated and approved the proposed change in the course for Developing Soft Skills in place of the already approved course title on "Health Wellness and Yoga".

Agenda No. 7: Presentation and approval for allocation of additional core-faculty positions in SVS as per the student faculty ratio notified by the UGC.

The Dean of the School briefed the BOS about the current faculty status of the core faculty position in the School since 2017. He shared that the School was initially allocated 12 positions of faculty for offering 3 BVoc programmes based on the student intake as per the UGC norm. The details on the break-up of the faculty positions allocated to the School are as below:

Sl. No	Faculty Positions	No of Faculty allocated	No of Faculty currently in position	No of Faculty positions currently vacant
1	Professor	02	01	01
2	Associate Professor	04	01	03
3	Asstt. Professor	06	03	03
	TOTAL	12	05	07

The School subsequently added one BVoc Programme (BVoc Accounting & Finance) in 2020 and One MVoc (Tourism & Hospitality Management) programme in 2021 with student intake capacity of 40 and 30 respectively in a year. The first batch students of these two programmes have already passed out. However, no additional faculty position was allocated to the School. Currently the School is offering 4 BVoc programmes with an intake capacity of 40 students per cohorts per programme and one MVoc programme with an intake capacity of 30 students per cohort respectively. Thus, there is a need to have more core faculty as per the students-faculty ratio as per the UGC norms. Thus, the consolidated faculty strength of the School based on the UGC norm as required for all offered programmes as calculated below:

Sl. No.	Position/level	**Faculty position as per UGC norm**	Already in place	Advertised in 2024	Additional requirement
1	Professor	**03**	01	01	01
2	Associate Professor	**06**	01	03	02

3	Assistant Professor	**11**	03	03	05
Total		**20**	05	07	08

After deliberations, the BoS approved the proposal for creation of 08 additional core faculty positions of the School, which comes to 01 Professor, 02 Associate Professor and 05 Assistant Professor to meet the student-faculty ratio as per the UGC norms and recommended to place the same before the authorities of the University immediately.

Agenda No. 8: Reporting items on two GEC courses to be adopted from the already approved courses:

1.There are two courses to be offered in semester-6. These are **Business Communication** of 4 credits and the **Design Thinking** course of 2 credits. They are already approved by earlier BoS and the Academic Council and the courses are on offer. The school intend to offer them even in the new 4-year BVoc programme structure.

2.The School also reported to the BoS that SVS have identified the following courses will be offered as Competence Enhancement Courses (CEC) in Monsoon Semester-2024.

Sl. No.	Programme & Course Titles	Credits	No. of Seats
1	**MVoc (Tourism & Hospitality Management)** i. Tourists & Travel Agency Management ii. Tourism Informatics & Advertising iii. Destination Planning & its Management. iv. Computer Application for Tourism & Hospitality	4 Credits each course	5
2	**BVoc (Accounting & Finance)** i. Computerized Accounting System ii. Introduction to Accounting	4 Credits each course	5
3	**BVoc (ECCME)** i. Care, Health and Nutrition ii. Methods and Material for promoting Play and Creativity iii. Supervision & Mentoring Childcare Centre	4 Credits each course	5
4	**BVoc (Retail Management)** i. Visual Merchandising: Sem-3 ii. IT Application in Retail: Sem-5	4 Credits each course	5
5	**BVoc (Tourism & Hospitality)** i. Serving the Restaurant Customer ii. Planning & Operating Restaurant Business iii. Maintaining Inventory and Safety Standards	4 Credits each course	5
5.	**General Education Component** i. English Proficiency Development: **Semester-1** ii. Introduction to Artificial Intelligence (AI): **Semester-3** iii. Entrepreneurship Development: **Semester-5**	4 Credits each course	5

The BoS members were requested to kindly take note the above reporting items.

Agenda item No.9: Rectification of the On-the-job (OJT/industry Internship) component worth 8 credits to be for 2 months duration instead of one month as printed in the earlier 13th BoS held on 17.07.2022.

In the earlier documents (13th BoS held on 17.07.2022), the yearly mandatory On-the-job training (OJT/Industry Internship) has been typed as 6 credits which were for one month duration. This was inadvertently typed/copied from the earlier 6 credits of OJT. In the old 3 year BVoc programme structure, students used to go for their OJT every semester which were for 6 credits only (except for BVoc T&H in their 4 & 6 semester, which was higher) and thus they used to go for a mandatory one month OJT/Internship of 240 hours.

However, now in the new 4 Year BVoc programme structure students are required to go for one OJT only after every two semesters/ one year for 8 credits on completion of the one job-role as per NSQF level. Thus, there is the need for a longer duration of the OJT for enhancing their skill training.

The BoS members were requested to kindly approve the rectification in the duration of the OJT/Internship from one month to **two months** for 08 credits with 480 hours duration. This OJT/Internship could also clubbed along with the Summer Break of the University

The BoS members approved the correction in the OJT duration from one month to that of **two months duration for 08 credits with 480 hours duration.** This will be applicable for all the 3 OJTs for BVoc RM, BVoc A&F and BVOC ECCME. However, the BVoc in T&H in their 3rd OJT (Third year) will be of 16 credits and the duration for which will be minimum of four months.

The BoS members appreciated the School for the good work done till date.

The meeting ended with a vote of thanks to the Chair.

Dean, SVS & Chairperson

Agenda No. 2: Proposal for approval of the BVoc ECCME, Semester 5 & 6 skill courses.
There are 05 skill courses and one internship/OJT courses, which are placed below.

SEMESTER-5			
Sl. No.	**Course Code**	**Course Name**	**Credits**
1	NSVSE5JSE01	Early Childhood Education: Models and Approaches	4
2	NSVSE5JSE02	Promoting social-emotional wellbeing in a childcare setting	4
3	NSVSE5JSE03	Supervision and mentoring in a Childcare centre	4
SEMESTER-6			
S.No	**Course Code**	**Course Name**	**Credits**
1	NSVSE6JSE01	Management of Childcare centres	4
2	NSVSE6JSE02	Accounts, finance and marketing of ECCE centre	4
3	NSVSE6ICE01	Field-based Internship-3	8

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	**Early Childhood Care Services and Systems: Models and Approaches**
Course code	NSVSE5JSE01
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2024
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon courses related to inclusion and programme planning.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of Manager ECCE centres (Level-7) in an early childhood centre. The course is

meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD? The university vision aims for social justice and excellence. This course will enable professionals to create a developmentally and contextually appropriate curriculum at their sites.
6. How does the course link with the specific programme(s) where it is being offered? This is a required course in the semester five of the BVoc (ECCME) programme.
7. **Course Details:**

a. Summary: The purpose of this course is to examine developmentally and contextually appropriate curricula, current issues and practices at the day care. It will address inquiry based curriculum planning for all domains of child development and learning. In a child care, children of different ages may spend varying amounts of time. We also know that development and learning does not follow a uniform pattern—in fact, there are multiple pathways of development. At a child care centre children could range in several years across social, emotional, language, physical and cognitive domains of development. Hence, in order to address the diverse needs of children, it is necessary that facilitators, supervisors and managers are well informed about various approaches to curriculum development and transaction and their relevance to the child care setting. In addition to this, students will also be introduced in Indian philosophies in early childhood care and development and the prevalent models in Indian context.

b. Objectives:

- Understand diversities in curriculum across different settings
- Understand principles of curriculum development
- Examine policy frameworks for curriculum development in Indian context
- Understand the role of the facilitator, the supervisor and the manager in curriculum and programme development
- Recognize and model developmentally and contextually appropriate curricular approaches for children with varied developmental profiles and needs.
- Know Indian philosophical approaches on early childhood care and education
- Distinguish between different types of childcare models prevalent in India

c. Expected learning outcomes:

- Identify principles of curriculum development and challenges in its implementation
- Utilize principles of curriculum development in creating a caring, safe and healthy environment for all children for their learning and development
- Identify, plan and utilize culturally and individually appropriate educational practices for diverse classroom settings
- Assess existing provisions of a child care centre for implementing/adapting a curricular model
- Contextualise a programme plan based upon model/s

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into four modules (1) Principles of curriculum development ; (2) Models and Approaches to Curriculum Development.;(3) Indian philosophies in early childhood care and development; (4) Diverse early childhood care centre models in India

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

1. Module 1: Principles of Curriculum Development

This Module will provide an overview of the foundations of curriculum development in a day care centre. Curriculum for young children needs to provide integration for learning across domains and also needs to be inquiry based. An inquiry based approach encourages students to be active learners by asking questions and engaging in problem solving independently and collaboratively. Ideas of constructivist and emergent curriculum will also be explored—examining the interconnectedness across the ways of creating a curriculum for young children. In a day care centre, the centre heads need to ensure that the curriculum is created keeping the learner in mind—thus, addressing the development and learning needs of all children for them to be able to work in collaboration. Focus will also be on thinking of ways the models could be contextualised in terms of multidimensionality, diversity and more holistic approach.

1.1 Curriculum in a childcare setting
- 1.1.1 Envision a day care curriculum as different from an ECE center curriculum-
  - 1.1.1.1 diversity of needs, levels, ages and schedules
  - 1.1.1.2 need for planning and implementing
  - 1.1.1.3 differentiated care and educational approaches

1.2 Constructivism across the curriculum:
- 1.2.1 big ideas
- 1.2.2 Essence of constructivism
- 1.2.3 Engagement and facilitative interaction in learning
- 1.2.4 Interplay of decisions and choices
- 1.2.5 Pedagogy of listening
- 1.2.6 Participation
- 1.2.7 Observation
- 1.2.8 Concepts as whole

1.3 Emergent curriculum :
- 1.3.1 Children's exploration
- 1.3.2 Child-initiated learning
- 1.3.3 Learning environment
- 1.3.4 Role of teacher in curriculum development
- 1.3.5 Sources of emergent curriculum
- 1.3.6 Curriculum resource materials

1.4 Learning through inquiry
- 1.4.1 Engage students in knowledge-building by bringing them together frequently to share thinking and discuss the big ideas of an inquiry.

1.5 Understand and analyse the programme model/s at the field site

Core Reading (with no. of pages)

- National Association for the Education of Young Children, Washington, Dc. (2003). Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8. Position Statement. National Association for the Education of Young Children. Retrieved from: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf
- Chaillé, C. (2008). Constructivism across the curriculum in early childhood classrooms: Big ideas as inspiration. Allyn & Bacon. Chapter 1: Big ideas: A framework for constructivist curriculum pp. 2-11
- Jones, E. (2012). The emergence of emergent curriculum. YC Young Children, 67(2), 66.
- Gatt, S., &Theuma, G. (2012). Inquiry-based learning in the early years through storytelling.
- Ministry of Women and Child Development. (2013). National Curriculum Framework for Early Childhood Care and Education.

– National Association for the Education of Young Children, Washington, Dc. (2003). Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8. Position Statement. National Association for the Education of Young Children. Retrieved from: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf

2 Module 2: Models and Approaches to Curriculum Development

This module will familiarise students with some diverse models and approaches to curriculum development. Some of the other prominent approaches that will be examined include Montessori, Reggio Emilia, Waldorf, The Project Method, etc. Further, it will explore the physical and social-emotional aspects of the classroom with implications for providing developmentally appropriate teaching materials, methods and classroom management—with a purpose of creating a child-centred learning environment. The role of teacher in developing a curriculum for the early childhood years will also be examined.

2.1 Montessori Approach: Principles, Framework and Assessment
2.2 Reggio Emilia: Principles, Framework and Assessment
2.3 Waldorf Approach: Principles, Framework and Assessment
2.4 Project Approach: Principles, Framework and Assessment
2.5 High/Scope: Principles, Framework and Assessment
2.6 Soka Gakkai: Value-creating education
2.7 Understanding guidelines for creating a model

*For this Module, every semester two-three field-visitt/ session with an expert will be organised

Core Reading (with no. of pages)

– Isaacs, B. (2018).The Montessori Approach: A Brief Introduction. A briefing paper to inform the Knowledge Makes Change Seminar Series. Retrieved from: https://www.ncb.org.uk/sites/default/files/uploads/MONT%20Brief%20JUN18.pdf
– Greene, P. K. (2005). Dear Maria Montessori. Kappa Delta Pi Record, 41(4), 164-166.
– Kang, J. (2007). How Many Languages can Reggio Children Speak? Many More Than A Hundred!.Gifted Child Today, 30(3), 45-65.
– Hewett, V. M. (2001). Examining the Reggio Emilia approach to early childhood education. Early Childhood Education Journal, 29(2), 95-100.
– Ogletree, E. J. (1997). Eurythmy in the Waldorf Schools. ERIC
– Schmitt-Stegmann, A. (1997). Child Development and Curriculum in Waldorf Education.
– Katz, L. G., & Chard, S. D. (1992). The Project Approach. ERIC. Engaging children's mind. http://projectapproach.org/
– Constructing modern knowledge http://constructingmodernknowledge.com/?p=1557 (Illinois Early Learning Project https://illinoisearlylearning.org/pa/)
– Pinho, A. M., Cró, M. L., &Andreucci, L. (2011). The high-scope curriculum model in the early childhood education context. In EDULEARN11 Proceedings (pp. 2050-2057). IATED.
– French, G. (2012). The High Scope Approach to Early Learning. High Scope https://highscope.org/
– Ministry of Women and Child Development. (2013). National Curriculum Framework for Early Childhood Care and Education
– Gebert, A., & Joffee, M. (2007). Value creation as the aim of education: Tsunesaburo Makiguchi and Soka education. Ethical visions of education: Philosophies in practice, 65-82.

3. Module 3: Indian philosophies in early childhood care and development

Early childhood education in India has evolved over a period of time. There had been influence of ndian thinkers, philosophers and educationist on this field. Through this module will students will be familiarized to some of the prominent Indian philosophers and their ideologies.

3.1. Panchkosha Vikas: Principles and Framework
3.2. Tagore's Tarang approach: Principles and Framework
3.3. M K Gandhi's basic education: Principles and Framework
3.4. Aurobindo: Principles and Framework
3.5. GijubhaiBadheka: : Principles and Framework
3.6. Tarabai Modak: : Principles and Framework

Core Reading (with no. of pages)

- National Curriculum framework for Foundaional Stage (2022). NCERT
  - Section-1.2.1 Enlightened Indian Perspectives, pp 19-21
  - Section-1.2.2 Pioneers and Thinkers, pp 22-24
  - Section-12.3 Evolution of Early Childhood Care and Education in India, pp 25-26
- Badheka, G. (1989). Divaswapna (English translation). National Book Trust, Delhi.
- IGNOU. (2017). UNIT 2 Some Theoretical Orientations, In Early Childhood Education http://hdl.handle.net/123456789/34220
  Swaminathan, M. (1998). The first five years: A critical perspective on early childhood care and education in India. (No Title).
- Akshaya, E. (2022). Contribution of Indian philosophers in early childhood care and education during the pre-independence period. education, 2.
- Kaul, V., (2008). Early childhood education programme. NCERT.

Additional Suggested Readings

- Sibia, A. (2006). Life at Mirambika. A free progress school. New Delhi: NCERT.
- Prasad, D. (1998). Art, the basis of education. National Book Trust

4. Module 4: Diverse early childhood care centre models in India

4.1. Based on ownership:
  4.1.1. Private run:
    4.1.1.1. Stand-alone:Home-basedcentre, Proper centre
    4.1.1.2. Franchise
    4.1.1.3. Corporate
  4.1.2. Public run:
    4.1.2.1. University-run lab schools
    4.1.2.2. ICDS
    4.1.2.3. Balvatika
  4.1.3. NGO based
  4.1.4. Parent-cooperative run
  4.1.5. Run by education trusts
  4.1.6. Common Service Centres (MIET)
4.2. Settings:
  4.2.1. Rural & Urban
  4.2.2. Religion
  4.2.3. On-shore and Off-shore childcare centres
  4.2.4. ECCE in emergency/conflict/disaster hit areas
4.3. Reach:
  4.3.1. Crèche
  4.3.2. After-school care
  4.3.3. Activity-centre

Core Reading (with no. of pages)

- International Finance Corporation. (2019)The Benefits and Challenges of a Workplace Crèche: Employer-Supported Childcare in Indi.
- Retrieved from https://www.ifc.org/content/dam/ifc/doc/mgrt/the-benefits-and-challenges-of-a-workplace-creche-final-1.pdf
- Sethi. R (n.d) The why and how of employer-sponsored childcare.
- https://www.peoplematters.in/blog/diversity/the-why-and-how-of-employer-sponsored-childcare-19930
- This Indian women's union invented a flexible childcare model https://apolitical.co/solution-articles/en/this-indian-womens-union-invented-a-flexible-childcare-model
- Ministry of women and child development. (2013). National ecce policy.
- Ministry of women and child development. (2024). Navchetna: National Framework for Early Childhood Stimulation for Children from Birth to Three Years 2024 Retrieved from https://drive.google.com/file/d/1ucOk_x8wITTFuymbE0-khfR4I38VGSOn/view

Additional Suggested Readings

- Gaidhani, S. (2018). Employer-Sponsored Childcare Program: A New Fringe Benefit. International Journal for Advance Research and Development, 3(3), 78-85.
- Rathee, R., Rajain, M. P., & Ritu, M. Corporate Daycare: Motivation, Performance, Satisfaction and Retention of Employees.
- ProEves. (October 14, 2022) Organisations are redefining their childcare strategy, with flexibility and empathy in the forefront. https://community.nasscom.in/communities/diversity-and-inclusion/organisations-are-redefining-their-childcare-strategy
- Wanglar, E. (2022). Child care institutions in India: Caregivers' solutions to challenges in childcare. Child & Family Social Work, 27(3), 381-391.

Assessment:

	Assessment	Weightage
1.	Assignment 1: Individual work	30%
2.	Assignment-2: Group-work	30%
3.	Assignment 3: Term End Exam	40%

8. **Pedagogy:**
   a. Instructional strategies: lecture, discussion
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): The course is supplemented with a workshop where students will be given the opportunity to engage in development of specific activates.
   c. Expertise in AUD faculty or outside: AUD/Guest
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field visits

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies & School of Education Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	**Promoting social-emotional wellbeing in a childcare setting**
Course code	NSVSE5JSE02
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2024
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course connects with various courses and workshops such as Child Development, Care and Well Being; Care, Health and Nutrition; and Methods and Material for promoting Play and Creativity offered in year-1.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of centre head/entrepreneur (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (usual cohort size as per AUD norms)

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long

5. How does the course link with the vision of AUD? The university aspires to prepare informed professionals who will take up their social responsibility and serve the diverse sections of the society. This course on preparing professionals to work with young children will ensure that their socio-emotional needs are met before they learn.
6. How does the course link with the specific programme(s) where it is being offered? This is core course in semester five of the BVocprogramme (ECCME).

7. **Course Details:**

a. Summary: In order to ensure that children feel safe and secure in the day care centre, the centre needs to address their social and emotional health. Given the diversities in a day care centre, it is critical that children are able to express their feelings, respect one another and build meaningful relationships with one another. This enables children to grow socially, emotionally and academically. The developmental domains are interlinked; hence, if the social and emotional needs of children are not addressed in an appropriate manner during the young ages, children may face severe crisis in the long run. It is critical that the day care facilitator/supervisor is able to bring in resources and create an environment at the centre that promotes such development.

b. Objectives:

- Understand the social and emotional development of children
- Understand the role of self on the social and emotional development of children
- Identify the role of the centre staff and families for promoting social-emotional development

c. Expected learning outcomes:

- Reflect on one's own emotional self
- Learn about the significance and need of social emotional development
- Create a physical and social environment at the centre that promotes social emotional development of young children and respects diversities.
- Create activities and prepare resources to enable social emotional development among young children
- Identify ways to approach children with social emotional difficulties
- Prepare individualized action plan given the diverse social emotional needs of children and collaborate with other colleagues at the centre and families
- Become familiar with the course of action after identification of a specific issue and take counsel when necessary from the various stakeholders

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is divided into three modules:

Module 1: Understanding socio-emotional worlds of children and caregivers

Module 2: Identifying and creating activities and an action plan

Module 3: Creating environment to support socio-Emotional wellbeing in Childhood years

Module 4 Capacity-building of staff, parents and community for social-emotional wellbeing of children

e. Course contents detailed in (a) Module-wise format (Tentative)

1. **Module 1: Understanding socio-emotional worlds of children and caregivers:** Children's social-emotional worlds emerge through their relationships with members of families, friends, individuals at the day care centre and also through the experiences that emerge in their engagement in conversations, nurturance and other facets of learning in their day to day experiences. Children's socio-emotional development is also influenced by the home and the centre environment. A day care environment that provides for developmentally and contextually appropriate care enables young children to develop empathy, caring and understandings of the emotions and feelings of others.
   1.1. Reflect on own emotions and feelings
   1.2. Emotional development
      1.2.1.1. Expression of emotions and development of emotional competence
      1.2.1.2. Support the development of emotional competence
   1.2.2. Social development

1.2.2.1. Influences on social competence
1.2.2.2. Supporting the development of social competence
1.2.3. Attachment and its significance
1.2.3.1. Factors that influence attachment
1.2.3.2. Supporting secure attachment
1.3. Promoting social and emotional wellbeingof the ECCE team
1.3.1. Significance of social and emotional health in the centre
1.3.2. Modeling for social emotional development by centre staff
1.3.3. Role of self in working with children
1.3.4. Establishing trusting relationships with families and staff
1.3.5. Warmth and affection in the centre
1.3.6. Respect and care for children
1.3.7. Working with families
1.4. Challenging behaviors :
1.4.1. Bullying
1.4.2. Child in distress
1.4.3. Relational aggression
1.4.3.1. Adult-adult
1.4.3.2. Adult-child
1.4.3.3. Child-child
1.4.4. Hitting and biting
1.4.5. Tantrums
1.4.6. Feeding
1.4.7. Toilet training
1.5. Social-emotional wellbeing of children with disability and disadvantage background

Core Reading (with no. of pages)

- Winnicott, D.W (2006). Family and Individual Development. Routledge, London, Chapter 1: THE FIRST YEAR OF LIFE: Modern Views on the Emotional Development, pp 3-20
- Biddle, K. A. G., Garcia-Nevarez, A., Henderson, W. J. R., & Valero-Kerrick, A. (2013). Early childhood education: Becoming a professional. Sage. Chapter 11: Emotional and Social Development, pp. 286-316
- Erikson, E. H. (1993). Childhood and society. WW Norton & Company. Chapter 7: Eight Ages of Man, pp 247-269
- Smith-Bonahue, T., Smith-Adcock, S., &Ehrentraut, J. H. (2015). I won't be your friend if you don't!": Preventing and responding to relational aggression in preschool classrooms. YC Young Children, 70(1), 76-83.
- IGNOU. (2017). Emotional/ Social Development. Unit 2 A.
- IGNOU. (2017), *Feelings, affection and emotion.*
- Suveg, C., &Zeman, J. (2004). Emotion regulation in children with anxiety disorders. *Journal of Clinical Child and Adolescent Psychology*, *33*(4), 750-759.

2. **Module 2: Identifying and creating activities and an action plan:** This Module will focus on creating some specific strategies for creating an atmosphere that is conducive for the social-emotional development of young children. It will explicate how indoor and outdoor play and other activities could lead to building relationships with one another. It will also enable the students to develop their own profile for identifying the social emotional needs of young children and strategies to work with them.
2.1. Develop Connections through indoor and outdoor activities such as Play, Stories, Circle time, music, dance, visual arts, games and writing
2.2. Promoting social-emotional health of children:
2.2.1. Self-awareness ad self-esteem in young children

2.2.2. empathy and prosocial behaviors in young children
2.2.3. Responding to emotions
2.2.4. Building self-esteem
2.2.5. Developing Coping skills
2.2.6. Conflict resolution
2.2.7. Sharing and cooperation
2.2.8. Developing appreciation and gratitude
2.2.9. Conversations and social and emotional development using circle time to
2.2.9.1. Share feelings
2.2.9.2. Talk about past and present events in their own lives
2.2.9.3. Show sensitivity to others needs and feelings

Core Reading (with no. of pages)

- Thompson, J. E., & Thompson, R. A. (2007). Natural connections: Children, nature, and social-emotional development. Exchange-Exchange Press-, 178, 46.
- Mosley, J. (2005). Circle time for young children. Routledge.
  - Chapter 1. Emotional intelligence (pp.3-43)
  - Chapter 5. Circle time sessions (pp. 56-98)

3. **Module 3: Creating environment to support socio-Emotional wellbeing in Childhood years**: This module will further enable future centre heads to understand the emotions and feelings that children bring into a childcare center and the dynamics at the centre in order to create ways to address these issues with young children at the centre.
3.1. Responsive environment
3.2. Developing areas in centres to promote social-emotional wellbeing among children:
3.2.1. Calm area
3.2.2. Music area
3.2.3. Library
3.2.4. Visual art
3.3. Natural spaces to support social-emotional wellbeing:
3.3.1. Green area
3.3.2. Sand/soil/Pebbles
3.3.3. Water play

Core Reading (with no. of pages)

- Ministry of women and child development. (2024). Navchetna: National Framework for Early Childhood Stimulation for Children from Birth to Three Years 2024 Retrieved from https://drive.google.com/file/d/1ucOk_x8wITTFuymbE0-khfR4I38VGSOn/view Section 4.1 Creating a Suitable Environment for Early Stimulation
- Scott, J. T., Kilmer, R. P., Wang, C., Cook, J. R., & Haber, M. G. (2018). Natural environments near schools: Potential benefits for socio-emotional and behavioral development in early childhood. American Journal of Community Psychology, 62(3-4), 419-432.
  Nurturing care handbook. Start here: how to use the handbook, understand nurturing care and take action. World Health Organization and the United Nations Children's Fund, 2022
- Arace, A., Prino, L. E., & Scarzello, D. (2021). Emotional competence of early childhood educators and child socio-emotional wellbeing. International journal of environmental research and public health, 18(14), 7633.

1. **Module 4 Capacity-building of staff, parents and community for social-emotional wellbeing of children**

1.1. Develop a training plan for: Staff, parents and community
1.2. conducting trainings for staff, parents and community
1.3. Know the impact of positive language, attitude and conduct on children
1.4. Do's and Dont's for staff

Core Reading (with no. of pages)

- Asia-Pacific early childhood care and education: teacher training handbook for social and emotional learning (2022) by the United Nations Educational, Scientific and Cultural Organization. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000384590
- Ferreira, M., Reis-Jorge, J., & Batalha, S. (2021). Social and Emotional Learning in Preschool Education-A Qualitative Study with Preschool Teachers. International journal of emotional education, 13(1), 51-66.

Assessment:

	Assessment	Weightage
1.	Assignment-1: Reflective Journal writing	20%
2.	Assignment 2: Create an activity plan for children at our centre focusing on social-emotional wellbeing	40%
3.	Term-end exam	40%

8. **Pedagogy:**
   a. Instructional strategies: Lecture, discussion and field visits

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): one
   c. Expertise in AUD faculty or outside: AUD or guest
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The course will connect with the field sites

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Supervision and mentoring in a Childcare centre
Course code	NSVSE5JSE03
Total Credits	176
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2024
Course coordinator and team	Fariha Siddiqui and experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**Yes. The course connects to Life Competencies for Sustainable Employability of General education component with skill courses in third year.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify)The course focuses on the job role of manager (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**Those who will be promoted from semester 4 to semester 5 after completing 2nd year (usual cohort size as per AUD norms)

4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long,

5. **How does the course link with the vision of AUD?** AUD aspires to prepare informed professionals who will provide high quality services to all sections of the society. This course will prepare students to lead, empower and promote equity and social justice and contribute to the efficient working environment in a childcare setting.

6. **How does the course link with the specific programme(s) where it is being offered?**This is a core course offered in the semester 6 of the BVocprogramme (ECCME) as part of the core professional skill for a childcare-centre.

7. **Course Details:**

a. **Summary:** Childcare providers' work in close association with various stakeholders to provide quality care to children. Support team/staff constitutes the most important part of this association. It is critical for child care providers to lead, mentor and empower team for quality and successful business. Also, in a childcare setting there are chances in increase of stress, handling emotions and fall back in staff members as they encounter children and parents of varying temperament on daily basis. Thus constant mentoring and support from the centre head will boost the staff to provide quality care and also manage their emotions. This course will prepare students to explore mentoring and leadership in the context of a childcare and how to maximise the efficiency of team. The course will help students understand the importance of supporting and nurturing relationships, collaborating and empowering the team, and find solutions to elevate the quality of services.

b. Objectives: *The broad objectives of the course are to-*

- Understand the link between reflective practice and the mentoring process
- Differentiate between mentoring, supervising and coaching
- Understanding the concept of guidance and counseling and supportive supervision
- Fostering reflective practices and understand mentoring processes
- Understand the significance of leadership and mentoring in ensuring quality in childcare programmes
- Explore characteristics of leadership and different leadership styles

c. Expected learning outcomes: On completion, of the course the students will be able to:-

- Develop a mentoring plan for the staff of the childcare centre
- Create a mentoring programme for different stakeholders
- Establish and sustain relationships with stakeholders of childcare centres
- Reflect, review and adapt/develop local practices suitable to the particular setting
- Identify one's own leadership style and become reflective practitioners
- Know the ways to provide leadership and motivation to the centre staff

d. ***Overall structure*** (course organisation; rationale of organisation; brief module outlines): This course will be organised into three main modules: (1) Mentoring, (2) Understanding the need for guidance and counselling in ECD centres ; (3) Leadership in Early Childcare centres,

e. ***Course contents detailed in Module-Wise Format (Tentative)***

1. Module 1: Mentoring

Mentoring is an important strategy for supporting new and aspiring facilitators, as well as experienced leaders. It is also an effective leadership approach that enhances professional learning and practice. This module introduce to the definition of mentoring and the differences and similarities between mentoring and coaching. The module will also equip students with mentoring processes and tools. They will learn to design mentoring programme for the staff.

1.1. Understand mentoring, supervision and coaching :

1.1.1. Mentoring and reflective practice

1.1.2. Working in peer mentor groups

1.2. Participatory ways of mentoring:
    1.2.1. Collaborative goal setting
    1.2.2. Collaborative reflection
    1.2.3. Shared action plans
1.3. Mentoring tools:
    1.3.1. Observations
    1.3.2. Reflections
    1.3.3. Actions
    1.3.4. Listening
1.4. Mentoring programme for the staff:
    1.4.1. New policies and legislations
    1.4.2. New staff
    1.4.3. hand-holding for new skills

Core Reading (with no. Of pages)

- Early Childhood Development Agency(2016). Mentoring matters: A practical guide to learning-focussed relationships. Republic of Singapore Chapter1 Introduction to mentoring. Page 7-17
- Thornton, K. (2015). The impact of mentoring on leadership capacity and professional learning. Mentoring in early childhood education: A compilation of thinking, pedagogy and practice, 1-13.
- Early Childhood Development Agency(2016). Mentoring matters: A practical guide to learning-focussed relationships. Republic of Singapore Chapter-4 Establishing the mentoring relationships Page33 to 40
- Robins, A. (Ed.). (2006). Mentoring in the early years. SAGE. Chapter 6 mentoring the process of change: A case study Page 79-92
- National Childhood Network. Mentoring. Retrieved from: https://www.ncn.ie/index.php/mentoring
- Video: Foundations of Coaching in Early Childhood: Partnering with Parents and Professionals Retrieved from: https://www.youtube.com/watch?V=4oswcj4i0xu

2. Module 2: Understanding the need for guidance and counseling in ECD centres:

Guidance and counseling are considered as essential skills required by early childhood professionals working closely with children. These skills can help young professionals to guide staff and children undergoing psychological disturbance and may contribute in their harmonious development. Through this module, students will be introduced to the concept of guidance and counseling and will also explore couselling skills.

2.1. Concept of guidance and counselling
2.2. Understand diverse needs for counselling of
    2.2.1. Parents and families:
        2.2.1.1. Single parents,
        2.2.1.2. Socio-economic and cultural background
        2.2.1.3. Adopted children
        2.2.1.4. Domestic violence and crisis
    2.2.2. Staff:
        2.2.2.1. Personal
        2.2.2.2. Professional

2.2.3. Children
2.2.3.1. Behavioural
2.3. Areas for counselling:
2.3.1. Admission counselling of parents and families
2.3.2. Team counselling
2.3.3. Ongoing parent counselling
2.3.4. Children counselling
2.4. Counselling skills
2.4.1. Qualities of a good counselors
2.4.2. Strategies for counselling
2.4.3. Do's and don'ts of counselling

Core Reading (with no. Of pages)

- Okumu, A. (2018). Introduction to Guidance and counselling.
- Tekin, G. (2012). Counseling and Guidance Services in Early Childhood Education: The Case of Public Preschools in Malatya, Turkey. Online Submission.

3. Module 3: Leadership in Early Childcare centres

This Module will focus on leadership, coaching and mentoring and the relationship between the three concepts. The work at a childcare centre involves a complex interplay of services at various levels as well as working with the children. Further, the different leadership in a childcare centre needs to be collaborative where the managers and supervisors and the facilitators work together to provide quality services.

3.1. Types of leadership:
3.2. Understanding leadership in context of ECD:
3.2.1. Entrepreneur
3.2.2. Manager
3.3. Leadership roles in childcare staff:
3.3.1. Administrative:
3.3.1.1. Hiring and managing
3.3.1.2. Orientation of the staff
3.3.1.3. Developing polies
3.3.1.4. Financial:
3.3.2. Training: qualifications and on-the job training
3.4. Developing your leadership:;
3.4.1. Developing vision for self and organisation
3.4.2. Setting goals
3.4.3. Leadership styles and versatility

Core Reading (with no. Of pages)

- Lancaster, A., & Garvey, D. (2010). Leadership for quality in early years and playwork: supporting your team to achieve better outcomes for children and families. Jessica Kingsley Publishers. Chapter-1 Developing your leadership, pp 9-20
- Hadfield, M., Jopling, M., & Needham, M. (2015). Practice Leadership in the Early Years: Becoming, being and developing as a leader. Open University Press.
    - Chapter-1 The nature of leadership in the Early Years. Page 3-23
    - Chapter-6 Getting beneath the surface of Improving quality. Page 141-153
- Lancaster, A., & Garvey, D. (2010). Leadership for quality in early years and playwork: supporting your team to achieve better outcomes for children and families. Jessica Kingsley Publishers. Chapter 1, Developing your Leadership p 9-20

– Rodd,J. Allen & Unwin(2013).Leadership in Early Childhood: The pathway to professionalism Chapter-2 The personal qualities of leaders in early childhood

Assessment:

Sl.No.	Assessment Type	Weightage
1	Written Assignment-1	20%
2	Written Assignment 2: Mentoring plan	40%
3	Assignment-3 Term-end exam	40%
Total		**100%**

4. **Pedagogy:**
   a. Instructional strategies: lecture, workshops, discussion, field visit

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): none

   c. Expertise in AUD faculty or outside: AUD/Guest

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field visits

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	**Management of a Childcare Centre**
Course code	NSVSE6JSE01
Semester	6
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course connects with the courses on Developing inclusive Early Childhood Centre Design and Setup, Planning for Early Childhood Programs , Professional development in a childcare centre, Supervision and mentoring in a Childcare centre, Accounts, finance and marketing of ECCE centre and the field based internship.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of manager (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to child care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 5 to semester 6 after completing 2nd year (usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long
5. How does the course link with the vision of AUD? The course aims at establishing quality childcare centres. With AUD's vision of quality and equity, students will be prepared to set up and manage centers that will provide quality care that is also developmentally and contextually appropriate.
6. How does the course link with the specific programme(s) where it is being offered? This is a core course offered in the semester 6 of the BVocprogramme (ECCME) as part of the core professional skill for a childcare-centre
7. **Course Details:**
   a. Summary: After the Maternity Benefit (Amendment) Act, 2017, the need for childcare centres has gained momentum. Establishing a child care centre has been entrepreneurial for long and now becoming even more popular. However, little or no guidelines exist for the same. The establishment and management of a childcare centre

could be a challenging as well as a rewarding endeavour. It demands long working hours to maintain quality standards. Given the fact that the childcare providers are entrusted with the care of young children, it is critical for them to follow safety, security and legal guidelines while providing for a developmentally and contextually appropriate programme for children of varying age groups. The role of the childcare service provider is to also work in collaboration with parents and provide better quality services to children. The management of the centre should be such which exhibits leadership, trust within the staff as well as transparency. This entails that the childcare venture needs to be visualised and planned in an innovative manner keeping in mind the principles of 'quality childcare services' with a 'self-sustained business model' to thrive.

b. Objectives:

- Understand the type of childcare programmes ownership
- Review and formulate policies, programmes and infrastructure of the centre
- Understand the legal requirements and preparations needed for the business of childcare
- Develop quality standards for the centre based on the available standards/guidelines
- Build partnerships with different agencies for better childcare services.
- Manage centre during man-made and natural emergencies
- Develop professional skills of successful managers

c. Expected learning outcomes:

Students will be able to:

- Reflect on the personal orientation for getting into the business of childcare.
- Assess the need of childcare centres in a locality.
- Understand the need for quality assurance schemes with respect to available criteria
- Develop the philosophy and policies of the centre for smooth functioning.
- Develop protocols for review of policies, programmes and infrastructure of the centre including risk assessment
- Describe the need for compliance with policies and practices for registration and inspection of the centre.
- Manage staff and multi-agency working arrangements and review need based referral services.
- Allocate and monitor the progress of work and completion of everyday and long-term tasks.
- Maintain quality standards by recruitment of trained staff, mentoring and professional development.
- Develop innovations in the centre through leadership, dynamic curriculum and inclusive infrastructure.
- Provide hands on experience to students for their development as entrepreneurs of early childhood centres
- Build positive relationships in children and staff at the centre

d. Overall structure (course organisation; rationale of the organisation; brief module outlines): This course will be organised into four main Modules:

Module 1: Policy and procedures to establish the childcare business

Module 2: Management of a childcare centre

Module 3: Roles and responsibilities of different stakeholders

Module 4: Managing events at the childcare centre:

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

1 **Module 1: Policy and procedures to establish the childcare centres**. This module will focus on reviewing the existing policies, procedures and professional standards to establish a childcare centre.

1.1 Policies, legislation and quality standards

1.1.1 Review existing childcare policies that meet state and local regulations as well as professional standards pertaining to the health and safety of young children

1.1.2 Understand quality standards and its indicators

1.1.3 Know the licensing and other legalities

1.1.4 Manage and coordinate with different departments (like fire, disaster management, hospital)

1.2 Vision for childcare services

1.2.1 Understanding the type of ownership: Proprietor,Partnership,Limited liability company and Private limited

1.2.2 Centre policies and guidelines related to:Health and safety; Surveillance measures; Parents support policy ; POCSO policy on sexual abuse; Transport policy; Recruitment policy (hiring, Salaries, Leaves, Appointment letter/offering letter, Provident fund, Functioning norms of the centre and Programme related: time, duration, sessions)

1.3 Preparations for opening a childcare:

1.3.1 Evaluate the need and scope of a childcare centre in a locality(need assessment)

1.3.2 List the legalities for childcare business

Core reading (with no. Of pages)

- Jackson, s. (2004). People under three: young children in day care. Routledge. Chapter 1: values and principles, pp. 5-14
- Ministry of women and child development. (2013). National ecce policy.
- Position paper. National focus group on early childhood education (2006). NCERT
- NCF for foundational stage (2022)

- Decker, c. A., & decker, j. R. (1988). Planning and administering early childhood programs. Merrill publishing company.
  - Chapter-2 Identifying the program's core values, developing its vision and mission statements, and planning for program evaluation
  - Chapter-4 policies and procedures: tools to ensure your program's smooth operation
- Ministry of women and child development. (2017). National minimum guidelines for setting up and running crèches under maternity benefit act 2017. Retrieved from http://www.wcd.nic.in/sites/default/files/national%20minimum%20guidelines.pdf

Additional suggested readings

- Regulatory guidelines for private Play schools: Guidelines for regulating private play schools for the Children of the age of three to six year. National commission for protection of Child rights. Manual On Safety and security of children In schools. (2017). Retrieved from http://ncpcr.gov.in/showfile.php?Lang=1&level=2&&sublinkid=1342&lid=1550
- Delhi school education act and rules, 1973. Retrieved from http://edudel.nic.in/welcome_folder/dssr.htm

Presland.a. (2017) improving the business of childcare: empowering childcare owners to achieve financial success. Chapter-2vision and values. Page 301-42

2 **Module 2: Management of a childcare Centre:** This module will introduce students to the basics of management and use these principles for effective and efficient management of a childcare centre.

2.1 Basics of management: Planning, Organising and Managing
- 2.1.1 Understand principles of planning, organising and managing
- 2.1.2 Understand the resources:People, Finances, Space and Programme
- 2.1.3 Plan, organise and manage resources

2.2 People as resource : Hiring and managing
- 2.2.1 Draft criteria for recruitment of right kind of people (certain non-negotiable in a candidate)
- 2.2.2 Identify suitable recruitment methods:
  - 2.2.2.1 Platforms-
  - 2.2.2.2 Referrals,
  - 2.2.2.3 Interns,
  - 2.2.2.4 Portals,
  - 2.2.2.5 Advertisement)
  - 2.2.2.6 Interview
  - 2.2.2.7 Demonstration
- 2.2.3 Regulation for appointments and prepare orientation framework

Core reading (with no. Of pages)

- Jackson, s. (2004). People under three: young children in day care. Routledge. Chapter 4: managing and working in a day care centre (pp. 49-70)
- Decker, c. A., & decker, j. R. (1988). Planning and administering early childhood programs. Merrill publishing company. Chapter-5 Recruiting, hiring, leading, and managing personnel
- *Guide to setting up a child care centre.* Early childhood development agency. Retrieved from: http://www.childcarelink.gov.sg

3 **Module 3: Roles and responsibilities of different stakeholders**: The centre head/manager has to work with a team of diverse people to ensure quality services. The module aims to enable students to understand the roles of different stakeholders and ways to work in collaboration.

3.1 Responsibilities of staff at a childcare centre :
- 3.1.1 Designing and supervising programme
- 3.1.2 Managing, financing and marketing of programme:
  - 3.1.2.1 Understanding and recording financial transactions
- 3.1.3 Implementation of quality learning environment:
  - 3.1.3.1 Teaching and learning
  - 3.1.3.2 Nutrition health and safety
  - 3.1.3.3 Assessment
  - 3.1.3.4 Working with families and communities
- 3.1.4 Communicating policies and programme to parents
  - 3.1.4.1 Parent involvement
  - 3.1.4.2 Developing parent teacher and child triad
  - 3.1.4.3 Managing public relations:
  - 3.1.4.4 Social media handles
  - 3.1.4.5 Responding appropriately to parental queries

3.2 Developing Professional Self:

3.2.1 Describe the professional ethics and attitudes to work as a centre manager

3.2.2 Reflect on the personal practices, behaviour and work style to increase productivity.

3.2.3 Understand the attributes of a team player

Core reading (with no. Of pages)

- Decker, c. A., & decker, j. R. (1988). Planning and administering early childhood programs. Merrill publishing company. Chapter- 9
- Teaching and learning in the children's program
- Chapter-10 providing quality nutrition and creating a healthy and safe environment
- Guide to setting up a child care centre. Early childhood development agency. Retrieved from: http://www.childcarelink.gov.sg
- Coombe, K., & Newman, L. (1997). Ethics in Early Childhood Field Experiences. Journal for Australian Research in Early Childhood Education, 1, 1-9.
- Brodhead, M. T., &Higbee, T. S. (2012). Teaching and maintaining ethical behavior in a professional organization. *Behavior analysis in practice*, *5*(2), 82-88.
- Program administrator definition and competencies-naeyc retrieved from http://www.riosalado.edu/programs/earlychildhood/documents/eed_program_administrator_competencies.pdf

4 **Module 4: Managing events at the childcare centre:** The early childhood centresorganises various events and activities for children and families. These events help centres to provide quality learning opportunity to children as well as they can be used for promotion. This module will help students develop skills required to organise various events.

4.1 Organize annual events,

4.1.1 Organize theme-based events such as festivals, Significant days, sports meets, annual-day, parents meetings, graduation day

4.1.2 Planning trips

4.1.3 Promotion events

4.2 Manage staff and allocate duties

4.3 Know the sources and ways to arrange finances for events,

Core reading (with no. Of pages)

- Guidelines for organizing community-based events to promote and support behaviour change to improve maternal and child nutrition. Ministry of women and child development Government of india (2014). Retrieved from: https://icds-wcd.nic.in/issnip/issnip-web-contents/left%20side%20tabs/8-pilots%20&%20innovations/commmoduley%20based%20events/guidelines%20for%20organizing%20commmoduley%20based%20events%20at%20awcs%20(english)%20(30july14).pdf

Assessment:

Sl.No.	Assessment Type	Weightage
1	Written Assignment-1	30%
2	Written Assignment 2:	30%

3	Assignment-3 Term-end exam	40%
Total		**100%**

4. **Pedagogy:**
    a. Instructional strategies: lecture, discussion, videos and field visit

    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): none

    c. Expertise in AUD faculty or outside: AUD/Guest

    d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visits and guest lectures

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Accounts, finance and marketing of ECCE centre
Course code	NSVSE6JSE02
Total Credits	4
Semester	6
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Fariha Siddiqui and experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes. The course connects to Management of Childcare centres course offered in third year.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify) The course focuses on the job role of manager (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who will be promoted from semester 5 to semester 6 after completing 2nd year (usual cohort size as per AUD norms)

4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long,

5. **How does the course link with the vision of AUD?** AUD aspires to prepare informed professionals who will provide high quality services to all sections of the society. This course will prepare students to lead, empower and promote equity and social justice and contribute to the ethical business and working environment of the childcare setting.

6. **How does the course link with the specific programme(s) where it is being offered?** This is a core course offered in the semester 6 of the BVocprogramme (ECCME) as part of the core professional skill for a childcare-centre.

7. **Course Details:**
   a. Summary: A centre head at a childcare centre has a multitude of responsibilities with tasks ranging from the design of the programme, managing operations, and supervision of centre staff, organisational and administrative duties and responsibilities related to direct care of children and liasoning with families and communities, ongoing requirements for the childcare Centre. Finances and budgeting also form the core of the centre head's responsibility. This course aims to equip students with the knowledge and skills required to manage the finances of the centre to run a successful business.

a. Objectives: The course objectives are to:-

- Understand the financial requirements of a childcare centre
- Know the finance and budget related terminologies
- Prepare and organise finances and budgets
- Understanding the meaning and role of financial planning in the context of a childcare
- know the basic marketing concepts and key elements of the Marketing Plan
- Know the potential forces which can influence a particular business (Early Childcare Centre) at present and in the future.

b. **Expected learning outcomes*: On completion, of the course the students will be able to:-***

- Identify ways of fund mobilization
- Describe finance and budget related terminologies in context of a childcare
- Manage cash flows of a childcare/ day care centre
- Develop finance related policies of the centre
- Maintain accounts and records needed for an enterprise
- Draft a business proposal to seek funds
- Apply the understanding of basics of marketing to write a marketing plan for promoting the early childhood centre.
- Prepare marketing plan for the early childhood centre

b. Overall structure (course organisation; rationale of organisation; brief module outlines): This course will be organised into three main Modules:

Note: All concepts should be discussed in the context of being an entrepreneur, centre-head and NGOs. Examples can be taken from these sectors.

Module 1: Accounting in a childcare centre

Module 2: Financial planning and organising

Module 3: Marketing of a childcare centre

c. Course contents detailed in (a) module-wise format:

1. **Module-1: Accounting in a childcare:** This module will introduce students to the basics of accounting in the context of a childcare centre.
   1.1. Concept of accounting
   1.2. Types of account:
   1.3. Describe accounting related terminologies in context of a childcare:
      1.3.1. Vouchers,

1.3.2. Journal
1.3.3. Ledger
1.3.4. Trial balance
1.3.5. Trading accounts
1.3.6. Profit and loss accounts
1.3.7. Balance sheets,
1.3.8. Subsidiary books,
1.3.9. Adjustment entries:
1.3.9.1. Cash expenses
1.3.9.2. Outstanding expenses,
1.3.9.3. Outstanding income,
1.3.9.4. Income statement,

1.4. Use accounting ratios (profitability and accounting) for assessment of financial performance

1.5. Bank reconciliation statement:
1.5.1. Difference between cash book and passbook
1.5.2. Contra entries
1.5.3. Simple illustrations
1.5.4.

1.6. Statutory requirements:
1.6.1.1. Return filing
1.6.1.1.1. Tax Deducted at Source
1.6.1.1.2. Provident Fund (PF)/ Employee State Insurance (ESI)
1.6.1.1.3. Goods and Services Tax

Core reading (with no. Of pages)

- Jameson, h., &watson, m. (1998). Starting and running a nursery: the business of early years care. Nelson thornes. Chapter-4 finance. Page 45-58
- Decker, c. A., & decker, j. R. (2013). Planning and administering early childhood programs. International edition. Merrill publishing company. Chapter -5 financing and budgeting. Page 115-142
- Owings-Edwards, S., &Herz, P. (2010). Childcare And Entrepreneurship: A Business Case Study. Journal of Business Case Studies (JBCS), 6(4).
- Maheshwari.P, Banerji. S,Roy.T, &Kaushal.A.(2002) By Women - for Women Building the childcare ecosystem in India. Deutsche GesellschaftfürInternationaleZusammenarbeit (GIZ) GmbH
- Ministry of women and child development. (2017). National minimum guidelines for setting up and running crèches under maternity benefit act 2017. Retrieved fromhttp://www.wcd.nic.in/sites/default/files/national%20minimum%20guidelines.pdf
- Ministry of women and child development. (2013). Quality standards for early childhood care and education (ecce).
- Ministry of women and child development. National crèche scheme. Retrieved from http://www.wcd.nic.in/sites/default/files/revised%20rgncsscheme_210515.pdf

2. **Module-2: Financial planning and organising:** being centre heads/managers students will be required to prepare proposal for arranging finances and use these funds for quality childcare services. This module will equip students with financial planning and organisation of funds.

2.1. Finance and budget in a childcare:
2.1.1. Determine finance needs of the centre
2.1.2. Find the requirement of funds for establishing the centre

2.1.3. Know the difference between set-up capital and working capital in the context of childcare business
2.1.4. Prepare a business plan to seek finance
2.1.5. Understand various sources of funding and their impact on financial structuring of the centre

2.2. Banking and cash management
2.3. Financial planning and organising:
2.3.1. How to get finance
2.3.2. Invite quotations:
2.3.3. Procurement
2.4. Understanding cash flows :
2.4.1. Manage cash flows of a childcare centre: Bill and receipt
2.5. Bill and receipt:
2.5.1. Prepare format of in-voice/billing/receipt
2.5.2. Modes of payment
2.6. Financial inventory management:
2.6.1. Concept of inventories
2.6.2. type of inventories
2.6.3. Inventory management
2.6.4. Know the fee collection mechanism
2.7. Financial leakages and remedial steps:
2.7.1. Identify and recognize the financial leakages
2.7.2. Know the strategies/ways for cost-cutting without compromising with quality
2.7.3. Develop a follow-up mechanism of payments

Core reading (with no. Of pages)

- Jameson, h., &watson, m. (1998). Starting and running a nursery: the business of early years care. Nelson thornes. Chapter-5 banking and cash management. Page 59 to 67
- Presland.a. (2017) improving the business of childcare: empowering childcare owners to achieve financial success. Chapter-6 collecting fees. Page 117-134
- Jameson, h., &watson, m. (1998). Starting and running a nursery: the business of early years care. Nelson thornes. Chapter-5 banking and cash management. Page 59 to 67
- Ignou (2016).organizing a child care centre. Block 5. Unit 18 obtaining funds and formulating a budget
- Presland.a. (2017) improving the business of childcare: empowering childcare owners to achieve financial success.
    - Chapter-6 collecting fees. Page 117-134
    - Chapter-8 pricing. Page 161-170
- National academies of sciences, engineering, and medicine. (2018). Transforming the financing of early care and education. National academies press.
    - Chapter-6 estimating the cost of high-quality early care and education
    - Chapter-7 a vision for financing early care and education

3. **Module 3: Marketing of a childcare centre:** This module will help students to gain familiarity of basic marketing concepts and broad objectives of marketing. The session will also provide an orientation to key elements of the Marketing Plan.

3.1. Concept of marketing
3.2. Fundamentals of Marketing Concepts and 5 Ps (Product, Price, Promotion, Place and People) of Marketing
3.3. Elements of a Marketing Plan
3.4. Pricing policies:
3.4.1. Discount discretions
3.4.2. Price and volume strategy

3.5. Demographic Trends, Rules and Regulations, Economy and Environment
3.6. Competitors strategies and pricing
3.7. Technology Trends and Uncertainties
3.8. Business promotion:
3.8.1. Marketing Channel Mix
3.8.2. Marketing Collaterals,
3.8.3. Social Media and Online Marketing
3.8.4. Describe the ways to take a new product or service for the first time into the market

Core Reading

- Tybout, A., & Calder, B. J. (2010). Kellogg on marketing. John Wiley & Sons. (Chapter 2)
- Dib, A. (2018). The 1-page marketing plan. Page Two Books.Chapter-1
- Ries, A., & Trout, J. (1986). Positioning: The battle for your mind (Vol. 1). New York, NY: McGraw-Hill. (Page 1 – 37)
- Van Der Pijl, P., Lokitz, J., & Solomon, L. K. (2016). Design a better business: New tools, skills, and mindset for strategy and innovation. John Wiley & Sons.

Assessment:

Sl.No.	Assessment Type	Weightage
1	Written Assignment-1(Module-1)	20%
2	Written Assignment 2: (Module-2)	20%
3	Written Assignment 3: (Module-3)	20%
4	Term-end exam	40%
Total		**100%**

4. **Pedagogy:**
   a. Instructional strategies: lecture, discussion, field visit
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): none

   c. Expertise in AUD faculty or outside: AUD/Guest

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Field visits

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee

(SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School

Dr B R Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	**Field-based Internship-III**
Course code	NSVSE6ICE01
Credits	8 (2 months)
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2025
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The field based internship offered during the semester 6 will connect to the courses offered in semester-5 and 6 of the programme
2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify): The course focuses on the job role of manager (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to childcare facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 5 to semester 6 after completing 2nd year (usual cohort size as per AUD norms)
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to promote equity and social justice with excellence and spread knowledge across all members of the society irrespective of class, creed or caste. It aims to develop informed professionals who would take up their social responsibility and serve diverse sections of the society. The internship in the third year will be offered under BVoc (Early Childhood Centre management and Entrepreneurship) programme and will enable students to engage with young children and take more responsibilities at their field sites as a centre manager.

6. How does the course link with the specific programme(s) where it is being offered? The field-based internship is a core requirement of the ECCME vertical of the BVoc programme.

7. **Course Details**:
    a) **Summary:** The field-based Internship in year 3 have been conceptualized to enable students to engage with the field and connect with the learning from the courses. Students who have completed two years in the programme have taken courses and experienced the workings of a wide range of childcare centres/crèches that will enable them to work as facilitators and supervisors at the centre. The focus of the Internship this year is to develop skills to become manager at the centre—for planning, managing and conducing activities and routines at the centre and also for providing guidance to the facilitators. The aim is to build nuanced understandings among students regarding planning and supervision of diverse developmentally and contextually appropriate activities that could be conducted with young children in a childcarecentre. The internship will enable students to undertake more responsibilities and contribute towards day to day running and overall functioning of the centre. They will also be encouraged to reflect on the challenges faced in implementing responsive practices and think of ways of working collaboratively with the centre staff. The will enable the preparation of students as better professionals (manager) in the area.

    b) **Objectives:**

The specific objectives of internship relate to understanding the roles and responsibilities of the manager. The specific objectives of this field-based internship correspond with the courses taught during the semester. These are as follows:

- Understand the role of the manager at the centre and support in day-to-day activities at the centre.
- Prepare and maintain environments to meet children's needs at the centre.
- Make linkages between understandings of child development and learning; and developmentally and contextually appropriate activities for the children in the early years.
- Review and formulate policies, programmes and infrastructure of the centre
- Understand the legal requirements and preparations needed for the business of childcare
- Develop quality standards for the centre based on the available standards/guidelines
- Build partnerships with different agencies for better childcare services.
- Understanding the meaning and role of financial planning in the context of a childcare

c. Expected learning outcomes:

- Develop protocols for review of policies, programmes and infrastructure of the centre including risk assessment
- Describe the need for compliance with policies and practices for registration and inspection of the centre.
- Manage staff and multi-agency working arrangements and review need based referral services.
- Assess existing provisions of a child care centre for implementing/adapting a curricular model
- Contextualise a programme plan based upon model/s
- Build positive relationships in children and staff at the centre
- Maintain quality standards by recruitment of trained staff, mentoring and professional development.
- Develop a mentoring plan for the staff of the childcare centre
- Create a mentoring programme for different stakeholders
- Create a physical and social environment at the centre that promotes social emotional development of young children and respects diversities
- Describe finance and budget related terminologies in context of a childcare

d. **Overall structure**: The Internship will be organized throughout the semester. The internship will be organized in a block.

e. **Contents** (brief note on each module; indicative reading list with core and supplementary readings)

Internship: Internships in year aims to prepare students for the supervisor's role.

Level- III: The internship in fifth and sixth semester will build skills of students to assist managers at the centre and look after the different aspects of the centre i.e.

1. Planning and implementing
   1.1. Identify, plan and utilize culturally and individually appropriate educational practices for diverse classroom settings
   1.2. Assess existing provisions of a child care centre for implementing/adapting a curricular model
   1.3. Plan and conduct activities related to early language, literacy, numeracy and creative thinking abilities of the children during infancy and early childhood years at the centre.
   1.4. Create learning environments for promoting language, literacy and numeracy
   1.5. Prepare indicators for a critical evaluation of the programme
2. Programme assessment and planning
   2.1. Assist manager in assessing children, staff and programme
   2.2. Prepare indicators for assessment
   2.3. Analyse and present assessment data for programme and service improvement
   2.4. Design active learning childcare programme for different age-groups
   2.5. Understand the role of a facilitator and a supervisor in planning a programme for a childcare
3. Managing and supervising the centre
   3.1. assist the manager in various managerial roles and responsibilities such as
      3.1.1. maintaining records,
      3.1.2. supervising centre staff
      3.1.3. encouraging team work,
      3.1.4. building relationship with the parents,
      3.1.5. planning publicity of the programme,
      3.1.6. maintaining and updating centre's social media and other communication platforms,
      3.1.7. managing admissions, etc.
4. Collaborating with parents
   4.1. Assist the supervisor and facilitators in taking care of socio-emotional issues/behavior problems of the children in collaboration with the parents at the centre.
5. Centre environment
   5.1. Contribute to a harmonious and efficient work environment in the centre.
   5.2. Create a physical and social environment at the centre that promotes social emotional development of young children and respects diversities.
6. Functioning of the centre
   6.1. Undertake responsibilities as required for a manager's role and contribute towards the overall functioning of the centre.
   6.2. Develop a mentoring plan for the staff of the childcare centre
   6.3. Know the ways to provide leadership and motivation to the centre staff
7. Emergent plan for infants, toddlers and older children
   7.1. Develop and implement an emergent plan for infants, toddlers and older children based upon the functioning of the centre.
8. Finances and budgeting of a childcare
   8.1. Determine finance needs of the centre

8.2. Understand various sources of funding and their impact on financial structuring of the centre
8.3. Identification of revenue sources to run and expand the scope of the centre
8.4. Explain different sources of income

9. Marketing of a childcare centre
   9.1. Write a marketing plan for promoting product or services, considering allocated marketing budget.

Readings:

- Jackson, S. (2004). People under three: Young children in childcare. Routledge.
- Anandlakshmy, S. (1998). The cultural context. In M, Swaminathan (Ed.). The first five years: A critical perspective on early childhood care and education in India. (pp. 272-284).New Delhi: Sage.
- UNICEF. (2001). Early childhood development: The key to a full and productive life, p. 1-11. Retrieved from: https://www.unicef.org/dprk/ecd.pdf
- Meggitt, C. (2012). Understanding Child Development. Teach Yourself. UK: Hachette.
- Sheridan, M., Howard, J. & Alderson, D. (2010). Play in Early Childhood: From Birth to Six Years. Routledge.
- Decker, c. A., & decker, j. R. (1988). Planning and administering early childhood programs. Merrill publishing company.
    - Chapter-2 Identifying the program's core values, developing its vision and mission statements, and planning for program evaluation
    - Chapter-4 policies and procedures: tools to ensure your program's smooth operation

** **Assessment details of Internship** (throughout the semester): Students will be provided with a comprehensive self-assessment workbook before the beginning of the Internship that includes the roles and responsibilities of the facilitator. The same will be provided to the Centre Heads/Supervisors. Students will be working on their observation diaries, written report and self-assessment workbook. Mid-way feedback will be provided. Final submission will be only at the end of the semester. Course co-ordinator will also visit the internship-sites throughout the internship.*

	Assessment	Weightage
1.	Assignment-1: Reflective journal +Viva-voce/Presentation	20%
2.	Assignment 2 Written report of the work done during internship and the role of manager	30%
3.	Self assessment workbook	30%
4.	Field supervisor's feedback	20%

8. Pedagogy:

a. Instructional design: field based mentorship

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

c. Expertise in AUD faculty or outside: AUD/Guest faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Linkages will be sought with various organizations that run childcare centres

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Agenda No. 3: Proposal for approval of the BVoc Acounting & Finance (A&F), Semester 5 & 6 skill courses. There are 05 skill courses and one internship/OJT courses, which are placed below.

Semester	Name of the course	Credits	Job role
Semester - 5	Accounting for Managerial Decisions	4 Credits	Account Manager
	Income Tax Law	4 Credits	
	Corporate Laws	4 Credits	
Semester - 6	Corporate Accounting	4 Credits	
	Financial Management	4 Credits	
	Internship / OJT -3 (two months)	**8 credits**	

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Accounting for Managerial Decisions
Course Code	NSVSA5JSE01
Semester	5
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree
Proposed date of launch	Monsoon Semester 2024
Programme coordinator and team	Dr.Rekha Gulia, Dr.Asim Ray and External Experts

1. Does the course connect to, build on or overlap with any other course offered in AUD?

   The Course builds on the course 'Cost Accounting' offered in second semester in B.Voc(A&F). The course does not overlap with any other course offered in AUD.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

   Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD Norms

4. Course scheduling: Monsoon Semester

5. How does the programme link with the vision of AUD?

The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing comprehensive understanding of accounting principles and techniques essential for making informed managerial decisions in diverse business scenarios. Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6. How is the proposed programme positioned vis-à- vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?

   Accounting for Managerial Decisions is an essential part of B.Voc. Accounting and Finance programme. The course aimsto develop a comprehensive understanding of foundational principles and knowledge and skills necessary to critically assess and improve an organisation's cost structure, enhance quality, and contribute to informed decision-making within an organisation. The B.Voc. programme in Accounting and Finance are also conceptualised to enhance the employability of the students as in other programmes of the SVS with already identified job roles at each level of the NSQF (5, 6 & 7 as per B.Voc. programme).

7. Course Details:
   a. Summary: **Accounting for Managerial Decisions**will enable student to gain knowledge about thepractical application of tools and techniques to analyse available information for decision making for the job of Accounts Manager.
   b. Objectives: This course will enable students to interpret and analyse costing information effectively to support strategic and operational decision-making processes within organisations.
   c. Expected learning outcomes: After completing this course, students will be able to-
      - Apply variance analysis to identify inefficiencies and calculate material and labor variances to understand cost deviations.
      - Use marginal costing for short-term decision-making, including pricing strategies, special orders, and make-or-buy decisions.
      - Create comprehensive financial plans using different budget types for informed decision-making.
      - Identify key elements of responsibility accounting, including cost centres, revenue centres, profit centres, and investment centres.
      - Apply CVP analysis to evaluate cost, volume, and profit relationships, impacting break-even points and net income for business optimization.
      - Develop the ability to analyze and interpret financial and operational data, and effectively communicate findings through clear, concise, and comprehensive report writing.
8. Overall structure:(course organisation; rationale of organisation; brief module outlines):

   The course is divided in five modules

   Module 1- Introduction to Management Accounting
   Module 2- Marginal Costing and Profit Planning
   Module 3- Budgeting as Managerial Tool
   Module 4- Standard Costing and Variance Analysis
   Module 5- Management Reporting

Module Outline:

Module 1- Introduction to Management Accounting

The module is designed to provide students with a comprehensive understanding of cost and management accounting, emphasizing its definition, scope, and practical applications. The purpose of this module is to equip students with the necessary knowledge and skills to utilize management accounting effectively in managerial decision-making. By exploring cost behavior patterns, cost control, cost reduction, and cost management, students will gain insights into how these concepts can be applied to enhance organizational efficiency and financial performance. The module focuses on developing analytical skills, critical thinking, and practical problem-solving abilities, making it highly beneficial for students aspiring to careers in finance, management, and accounting.

Topics:

Definition and Scope of Cost and Management Accounting, Management Accounting: Scope, Utility, Limitations, Functions and Requisites of Management Accountant, Uses and Applications of Management Accounting in managerial decision making, Cost behaviour patterns, Cost control, Cost reduction and Cost Management

Readings

- Maheshwari, S. N., Maheshwari, Suneel K., & Maheshwari, Sharad K. (2021). *Principles of Management Accounting* (18th ed.). Sultan Chand & Sons. pp A-1.3 - A-1.20, pp A- 3.50- A-3.59
- Horngren, C. T., Datar, S. M., &Rajan, M. V. (2012). *Cost Accounting: A Managerial Emphasis* (14th ed.). Pearson Education Ltd. pp 3-4, 9-11, 24-34
- Khan, M. Y., & Jain, P. K. (2021). *Management Accounting* (8th ed.). McGraw-Hill Education. Chapter 1
- Arora M.N., (2021). *A textbook of Cost and Management Accounting*(11th ed.).Vikas Publishing House Pvt. Ltd. Chapter 14
- ICAI, Corporate and Management Accounting Module

Module 2- Marginal Costing and Profit Planning

The module aims to impart a deep understanding of the principles and practices of marginal costing and its role in profit planning. This module will benefit students by equipping them with essential tools and techniques to analyze cost behavior and make strategic financial decisions. By exploring cost-volume-profit analysis, break-even points, margin of safety, and relevant costing, students will develop critical analytical skills and practical problem-solving abilities. These skills are crucial for making informed management decisions such as make or buy, shut down or continue, and lease or own scenarios. Through practical questions and real-world applications, students will learn to utilize marginal costing concepts to optimize business operations and enhance profitability.

Topics:

Meaning and Rationale, Tools andTechniques of Marginal Costing, Definition and concept of Cost Volume Profit analysis, P/V Ratio, Break-even point, Cost Break-even point, Cash Break-even point, Break even Charts, Margin of Safety, Key Factor, Practical questions involving Cost Volume Profit analysis, relevant costing for short term special decisions. Applications of Marginal Costing in management decision making viz make or buy, shut down or continue, lease or own

Readings

- Maheshwari, S. N., Maheshwari, Suneel K., & Maheshwari, Sharad K. (2021). *Principles of Management Accounting* (18th ed.). Sultan Chand & Sons. pp A-1.3 - A-1.20, pp C-4.175 – C-220, C-5.243 – C-5.266
- Horngren, C. T., Datar, S. M., &Rajan, M. V. (2012). *Cost Accounting: A Managerial Emphasis* (14th ed.). Pearson Education Ltd. pp 64-106
- Khan, M. Y., & Jain, P. K. (2021). *Management Accounting* (8th ed.). McGraw-Hill Education. Chapter 16
- Arora M.N., (2021). *A textbook of Cost and Management Accounting*(11th ed.).Vikas Publishing House Pvt. Ltd. Chapter 18
- ICAI, Corporate and Management Accounting Module

Module 3- Budgeting as Managerial Tool

The module is designed to provide students with a thorough understanding of budgeting processes and their significance in effective management. The purpose of this module is to introduce students to various budgeting techniques and their practical applications in planning, controlling, and decision-making. By exploring different types of budgets, the master budget, fixed and flexible budgeting techniques, zero-based budgeting, and activity-based costing (ABC), students will learn how to develop comprehensive financial plans and allocate resources efficiently. This module will be beneficial as it focuses on analytical and strategic planning skills, enabling students to utilize budgeting as a powerful tool to drive organizational success and achieve financial goals.

Topics:

Concept, Advantages of Budgeting, Different types of Budgets, Master budget, Fixed and Flexible budgeting techniques, Concept of Zero Based Budgeting, Activity Based Costing: Concept and Uses, Flow of Costs in ABC

Readings

- Maheshwari, S. N., Maheshwari, Suneel K., &Maheshwari, Sharad K. (2021). Principles of Management Accounting (18th ed.). Sultan Chand & Sons. pp C-1.3-C-1.56, A- 4.75 – A- 4.78
- Horngren, C. T., Datar, S. M., &Rajan, M. V. (2012). *Cost Accounting: A Managerial Emphasis* (14th ed.). Pearson Education Ltd. pp 204-219, 222-226, 249-255
- Khan, M. Y., & Jain, P. K. (2021). *Management Accounting* (8th ed.). McGraw-Hill Education. Chapter 24
- Arora M.N., (2021). *A textbook of Cost and Management Accounting*(11th ed.).Vikas Publishing House Pvt. Ltd. Chapter 17
- ICAI, Corporate and Management Accounting Module

Module 4- Standard Costing and Variance Analysis

The module is designed to equip students with the knowledge and skills necessary to analyze variances between standard costs and actual performance. The purpose of this module is to help students understand the concept of variance analysis and its importance in cost control and performance evaluation. By delving into material, labor, and overhead variances, and solving numerical problems related to these variances, students will develop a strong analytical ability to identify deviations, determine their causes, and take corrective actions. This module will be

particularly beneficial for students as it focuses on enhancing their quantitative analysis skills, attention to detail, and ability to apply theoretical concepts to practical scenarios, thereby improving their competency in financial management and control.

Topics:

Concept of Variance analysis, Material and Labour variances: Numerical Problems involving Material and Labour Variances, Overhead Cost Variance: Fixed Overhead Cost Variance and Variable Overhead Cost Variance

Readings

- Maheshwari, S. N., Maheshwari, Suneel K., &Maheshwari, Sharad K. (2021). Principles of Management Accounting (18th ed.). Sultan Chand & Sons. pp C-2.71 – C- 2.88, C -3.91 – C- 3.120
- Horngren, C. T., Datar, S. M., &Rajan, M. V. (2012). *Cost Accounting: A Managerial Emphasis* (14th ed.). Pearson Education Ltd. pp 106-121, 121-142
- Khan, M. Y., & Jain, P. K. (2021). *Management Accounting* (8th ed.). McGraw-Hill Education. Chapter 19
- Arora M.N., (2021). *A textbook of Cost and Management Accounting*(11th ed.).Vikas Publishing House Pvt. Ltd. Chapter 20
- ICAI, Corporate and Management Accounting Module

Module 5- Management Reporting

The module is designed to provide students with a comprehensive understanding of the principles and practices involved in creating effective management reports. The purpose of this module is to introduce students to the management reporting system, various types of reports, modes of reporting, and the process of writing and analyzing reports. By learning these concepts, students will gain the ability to communicate vital information clearly and concisely to support decision-making processes within an organization. This module will be beneficial as it focuses on developing students' report writing, analytical, and communication skills, which are essential for producing insightful and actionable management reports that enhance organizational performance.

Topics:

Management Reporting System, Report, Modes of Reporting, Kinds of Reports, Review of Reports, Report Writing and Analysing of Reports

Readings

- Maheshwari, S. N., Maheshwari, Suneel K., &Maheshwari, Sharad K. (2021). Principles of Management Accounting (18th ed.). Sultan Chand & Sons. pp C- 9.381– C -9.396
- Horngren, C. T., Datar, S. M., &Rajan, M. V. (2012). *Cost Accounting: A Managerial Emphasis* (14th ed.). Pearson Education Ltd. pp 342-345

Note: *Latest edition of the textbooks may be used*

9. Assessment Plan (weight, mode, scheduling) for the course:

S.No.	Assessment	Weightage:
1	Written Assignment based on Module 1 and 2	20%
2	Class test based on Module 3 and 4	20%
3	Case study/Project Based on Module 5	20%
4	End term examination	40 %
	Total	100 %

10. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
b. Special needs: Internship arrangement with Accounting and Finance firms.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.
d. Linkages with external agencies –BFSI Sector Skill Council of India.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School /CenterProposing the course	School Of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Taxation –Income Tax Law
Course Code	NSVSA5JSE02
Semester	5
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree
Total Credits	4
Proposed date of launch	Monsoon Semester 2024
Programme coordinator and team	Dr Rekha Gulia, Dr. Asim Ray and External Experts

1. Does the course connect to, build on or overlap with any other course offered in AUD?

   No, the course does not connect to build on or overlap with any other course offered in AUD.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

   Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

   As per AUD Norms

4. Course scheduling: Monsoon Semester

5. How does the programme link with the vision of AUD?

   The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing an understanding of the basic concepts and principles of Taxation –Income Tax. Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6. How is the proposed programme positioned vis-à- vis the programmatic scheme envisaged for the school at its inception? How does the programme link with other programme(s) of the School?

   Taxation –Income Tax Law is an essential part of B.Voc. Accounting and Finance programme. The course emphasizes the clear understanding of an overview of the basic principles of Income Tax

7. Course Detail

A) Summary-This course will enable student to gain knowledge about the basics of Income Tax law for the job of Accounts Manager.

B) Objective: The course on Income Tax aims to provide students with a comprehensive understanding of income tax concepts and principles. Students will learn to compute income under different heads, such as salaries, income from house property, profits and gains of business or profession, capital gains, and income from other sources. They will also be able to calculate total income and tax liability, including deductions, rebates, and reliefs. By the end of the course, students should be able to prepare income tax returns for individuals and firms, and effectively apply the provisions of the Income Tax Act.

C) Learning Outcome- After completing the course student will be able to

- Compute income under different heads, including salaries, income from house property, profits and gains of business or profession, capital gains, and income from other sources.
- Calculate the total income and tax liability by incorporating relevant deductions, rebates, and reliefs as specified in the Income Tax Act.
- Develop the capability to prepare detailed income tax returns for individuals and firms, ensuring accuracy and adherence to legal requirements.
- Understand and effectively apply the provisions of the Income Tax Act to various financial situations and transactions.

8. Overall structure (course organisation; rationale of organisation; brief module outlines):

Module 1 Introduction to Income Tax
Module 2 Income from Salary
Module 3 Income from House Properties
Module 4 Profit and Gains of Business and Profession
Module 5 Capital Gain and Income Other Sources

Module Outline

Module 1: Introduction to Income Tax

The module aims to provide students with a foundational understanding of the fundamental concepts and principles of income tax law. The purpose of this module is to introduce students to key terminologies such as income, agricultural income, person, assessee, assessment year, previous year, gross total income, total income, and maximum marginal rate of tax. Additionally, the module covers the concept of the residential status of individuals and its impact on tax liability, as well as exempted income under Section 10 as it pertains to individuals. By learning these concepts, students will be equipped with the essential knowledge needed to understand and navigate the complexities of income tax, enhancing their ability to comply with tax regulations and make informed financial decisions. This module will focus on developing students' comprehension of tax legislation, analytical thinking, and practical application of tax rules.

Topics:

Basic concepts: income, Agricultural income, person, assesse, assessment year, previous year, gross total income, total income, maximum marginal rate of tax. Residential status of all person, and its effect on tax incidence. Exempted income under section 10 (in relation to individuals)

Readings:

- Singhania V. and Singhania, M., Students Guide to Income Tax, Taxman Publications. [Chapter 1, 2 and 3]
- Ahuja, G. and Gupta, R., Systematic Approach to Income Tax: Bharat Law House. [Chapter 1,2 and 3]
- Chandra, M. and Shukla, D.C., Income Tax Law and Practice: Pragati Publications. [Chapter 1,2,3 and 4]
- ICSI Executive Programme Manual

Module 2: Income from Salary

The module is designed to give students a thorough understanding of the various components and tax implications of salary income. The purpose of this module is to break down the definition and characteristics of salary income, including its multiple components such as basic salary, dearness allowance, house rent allowance, and other special allowances. The module also delves into the tax treatment of allowances, categorizing them into taxable, fully exempted, and partially exempted allowances, with a focus on the rules governing house rent allowance and leave travel allowance. Additionally, the module covers the definition and types of perquisites, their valuation, and the tax treatment associated with them. Students will also learn about the permissible deductions under Section 16, which include standard deductions, entertainment allowance for government employees, and professional tax. By mastering these topics, students will develop the skills needed to accurately calculate salary income and its tax liabilities, enhancing their proficiency in tax planning and compliance.

Topics:

Definition of Salary, Characteristics of Salary Income

Component of Salary: Basic Salary,Dearness Allowance (DA),House Rent Allowance (HRA), Special Allowances (e.g., conveyance, medical, education), Bonus and Commission, Fees, Perquisites, and Profits in Lieu of Salary

Allowances: Taxable Allowances- Dearness Allowance, City Compensatory Allowance, Fully Exempted Allowances, Partially Exempted Allowances- House Rent Allowance (HRA), Leave Travel Allowance (LTA), Special Allowances for performance of official duties

Perquisites: Definition and Types, Valuation of Perquisites-Rent-Free Accommodation, Motor Car, Free or Concessional Education, Free or Concessional Travel, Free Meals, Tax Treatment of Perquisites.

Permissible Deductions Under Section 16: Standard Deduction, Entertainment Allowance (for Government Employees), Professional Tax

Readings:

- Singhania. and Singhania, M., Students Guide to Income Tax, Taxman Publications. [Chapter 4]
- Ahuja, G. and Gupta, R., Systematic Approach to Income Tax: Bharat Law House. [Chapter 4]
- Chandra, M. and Shukla, D.C., Income Tax Law and Practice: Pragati Publications. [Chapter 5]
- ICSI Executive Programme Manual

Module 3: Income from House Properties

The module aims to provide students with a detailed understanding of how income derived from house properties is assessed and taxed under the income tax law. This module covers the introduction, definition, and scope of income from house properties, exploring various types of properties such as self-occupied, let-out, and deemed to be let-out properties. Students will learn about the treatment of arrears of rent and unrealized rent, as well as the basis for determining the annual value of a property. The module delves into the steps to determine the annual value, including municipal value, fair rent, standard rent, and actual rent received or receivable, leading to the calculation of gross annual value (GAV) and net annual value (NAV). Additionally, it covers the deductions available from the annual value, such as municipal taxes paid, the standard deduction, and interest on borrowed capital for various purposes. Through examples and practical problems, students will develop the skills needed to compute income from house properties accurately, enhancing their ability to manage tax liabilities effectively.

Topics:

Introduction and Definition, Scope and Basis of Charge, Types of House Properties, Self-Occupied Property, Let-Out Property, Deemed to be Let-Out Property, Treatment of Arrears of Rent and Unrealized Rent

Basis of determination of Annual Value- Definition of Annual Value, Steps to Determine Annual Value, Municipal Value, Fair Rent,Standard Rent, Actual Rent Received or Receivable, Gross Annual Value (GAV), Net Annual Value (NAV), Deduction for Municipal Taxes Paid

Computation of Income from House Property- Calculation for Let-Out Property, Calculation for Self-Occupied Property, Deemed to be Let-Out Property, Deductions from Annual Value, Standard Deduction (30% of NAV), Interest on Borrowed Capital, Interest on Loan for Acquisition or Construction, Interest on Loan for Repairs or Renewal, Examples and Practical Problems

Readings:

- Singhania. and Singhania, M., Students Guide to Income Tax, Taxman Publications. [Chapter 5]
- Ahuja, G. and Gupta, R., Systematic Approach to Income Tax: Bharat Law House. [Chapter 5]
- Chandra, M. and Shukla, D.C., Income Tax Law and Practice: Pragati Publications. [Chapter 6]
- ICSI Executive Programme Manual

Module 4: Profit and Gains of Business and Profession

The module is designed to provide students with a comprehensive understanding of how to compute income from business and professional activities. The purpose of this module is to familiarize students with the principles and methods of calculating profits and gains, focusing on the various allowable deductions and specific provisions under tax law. By exploring deductions for expenses such as rent, taxes, insurance premiums, depreciation, bad debts, employee wages, interest on capital, advertisement, and travel expenses, students will learn to accurately determine taxable income. Additionally, the module covers specific deductions under Sections 30 to 44DB, allowances for scientific research expenditure, and rules for set-off and carry forward of losses, as well as deductions for donations under Section 80G. Through this knowledge, students will develop critical skills in tax planning, financial analysis, and compliance, enabling them to effectively manage business finances and optimize tax liabilities.

Topics:

Computation of Profit and Gains of Business and Profession (PGBP), Allowable Deductions- Rent, Rates, Taxes, Insurance Premiums, Depreciation, Bad Debts, Employee Wages: Salaries, wages, bonus, commission, etc., paid to employees, Interest on capital, loans, or overdraft, Advertisement and Publicity, Traveling Expenses. Specific Deductions under Section 30 to 44DB, Allowance for Expenditure on Scientific Research, Set-off and Carry Forward of Losses, Deduction for Donation under Section 80G.

Readings:

- Singhania. and Singhania, M., Students Guide to Income Tax, Taxman Publications. [Chapter 6 and 7]
- Ahuja, G. and Gupta, R., Systematic Approach to Income Tax: Bharat Law House. [Chapter 6 and 7]
- Chandra, M. and Shukla, D.C., Income Tax Law and Practice: Pragati Publications. [Chapter 7,8 and 9]
- ICSI Executive Programme Manual

Module 5: **Capital Gain and Income Other Sources**

The module is designed to provide students with an in-depth understanding of the taxation of capital gains and income derived from various other sources. The purpose of this module is to elucidate the differences between long-term and short-term capital gains, the calculation of these gains, and their respective tax implications. Additionally, it covers the different sources of income for companies, focusing on dividends and interest on securities, and discusses the classification and tax incidence of these income types on companies. By mastering these topics, students will develop the analytical skills needed to accurately compute capital gains and other income, understand their tax obligations, and make informed financial decisions. This module is beneficial for students aiming to build expertise in tax planning, corporate finance, and compliance.

Topics:

Long-Term and Short-term capital gain, Different Sources of income of companies, Dividend and Interest on security, Classification and Tax Incidence on Companies

Readings:

- Singhania. and Singhania, M., Students Guide to Income Tax, Taxman Publications. [Chapter 8]
- Ahuja, G. and Gupta, R., Systematic Approach to Income Tax: Bharat Law House. [Chapter 8]
- Chandra, M. and Shukla, D.C., Income Tax Law and Practice: Pragati Publications. [Chapter 10]
- ICSI Executive Programme Manual

9. Assessment Plan (weight, mode, scheduling) for the course:

Sl. No.	Assessment	Weightage
1	Written Assignment based on 1st and 2nd Module	20%
2	Project work based on 3rd Module	20%
3	Written Assignment based case on the 4th Module	20%
4	End Term Exam for all Module	40%
	Total	100%

10. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
b. Special needs: Internship arrangement with Accounting and Finance firms.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.
d. Linkages with external agencies –BFSI Sector Skill Council of India and Tally.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School /CenterProposing the course	School of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Corporate Laws
Course Code	NSVSA5JSE03
Semester	5
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree
Proposed date of launch	Monsoon Semester 2024
Programme coordinator and team	Dr. Rekha Gulia, Dr.Asim Rayand External Experts

1. Does the course connect to, build on or overlap with any other course offered in AUD?

   No, the course does not connect to build on or overlap with any other course offered in AUD.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

   Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

   As per AUD Norms

4. Course scheduling: Monsoon Semester

5. How does the programme link with the vision of AUD?

   The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely. Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6. How is the proposed programme positioned vis-à- vis the programmatic scheme envisaged for the school at its inception? How does the programme link with other programme(s) of the School?

   Corporate Laws is an essential part of B.Voc. Accounting and Finance programme. The course emphasizes the clear understandingof the provisions of Companies Act 2013.

7. Course Details:

A. Summary: **Corporate Laws** will enable students to gain knowledge about the provisions of

Companies Act 2013, Securities and Exchange Board of India (SEBI) Regulations, that govern the corporate sector in India.

B. Objectives: This course aims to provide a comprehensive understanding of the company form of organization, focusing on its unique characteristics and critical evaluation. It covers the legal aspects of company formation, emphasizing the importance of required legal documents, and the procedures involved in issuing share capital. Students will learn about the rights and duties associated with company membership, and the provisions for company management and administration. Additionally, the course will equip students with knowledge of key SEBI regulations to ensure compliance, protect investor interests, and uphold the integrity and stability of the securities market.

C. Expected learning outcomes: After completing this course, students will be able to-

- Describe the legal procedures and requirements for forming various types of companies, including the necessary steps for incorporation and the importance of registration, memorandum, and articles of association.
- Evaluate different methods for raising share capital, such as further share issues, private placements, preferential placements, and rights issues.
- Identify and explain the different voting mechanisms used in company meetings, and their impact on corporate governance and decision-making.
- Outline the procedures for appointing and reappointing directors, detailing their roles and responsibilities.
- Apply SEBI regulations to ensure corporate compliance, investor protection, and market integrity.

8. Overall structure:

A. Course contents

Part 1: The Companies Act, 2013

Module 1 Introduction and Formation of a company
Module 2 Share Capital
Module 3 Company Meetings
Module 4 Company Management

Part 2: SEBI Act 1992

Module 5 SEBI Regulations

Module wise content

Module 1 Introduction and Formation of a company: This module provides a foundational understanding of how companies are formed and operate. It explores the key characteristics of a company, different company structures, and the legal framework surrounding them. Students will gain practical knowledge of the incorporation process, including the crucial documents like the Memorandum and Articles of Association. By delving into concepts like lifting the corporate veil and various doctrines, the module equips students with a critical perspective on company behavior and limitations.

Topics:

Meaning and Features of a company; concept of lifting of corporate veil, Types of companies including one-person company, small company and dormant company; Stages for Incorporation of Company,

Concept of important documents *viz*Memorandum of Association, Articles of Association; Doctrine of Ultra Vires, Doctrine of Constructive Notice and Doctrine of Indoor Management.

Readings:

- Jagota, R. (2022). *Corporate Laws* (2nd ed.). Taxmann Publication. pp 1-20, 34-43, 65-74, 77-81,86-92
- Chadha, R., & Chadha, S. (2024). *Company Law* (21st ed.). Scholar Tech Press. 2.1-2.9, 2.13-2.20, 3.1-3.15, 5.1-5.20 , 7.3-7.12
- Maheshwari S. N. &MaheshwariSuneel K. (2024). *Company Law* (1st ed.). Himalaya Publishing House. Pp 7-18, 58-67, 75-82
- Kuchhal, M.C., &Kuchhal, A. (2021). *Corporate Laws* (12th ed.). Mahavir Publication.
- ICSI Company Law Module

Module 2 Share Capital: This module dives into the world of share capital, the lifeblood of a company. Students will explore the different types of share capital and how companies raise funds through issuing shares. The module examines the prospectus, a vital document for investors, its various forms and the repercussions of any misleading information. Additionally, the module covers the rules surrounding share allotment, forfeiture, and rights shares, equipping students with a comprehensive understanding of share capital management. Overall, this module equips students with the knowledge and skills to analyze a company's financial structure and make informed investment decisions.

Topics:

Meaning and Types of Share capital, Prospectus; Meaning, Types, Contents; Consequences for Mis-statements in a prospectus, Rules of Allotment of Share Capital and forfeiture of shares, Issue of sweat equity; Employee Stock Option; Issue of Bonus Shares; Right Shares

Readings:

- Jagota, R. (2021). Corporate Laws (2nd ed.). Taxmann Publication. pp 97-106, 108-114, 114-132,133-136,
- Chadha, R., & Chadha, S. (2024). Company Law (21st ed.). Scholar Tech Press. pp 8.1-8.24, 9.1-9.8, 10.3-10.8, 11.16-11.21
- Maheshwari S. N. &MaheshwariSuneel K. (2024). *Company Law* (1st ed.). Himalaya Publishing House. pp 88-98, 115- 130
- Kuchhal, M.C., &Kuchhal, A. (2021). *Corporate Laws* (12th ed.). Mahavir Publication.
- ICSI Company Law Module

Module 3 Company Meetings: This module delves into the internal workings of companies through the prospective of company meetings. Students will gain insight into the various types of meetings held, from annual general meetings to board meetings. The focus will be on understanding the essential elements of a valid meeting, including proper notice, clear agendas, designated chairpersons, and achieving quorum. The module explores the role of proxies and how voting rights are exercised through resolutions and minutes. By examining modern practices like postal ballots and e-voting, students will develop a well-rounded understanding of how companies conduct meetings effectively and transparently.

Topics:

Types of meetings, Requisites of a valid meeting- notice, agenda, chairman, quorum, proxy, resolutions, minutes; postal ballot, Voting and poll, e-votingetc

Readings:

- Jagota, R. (2021). Corporate Laws (2nd ed.). Taxmann Publication. pp 97-106, 108-114, 114-132,133-136,
- Chadha, R., & Chadha, S. (2024). Company Law (21st ed.). Scholar Tech Press. pp 8.1-8.24, 9.1-9.8, 10.3-10.8, 11.16-11.21
- Maheshwari S. N. &MaheshwariSuneel K. (2024). *Company Law* (1st ed.). Himalaya Publishing House. pp 166-186
- Kuchhal, M.C., &Kuchhal, A. (2021). *Corporate Laws* (12th ed.). Mahavir Publication.
- ICSI Company Law Module

Module 4 Company Management: This module covers essential aspects such as the meaning and appointment procedures for directors, Director Identification Numbers (DINs), the legal responsibilities and positions of directors, including independent directors, managing directors, and whole-time directors. It also delves into the regulatory framework concerning managerial remuneration and the procedures for the removal of directors. This comprehensive study aims to equip students with a thorough understanding of corporate governance structures, legal compliance requirements, and strategic decision-making within companies. By focusing on these areas, students will develop critical skills in corporate leadership, governance practices, legal interpretation, and ethical decision-making, essential for future roles in management and corporate law.

Topics:

Meaning and Appointment of Directors, Director Identification Number, Legal Position of Directors, Independent Directors, Managing Director and Whole timeDirector, Managerial Remuneration, Removal of Directors

Readings:

- Jagota, R. (2021). Corporate Laws (2nd ed.). Taxmann Publication. pp 145-177
- Chadha, R., & Chadha, S. (2024). Company Law (21st ed.). Scholar Tech Press.pp 14.1-14.29, 14.48-14.60
- Maheshwari S. N. &MaheshwariSuneel K. (2024). *Company Law* (1st ed.). Himalaya Publishing House. pp 213-218, 225-238, 252-258
- Kuchhal, M.C., &Kuchhal, A. (2021). *Corporate Laws* (12th ed.). Mahavir Publication.
- ICSI Company Law Module

Module 5 SEBI Regulations: This module on SEBI Regulations provides a comprehensive overview of key regulatory frameworks governing different aspects of securities markets in India. It covers the Securities and Exchange Board of India (SEBI) regulations on depositories and participants, insider trading, mutual funds, and capital issuance and disclosure requirements. The module aims to

S.N0.	Assessment	Weightage:

familiarize students with the intricacies of regulatory compliance, market integrity, investor protection, and operational practices within the financial sector. By studying these regulations, students gain critical skills in legal interpretation, compliance management, risk assessment, and financial market operations. This knowledge equips them for careers in financial servicesand regulatory compliance roles, where understanding and adhering to SEBI regulations are fundamental to maintaining market stability and investor confidence.

Topics:

- Securities and Exchange Board of India (Depositories and Participants) Regulation, 2018 [Last amended on August 23, 2023]
- Securities and Exchange Board of India (Prohibition of Insider Trading) Regulations, 2015 [Last amended on November 24, 2022]
- Securities and Exchange Board of India (Mutual Funds) Regulations 1996 [Last amended on August 18, 2023]
- Securities and Exchange Board of India (Issue of Capital and Disclosure Requirements) Regulations, 2018 [Last amended on December 21, 2023]

Readings:

- https://www.sebi.gov.in/legal/regulations/aug-2023/securities-and-exchange-board-of-india-depositories-and-participants-regulation-2018-last-amended-on-august-23-2023-_76490.html
- https://www.sebi.gov.in/legal/regulations/nov-2022/securities-and-exchange-board-of-india-prohibition-of-insider-trading-regulations-2015-last-amended-on-november-24-2022_65864.html
- https://www.sebi.gov.in/legal/regulations/aug-2023/securities-and-exchange-board-of-india-mutual-funds-regulations-1996-last-amended-on-august-18-2023-_76333.html
- https://www.sebi.gov.in/legal/regulations/dec-2023/securities-and-exchange-board-of-india-issue-of-capital-and-disclosure-requirements-regulations-2018-last-amended-on-december-21-2023-_80421.html

Additional Readings:

- *Corporate Laws* by Taxmann's Editorial Board. (2024), (49th ed.), Taxmann Books
- Maheshwari S. N. &MaheshwariSuneel K. (2024). *A Manual of Business Laws.* (8th ed.). Himalaya Publishing House Pvt Limited

Note: *Latest edition of the textbooks may be used*

9. Assessment Plan (weight, mode, scheduling) for the course:

1	Written Assignment based onModule 1 and 2	20%
2	Project/ Case Study based on Module 3 and 4	20%
3	Project/ Case Study based on Module 5	20%
4	End Term Assessment based on complete syllabus (40%)	40 %
	Total	100

10.Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
b. Special needs: Internship arrangement with Accounting and Finance firms.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.
d. Linkages with external agencies –BFSI Sector Skill Council of India

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi

School /CenterProposing the course	School Of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Corporate Accounting
Course Code	NSVSA6JSE01
Semester	6
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree
Proposed date of launch	Winter Semester 2024-25
Programme coordinator and team	Dr. Rekha Gulia, Dr. Asim Ray and External Experts

Proposal for Launch of a Course
(To be approved by the Academic Council)

1. Does the course connect to, build on or overlap with any other course offered in AUD?
   The course is built on 'Introduction to Accounting' offered in first semester in B.Voc(A&F). The course does not overlap with any other course offered in AUD.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

   Students who have passed the 4th semester of B.Voc. accounting and Finance and have NSQF Level 6 in Accounting and Finance.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

   As per AUD Norms

4. Course scheduling: Monsoon Semester

5. How does the course link with the vision of AUD?

   The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing an understanding of the basic concepts and principles of Corporate Accounting. Students enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6. How the proposed course is positioned, vis-à- vis the programmatic scheme envisaged for the School at its inception? How does the course link with other programme(s) of the School?

Corporate Accounting is an essential part of B.Voc. Accounting and Finance programme. The course emphasizes the clear understanding of an overview of the basic principles of Corporate Accounting

7. Course Detail

a) Summary-This course will enable student to gain knowledge about the basics of Corporate Accounting for the job of Accounts Manager.

b) Objectives:The objective of the Corporate Accounting course is to provide students with a comprehensive understanding of the fundamental concepts and principles of corporate accounting. The course will equip students with the skills to prepare various financial statements and develop a strong conceptual knowledge base. Students will learn to accurately record entries related to the issuance and redemption of equity shares, preference shares, and debentures. Additionally, the course will cover financial statement analysis using cash flow statements and ratio analysis and explore financial reporting practices, including Corporate Social Responsibility (CSR) and sustainability reporting to make students well-versed in corporate accounting and reporting standards.

c) Learning Outcome- After completing the course student will be able to

- Demonstrate a clear understanding of the core concepts and principles of Corporate Accounting, including the preparation of financial statements.
- Apply various techniques to prepare financial statements, demonstrating a solid conceptual understanding of Corporate Accounting principles.
- Analyze and interpret accounting entries related to the issuance and redemption of equity shares, preference shares, and debentures.
- Conduct financial statement analysis using cash flow statements and ratio analysis techniques to assess the financial health and performance of a company.
- Evaluate and apply principles of Financial Reporting, including CSR reporting and sustainability reporting, to real-world corporate scenarios.

8. Overall Structure (course organisation; rationale of organisation; brief module outlines):

- Module 1 Shares and Share Capital
- Module 2 Debentures
- Module 3 Company Financial Statements
- Module 4 Financial Statement Analysis
- Module 5 Corporate Financial Reporting

A. Course Content

Module wise content

Module1- Shares and Share Capital: This module on Shares and Share Capital provides a comprehensive understanding of the fundamental aspects of corporate finance and equity management. It covers the meaning and types of shares, including equity and preference shares, as well as the processes involved in issuing, allotting, forfeiting, and reissuing shares.

Additionally, the module explores advanced concepts such as the book-building process for initial public offerings (IPOs) and the redemption of preference shares. Practical accounting problems related to these topics enhance students' analytical skills and their ability to apply theoretical knowledge in real-world scenarios. By studying this module, students develop critical skills in financial analysis, corporate finance strategies, regulatory compliance, and accounting practices, preparing them for roles in financial management and regulatory compliance within the corporate sector.

Topics:

Meaning of Shares, Types of Shares, Issue and Allotment of Shares, Forfeiture and re issue of shares, Book Building process, Redemption of Preference Shares, Practical accounting problems relating to above topics.

Readings:

- Monga, J.R., & Bahadur, R. (2024). *Fundamentals of Corporate Accounting* (29th ed.). Scholar Tech Press.Chapter 2, pp 2.1-2.23, 2.63-2.66, 4.1-4.19
- Goyal, B.K. (2024). *Corporate Accounting* (11th ed.). Taxmann Publications Pvt. Ltd. pp 2.1-2.34, 2.70-2.75, 6.1-6.14, 6.51-6.53
- Maheshwari S. N., MaheshwariSuneel K. &MaheshwariSharad K. (2019). *Fundamentals of Corporate Accounting*. Vikas Publishing House Pvt Ltd. Chapter 2
- ICAI, Corporate and Management Accounting Module

Module 2 Debentures: The module on Debentures provides a comprehensive study of these significant financial instruments used by companies to raise capital. It covers the meaning and various types of debentures, including secured, unsecured, convertible, and non-convertible variants, along with the processes involved in their issuance. Students learn about the complexities of debenture redemption, including methods such as the sinking fund approach aimed at ensuring timely repayment. Numerical problems integrated into the curriculum enhance practical understanding, focusing on calculations related to the issuance and redemption of debentures. This module aims to equip students with essential skills in financial analysis, strategic financial planning, risk management, and compliance with regulatory frameworks.

Topics:

Meaning, Types and Issue of Debentures, Redemption of Debentures, Sinking Fund Method, Numerical problems on issue and redemption of debentures.

Readings:

- Monga, J.R., & Bahadur, R. (2024). *Fundamentals of Corporate Accounting* (29th ed.). Scholar Tech Press. pp 8.1-8.20, 9.1-9.16
- Goyal, B.K. (2024). *Corporate Accounting* (11th ed.). Taxmann Publications Pvt. Ltd. pp 8.36-8.48, 9.1- 9.45
- Maheshwari S. N., MaheshwariSuneel K. &MaheshwariSharad K. (2019).

Fundamentals of Corporate Accounting. Vikas Publishing House Pvt Ltd. Chapter 3

- ICAI, Corporate and Management Accounting Module

Module 3 Company Financial Statements: The module on Company Financial Statements under the Companies Act 2013 provides a comprehensive understanding of the key financial reporting requirements for corporations. It covers the preparation and presentation of financial statements, focusing on the Statement of Profit and Loss (Income Statement) and the Balance Sheet. Students learn the principles and methodologies involved in compiling these statements, including accounting standards and regulatory compliance under the Companies Act. Practical accounting problems are included to enhance students' proficiency in applying theoretical knowledge to real-world financial scenarios. By studying this module, students develop critical skills in financial analysis, interpretation of financial data, compliance with accounting standards, and communication of financial performance.

Topics:

An overview of financial statements based on Companies Act 2013, Preparation of Company Financial Statements- Statement of Profit and Loss and Balance Sheet, Accounting Problems related to above topics.

Readings:

- Monga, J.R., & Bahadur, R. (2024). Fundamentals of Corporate Accounting (29th ed.). Scholar Tech Press. pp 9.1-9.38
- Goyal, B.K. (2024). Corporate Accounting (11th ed.). Taxmann Publications Pvt. Ltd. pp 9.36- 9.96
- Maheshwari S. N., MaheshwariSuneel K. &MaheshwariSharad K. (2019). *Fundamentals of Corporate Accounting*. Vikas Publishing House Pvt Ltd. Chapter 4
- ICAI, Corporate and Management Accounting Module

Module 4 Financial Statement Analysis: The module on Financial Statement Analysis provides an understanding of how to assess and interpret a company's financial health and performance. It begins with the meaning and various modes of financial analysis, such as horizontal, vertical, and trend analysis. The module includes the preparation and interpretation of Cash Flow Statements in accordance with Accounting Standard 3 (AS 3) (Revised), emphasizing operating, investing, and financing activities. Additionally, it covers Ratio Analysis, explaining the meaning, types (liquidity, profitability, solvency, and efficiency ratios), and the interpretation of financial ratios to evaluate a company's operational efficiency and financial stability. Practical accounting problems related to these topics ensure that students can apply theoretical knowledge to real-world scenarios. By studying this module, students develop essential skills in financial analysis, critical thinking, data interpretation, and decision-making.

Topic:

Meaning and modes of analysis, Meaning and Preparation of Cash Flow Statement as per AS 3 (Revised), Ratio Analysis-Meaning, Types and Interpretation of Ratio, Accounting Problems related to above topics.

Readings:

- Monga, J.R., & Bahadur, R. (2024). Fundamentals of Corporate Accounting (29th ed.). Scholar Tech Press. pp 10.1 -10.48
- Goyal, B.K. (2024). Corporate Accounting (11th ed.). Taxmann Publications Pvt. Ltd. pp 10.1- 10.56
- Maheshwari S. N., MaheshwariSuneel K. &MaheshwariSharad K. (2019). *Fundamentals of Corporate Accounting*. Vikas Publishing House Pvt Ltd. Chapter 7
- ICAI, Corporate and Management Accounting Module

Module 5 Corporate Financial Reporting: The module on Corporate Financial Reporting provides a comprehensive understanding of the principles and practices involved in reporting a company's financial and non-financial performance. It covers the meaning and objectives of corporate financial reporting, emphasizing its role in ensuring transparency, accountability, and informed decision-making by stakeholders. The module also delves into the preparation of various types of reports, including Sustainability Reporting and Corporate Social Responsibility (CSR) Reporting, which highlight a company's commitment to environmental, social, and governance (ESG) factors. By studying this module, students develop critical skills in financial reporting, ethical standards, sustainability practices, and strategic communication.

Topics:

Meaning and Objectives of Corporate Financial Reporting, Preparation of different types of Reports- Sustainability reporting and CSR reporting.

Readings:

- Monga, J.R., & Bahadur, R. (2024). Fundamentals of Corporate Accounting (29th ed.). Scholar Tech Press. pp 15.1- 15.25
- Goyal, B.K. (2024). Corporate Accounting (11th ed.). Taxmann Publications Pvt. Ltd. pp15.1- 15.46
- Maheshwari S. N., MaheshwariSuneel K. &MaheshwariSharad K. (2019). *Fundamentals of Corporate Accounting*. Vikas Publishing House Pvt Ltd. Pp 2.143-2.168
- ICAI, Corporate and Management Accounting Module

Note: *Latest edition of the textbooks may be used*

10. Assessment Plan (weight, mode, scheduling) for the course:

S. No.	Assessment	Weightage:
1	Written assignments based on 1st and 2nd Module	20%
3	Case Study based on 3rd and 4th Module	20%
4	Project based on 5thModule	20%
5	End Term Examination based on all modules	40 %
	Total	100%

11. Pedagogy:

- Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, and workbooks.
- Special needs: Internship arrangement with Accounting and Finance firms.
- Expertise in AUD faculty or outside – Guest faculty from Industry.
- Linkages with external agencies –BFSI Sector Skill Council of India.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School /CenterProposing the course	School Of Vocational Studies
Programme Name	B.Voc. Accounting and Finance
Course Title	Financial Management
Course Code	NSVSA6JSE02
Semester	6
Total Credit	4
Course Type (Core Compulsory Elective/ any other please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	B.Voc. Degree
Proposed date of launch	Winter Semester 2024-25
Programme coordinator and team	Dr. Rekha Gulia, Dr.Asim Rayand External Experts

1. Does the course connect to, build on or overlap with any other course offered in AUD?

   No the course does not connect to build on or overlap with any other course offered in AUD.

2. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

   As per AUD Norms

4. Course scheduling: Monsoon Semester

5. How does the programme link with the vision of AUD?

   The vision of the university is to promote equity, social justice, with excellence and to provide such education to student who would be sensitive enough to enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely towards developing an understanding of the basic concepts and principles of Financial Management. Student enrolled in the course will be working in the industries and demonstrate the relevant skill and knowledge acquired from the course.

6. How the proposed programme is positioned, vis-à- vis the programmatic scheme envisaged for the School at its inception. How does the programme link with other programme(s) of the School?

Financial Management is an essential part of B.Voc. Accounting and Finance programme. The course emphasizes the clear understanding of an overview of the basic principles of Financial Management

7. Course Detail

A) Summary-This course will enable student to gain knowledge about the basics of Financial Management for the job of Accounts Manager.

B) Objective: The Financial Management course equips students with essential skills in financial planning and control. The objective is to enable students to evaluate investment opportunities through capital budgeting, determine optimal financing using cost of capital and capital structure analysis, make informed dividend decisions, and manage working capital to ensure liquidity and operational efficiency.

C) Learning Outcome- After completing the course student will be able to

- Understand the fundamental concepts and principles of financial management.
- Develop the ability to evaluate investment opportunities using capital budgeting techniques.
- Analyze the cost of capital and capital structure to determine the optimal financing mix for a company.
- Make informed decisions regarding dividend distribution and understand their impact on shareholder value.
- Manage working capital effectively to ensure liquidity and maintain operational efficiency in business operations.

8. Overall structure (course organisation; rationale of organisation; brief module outlines):

Module 1	Basics of Financial Management
Module 2	Cost of Capital and Capital Structure
Module 3	Capital Budgeting
Module 4	Working Capital Decision
Module 5	Dividend Decision

Course Content

Module 1: Basics of Financial Management: The module on Basics of Financial Management provides a foundational understanding of the principles and practices essential to effectively managing financial resources within organizations. It covers the nature, scope, and objectives of financial management, emphasizing its role in maximizing shareholder wealth through prudent financial decision-making. Key concepts such as valuation methods including Net Present Value (NPV), Future Value, and Annuity are explored in detail, offering students tools to evaluate investment opportunities and financial strategies. Additionally, the module delves into risk and return principles, discussing various types of risks and methods to evaluate investment risks against expected returns. By studying this module, students develop critical skills in financial analysis, strategic planning, risk assessment, and decision-making under uncertainty.

Topics:

Nature, Scope and objective of Financial Management, Valuation concepts: Net Present Value (NPV), Future Value, Annuity; Risk and return-Types and Evaluation.

Readings:

- Maheshwari, S. N. (2019). *Elements of Financial Management* (12th revised & enlarged ed.). Sultan Chand & Sons. pp A3 – A13, A37-A48, A69-A80
- Khan, M. Y., & Jain, P. K. (2018). *Financial Management* (8th ed.). McGraw Hill Education. pp 1.3- 1.19, 2.1-2.18, 3.1-3.19
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press. pp 1.3-1.17
- Rustagi, R.P. (2024). *Financial management: Theory, Concepts, Problems* (7th ed.).Taxmann Publications Pvt. Ltd. Chapter 1
- ICAI, Module related to Financial Management
- Pandey, I. M. (2021). *Financial Management.* (12th ed.). Pearson. Chapter 1
- Maheshwari, S. N. (2019). *Financial Management: Principles and Practice* (15th ed.). Sultan Chand & Sons. pp A3-A25

Module 2 : Cost of Capital and Capital Structure: The module on Cost of Capital and Capital Structure provides a comprehensive exploration of crucial financial concepts essential for effective corporate decision-making. It begins by defining the Cost of Capital and its components, including Equity, Retained Earnings, Debt, and Preference Capital. Methods for calculating each component are discussed, along with the Weighted Average Cost of Capital (WACC) and Marginal Cost of Capital, which are fundamental in determining the optimal mix of financing sources for a company. The module also covers various theories of Capital Structure, such as the Net Income Approach, Net Operating Income Approach, Modigliani-Miller (MM) Hypothesis, and the Traditional Approach, offering insights into how firms choose their capital mix to maximize value and minimize costs. By studying this module, students develop critical skills in financial analysis, capital budgeting, risk assessment, and strategic financial planning. These skills are essential for roles in financial management, corporate finance, and strategic advisory positions, where understanding cost of capital and capital structure theories is crucial for making informed financial decisions and optimizing corporate performance and profitability.

Topics:

Meaning of Cost of Capital, components of cost of capital, Methods for calculating Cost of Capital: Equity Capital, Retained Earnings, Debt and Preference Capital, Weighted Average Cost of Capital (WACC) and Marginal Cost of Capital; Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional Approach)

Readings:

- Maheshwari, S. N. (2019). Elements of Financial Management (12th revised & enlarged ed.). Sultan Chand & Sons. pp C169-C205, B 21- B71

- Khan, M. Y., & Jain, P. K. (2018). Financial Management (8th ed.). McGraw Hill Education. pp 11.1-11.25, 19.1-19.31
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press.7.1-7.20, 9.1-9.16
- Rustagi, R.P. (2024). *Financial management: Theory, Concepts, Problems* (7th ed.). Taxmann Publications Pvt. Ltd. Chapter 10,13
- ICAI, Module related to Financial Management
- Pandey, I. M. (2021). *Financial Management.* (12th ed.). Pearson. Chapter 13
- Maheshwari, S. N. (2019). *Financial Management: Principles and Practice* (15th ed.). Sultan Chand & Sons. pp B21-B34, B169-B177

Module 3: Capital Budgeting: The module on Capital Budgeting equips students with essential knowledge and skills to evaluate potential investment opportunities within organizations. It begins by defining the meaning and highlighting the importance of capital budgeting in allocating financial resources efficiently. Key appraisal methods discussed include the Payback Period, Discounted Payback Method, Accounting Rate of Return (ARR), Internal Rate of Return (IRR), Net Present Value (NPV), and Profitability Index (PI). These methods provide students with practical tools to analyze cash flows, assess risk, and determine the financial viability of projects over their lifecycle. By studying this module, students develop critical skills in financial analysis, risk assessment, decision-making under uncertainty, and strategic planning.

Topics:

Meaning and Importance,The Capital Budgeting Process, Appraisal Methods: Payback Period Method, Discounted Payback method, Accounting Rate of Return, Internal Rate of Return (IRR), Net Present Value(NPV), Profitability Index

Readings:

- Maheshwari, S. N. (2019). Elements of Financial Management (12th revised & enlarged ed.). Sultan Chand & Sons. pp C3-C67
- Khan, M. Y., & Jain, P. K. (2018). Financial Management (8th ed.). McGraw Hill Education. pp 9.1- 9.44
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press. pp 5.3-5.45
- Rustagi, R.P. (2024). *Financial management: Theory, Concepts, Problems* (7th ed.).Taxmann Publications Pvt. Ltd. Pp 178-187
- ICAI, Module related to Financial Management
- Pandey, I. M. (2021). *Financial Management.* (12th ed.). Pearson. Chapter 8
- Maheshwari, S. N. (2019). *Financial Management: Principles and Practice* (15th ed.). Sultan Chand & Sons. pp C3-C79

Module 4: Working Capital Decision: The module on Working Capital Decision focuses on understanding and managing the essential components of a company's short-term financial health. It covers the concepts of Working Capital, which includes current assets and liabilities crucial for day-to-day operations. Students learn about the Operating Cycle and the Risk-return trade-off involved in managing Working Capital effectively. The module also

addresses methods for estimating Working Capital needs, exploring sources of finance such as short-term loans, trade credit, and internal accruals. Management strategies for Cash, Receivables, and Inventory are examined in detail, emphasizing efficient utilization and control to optimize liquidity and minimize costs. By studying this module, students develop practical skills in financial analysis, liquidity management, risk assessment, and strategic decision-making.

Topics:

Concepts of Working Capital, Operating Cycle, Risk-return trade off, Working Capital Estimation, Sources of Working Capital Finance, Management of Working Capital: Cash Receivables and Inventory. Means of Financing the Working Capital

Readings:

- Maheshwari, S. N. (2019). Elements of Financial Management (12th revised & enlarged ed.). Sultan Chand & Sons. pp D3-D31, D41-D43, D63-D82, D93- D95
- Khan, M. Y., & Jain, P. K. (2018). Financial Management (8th ed.). McGraw Hill Education. Pp 13.3-13.10, 14.1-14.16, 15.1-15.15, 16.1-16.16
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press.11.3-11.18,12.1-12.12, 13.1-13.12, 14.1-14.12
- Rustagi, R.P. (2024). *Financial management: Theory, Concepts, Problems* (7th ed.). Taxmann Publications Pvt. Ltd. Chapter 17,18,19,20
- ICAI, Module related to Financial Management
- Pandey, I. M. (2021). *Financial Management.* (12th ed.). Pearson. Chapter 27,28,29,30,31
- Maheshwari, S. N. (2019). *Financial Management: Principles and Practice* (15th ed.). Sultan Chand & Sons. pp D3-D11, D41-D55, D63-D82, D93-D96

Module 5: Dividend Decision: The module on Dividend Decision explores the critical aspects of how dividend policies impact corporate valuation, examining both the relevance and irrelevance perspectives. It includes an in-depth analysis of the Modigliani-Miller (MM) Theory, which argues that dividend policy does not affect firm value in perfect markets. Additionally, the module covers Walter's Model and Gordon's Model, both of which propose that dividend decisions can influence a company's value based on factors like growth opportunities and investor preferences. This module aims to equip students with an understanding of dividend policy formulation and its strategic implications. By studying this module, students develop essential skills in financial analysis, valuation techniques, critical thinking, and strategic decision-making.

Content: Relevance and Irrelevance of dividend decision for corporate valuation- MM Theory, Walter's Model, Gordon's Model

Readings:

- Maheshwari, S. N. (2019). Elements of Financial Management (12th revised & enlarged ed.). Sultan Chand & Sons. pp C119-C146

- Khan, M. Y., & Jain, P. K. (2018). Financial Management (8th ed.). McGraw Hill Education. pp 29.3-29.19
- Singh, S., & Kaur, R. (2023). *Fundamentals of Financial Management* (10th ed.). Scholar Tech Press. pp 15.3-15.15
- Rustagi, R.P. (2024). *Financial management: Theory, Concepts, Problems* (7th ed.).Taxmann Publications Pvt. Ltd. Chapter 15,16
- ICAI, Module related to Financial Management
- Pandey, I. M. (2021). *Financial Management.* (12th ed.). Pearson. Chapter 17,18
- Maheshwari, S. N. (2019). *Financial Management: Principles and Practice* (15th ed.). Sultan Chand & Sons. PP C119-C147

9. Assessment Plan (weight, mode, scheduling) for the course:

Sl. No.	Assessment	Weightage
1	Case study based assignment based on Module 1 and 3	20%
2	Numerical Assignment Module 2	20%
3	Project/ Case Study Module 4 and 5	20%
4	End Term Examination based on all modules	40%
	Total	100

10. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, special workshops, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role-plays, and workbooks.
b. Special needs: Internship arrangement with Accounting and Finance firms.
c. Expertise in AUD faculty or outside – Guest faculty from Industry.
d. Linkages with external agencies –BFSI Sector Skill Council of India and Tally.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses, which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B.Voc. Accounting and Finance
Course title	Internship
Course code	NSVSA6ICE01
Total Credits	8
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill Course – Practical
Level (Pre-doctoral/MA/PG Diploma/ Certificate/ UG)	B.Voc. Degree
Proposed date of launch	Winter Semester 2024-25
Course coordinator and team	Dr Asim Ray and External Experts

1. Does the course connect to, build on, or overlap with any other courses offered in AUD?

This course builds on, all the courses offered in B.Voc (Accounting and Finance) in AUD.

2. Specific requirements on the part of students who can be admitted to this course

Any student who passes Semester 6 of B Voc (Accounting and Finance) programme.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed)
As per AUD Norms

4. Course scheduling-Winter Semester 2024-25

5. How does the course link with the vison of AUD

Students who have acquired various skills taught in the 1-6th semester of BVoc Accounting and Finance are expected to work in different industries and expected to demonstrate the relevant skills and knowledge for the Job role of Accounts Manager. This practical course aims at creating Accounts Manager, who will practice in their field with social sensitivity, integrity, and greater accountability for the larger cause of social justice, equity, and excellence.

6. How does the course link with the specific programme(s) where it is being offered?

The Internship (Accounts Executive) comprises 8 credits or 60 days(480 hours) of mandatory training at an Accounting or Finance organization. Post the internship, the student is assessed through a combination of industrial professional and faculty member. The

internship shall mandatorily impart practical knowledge and hands-on experience of concepts and theories learned in the courses of BVoc Accounting and Finance. Hence, through this internship, students will be able to correlate classroom teaching and practical work of accounts executive job role.

7 Course Details:

A) Summary: As part of the internship, students will go out on training for 60 days after the completion of the syllabus of the semesters. They are exposed to the practical aspects of the skills that they learned in the course.

B) Objectives: The main objective of the internship is to assist students in developing their practical skills and knowledge. The internship aims to familiarize students with the functioning of Accounting and Tax Software, Practical knowledge of the different procedures under Income Tax and TDS compliances, Refunds and other statutory documentation and compliance requirements, application of theoretical knowledge of Financial Management, Corporate Laws and Accounting for Mangerial Decisions.

C) Expected Learning outcomes: After the internship, students will be able to:

- Analyse financial statements to assess a company's financial health, performance, and overall financial position.
- Prepare and present financial information to support decision-making.
- Contribute to management reporting, performance measurement, and decision-making support.
- Identify potential tax deductions and credits to minimize tax liabilities
- Understand the roles and responsibilities of directors, officers, and shareholders within the company.
- Apply financial management principles to assist in capital budgeting and investment decision-making processes.
- Understand financial reporting standards and the ability to ensure compliance.
- Assist in the process of CSR reporting, including gathering and analysing relevant financial data

D) Overall structure (course organization; rationale of such organization): Course contains 60 days of mandatory internship in any Accounting and Finance organization of minimum of 480 hours of study.

E) Course contents: Internship is the site where the student puts into practice the theory of skills that he/she has been studying in the course of the on-campus curriculum delivery. Based on his/her experiences at the internship, the student will prepare and submit a report and presentation. The student must be given grounding in best practices in report writing, formatting, and use of language.

F) Assessment Plan (weight, mode, scheduling) for the course:

S. No.	Assessment	Period of Assessment	Weightage
1	Internship Project Report	After internship	25%
2	Internship Presentation & Viva	After internship	20%
3	Mid-term feedback/assessment of students on the internship activities	During the middle of the internship	20%
4	Internship Feedback from the Industry	Throughout the period of internship	15%
5	Workbook Assignments	After internship	20%
Total			100%

8) Pedagogy

A) Instructional Strategies- Internship is the site where the student will put into practice the theory of skills that he/she has been studying in course of the on-campus curriculum delivery. Based on his/her experiences during the internship, the student will prepare and submit a report. It is important that the student be given grounding in best practices in report writing, formatting and use of language. The programme coordinator from the school and one person from the organization will mentor student where she /he will be undergoing the internship/OJT.

B) Special needs Internship arrangement with various Accounting and Finance organizations.

C) Expertise in AUD faculty or outside – Various experts who will be providing practical training support.

D) Linkages with external agencies – Relevant industries for the internship and BFSI Sector Skill Council of India

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses, which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies (if any):

Suggestions:

Signature of the Dean of the School

Agenda No. 4: Proposal for approval of the BVoc Tourism and Hospitality, Semester 5 & 6 skill courses. There are 03 skill courses and one long internship/OJT courses, which are placed below.

Semester	Name of the course	Credits	Job role
Semester-5	Quantity Food Production	4 Credits	**Restaurant Manager**
	Planning & Operating Restaurant Business	4 Credits	
	Team Handling and Communication in Restaurant Business	4 Credits	
Semester-6	**Internship / OJT -3 (four months)**	**16 credits**	

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

COURSES FOR SEMESTER 5

School/ proposing the course	**School of Vocational Studies**
Programme(s)	**B.Voc in Tourism and Hospitality**
Course title	**Indian Cuisines and Culinary Skills**
Course code	**NSVST5JSE01**
Credits	**4**
Course type (core/compulsory/optional/any other – please specify)	**Compulsory Skill**
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	**Undergraduate**
Course coordinator and team	**Dr. Priya Singh & Expert Committee**

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent.
2. **Specific requirements on the part of students who can be admitted to this course: (**Pre-requisites; prior knowledge level; any others – please specify): Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who are promoted from semester 4 to semester 5.

4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Monsoon Semester

5. **How does the course link with the vision of AUD?**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Quantity Food Production is geared towards the job role of a Restaurant Manager comprises four modules .These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 4-credit course with in-built theory and practical components of 48 hours respectively.

6. **How does the course link with the specific programme(s) where it is being offered?**

   Quantity Food Production is an essential part of B.Voc- Tourism and Hospitality course which emphasized on the significance of Food and Beverage Production on large scale in hospitality operations. It is an industry related specialized programme. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. **Summary:** Quantity Food Production" course covers principles of large-scale food preparation, emphasizing efficiency and quality in commercial settings. Topics include menu planning, portion control, and recipe scaling for diverse clientele. Students learn about kitchen management, food safety standards, and cost-effective ingredient sourcing. Hands-on experience in industrial kitchens enhances skills in batch cooking, inventory management, and food presentation techniques. Emphasis is placed on teamwork, communication, and adaptability to meet the demands of high-volume dining establishments. Graduates are equipped with the expertise to excel in various roles within the hospitality and food service industries.

b. **Course Objective:**

   The "Quantity Food Production" course aims to teach principles of large-scale food preparation and portion control. It covers menu planning, kitchen management, and food safety, emphasizing efficiency and cost-effectiveness. Students develop skills in ingredient sourcing, inventory management, and teamwork for success in hospitality and food service industries.

c. **Expected Learning Outcomes:** On successful completion of this module, students will be able to:-

   - Demonstrate proficiency in planning and executing large-scale food production operations, including menu design, portion control, and quality assurance techniques.

   - Acquire advanced skills in preparing traditional Indian dishes, focusing on

techniques such as spice blending, marination, and cooking methods specific to Indian cuisine.

- Identify and analyse the distinctive ingredients, cooking methods, and cultural influences that characterize regional cuisines from Northern and Eastern India.

- Identify and analyse the unique ingredients, flavours, and cooking techniques that define regional cuisines from Southern and Western India, demonstrating an understanding of their diversity and historical context.

Develop cultural sensitivity and appreciation for the diversity of Indian culinary traditions.

d. **Overall Structure:** The Course is geared towards the job role of a Restaurant Manager comprises four modules .These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 4-credit course with in-built theory and practical components of 60 hours respectively.

8. Module Outline:

Module 1: Introduction to Quantity Food Production:

The module "Introduction to Quantity Food Production" aims to equip students with foundational knowledge and practical skills essential for managing large-scale food production operations in various hospitality settings, such as hotels, resorts, and catering services. By studying this module, students will gain a diverse set of skills, including:

- **Production Planning**: Students learn to plan and organize food production schedules to meet quantity demands efficiently.
- **Food Safety and Hygiene**: Understanding of proper food handling, storage, and hygiene practices to ensure compliance with health and safety regulations.
- **Menu Development:** Skills in designing menus that are cost-effective, nutritionally balanced, and appealing to diverse tastes.
- **Kitchen Management:** Knowledge of kitchen layout, equipment usage, and workflow optimization to streamline production processes.

1.1 Overview of Quantity Food Production: Definition and significance of quantity food production in the hospitality industry; Quantity Food Production Equipment: Equipments required for Volume Production; Care and maintenance of the equipments; Modern developments in Quantity Kitchen equipments.

1.2 Menu Planning for Large-Scale Operations: Factors influencing menu planning for quantity food production outlets such as Industrial, Institutional, Mobile Catering Units; Planning menus for School/colleges; Industrial Cafeterias; Hospitals; Outdoor Catering Events; Transport Catering (cruise, airlines, railways, highways).

1.3 Indenting and Planning for Quantity Kitchen: Principles of Indenting for volume feeding; Portion sizes of various items for bulk cooking; Challenges while indenting for volume feeding; Principles of planning for quantity food production; Space

allocation/layout; Equipment Selection; Manpower planning; Sop's for Kitchen, Briefing and Debriefing.

Suggested Readings:

- Bali, P. S., & Sudarshan, M. L. (2016). *Food Production Operations* (pp. 7-21, 46-54, 78-95).
- Bali, P. S. (2019). *Quantity Food Production Operations and Indian Cuisine* (pp. 36-58, 89-110).
- Arora, K. (2019). *Theory of Cookery* (pp. 39-48).

Module 2: Introduction to Indian Cookery: The module "Introduction to Indian Cookery" aims to familiarize students with the rich culinary traditions of India. It provides an in-depth exploration of spices, ingredients, and cooking techniques unique to Indian cuisine. Students will learn to appreciate cultural aspects through food, gaining insights into regional variations and historical influences that shape Indian cooking. By studying this module, students will gain the following skills:

- **Culinary Techniques:** Mastering fundamental Indian cooking methods such as tempering, spice blending, and sauce preparation.
- **Ingredient Knowledge:** Understanding the diversity and uses of spices, herbs, and other key ingredients in Indian dishes.
- **Cultural Appreciation:** Developing an appreciation for the cultural significance of food in Indian society and celebrations.
- **Creativity in Cooking:** Experimenting with flavours and adapting recipes to create traditional and innovative Indian dishes.
- **Practical Application:** Applying learned skills to prepare authentic Indian meals, gaining confidence in culinary execution.

2.1-Introduction to Indian Cuisine: History and Heritage of Indian Cuisine; Factors affecting the eating habits of people in different parts of the country

- Geographic location
- Historical background
- Seasonal availability
- Special equipment
- Staple diets
- GI tagging and Indian Foods

2.2-Cooking for Festivals and Special Occasions: Specialty cuisines for regional festivals and special occasions.

2.3-Introduction to Indian Sweets

- Introduction Origin and history of Indian sweets
- Ingredients used in Indian Sweets
- Preparation of popular Indian Sweets

2.4-Community Food Cooking: Special features of Community food cooking

- Parsee
- Jains

- Christian
- Bohri

Suggested Readings:

- Pant, P. (2010). *The Indian vegetarian cookbook* (pp. 7-21).
- Bajaj, A., & Sunderam, V. (2017). *Rasika: Flavors of India* (pp. 12-21, 34-49).
- Bali, P. S. (2019). *Quantity food production operations and Indian cuisine* (pp. 39-48).
- Kalra, J. I. S. (2006). *Prashad: Cooking with Indian masters* (pp. 14-53).

- Dekho Apna Desh Webseries by Ministry of Tourism: https://tourism.gov.in/whats-new/dekho-apna-desh-webinars-season-1-ministry-tourism

Module 3: Regional Cuisines of Northern and Eastern India: The module "Regional Cuisines of Northern and Eastern India" aims to deepen students' understanding of culinary diversity and cultural significance within these regions. It explores the historical, geographical, and socio-cultural factors influencing cuisine development, fostering appreciation for local traditions and ingredients. By studying this module, students will gain the following skills:

- **Culinary Knowledge:** Students learn about traditional cooking techniques, ingredients, and iconic dishes from Northern and Eastern India.
- **Cultural Awareness:** They gain insights into how food reflects cultural identities and societal practices, enhancing cross-cultural understanding.
- **Research and Analysis:** Students develop skills in researching regional cuisines, analysing their evolution, and evaluating their impact on contemporary culinary trends.
- **Communication:** They practice effectively communicating culinary concepts and experiences, essential for roles in tourism**,** hospitality, and food media.
- **Creativity and Innovation:** The module encourages creativity in adapting regional recipes and promoting culinary heritage through innovative approaches.

3.1-Cuisines of Northern India

- Kashmir
- Mughlai
- Punjab
- Himachal Pradesh

3.2-Cuisines of Eastern India

- Bengal
- Orissa
- Bihar

Suggested Readings:

- Bali, P. S. (2019). *Quantity Food Production Operations and Indian Cuisine* (pp. 56-108).
- Pant, P. (2010). *The Indian Vegetarian Cookbook* (pp. 39-53).

- Dekho Apna Desh Webseries by Ministry of Tourism, GOI : https://tourism.gov.in/whats-new/dekho-apna-desh-webinars-season-1-ministry-tourism
- Chef Ranveer Brar Recipes: https://youtube.com/@ranveerbrar?si=XJXAsgcOW_6-WVcn

Module 4: Regional Cuisines Southern and Western India: Studying the module on Regional Cuisines of Southern and Western India aims to deepen students' understanding of the diverse culinary traditions and cultural contexts specific to these regions. It explores the historical, geographical, and socio-cultural factors influencing local cuisines, enriching their knowledge of India's gastronomic heritage. By studying this module, students will gain the following skills:

- **Culinary Knowledge:** Students learn about traditional cooking techniques, ingredients, and iconic dishes from Southern and Western India.
- **Cultural Awareness:** They gain insights into how food reflects cultural identities and societal practices, enhancing cross-cultural understanding.
- **Research and Analysis:** Students develop skills in researching regional cuisines, analysing their evolution, and evaluating their impact on contemporary culinary trends.
- **Communication:** They practice effectively communicating culinary concepts and experiences, essential for roles in tourism**,** hospitality, and food media.
- **Creativity and Innovation:** The module encourages creativity in adapting regional recipes and promoting culinary heritage through innovative approaches.

4.1-Cuisines of Western India

- Gujarat
- Maharashtra
- Rajasthan

4.2-Cuisines of Southern India

- Tamil Nadu
- Kerala
- Andhra Pradesh

Suggested Readings:

- Marathe, K. (2009). *The essential Marathi cookbook* (pp. 12-32, 42-61).
- Padmanabhan, C. (1994). *Dakshin: Vegetarian cuisine from South India* (pp. 06-18, 35-54).
- Dekho Apna Desh Webseries by Ministry of Tourism, GOI : https://tourism.gov.in/whats-new/dekho-apna-desh-webinars-season-1-ministry-tourism
- Chef Ranveer Brar Recipes: https://youtube.com/@ranveerbrar?si=XJXAsgcOW_6-WVcn

Note: Modules are practical based.

9. Assessment Structure:

S No.	Assessment Type	Weightage
1	Module 1	10%
2	Module 2	10%
3	Module 3	20 %
4	Module 4	20%
4	End Term Exam	40 %
Total		100%

External Assessment by the Sector Skill Council

- The Skill Courses will also be assessed by the Sector Skill Council at the end of the Semester 5 for giving Certificate to the students who pass the assessment.
- This will be an independent of the University evaluation. It will include Theory, Practical and On-Job-Training. It will also take into account standard of personal grooming.
- This assessment will aim to assess performance of students on Qualification Packs and National Occupational Standards.
- The skill component will be awarded in terms of the NSQF level 4/5/6/7 and the total credits associated with each NSQF level.

Pedagogy:

a. Instructional strategies: Blended approach will be used which will included texts, case-studies, films, clips, YouTube clips, simulations, practical in addition to the processes learnt as part of On-Job-Training etc.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Lab with basic facilities connected with the Job Role for the concerned Semester.
c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
d. Linkages with external agencies (e.g., with field-based organizations, hotels; any others) - such as Certified Full Service Restaurants, Hostel & Hotels.

Note:

e. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
f. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programs should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
g. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:
Suggestions:
Signature of the Dean of the School

School/ proposing the course	**School of Vocational Studies**
Programme(s)	**B.Voc in Tourism and Hospitality**
Course title	**Planning & Operating Restaurant Business**
Course code	**NSVST5JSE02**
Credits	**4**
Course type (core/compulsory/optional/any other – please specify)	**Compulsory Skill**
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	**Undergraduate**
Course coordinator and team	**Dr. Priya Singh & Expert Committee**

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent.
2. **Specific requirements on the part of students who can be admitted to this course: (**Pre-requisites; prior knowledge level; any others – please specify): Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who are promoted from semester 4 to semester 5.
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Monsoon Semester.
5. **How does the course link with the vision of AUD?**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Planning & Operating Restaurant Business is geared towards the job role of a Restaurant Manager comprises four modules .These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 4-credit course with in-built theory and practical components of 48 hours respectively.

6. **How does the course link with the specific programme(s) where it is being offered?**

"Planning & Operating Restaurant Business" is an essential part of B.Voc- Tourism and Hospitality course which emphasized on the planning and operational aspect of a restaurant business. It is an industry related specialized programme. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. **Course Details:**
    a. **Summary:** Planning & Operating Restaurant Business" teaches market analysis, concept development, and financial planning for successful restaurant ventures. It covers menu creation, operations optimization, and staffing strategies to ensure profitability and customer satisfaction. Through inventory management and vendor relations, students learn to control costs and streamline supply chains. Whether novice entrepreneurs or seasoned restaurateurs, participants gain vital skills for thriving in the competitive culinary industry.

    b. **Course Objective:** The objective of the Planning & Operating Restaurant Business course is to provide students with comprehensive knowledge and practical skills necessary for effective planning, establishment, and management of successful restaurant operations within the hospitality industry.

    c. **Expected learning outcomes:** On successful completion of this module, students will be able to:-

- Grasp the complexities of the restaurant industry, including consumer trends and competition, to make informed decisions.
- Develop strategic plans tailored to restaurants, focusing on concept, menu, and market positioning for long-term success.
- Understand day-to-day restaurant operations, ensuring efficient staffing, supply chain, quality, and customer service.
- Learn financial management and sustainability practices vital for restaurant success, including budgeting and revenue forecasting.

    d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The Course is geared towards the job role of a Restaurant Manager comprises four modules .These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 4-credit course with in-built theory and components of 48 hours respectively.

8. **Module Outline:**

Module 1: Understanding Restaurant Business Dynamics: The primary purpose of this module is to provide students with an in-depth understanding of the restaurant business. By exploring various components such as market analysis, menu planning, service quality, and financial management, students will be prepared to tackle the challenges faced by restaurant managers and entrepreneurs. The module aims to foster a strategic mind-set and equip students with the tools needed to thrive in the competitive restaurant industry. By studying this module, students will gain a diverse set of skills, including:

- **Market Analysis**: Ability to analyze market conditions and consumer trends to inform business strategies.
- **Strategic Planning**: Proficiency in creating comprehensive business plans and operational strategies.
- **Financial Management**: Skills in financial analysis, budgeting, and ensuring financial sustainability.
- **Menu Development**: Expertise in menu planning, design, and pricing to maximize profitability.
- **Customer Service**: Understanding of high-quality service standards and techniques to enhance customer satisfaction.
- **Marketing and Branding**: Competence in developing and executing marketing strategies to promote the restaurant.

1.1-Types of Restaurant Concepts (Fine dining, Casual dining, Fast-casual, Food trucks)
1.2-Restaurant Business Competitive Analysis: Analyzing the menus, pricing, and unique selling propositions of competing restaurants
1.3-Monitoring online reviews and social media sentiment about competing restaurants to gauge customer satisfaction and identify areas for improvement.
1.4-Emerging Trends in the Restaurant Industry: Technology integration (e.g., online ordering, delivery apps); Health and Wellness trends; Changing consumer preferences (e.g., plant-based options, experiential dining)

Suggested Readings

- Singaravelavan, R. (2012). *Food and Beverage Service*. Oxford University Press. pp. 12-27.
- Sharma, K. (2017). *The Restaurant Business*. pp. 31-39.
- Das, P. (2019). *Food Business Unwrapped: Indian Restaurant Edition*. pp. 17-28, 54-79.
- Yadav, A. (2015). *Restaurant business in India: A strategic analysis* (pp. 42-63).

Module 2: Strategic Planning for Restaurant Business: The purpose of this module is to provide students with a thorough understanding of the strategic planning process specific to the restaurant business. It aims to teach students how to develop a robust business plan, identify and analyse market opportunities, create effective marketing and operational strategies, and manage financial resources efficiently. By the end of the module, students will be well-prepared to make informed decisions and implement strategies that contribute to the success and sustainability of a restaurant business. Students will gain a variety of skills from studying this module, including:

- **Analytical Skills**: Ability to analyse market trends, customer preferences, and competitive landscapes.
- **Financial Planning**: Proficiency in creating and managing financial plans and budgets.
- **Strategic Thinking**: Developing long-term strategies and aligning them with business objectives.
- **Marketing**: Crafting and executing marketing campaigns to promote the restaurant and increase customer engagement.

- **Operational Management**: Efficiently managing restaurant operations, including staffing, supply chain, and quality control.
- **Decision-Making**: Making informed and strategic decisions based on data and market analysis.
- **Adaptability:** Learning to adjust strategies based on real-time business performance and market dynamics.
- **Leadership:** Leading a team and managing resources to achieve business goals

2.1- Components of a Restaurant Business Plan: Executive summary of Business Plan; Understanding Mission and vision statement; Understanding legal formalities for setting up a restaurant business.
2.2- Factors Influencing Location Selection: Lease negotiation considerations; Market analysis and target demographics; SWOT analysis of existing competitors.
2.3- Menu Designing: Menu layout and design principles; Recipe costing and menu pricing strategies; Allergen and dietary considerations.
2.4- Menu Engineering- Kasavana Smith Model; Analysis of online sample menus of renowned restaurants like Bukhara, Varaq, Bombay duck.

Suggested Readings

- Bahadur, R. (2016). *Strategic Management in Hospitality and Tourism* (pp. 10-19, 23-38).
- Saini, M. M. (2018). *Strategic Management for Hospitality and Tourism* (pp. 43-77).
- Chatterjee, A. (2014). *Strategic Planning and Implementation in the Hospitality Industry* (pp. 43-56).

Module 3: Operational Management in Restaurants: The module "Operational Management in Restaurants" is designed to provide students with a comprehensive understanding of the essential functions and responsibilities involved in managing a restaurant. The primary purpose of this module is to equip students with the knowledge and skills required to effectively manage restaurant operations. By understanding the key elements of restaurant management, including resource allocation, staff management, and customer service, students will be prepared to oversee and improve the operational aspects of a restaurant. This module aims to develop future restaurant managers who can navigate the complexities of the industry with confidence and competence. By studying this module, students will acquire the following skills:

- **Operational Efficiency**: Ability to streamline processes to improve efficiency and productivity in a restaurant.
- **Financial Acumen**: Skills in budgeting, financial planning, and cost control to maintain profitability.
- **Leadership and Team Management**: Competence in leading and motivating a diverse team, fostering a positive workplace culture.
- **Customer Relations**: Proficiency in managing customer interactions and enhancing the overall dining experience.
- **Analytical Thinking**: Capability to analyze operational data and make informed decisions to drive business success.
- **Regulatory Knowledge**: Understanding of health, safety, and industry regulations to ensure a compliant and safe environment.

3.1- Front-of-House Management: Guest Service standards and training; Seating arrangements and table-turnover strategies; Handling guest complaints and feedback;
3.2-Back-of-House Operations: Inventory management and par levels; Supplier relations and procurement strategies; Food safety standards and HACCP principles.
3.3- Staffing and Training Programs: Recruitment and selection processes; Employee on-boarding and orientation; Training programs for Food and Beverage staff; Performance evaluation and feedback mechanisms.
3.4- Technology Integration in Operations: Point-of-sale (POS) systems and order management; Inventory tracking software; Reservation and table management apps; Online delivery platforms and digital marketing tools.

Suggested Readings

- Singh, A. (2019). *Operations management in the hospitality industry* (pp. 12-34).
- Mohapatra, S. (2017). *Hospitality operations: A systems approach* (pp. 36-48, 93-111)

Module 4: Financial Management and Sustainability: The module "Financial Management and Sustainability" aims to equip students with the knowledge and skills to effectively manage financial resources within organizations while integrating sustainable practices. It focuses on the principles of financial management, sustainable development, and the intersection of economic and environmental objectives. By studying this module, students will acquire the following skills:
Financial Analysis: Ability to interpret and evaluate financial statements to assess an organization's financial health.
Budget Management: Skills in creating, managing, and monitoring budgets to ensure efficient resource allocation.
Sustainable Financial Planning: Competence in integrating sustainability into financial strategies and decision-making processes.
Risk Management: Understanding and managing financial risks in the context of sustainability.
Strategic Thinking: Developing strategic plans that balance financial performance with environmental and social responsibility.

4.1-Budgeting and Cost Control Measures: Developing a restaurant budget; Controling food and beverage costs; Labour cost management strategies; Implementing cost-saving initiatives.
4.2- Sustainable Practices in Restaurant Operations: Sustainable sourcing of ingredients; Waste reduction and recycling programs; Energy efficiency and conservation measures; Green certifications and eco-labelling.
4.3- Ethical Considerations in Restaurant Management: Fair labor practices and employee welfare; Community engagement and social responsibility initiatives; Ethical marketing and advertising practices.

Suggested Readings

- Goyal, S. (2016). *Financial management in hospitality* (pp. 7-19, 31-54).
- Bhatia, R. (2018). *Hospitality financial management* (pp. 2-17, 42-61).
- Bhargava, A. (2019). *Sustainability in the hospitality industry* (pp. 23-37).

Note: Modules are practical based.

9. Assessment Structure:

S No.	Assessment Type	Weightage
1	Module 1	15%
2	Module 2	20%
3	Module 3	15 %
4	Module 4	10%
4	End Term Exam	40 %
Total		100%

External Assessment by the Sector Skill Council

- The Skill Courses will also be assessed by the Sector Skill Council at the end of the Semester 5 for giving Certificate to the students who pass the assessment.
- This will be an independent of the University evaluation. It will include Theory, Practical and On-Job-Training. It will also take into account standard of personal grooming.
- This assessment will aim to assess performance of students on Qualification Packs and National Occupational Standards.
- The skill component will be awarded in terms of the NSQF level 4/5/6/7 and the total credits associated with each NSQF level.

10. Pedagogy:

a. Instructional strategies: Blended approach will be used which will included texts, case-studies, films, clips, YouTube clips, simulations, practical in addition to the processes learnt as part of On-Job-Training etc.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Lab with basic facilities connected with the Job Role for the concerned Semester.

c. Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hotels; any others) - such as Certified Full Service Restaurants, Hostel & Hotels.

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programs should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School/ proposing the course	**School of Vocational Studies**
Programme(s)	**B.Voc in Tourism and Hospitality**
Course title	**Team Handling and Communication Skills in Restaurant Business**
Course code	**NSVST5JSE03**
Credits	**4**
Course type (core/compulsory/optional/any other – please specify)	**Compulsory Skill**
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	**Undergraduate**
Course coordinator and team	**Dr. Priya Singh & Expert Committee**

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent.
2. **Specific requirements on the part of students who can be admitted to this course: (**Pre-requisites; prior knowledge level; any others – please specify): Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who are promoted from semester 4 to semester 5.
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Monsoon Semester.
5. **How does the course link with the vision of AUD?**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Team Handling and Communication in Restaurant Business is geared towards the job role of a Restaurant Manager comprises four modules .These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 4-credit course with in-built theory and practical components of 48 hours respectively.

6. **How does the course link with the specific programme(s) where it is being offered?**

"Team Handling and Communication in Restaurant Business" is an essential part of B.Voc-Tourism and Hospitality course which emphasized on the techniques of business communication and also team work which is essential for establishing a successful restaurant

business. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. **Course Details:**
    a. **Summary:** "Team Handling and Communication in Restaurant Business" aims to enhance leadership skills and communication strategies within restaurant teams. Participants will learn effective methods for managing diverse staff dynamics, fostering collaboration, and resolving conflicts efficiently. By the end of the course, attendees will be equipped to create a positive work environment and elevate team performance in the demanding hospitality industry.

    b. **Course Objective:** The objective of the "Team Handling and Communication in Restaurant Business" course is to equip students with the essential skills and knowledge necessary to effectively manage and communicate within restaurant teams in the hospitality industry.

    c. **Expected learning outcomes:** On successful completion of this module, students will be able to:-

- Master clear communication techniques to enhance collaboration among restaurant teams, ensuring seamless service delivery and customer satisfaction.
- Cultivate team cohesion skills and learn to manage conflicts effectively, fostering a harmonious work environment conducive to productivity.
- Understand the significance of organizational culture and effective leadership in shaping a positive work environment.
- Engage in hands-on scenarios to apply communication strategies, developing problem-solving abilities and adaptability in real-world restaurant contexts.

    d. **Overall structure (course organisation; rationale of organisation; brief module outlines):** The Course is geared towards the job role of a Restaurant Manager comprises four modules .These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 4-credit course with in-built theory components of 48 hours respectively.

8. **Module Outline:**

Module 1: Communication among Restaurant Staff: The module "Communication among Restaurant Staff" aims to enhance students' understanding of effective communication strategies within a restaurant setting, ensuring seamless coordination, improved service quality, and a positive dining experience for customers. By studying this module, students will acquire the following skills:

- **Interpersonal Communication:** Mastering clear and respectful communication between staff members, fostering a cooperative work environment.
- **Conflict Resolution:** Learning techniques to manage and resolve conflicts quickly and effectively, ensuring minimal disruption to service.
- **Team Coordination:** Developing skills to coordinate tasks efficiently among staff, enhancing overall workflow and service delivery.

- **Customer Interaction:** Understanding how internal communication impacts customer service, leading to improved guest satisfaction.
- **Crisis Management:** Gaining the ability to communicate effectively during high-pressure situations, maintaining composure and service standards.

1.1-Verbal Communication Strategies: Effective verbal communication skills for restaurant staff, including greeting guests, taking orders, and providing instructions.
1.2-Briefing and De-Briefing: Role-playing exercises and simulations to practice verbal communication in various restaurant scenarios.
1.3-Non-Verbal Communication: Staff Grooming; Understanding the importance of body language, facial expressions, and gestures in conveying messages; Techniques for maintaining positive body language and non-verbal cues during guest interactions.
1.4-Digital Communication Tools: Overview of digital communication tools commonly used in restaurant operations, such as POS systems, messaging apps, and email; Payments, Order placement and feedback through QR Code mechanism; Considerations for data security, privacy, and etiquette when using digital communication platforms in restaurants.

Suggested Readings

- Sharma, N. (2018). *Effective communication skills for hospitality industry* (pp. 5-19, 24-31).
- Gupta, A. (2016). *Restaurant communication: A manager's guide* (pp. 11-21, 43-55, 64-79).
- Rana, N. (2019). *Hospitality communication: Essential skills for a successful career* (pp. 21-38).

Module 2: Team Building and Conflict Resolution: The purpose of the "Team Building and Conflict Resolution" module is to equip students with the essential skills and knowledge to effectively create, manage, and lead cohesive teams. It aims to foster an understanding of team dynamics, enhance collaborative efforts, and develop strategies to resolve conflicts constructively within a professional environment. By studying this module, students will acquire the following skills:

Team Dynamics Understanding: Students will learn how to analyse and influence team dynamics to foster a productive and supportive team environment.
Leadership and Collaboration: The module will enhance students' leadership capabilities and their ability to collaborate effectively with diverse team members.
Communication Skills: Students will develop advanced communication skills, crucial for clear and constructive interactions within a team.
Conflict Resolution Techniques: Practical techniques for identifying, addressing, and resolving conflicts will be taught, promoting a harmonious workplace.
Problem-Solving and Decision-Making: Students will refine their problem-solving and decision-making skills, essential for overcoming challenges and driving team success.

2.1-Implementing Effective Team Management Practices: Developing action plans for implementing effective team management and communication practices in real restaurant settings; 2.2-Discussion on overcoming potential barriers and challenges to implementing change in restaurant operations; Strategies for gaining buy-in from restaurant staff, securing management support, and fostering a culture of continuous improvement.

2.3-Motivating and Inspiring Teams: Strategies for motivating restaurant teams to achieve high performance and exceed expectations; Discussion on the role of recognition, rewards, and incentives in fostering motivation and engagement among staff; Case studies and examples of inspirational leadership and its impact on restaurant team morale and productivity.

2.4-Conflict Resolution and Mediation Techniques: Strategies for identifying and addressing conflicts among restaurant staff, including interpersonal disputes and workplace disagreements; Techniques for facilitating constructive dialogue, finding common ground, and reaching mutually acceptable solutions; Role-playing exercises and case studies to practice conflict resolution and mediation skills in restaurant settings.

Suggested Readings

- Kumar, R. (2017). *Team building in hospitality: Strategies for success* (pp. 17-34; 43-51).
- Singh, D. (2015). *Conflict resolution in hospitality management* (pp. 78-96; 105-112).
- Mehra, A. (2018). *Building high-performance teams in the hospitality industry* (pp. 12-29).

Module 3: Organizational Culture and Leadership: The purpose of the "Organizational Culture and Leadership" module is to provide students with a comprehensive understanding of how organizational culture shapes the behaviors, attitudes, and effectiveness of leaders and employees. It aims to equip students with the knowledge and tools to analyze, influence, and transform organizational culture to enhance performance and achieve strategic goals. By studying this module, students will acquire the following skills:

- **Analytical Skills**: Ability to assess and diagnose organizational culture using various frameworks and models.
- **Leadership Skills**: Understanding different leadership styles and their impact on shaping and sustaining organizational culture.
- **Communication Skills**: Proficiency in effectively communicating cultural values and expectations within an organization.
- **Change Management**: Skills to design and implement cultural change initiatives to align with organizational goals.
- **Strategic Thinking**: Capability to link organizational culture with overall strategy and performance outcomes.

3.1-Introduction to Organizational Culture: Meaning & Definition; Culture and Organisational Effectiveness.
3.2-Impact of Organizational Culture on Brands: Organizational culture and communication models; Leadership and brand culture exercises- Case Study of Hotels.
3.3-Qualities of Effective Leaders Discussion on the characteristics and traits of successful restaurant leaders, such as integrity, adaptability, and empathy; Exploration of different leadership styles and their suitability for various restaurant environments; Self-assessment exercises to identify personal strengths and areas for improvement in leadership qualities.

Suggested Readings

- Singh, A. (2016). *Leadership in hospitality management: Theory and practice* (pp. 10-21, 45-51).
- Kapoor, R. (2019). *Organizational culture in hospitality industry* (pp. 61-79, 86-94).
- Verma, P. (2017). *Leadership and management in the hospitality industry* (pp. 03-12, 27-36).

Module 4: Practical Exercises on Restaurant Business Communication: The purpose of studying the module "Practical Exercises on Restaurant Business Communication" is to equip students with essential communication skills tailored specifically for the restaurant industry. This module aims to enhance students' ability to effectively interact with customers, colleagues, and management, ensuring smooth operations and exceptional customer service in a restaurant setting. By studying this module, students will acquire the following skills:

- **Customer Service Communication**: Mastering polite and professional interaction techniques to enhance customer satisfaction and handle complaints effectively.
- **Team Collaboration:** Developing skills to communicate efficiently with kitchen staff, servers, and management to ensure seamless restaurant operations.
- **Conflict Resolution:** Learning strategies to manage and resolve conflicts among staff or with customers in a calm and effective manner.
- **Sales and Upselling:** Gaining the ability to communicate menu options persuasively, enhancing the dining experience and increasing sales.
- **Non-Verbal Communication:** Understanding and using body language and other non-verbal cues to improve interactions with customers and colleagues.

4.1-Hands-on Exercises and Simulations: Practical activities and simulations to apply theoretical concepts and skills learned throughout the course. Role-playing scenarios to simulate real-world restaurant situations, such as managing busy service periods, handling customer complaints, or resolving staff conflicts.

4.2-Feedback Mechanism: Importance of providing timely and constructive feedback to restaurant staff to support their professional development; Techniques for delivering feedback in a constructive and supportive manner, focusing on specific behaviors and outcomes; Role-playing exercises and feedback scenarios to practice giving and receiving feedback effectively.

4.3-Reflective Evaluation and Personal Growth: Reflection on personal growth and development in team handling and communication skills throughout the course; Self-assessment exercises to evaluate strengths, weaknesses, and areas for improvement in team management and communication.

Suggested Readings

- Kumar, R. (2018). *Practical communication skills for restaurant managers* (pp. 10-54).
- Sharma, N. (2016). *Hands-on communication techniques for restaurant professionals* (pp. 23-49).
- Gupta, S. (2017). *Real-life scenarios in restaurant communication: A practical guide* (pp. 13-29, 43-70).

***Note: Modules are practical based.**

9. Assessment Structure:

S No.	Assessment Type	Weightage
1	Module 1	15%
2	Module 2	20%
3	Module 3	15 %
4	Module 4	10%
4	End Term Exam/Workshop	40 %
Total		100%

External Assessment by the Sector Skill Council

- The Skill Courses will also be assessed by the Sector Skill Council at the end of the Semester 5 for giving Certificate to the students who pass the assessment.
- This will be an independent of the University evaluation. It will include Theory, Practical and On-Job-Training. It will also take into account standard of personal grooming.
- This assessment will aim to assess performance of students on Qualification Packs and National Occupational Standards.
- The skill component will be awarded in terms of the NSQF level 4/5/6/7 and the total credits associated with each NSQF level.

10. Pedagogy:

a) Instructional strategies: Blended approach will be used which will included texts, case-studies, films, clips, YouTube clips, simulations, practical in addition to the processes learnt as part of On-Job-Training etc.
b) Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Lab with basic facilities connected with the Job Role for the concerned Semester.
c) Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
d) Linkages with external agencies (e.g., with field-based organizations, hotels; any others) - such as Certified Full Service Restaurants, Hostel & Hotels.

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programs should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:
Suggestions:

Signature of the Dean of the School

COURSE FOR SEMESTER 6

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B.Voc-T&H
Course Title	Internship/OJT-3
Course Code	NSVST6ICE01
Semester	6
Total Credits	16
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Course coordinator and team	Dr. Priya Singh and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes this course implies the practical implication of the theory courses being taught in 5 semester of B.Voc Tourism and Hospitality program.
2. **Specific requirements on the part of students who can be admitted to this course: (**Pre-requisites; prior knowledge level; any others – please specify): Those students who are promoted from semester 5 to semester 6.
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who are promoted from semester 5 to semester 6.
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Winter Semester.
5. **How does the course link with the vision of AUD?**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Planning & Operating Restaurant Business is geared towards the job role of a Restaurant Manager comprises four modules. These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 4-credit course with in-built theory and practical components of 48 hours respectively.

6. **How does the course link with the specific programme(s) where it is being offered?**

Internship/ OJT-3 is an essential part of B.Voc- Tourism and Hospitality course which emphasized on the practical exposure of the students in the food and beverage department to gain insights on F&B operations. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. **Summary:** Internship & Project seeks to introduce managerial and supervisory responsibilities, amply emphasizes on the contribution of the F & B Service and Food production department to the overall success of a hospitality and catering operations. It focuses on developing the knowledge, skills and attitudes needed to succeed in recognizing and exploiting opportunities for innovation in the hospitality sector. It prepares the students to be able to develop & design a food & beverage outlet and be able to shoulder managerial responsibilities in catering Operations. The Internship in 3rd year has been conceptualized to enable students to engage with the field and connect with the learning from the courses for the Job Role of **Restaurant Manager**. Students who have completed two and half years in the programme and NSQF level 4,5,6 and 1st half of the NSQF level 7 have already taken courses and experienced the workings of a wide range work in hospitality and tourism sector.

b. **Course Objective:** The objective of the Internship in Food and Beverage department is to provide hands-on experience in various aspects of restaurant operations, including food preparation, service, and customer interaction. Participants will learn industry-standard practices and gain practical skills under the guidance of experienced professionals. By actively engaging in tasks such as menu planning, inventory management, and quality control, interns will develop a comprehensive understanding of the hospitality sector.

c. **Expected Learning Outcomes:**

- The focus of the Internship in the 6th semester is to develop skills to become Restaurant Manager.
- The aim is to build understandings among students regarding operations of an outlet.
- The internship will enable students to undertake more responsibilities and contribute towards overall functioning and managing of the catering establishment.
- They will also be encouraged to reflect on the challenges faced in planning implementing and managing the various concepts and strategies for a successful catering establishment.

8. Course Content:

Job Title: Intern (Trainee) –Job Role –Restaurant Manager

Department: F&B Department (Including F&B Production, F&B Service & Catering)

Reports to: F&B Manager / F&B Director /Executive Chef

Duration: 4 Months

The students need to cover the following Course Contents during their Internship in any Food and Beverage Outlet of a reputed establishment. The content is as follows:

A. Restaurant Operations Overview

- Introduction to the hotel's restaurant layout and facilities.
- Familiarization with restaurant policies and procedures.
- Shadowing experienced staff in various roles (host/hostess, server, and bartender)
- Assisting with basic setup and preparation tasks before service.
- Observing guest interactions and service flow during different meal periods.
- Learning basic point-of-sale (POS) system operations and order entry.

B. Front-of-House Service Skills

- Training in restaurant service standards, etiquette, and guest engagement
- Practice in greeting and seating guests, taking reservations, and managing waitlists
- Assisting servers with tableside tasks such as presenting menus and taking orders
- Learning to handle special requests, dietary restrictions, and allergies professionally
- Shadowing bartenders to understand beverage preparation and service techniques.
- Participating in mock service scenarios to enhance communication and problem-solving skills.

C. Back-of-House Operations and Support

- Behind-the-scenes tour of the kitchen and prep areas.
- Assisting kitchen staff with basic food preparation tasks (e.g., chopping, peeling).
- Learning about food safety protocols, sanitation practices, and HACCP principles.
- Participating in inventory management activities such as stock rotation and receiving deliveries.
- Assisting with dishwashing and maintaining cleanliness in the back-of-house areas.
- Understanding the role of support staff (e.g., bussers, runners) in restaurant operations.

D. Management and Leadership Development

- Introduction to restaurant management functions such as scheduling and staffing.
- Assisting managers with administrative tasks, including payroll processing and shift scheduling.
- Participating in staff training sessions on new menu items, service techniques, or company policies.
- Shadowing restaurant managers during service to observe decision-making and problem-solving in real-time.
- Receiving feedback and performance evaluations from supervisors to guide professional development.

Assessment:

Sl. No	Assessment Type	Weightage
1.	Training Report	30%
2.	Viva-voice and Presentation	30%
3.	Self-assessment Log Book	10%
4.	Organisation feedback/Training Certificate	20%
5.	Appreciation + Attendance (10%)	10%

Monthly online /physical meetings should be conducted with the students undergoing their OJT to gauge their performance and learnings.

External Assessment by the Sector Skill Council

- The Skill Courses will also be assessed by the Sector Skill Council at the end of the Semester 5 for giving Certificate to the students who pass the assessment.
- This will be an independent of the University evaluation. It will include Theory, Practical and On-Job-Training. It will also take into account standard of personal grooming.
- This assessment will aim to assess performance of students on Qualification Packs and National Occupational Standards.
- The skill component will be awarded in terms of the NSQF level 4/5/6/7 and the total credits associated with each NSQF level.

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programs should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Agenda No. 5: Proposal for approval of the BVoc Retail Management, Semester 5 & 6 skill courses. There are 05 skill courses and one internship/OJT courses, which are placed below.

Semester	Name of the course	Credits	Job role
Sem-5	Buying and Merchandise Management	4 Credits	**Store Manager**
	IT Application in Retail	4 Credits	
	Process, Compliance, Loss Prevention and Shrinkages	4 Credits	
Sem-6	Retail Marketing	4 Credits	
	People and Process Management	4 Credits	
	Internship / OJT -3 (two months)	**8 credits**	

School of Vocational Studies (SVS)

(To be approved by the Academic Council)

BVoc RM Semester-5 courses

School/Centre proposing the Course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Buying & Merchandising Management
Semester	5th
Course code	NSVSR5JSE01
Total Credits	4 credits
Course type	Compulsory Skill
Level	B Voc Degree
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr Asim Ray & External Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   No

2. Specific requirements on the part of students who can be admitted to this course:

   The course focuses on the Job Role related to Store Manager (Level-7) in a retail store as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Sales Associate (Level-4) & Team Leaders (Level-5) and Department Manager (Level-6) offered in 1st and 2nd year respectively.

3. No. of students to be admitted: Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)

4. Course scheduling: Monsoon Semester- Semester long

5. How does the course link with the vision of AUD? The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups . The said course on buying and merchandising is most relevantly linked to develop such attributes on professional development relevant to the retail industries to undertake the job role of Store Manager efficiently and effectively.

6. How does the course link with the specific programme(s) where it is being offered?

Buying & Merchandising Management is an essential part of BVoc- Retail Management course which emphasized on the significance of buying and merchandising concepts in retail stores. It is an industry related specialized programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. Summary: This course will enable student to gain the knowledge about the Buying and Merchandising management in organized retail industry. It also familiarizes the students about the concept of category management, sales forecasting, assortment planning and pricing.

b. Objectives: The major objectives of the course are:

- To familiarise students with the basic techniques related to buying and merchandising process.
- To develop such understanding related to the role of a Merchandiser, concept of Buying, importance of category management and retail pricing.
- To develop techniques related to basics of merchandising, analyse and examine case studies outlining policies used by companies and retailers.
- To train students with different merchandised techniques.

The National Occupational Standards used for this course are:

- RAS/N0152 Optimize inventory to ensure maximum availability of stocks and minimized losses
- RAS/N0159 Conduct price benchmarking and market study of competition

Note: For more details on the above NOS and other important details, please refer to: http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf

c. Expected learning outcomes: completion of the course, the students will be able to:-

- Analyse and explain the concept of buying and merchandising management

- Manage customer relationship
- Prepare stacks as per the pre-approved categories of the concern retail store
- Plan items to be placed for sales, its forecasting process and assortment
- Develop manpower planning for the retail store
- Prepare the list for procurement of merchandise
- Plan to keep a healthy, safe and hygienic retail store

d. Overall structure

Module-1	Introduction to Buying and Merchandising
Module-2	Category Management
Module-3	Sales Forecasting and Assortment Planning
Module4	Retail Pricing

e. Course contents:

Module 1: Introduction to Buying and Merchandising: The module will address different Buying and Merchandising issues and Challenges as well as best practices from organized, unorganized, Ecommerce and Phygital in retail sector. It will further help students to learn about the planning the buying and selling of the right products, at the right place, right time, in the correct quantities, to the correct customer and at the correct price. Upon completion of the course the student will be able to: Understand key elements of buying. Analyze various terms associated with buying and their significance, demonstrate various roles and responsibilities of a merchandiser. This model will introduce the objective of the buying process, Roles of Buying Function. Organizational buying and buying behavior of retailers, buying behavior model, Responsibilities and characteristics of buyer. Concept of merchandising, and key elements of Merchandising. Process of merchandising, and role of merchandisers, Merchandising philosophy and Merchandising types. Challenges and Issues in Quality Buying and Merchandise -Maintaining Quality Standards and challenges.

Reading

1) Michael Levy Barton Weitz Ajay Pandit, Retail Management McGraw Hill education (India) Edition 2012 (pp 431-461)

2) Bajaj C, Tuli R & Srivastava (2016). Retail Management pp 234-256

Module 2: The Module will explain about the category management and the range of products purchased by a business organization or sold by a retailer upon completion of the module the student will be able to: Assess the Importance of category management in retail and modern trade. Understanding of category management terminology and its implications. Demonstrate Private label strategy and the product mix in a Retailers portfolio. Topic covered under this model are Goals of category management Consumer Understanding and Insights for Merchandising Vendor Selection and Management Category management process and Category hierarchy Consumer centric category Management Strategic and tactical planning Significance of category management Initiative development and category plan Launch and Plan review.

Reading

1). Barry, B. (2018). *Retail management: a strategic approach*. Pearson Education India.pp-438-441

2). Havaldar Krishna K &Cavale (2011). Sales & Distribution Mgmt - Text & Cases (pp-282-340,

Module-3 Sales Forecasting and Assortment Planning: The module will describe the retailer's way of forecasting demand for products in a category (including those that they have never carried before), optimizing the selected assortment, and customizing the assortment by store to maximize chain-wide revenues or profits. Upon completion of the module the student will be able to: Demonstrate Buying and range planning. Illustrate sales forecasting and assortment planning Prepare a store budget/merchandise budget plan. Topic covered under this model are Introduction and importance of sales forecasting, Factors affecting sales forecasting, Methods of sales forecasting, Category life cycle, Do's and Don'ts in sales forecasting, Annual budgeting Assortment Planning: Necessity and guidelines for planning and Factors influencing assortment planning, Commercial factors in assortment Planning

Readings:

1) Rose Mary Varley(2006)Retail product management: Buying and merchandising-PP94-124
2) Barry, B. (2018). *Retail management: a strategic approach*. Pearson Education India.pp-505-533

Module 4 Retail Pricing: The module will explore about the determinants for retail pricing strategy to use in determining the right price for the products that must consider the product's direct costs and other related expenses. Upon completion of the module the student would will be able to: classify the most appropriate pricing formulate pricing strategies illustrate breakeven point.Topic covered under this model are Importance of pricing Factors affecting retail pricing Break even pricing and mark up pricing Laws of price sensitivity and Pricing methods retail pricing strategies.

Readings:

1). (Dawson, 2012). Retailing Leader. Routledge.pp 211-261

2). Pradhan Swapna, (2010) Retail Merchandising

9) Assessment Structure:

Project	20%
Written Assignment	20%
Simulation	20%
End Semester Examination	40%
Total	**100%**

10) References:

1) Hebrero (2015) Fashion Buying and Merchandising: From Mass- Retail

2) D.Shaw and Tim Jackson. (2000) Mastering Fashion Buying and Merchandising Management Textbook

3) Rose Mary Varley,Routledge, (2006) Retail product management: Buying and merchandising-

4) Lusch and Gable(1994), Retailing, South Western

5) Berman and Evans Retail Management: A Strategic Approach (11th Edition), Prentice Hall

11 Pedagogy:

a. Instructional Strategies- Blended approach will be used which will included texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste etc.

Signature of Course Coordinator(s)

Note:

i. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
ii.Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
iii.In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies (SVS)

(To be approved by the Academic Council)

School/Centre proposing the Course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	IT Application in Retail
Semester	5th
Course code	NSVSR5JSE02
Total Credits	4 credits
Course type	Compulsory Skill
Level	BVoc Degree
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr Asim Ray & External Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No
2. Specific requirements on the part of students who can be admitted to this course: The course focuses on the Job Role related to Store Manager (Level-7) in a retail store as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Sales Associate (Level-4) & Team Leaders (Level-5) and Department Manager (Level-6) offered in 1st and 2nd year respectively.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
4. Course scheduling: Monsoon Semester (Semester long)
5. How does the course link with the vision of AUD?
   The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on IT application in Retail will enable students in developing 21st century skills in terms of attaining knowledge regarding information and technology in retail sector and thus achieving an excellence in the field of retail sector further this course is relevantly linked to develop various attributes on professional development relevant to the retail industries to undertake the job role of Store Manager efficiently and effectively.

6. How does the course link with the specific programme(s) where it is being offered?

IT Application in Retail is an essential part of BVoc- Retail Management course which emphasized on Market knowledge, as well as control of data and information to obtain a competitive advantage in the retail sector. Markets are continuing to grow and become more complex; the simple process of retailing has started to deploy more advanced retail information systems to cope with all the transactions involved. It is an industry related specialized course which would equip students to understand the use of IT tools in the retail sector. Further the programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the current IT skills of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. Summary: This course will help learners to gain knowledge in terms of how IT plays a vital role in smooth Retail business. Further this course would also enable students to understand the concepts of Digitalization and Omni channel retailing. Students would also understands the management of complex retail operations, market knowledge, as well as control of data and information, which is key in obtaining a competitive advantage in the retail sector

b. Objectives: Major objectives of the course would be:
   - To develop skills related to the retail IT Landscape and technology impact and business intelligence.
   - To understand the process and policies of the store
   - To demonstrate the point of sale systems in the industry
   - To analyze and maintain various stock records
   - To build customer centric approach
   - To illustrate the role of customer relationship management software in overall customer handling.

   The National Occupational Standards used for this course are:

   - RAS/N0152 Optimize inventory to ensure maximum availability of stocks and minimized losses

   - RAS/N0153 Adhere to standard operating procedures and policies of the store while ensuring timely and accurate reporting.

   For more details on the above NOS and other important details, please refer http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf

c. Expected learning outcomes: Students will be able to understand:
   - To explain the role of retail IT landscape and technology
   - To identify the process of point of sale and develop such strategies for execution of the same,
   - To use technology in CRM and loyalty programme of retail shops and
   - To list out the role of retail business intelligence in revenue generation and customer handling.

d. Overall structure

Module 1: Retail IT Landscape and Technology Impact on Business

Module-2: Point of Sale and Store Execution System

Module-3: CRM and Loyalty Programme

Module-4: Business Intelligence

The Course would have the following modules

Module 1: Retail IT Landscape and Technology Impact on Business: The module will describe the advancements in technology, coupled with increasing access to it which made matters even more complex. It also gives idea about Indian customers who have entered an era of unprecedented technological pervasiveness driven by increasing Internet penetration, rising smartphone usage and growing social media presence. Upon completion of the module the student would will be able to: Illustrate how current technologies and decision support tools can be utilized to the advantage of business operations. Demonstrate market campaign using technology. Topic covered under this model are Retail evolution and the consumer journey Digitalization in store through Technology Intervention Role of technology inn business growth, Representation of products in digital dimension, Marketing campaign using technology in store display using technology

Reading

Khurana Ajeet, 2010) Information Technology for Retailing (pp 1-107)

Module 2: Point of Sale and Store Execution System: The module will help students to understand the point of sales system (POS) and POS system ability to generate robust reporting for sales results. It will also elaborate various retail forecasting techniques upon completion of the module the student would will be able to understand the role of IT in effective management at POS Perform Omni channel marketing. To demonstrate upselling and cross selling techniques. Topic covered under this model are New age point of sale (POS) Real time data and Point of Sale management Omni channel execution in Retail Accelerate transaction and improve customer services with the help of Information Technology, Identify opportunities for up sell and cross selling offers

Reading:

Khurana Ajeet, 2010) Information Technology for Retailing (pp 17-98)

Module 3: Customer Relationship Management and Loyalty Programme: The module will describe about the role of technology to manage effective CRM and to develop loyalty programs. Upon completion of the module the student would will be able to develop an understanding of role of IT in managing and effective CRM system.. To illustrate various tools in CRM and complain management systems. Topics covered under this model are Nature and significance of Customer Relationship Management, Importance of Customer Relationship Management to an organization, Technology and Customer Relationship

Management (CRM), Tools in CRM, Predictive Customer Relationship Management (CRM) and Interactive Customer Relationship Management (CRM). Complain

Reading

Francis Buttle, (2009) Customer Relationship Management: Concepts and Technologies (pp 1-300 management system and complain resolution

Module 4: Business Intelligence: The module will describe about the business intelligence in retail, learn about retail industry challenges, and case studies of how retailers are implementing and managing Business Intelligence Upon completion of the module the student would will be able to understand role of IT in integrating all channels of retailing. Examine role of IT in integrating all channels of retailing. Topic covered under this model are Introduction to Business Intelligence, Business Intelligence and Perfect Omni channel marketing strategy, Industry 4.0: Implications for Retail (Business Intelligence, Automated Intelligence and Big data etc, In- Store needs and Data collection, Benefits of Business intelligence in retail, Data integration and the delivery platform.

Reading

Gupta I C, Jaroliya Deepak IT Enabled Practices and Emerging Management Paradigms (pp 95-163, 261-301

9 . **Assessment Structure:**

Sl.No.	Assessment Type	Weightage
1	Project	20%
2	Written Assignment	20%
3	Simulation	20%
4	End Semester Examination	40%
Total		**100%**

10. Additional Suggested Reading:

1. Wiley. Fisher, M., & Raman, A. (2010) Retail Analytics: The Secret Weapon.).

2. Harvard Business Press The New Science of Retailing: How Analytics are transforming the Supply Chain and Improving Performance.
3. Information Technology and its Applications in Business– Aug 2017
4. Hiscock, G.(2012). India's store wars: retail revolution and the battle for the next 500 million shoppers. John Wiley & Sons
5. Stephens, D.(2017). Reengineering Retail: The Future of Selling in a Post-Digital World, Friesens

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will included texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.

b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component. Various demo IT software's used in retail sector.

c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste etc.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies (SVS)

(To be approved by the Academic Council)

School/Centre proposing the Course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Process Compliance, Loss Prevention & Shrinkages
Semester	5th
Course code	NSVSR5JSE03
Total Credits	4 credits
Course type	Compulsory Skill
Level	BVoc Degree
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr Asim Ray & External Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No
2. Specific requirements on the part of students who can be admitted to this course: The course focuses on the Job Role related to Store Manager (Level-7) in a retail store as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Sales Associate (Level-4) & Team Leaders (Level-5) and Department Manager (Level-6) offered in 1st and 2nd year respectively.

3. No. of students to be admitted: Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)

4. Course scheduling: Monsoon Semester (Semester long)

5. How does the course link with the vision of AUD? The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalised groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The current course on Process Compliance, Loss Prevention and shrinkages would help students to understand the significance of framing organisation policies and taking care of customer safety and security this course would also help students to achieve excellence in total quality management at a retail store while performing the job role of Retail Store Manager.

6. How does the course link with the specific programme(s) where it is being offered? Process Compliance, Loss Prevention, Shrinkages is an integral part of BVoc- Retail Management course which is the key characteristics of retail companies that were perceived to have a track record for being innovative and progressive in the way they managed Process Compliance, Loss Prevention, and shrinkage control. It is an industry

related specialized course which focuses on the various concepts of Organsiation policies, health and safety concerns and prevention of theft which are important aspects of the programme and the concerned job role of Retail Store Manager. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. Summary: This course will help learners to gain the knowledge and develop the skills about the process compliances in retail store. The purpose of process compliances, Loss Prevention and shrinkages control business plan is to create a future roadmap to re evaluate the current environment and to increase the impact of the process compliances, Loss Prevention and shrinkages control on organization policies and procedure, financial transaction, loss control, shortage reduction and health safety and security by adding the necessary components to increase the results.

b. Objectives: Important objectives of this course are:
- To develop knowledge related to the process compliances in retail store
- To impart skills through loss prevention techniques and minimize the shrinkages.
- To understand the sub tasks that ensure compliance to all policies and procedures of the store while ensuring completion and timely submission of reports.
- How to manage safety and security issues in store.
- To understand various guidelines for managing health and hygiene.

The National Occupational Standards used for this course are:

- RAS/N0153 Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting.
- RAS/N0156 Ensure overall safety, security and hygiene of the store.

Note: For more details on the above NOS and other important details, please refer http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf

c. Expected learning outcomes: Students will be able to:
- To draw various organisation policies of the retail industries
- To identify different means related to shrinkages of the retail stores and prepare such strategies for the prevention of losses.
- To explain the process of financial transactions in a store.

- To assess the health, safety and security issues in a retail store.

d. Overall structure
Module 1: Organisation Policies and Procedures

Module-2: organization policy procedures for financial transactions, Loss and theft prevention for employees

Module-3: health safety and security

8 Module outline The course will have following four module.

Module 1: Organization Policies and Procedures: The module will give the details about the organization policies legal, statutory compliances and regulations for store environment management of data and information about employment manuals. Upon completion of the module the student will be able to: outline various organization Policies Legal, Statutory compliances and regulations for store environment demonstrate the management of data and Information Employment manuals, policies involving customer services. Topics covered under this model are Organization Policies for Legal and Statutory compliances, Regulations for store environment, Management of data and Information, Employment manuals, Policies involving customer services.

Reading:

1. Hill Dan, Coxhill M, (2012) Retail Services, (pp 240-350),
2. Dunne and Lusch, (2008) Retailing (pp 169-200, 390-420)
3. S.C. Bhatia (2008) Retail Management, (456-470)

Module 2: Organization Policy Procedures for Financial Transactions, Loss And Theft Prevention For Employees: The module will give the brief idea about policies involving customer services types of financial transactions, financial transactions control procedure shoplifting policies and procedures for retailer's identification of shoplifters and their methods, preventing employee theft in retail. Upon completion of the module the student would will be able to outline Types of financial transactions and control procedures. Understand Shoplifting policies and procedures for retailers Identify of shoplifters and their methods, preventing employee theft in retail. Topic covered under this module are Types of financial transactions, financial transactions control procedure, Shoplifting policies and procedures for retailers, Identification of shoplifters and their methods, Preventing employee theft in retail.

Reading

Read Hayes (2014) Retail Security and Loss Prevention (pp 3-167)

Module 3 Health safety and security: The module will describe the details about safety hazards in retail environment different types of hazards, floor safety, exterior concerns traffic control, dealing with hazardous chemicals, fire safety and insurance. Upon completion of the module the student will be able to Define various Safety Hazards in Retail Environment, Illustrate Different types of, floor safety, exterior concerns Illustrate

Traffic control, dealing with hazardous chemicals and fire safety. Topic covered under this model are Safety Hazards in Retail Environment.

Reading

Jeffrey Farber, Jackie Crichton, O. Peter Snyder (2014) Retail Food Safety

S.C. Bhatia (2008). Retail Management)

Module 4 Risk Assessment and Mitigation: The module will orient students about the assessing risks and how to mitigate the risks in the retail. Upon completion of the module the student will be able to Identify Vulnerabilities in Business Processes, Develop Risk Mitigation Strategies, Monitor and Review Risk Mitigation Measures, Communicate regarding risks and mitigation efforts among stakeholders, Understand about risk exposure and mitigation progress, understand the strategies of different audiences, such as executives, employees, investors, and regulators, Upon completion of the module the student will be able to: Identify and assess emerging risks related to technological advancements, regulatory changes, and geopolitical factors Address emerging risks Understand about risk management practices to anticipate and prepare for future challenges. Topic covered under this model are Conducting Risk Assessments for Process Compliance and Loss Prevention, Risk Communication and Reporting in Retail, Emerging Risks and Trends (Data security, Digital transactional security, cost leakages

Reading

Jeffrey Farber, Jackie Crichton, O. Peter Snyder (2014) Retail Food Safety

S.C. Bhatia (2008) Retail Management

9) Assessment Structure:

Sl.No.	Assessment Type	Weightage
1	Project	20%
2	Written Assignment	20%
3	Simulation	20%
4	End Semester Examination	30%
5	Class Participation	10%
Total		**100%**

10. Additional readings:

Iyer, S. (2009). Retail Store Operations

Saurav, S. (2013). The A to Z of Retail Management

Angie Tang (2012). Retail Operations

Iyer (2011). Retail Store Operations

11. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will included texts, worksheets, youTube clips, self-learning assignments, simulation, role plays and workbook.

b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component

c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shoppers Stop, V Mart, Nallis, Landmark and Lacosteetc.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies (SVS)

(To be approved by the Academic Council)

BVoc RM Semester-6 courses

School/Centre proposing the Course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Retail Marketing
Semester	6th
Course code	NSVSR6JSE01
Total Credits	4 credits
Course type	Compulsory Skill
Level	BVoc Degree
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr Asim Ray & External Experts

1.Does the course connect to, build on or overlap with any other courses offered in AUD?

No

2.Specific requirements on the part of students who can be admitted to this course:

The course is based on the defined job role of store manager as per the National Skill Qualification Framework (NSQF) Level-7. The course is focused on those who have acquired knowledge and skills of Customer Sales Associate (Level-4), Team Leader (Level-5) &Department Manager (Level-6).

3.No. of students to be admitted: As per AUD norms.

4.Course scheduling: Winter Semester 2023 (Semester-long)

5.How does the course link with the vision of AUD?

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building entrepreneurial and marketing skills to the cause of marginalized groups. Retail marketing course is mostly designed for the purpose of improving the retail marketing skills for our aspiring students so that they can undertake the job role of store manager in the Indian retail industry, apart from becoming an entrepreneur in retail sector by acquiring such skills related to retail marketing.

6.How does the course link with the specific programme(s) where it is being offered?

Retail Marketing is an essential part of BVoc- Retail Management course which talks about retail marketing environment in the Indian context. It is an industry-related specialized program. The program is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

Summary: This course will enable students to gain knowledge about retail marketing in the organized retail industry. It also familiarizes the students about the concept of marketing at the store level and about the most prevalent marketing practices within the retail companies.

Objectives: The major objectives of the course are:

- To understand the aspects related to retail marketing environment in India.
- To know marketing skills required for a retail store manager.
- To understand consumer buying behavior specific to retail marketing.
- To have a comprehensive knowledge on aspects related to in-store promotions and retail communications at the store level.
- To appreciate the best marketing practices that are being used in different retail situations such as- offline retail companies and in E-tailing.

The National Occupation Standards (NOSs) used for this course are:

- Manage sales and service delivery to increase store profitability (RAS/N0154)
- Check and confirm adherence of visual merchandising plans (RAS/N0155)
- Implement promotions and special events at the store (RAS/N0157)
- Implement promotions and special events at the store (RAS/N0158)
- Conduct price benchmarking and market study of competition (RAS/N0159)

Weblink:
ttps://www.rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf

Expected learning outcomes: On completion of the course, the students will be able to:-

- Describe the concept of retail marketing at the micro (store level) as well as at the macro (national level).

Identify and explain different skills required for retail store manager.

- Analyze the concepts and techniques of Above the Line, Through the Line & Below the Line (ATL/TTL/BTL) marketing activities.
- Develop plans for retail promotion and execute the same for effective retail marketing in the retail stores.
- Explain the impact of marketing activities on overall store budgets and sales targets.
- List best marketing practices used in different retail marketing situations.

Overall structure:

Module 1: Introduction to Retail Marketing: The module will explain about the Retail Marketing and about the retail marketing environment in India which help to understand the customers' needs and their behavior. Objective of this model is to apply the principles, practices, and concepts used in retail marketing management. Understand the conceptual and organizational Aspects of the retail sector, including strategic planning and management in retail. Topics covered under this model are Introduction to retail marketing, Retail Marketing Environment In India., Identifying customer needs, Understanding shoppers behavior.

Reading

1) Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata McGraw-Hill,Pages: 104-180
2) Sinha &Uniyal, Retail management, Oxford publications 2nd Edition
3) Pradhan, S.(2017). *Retail Management.* New Delhi: McGraw Hill Education.(pp, 481-516

Module 2: Overview of Retail Store Functions: The module will explain the importance of retail store functions like buying and merchandising, retail pricing, location & financial strategy at store level. The objective of this module is to understand the Buying &Merchandising planning at store level, Define the Retail Finance process. Topics covered in this model are Buying &Merchandising planning at store level for stock optimization to minimize losses, Understanding of Retail Pricing at store level, Retail Finance at retail store, Retail Location understanding, Planning Retail Expansion (Opening and closing stores)

Reading

1) Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata McGraw-Hill Pages: 379-427

2) Pradhan, S. (2017). *Retail Management.* New Delhi: McGraw Hill Education. (pp, 157-178, 279-292, 225-272)

Module 3: Retail communication: This module will explain about the effective communication, in store promotions, customer relationship, and customer experience management. Objective of this module is to enhance the role of proper communication in the Retail sector by identifying the various communications options in varied conditions. Understand in-store promotions Management Able to Measure the Success of In-Store

Promotions. Topic covered under this model are Retail Communication at the Store Level, In-store promotions planning, execution and measuring its Return on Investments (ROIs Creation of Special Events and impacts on retail store growth Customer Relationship Management & customer experience

Readings:

1)Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata McGraw-Hill
Pages: 467-498
2)Pradhan, S. (2017). *Retail Management.* New Delhi: McGraw Hill Education.(pp, 362-374)

Module 4: E-tailing and Modern Retail: The module will explain about the E-tailing, modern retail trends and opportunity of modern retail in the Indian context. The objective of this model is to appreciate the role of proper communication in the Retail sector by identifying the various communications options in varied conditions. Topic covered under this model is E-tailing, social media marketing contemporary practices, Modern retail trends and opportunity.

Readings:

1) Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata McGraw-Hill Pages: 467-498

2) Pradhan, S. (2017). *Retail Management.* New Delhi: McGraw Hill Education.(pp, 255-298)

9. Assessment (Percentage wise)

Assessment	Weightage %
Project Based on 1st Module	20%
Written Assignment based on 2nd Module	20%
Practical Based On 3rd Module	20%
MCQ's	10%
Theoretical Questions	10%
End term exam	40%

10. References:

1) Berman, B., Evans, J. R., & Mathur, M. (2011). Retail Management-A Strategic Approach 11 E. Pearson.Pages: 197-223
2) Berman, B., Evans, J. R., & Mathur, M. (2011). Retail Management-A StrategiApproach E. Pearson.Pages: 395-422

Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies (SVS)

(To be approved by the Academic Council)

BVoc RM Semester-6 courses

School/Centre proposing the Course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	People and Process Management
Semester	6th
Course code	NSVSR6JSE02
Total Credits	4 credits
Course type	Compulsory Skill
Level	BVoc Degree
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr Asim Ray & External Experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   No

2. **Specific requirements on the part of students who can be admitted to this course:**
   The course is based on the defined job role of store manager as per the National Skill Qualification Framework (NSQF) Level-7. The course is focused on those who have acquired knowledge and skills of Customer Sales Associate (Level-4), Team Leader (Level-5) & Department Manager (Level-6).

3. **No. of students to be admitted:** As per AUD norms.

4. **Course schedule**: Winter Semester 2023 (Semester-long)

5. **How does the course link with the vision of AUD?**
   Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups and further to learn people management skills. People and process management course is mostly designed for the purpose of improving the overall managerial skills of our aspiring students and it will help them prepare for the managerial roles or the leadership roles in the retail organizations, thus improving the overall HR and process management skills.

6. **How does the course link with the specific programme(s) where it is being offered?**

People and Process Management is an essential part of the BVoc- Retail Management course which talks about human resource planning, HR processes & policies, supply chain integration and managing store profitability. It is an industry-related specialized program. The program is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required

by the industries in the job market.

7. Course Details:

a. Summary: This course will enable students to understand the overall retail business from the store manager's point of view. It also familiarizes the students with the major work areas of a store manager like managing store employees, making the store profitable and better coordination with the supply chain function.

b. Objectives: The major objectives of the course are:

- To understand the HR skills required for the retail store manager.
- To provide basic knowledge related to concepts of HR planning at the store.
- To develop such knowledge and skills that are required for organizing the training & development of the store teams.
- To understand the importance of supply chain function in today's dynamic organized retail setup when every retailer is focusing on omni-channel strategies.
- To understand basic financial knowledge that helps the store managers to make their stores profitable.

The National Occupation Standards (NOSs) used for this course are:

- Manage overall safety, security, and hygiene of the store (RAS/N0156)
- Lead and manage the team for developing store capability (RAS/N0158)

Weblink:

https://www.rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf

c. Expected learning outcomes:

On completion of the course, the students will be able to:-

- Identify such skills that a HR requires at the store level.
- Describe the different contours of HR planning in a store.
- Analyze the important concepts like performance appraisal, safety & security in a store.
- List different leadership skills that are required to be a successful store manager.
- Describe the supply chain functions in an organized retail set-up with a focus on developing omni-channel strategies for a retail store.
- Apply the financial analysis in a store which will help them improve the overall profitability of the store.

d. Overall structure

Module 1: Human resource planning

Module 2: Managing Processes for Retail Store Interface

Module 3 Understanding for Retail Store of Financial Procedure

8. Module outline: The course would have the following 03 Modules

Module 1: Human resource planning: The module will explain about the Human resource management, Job requirement & design, human resource planning, performance appraisal & training and development at the store level.

The objective of this module is to work in a team in retail business environment. To demonstrate an understanding of internal processes, behavior, and employee issues in a retail organization. Topic covered under this module is an introduction to Human resource management, Job requirement & design, Human resource planning, Retention and Attrition. Attrition Control, Performance Appraisal, motivation and rewards Training & Development, Role of store manager in managing human resource at the store level, Managing HR processes, reporting and grievance handling at the store level, Leadership & team management.

Reading

1) Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata McGraw-Hill,Pages: 541-566
2) Durari, P. (2010). *Human Resource Management.* New Delhi: Pearson. pp. 1-14, 23-40, 107-182, 66-88, 210-227)
3) Pareek, U. (2015). *Designing and Managing Human Resource System.* Paper Back Publications

Module 2: Managing Processes for Retail Store Interface: The module will explain about the HR process, Safety & Security at stores and Grievance Handling at the store level. The objective of this module is Understanding the HR process. Topic covered under this module are HR processes. Safety & Security at stores, Effective store management, Grievance Handling: Definition, features, causes and effects, favoritism, workplace harassment, wage cuts.

Reading:

1) Berman, B., Evans, J. R., & Mathur, M. (2011). Retail Management-A Strategic Approach 11 E. Pearson.Pages: 369- 384

Module 3 Understanding for Retail Store of Financial Procedure: The module will explain about the store management, profitability measurement, balance sheet and financial analysis, sales and services processes, taxation role & supply chain Integration at store level. Objective of this course is to develop an understanding of the financial tools for enhanced performance and profitability. Demonstrate an understanding of taxation scenario relevant to retail and the importance of supply chain in the Omni channel retail environment. Topics covered under this model are Managing Store, Profitability, Balance sheet &financial analysis for profitable Store operations, Sales & service processes, Role of GST in Retail Store, Supply chain integration.

Reading:

Varley Marry Rose, 2006 Retail product management: Buying and Merchandising-

Vedamani, G. G. (2017). *Retail Management.* Chennai: Pearson.,**(**pp, 239-254)

9) **Assessment**

Assessment	Weightage %
Project Based on 1st Module	25%
Written Assignment based on 2nd Module	25%
Class Participation	10%
End term exam	40%

10). References:

1) Berman, B., Evans, J. R., & Mathur, M. (2011). Retail Management-A Strategic Approach 11 E. Pearson.Pages: 323- 338
2) Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata McGraw-Hill,Pages: 567-570
3) Dunne, Lusch and Gable(1994) ,Retailing, South Western

11). Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook

b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component

c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopper stop, V Mart, Nallis, Landmark and Lacoste, etc.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

School of Vocational Studies (SVS)

(To be approved by the Academic Council)

BVoc RM Semester-6 courses

School/Centre proposing the Course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Industry Internship for the job role of Store Manager
Semester	6th
Course code	NSVSR6JSE03
Total Credits	8 credits (Minimum 2 months)
Course type	Compulsory Skill
Level	B Voc Degree
Proposed date of launch	Monsoon Semester
Course coordinator and team	Dr Asim Ray & External Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, this course/Industrial Internship has been built on the basis of previous semester industrial internship which was based on the job role of Store Manager.

2. Specific requirements on the part of students who can be admitted to this course (Pre-requisites; prior knowledge level; any others – please specify):

Those who will be promoted from semester 5 to semester 6 or those who have passed NSQF Level

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD norms.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter Semester2022: Semester long

5. How does the course link with the vision of AUD

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care, manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, and those employed in the organized sector and also those working in the unorganized sector. This practical based course will help the students to acquire such skills related to the job profile of a Store Manager in a retail Store and leading to the certification of Level-7 of NSQF levels, thereby linking education with employment which is one of the missions of AUD.

6. How does the course link with the specific programme(s) where it is being offered?

The Industrial Internship comprise 8 credits or 240 hours of mandatory Industrial Internship for each semester and is assessed through a combination of skilled acquired by students and assessed by the relevant Sector Skill Council i.e. RACI. Industrial Internship is mandatory in order to impart practical knowledge to students and to provide hands on experience to the students. From this course, students will be able to correlate the classroom teaching and the practical training.

7. Course Details: Pre internship orientation with respect to Do's and Don'ts during the internship, sexual harassment policies of AUD and the industry. It will be a minimum 30 days of Training for the job role of Retail Store Manager. After the completion of training, assessors from RASCI (Retailers Association of Skill Council of India) would come for the job role assessment and certification.

a. Summary: The Students of RM go out on Industrial Internship for a period of 30 days in block after the completion of theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learnt in course of the Skill courses over the first half of the Semester. Individual will be responsible for supervising and directing the store staff, taking staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimizing the store's financial performance and managing safety and security of the store while adhering to the business and store processes

b. Objectives: Industrial Internship would help students in developing their practical skills and practical knowledge and would make them industry ready after the completion for the job role of Retail Store Manager. The objectives of the OJT are to:-

- Understand strategies adopted at stock levels as per market trends and consumption in stores.
- Monitor receipt and dispatch of goods in stores.
- Maintain stock records in stores.
- Co-ordinate stock take/cyclical count in stores.
- Optimize inventory to ensure maximum availability of stocks and minimized losses in stores.
- Ensure compliance to all store policies, vendor guidelines and statutory regulations in stores.
- Ensure maintenance, timely submission and safe keeping of operational records in stores.
- Monitor operation of store equipment and facilitate maintenance of store upkeep in stores.
- Understand trend of footfall of customers, both old and new and establish relationships from marketing point of view in a retail store.
- Develop such strategies to enhance sales and augment customer service in stores.

National Occupational Standards used for the Industrial Internship for the Job role of Retail Store Manager are:

- RAS/N0152 Optimize inventory to ensure maximum availability of stocks and minimized losses
- RAS/N0153 Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting
- RAS/N0154 Manage sales and service delivery to increase store profitability
- RAS/N0155 Execute visual merchandising displays as per standards and guidelines
- RAS/N0156 Ensure overall safety, security and hygiene of the store
- RAS/N0157 Implement promotions and special events at the store
- RAS/N0158 Lead and manage the team for developing store capability
- RAS/N0159 Conduct price benchmarking and market study of competition

Note:
http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf

c. Expected Learning outcomes: After completing this course, the students will be able to:-:

- Apply overall operational aspects of the store for ensuring profitability.
- Analyse overall store profitability and monitor the same against targets in stores.
- Arrange and display goods and merchandise to maximize store profitability and cost optimization in stores.
- Apply of store policies and procedures with respect to visual merchandising in stores.
- Liaison with vendors to ensure compliance with visual merchandising norms in stores.
- Create awareness amongst staff on health, hygiene and safety through ongoing training and policy adherence in stores.
- Explain implementation of store security procedures to minimize thefts and losses in stores.
- Plan and ensure implementation of in-store promotions.
- Prepare staff requirements and ensure sufficient human resource availability in stores.
- Plan the staffing needs of the store.
- Create effective work coordination &work environment in retail functions at store level.
- Identify areas for training needs of store staff to improve individual and team performance in stores.
- Collect and analyses market information to aid in creating appropriate product and pricing policies in stores
- Explain control operational expenses and ensure the growth of topline and bottom-line set by the organization

d. Overall structure (course organization; rationale of such organization): Course contains 60 days of mandatory industrial internship in any organized retail organization.

e. Course contents: Industrial Training is the site where the student puts into practice the theory of skills that he/she has been studying in course of the on-campus curriculum delivery. Based on his/her experiences at Industrial Internship, the student will prepare and submit a Report and presentation.

Mandatory 60 days of industrial internship in any retail organization to hone their theoretical skills

Assessment Plan (weight, mode, scheduling) for the course:

Sl. No.	**Assessment**	**Period of Assessment**	**Weightage**
1	Industrial Internship - Project Report	After Industry Internship	30%
2	Industrial Internship Presentation & Viva	After Industry Internship	30%
3	Industrial Internship feedback from Industry	Throughout the Industrial Internship	20%
4	Workbook Assignments	After Industry Internship	20%
Total assessment weightage			**100%**

8. Pedagogy:

a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook

b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component

c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.

d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopper stop, V Mart, Nallis, Landmark and Lacoste, etc.

Signature of Course Coordinator(s)

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Agenda No. 6: Proposal for approval of the GEC for all the BVoc programmes in Semester 5 & 6 skill courses. There are 5 GEC courses in the third year (Two courses in semester-5 and Three courses in semester-6).

Semester	Name of the course	Course code	Credits
Semester-5	Introduction to Indian Knowledge System in Skills (IIKSS)	NSVSG5CC01	4 credits
	Entrepreneurship Development	NSVSG5AE01	4 credits
Semester-6	Developing Soft Skills	NSVSG6CC01	2 credits
	Business Communication	NSVSG6AE01	4 credits
	Design Thinking (Workshop)	NSVSG6VB01	2 credits

- The two courses to be offered in semester-5 are placed below for kind approval of the AC.

- Two other courses to be offered in semester-6 namely Design Thinking and Business Communication are placed on **Agenda item No. 8** as Reporting items as they are already approved by the earlier BoS and AC and are already offered in the School. The two course will be adopted as it is even in the new programme structure.

SCHOOL OF VOCATIONAL STUDIES (SVS)

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	All BVoc Programmes
Course title	Introduction to Indian Knowledge System in Skills (IIKSS)
Course code	NSVSG5CC01
Total Credits	04
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc/UG
Proposed date of launch	Monsoon Semester
Course coordinator and team	Professor Sitansu S Jena, Mr Akha K. Mao, and expert team

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

   The course explores the history of the knowledge systems and philosophical traditions of India and enables a multidisciplinary engagement and understanding of India's knowledge traditions and cultural heritage. The course thus builds on the vision of engaged scholarship and multidisciplinary approach to teaching and learning in AUD. There is a possibility of some connection and overlapping with some of the courses designed and developed across various Schools and Programmes in the University as teaching of a course on Indian Knowledge System (IKS) which has been made mandatory. However, the proposed course in SVS titled 'Introduction to Indian

Knowledge System on Skills (IIKSS)' will be different as the focus is on the various knowledge systems as well as some selected traditional skills.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify). Those students who are promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6 can be offered. However, the course can also be offered to other students, who intend to develop their competencies on vocational skills.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed)**: Those who are promoted from semester 4 to semester 5.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester (Full Semester)

5. **How does the course link with the vision of AUD?** AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. It aims at enabling the youth to become aware and engaged scholars and citizens. Against this background, the BVoc programmes (currently offered in the SVS) impart practical training, mostly application based, to its undergraduate students to enable them to pursue full–time or part–time tertiary education. These are industry specific specialised programmes and courses. The programmes are in alignment with National Skill Qualifications Framework (NSQF).
   The General Education Component is a cluster of compulsory foundation courses for all BVoc programmes at SVS. The GEC courses aim to strengthen communication skills, promote a deeper understanding of self and provides academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives. To this end, Introduction to Indian Knowledge System in Skill (IIKSS) is in line with the philosophy and vision of AUD. The modules and flexible choice of issues are relevant to the students of the BVoc programmes as it covers the traditional and indigenous knowledge system across domains of culture, ethics, science and technology, and philosophy. It places special emphasis on the application of these knowledge traditions across different skill domains (such as the developments made in the domains of culture-lifestyle-textile and weaving, gastronomy, health and medicine, science, mathematics, linguistic traditions and practical applications in ancient Indian society. These can be connected with the various BVoc programmes (that focus on tourism, hospitality, retail sector, Accounting and Finance and wellbeing of children). The course fulfills the objective of General Education Component scaffolding the vocational specific courses/programmes and appreciation of our past traditional knowledge systems and its heritage.

6. **How does the course link with the specific programme(s) where it is being offered?** The Course on Introduction to Indian Knowledge system in Skill (IIKSS) will be one of the General Education Component course for all the BVoc students. The course will introduce students to some aspects of the Indian Knowledge system including the indigenous knowledge system and their practices related- history, socio-cultural aspects, linguistic diversity, geographical diversity, some of the traditional skills and trades in the country. The Course aimed at sensitizing students about the traditional Indian knowledge system of the diversity of the various regions, states and

communities that exist in the country. It will help students to know about the varied knowledge system and also the varied skills that developed in the country which helped in the development of the modern knowledge systems and skills. The course will enable the students to appreciate and respect the varied knowledge system and skills that got evolved and practiced in the country over the years.

7. **Course Details:**

a. Summary: The course to be offered on the Introduction to Indian Knowledge System (IIKS) is focused at giving students a general introductory overview of the diverse knowledge system that existed across the vast and diverse region and societies of India in general and focus on the diversified traditional skills in particular. The course will also engage students critically on the concept of 'knowledge' and knowledge production and dissemination. Keeping in mind that the proposed course would be offered at the undergraduate level and to the BVoc programmes, the course will also focus on some of the traditional knowledge system related to the various skills that evolved over the time. The course would have in total 04 modules.

b. **Objectives of the Course:** The course will -

- Introduce and familiarize students to the tradition of Indian philosophy and varies knowledge systems including the historical heritage and traditional practices .
- expose them to the relevance of this knowledge system and practices in the contemporary context.
- Introduce students to the traditional knowledge system and skill development across communities.
- Discuss and generate appreciation on the contributions of the varied knowledge systems and institutions, especially in the higher education context, with specific reference to skills generation and it's practices that evolved in our country and how they are still being used.

c. Expected learning outcomes:

On completion of the course, the students will be able to-

- Explain the concept of 'knowledge' and the varied knowledge systems that evolved and developed in the country over years.
- Appreciate the significance of 'indigenous' knowledge traditions, 'indigenous institutions' and their contributions in fostering the historical and traditional collective heritage of the nation.
- Identify the various scientific, linguistic, mathematical, ethical, cultural, and philosophical thoughts and skills that were developed in the past and how over the years they have evolved.
- Relate the traditional skills as practiced and find its relevance with the contemporary skills as practiced in India.
- Analyse the rich traditional knowledge system and it gave an impetus to practice traditional skills in different spheres of life. its historical, socio-cultural and linguistic heritage and how they helped in building the national identity of the country.
- Appreciate the merits of traditional skills in generating new knowledge for solving the problems of humanities.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will introduce the students to the various broad concepts of 'Knowledge', 'indigenous knowledge', 'oral and written traditions'. The course will also engage students on the issue of what is considered as knowledge? Issue related to why do we need to know about Indian knowledge systems and it's epistemological meaning? How are they related to our history, heritage, tradition, identity etc in a diversified society like India. The course will also explore the various practices of the indigenous systems of learning, it will also give students an overview of some of the knowledge considered as 'skills' in the past and as how they evolved and developed over the years, including transfer of skills through generations. The course will also expose students to the important contribution of the various traditional knowledge system to the human civilizations and how they continued to be used in the current generations as well. This will be done by a combination of classroom lectures with the use of film screenings – taking up some selected examples related to knowledge systems – religious practices, traditional practices, development of some classical languages, flora and fauna, including lore and legend. The students will also be exposed to traditional skills as practiced like pottery making, carpentry, stonework, agricultural practices, health & hygiene etc and process of transfer through generations including the entrepreneurship development.

8. **Module outline. The course would have the following 04 modules:**

Module 1*: Philosophy, Ethics and Values: Schools of Philosophy

This module aims to familiarise students with basic features of Indian Philosophy; different traditions, six orthodox (astika) systems (Shatdarshana: Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa); their common characteristics and differences); and three heterodox traditions (nastika)-Charvaka, Buddhism and Jainism; place of authority and reasoning in Indian philosophy; Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita); Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.); issues of ethics, traditional values and morality;

***This module has been adopted from the IKS course on Understanding India: Indian Ethos and knowledge System-2, developed and offered in the ITEP BA BED programme in SES.*

Readings:

1 Chauhan, Bhag Chand (2023). *The Knowledge System of Bharat (A textbook based on NEP 2020 guideline)*, Garuda Prakashan

2 Rao, N.P. (1971). *Essays in Indian Philosophy and Religion*. 'Indian Philosophy: A Preliminary Approach', pp.14-21; 'The spirit and substance of Indian Philosophy', pp. 22-31; 'Shankara's Advaita Vedanta' pp. 143-159; 'Vedanta of Sri Ramakrishna and Vivekananda' pp. 163-168. Lalvani Publishers.

3 Chatterjee, S. and Datta, D. (2007). *An Introduction to Indian Philosophy.* Rupa. Chapter 1 (pp. 24-52).
4 https://www.ramakrishnavivekananda.info/vivekananda/volume_2/practical_vedanta_and_other_lectures/practical_vedanta_part_i.htm

Suggested Reading:

- Mohanty, J.N. (2021). *Classical Indian Philosophy.* Dev Publishers. Select extracts from Chapter 3, 'The Categories - Samkhya, Buddhism and Vedanta' (pp. 51-58); and Chapter 5 (pp.74-79, pp. 90-92) and 'The classical darsanas' (pp.153-158).
- Perrett, R.W. (2016). *An introduction to Indian Philosophy*. Cambridge University Press. 'Value' (pp. 21-42) and 'Self' (pp. 168-196)
- Nicholson, A. 'Bhedabheda vedanta'. *Internet Encyclopedia of Philosophy.* https://iep.utm.edu/bhedabheda-vedanta/
- Chattopadhyay, D. (1993). *What is living and what is dead in Indian philosophy*. People's Publishing House. Chapter 1 (pp. 1-19)
- Dharampal (2021). Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru
- Kapil Kapoor & A. K. Singh (2005). *Indian Knowledge Systems*: Vol 1 & 2, (DK Print World)
- History of Science in India Volume I, Part I, Part II, Volume VIII, by Sibaji Raha, et al. National Academy of Sciences, India and the Ramakrishan Mission Institute of Culture, Kolkata (2014).
- Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep kohle et al. samskrit Bharati (2006).
- Vedic Physics by Keshav Dev Verma, Motilal Banarsidass Publishers (2012).
- India's glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).

Module-2: **Knowledge Generation through Art, Culture & Education .**

The module will look into the various cultural practices and ways of learning and life among the various communities including tribal communities in India. The module will explore how knowledge and skills were produced and reproduced and passed on to the next generation- importance of oral traditions, folksongs & folklores.

Importance of Art, Music & Dance such as- 'Nataraja' a master piece of Indian Art; Life and work of Agastya, Lopomudra, Valmiki, Vedavyasa, Gārgī, Maitreyī, Caraka, Suśruta, Nāgārjuna, Kauṭīlya, Pāṇini, Thiruvalluvar, Āryabhaṭa, Varāhamihira, Ādi Śaṅkarācārya, Bhāskarācārya, etc.

Traditional Education system: The module will also introduce to indigenous institutions such as the Gurukul, Madarsas, Morung/Ghotul system of education, including hands-on-learning, their relevance of understanding and co-existence with mother nature for sustainability. As part of the course a field visit to nearby IKS-related prominent places will also be organised to enable students to appreciate the various manifestations of IKS.

Readings:

1 Mahadevan, B; Vinayak Rajat Bhat and Nagendra Pavana R.N. (2022) *Introduction to Indian Knowledge System: Concept & Application*, PHI Learning

2 Acharya, P.K. (1996) *Indian Architecture*, Munshiram Monoharlal Publishers, New Delhi

3 Living Stories: Storytelling Traditions of India (26 Mins.): https://www.youtube.com/watch?v=QgcCsh_8f50

4 Kavad: A Storytelling Box | Episode 10: Bharat Ek Khoj https://www.youtube.com/watch?v=egCdhL0X7kA

Suggested Reading:

- Pandey, P. (n.d.). *Indian Grammatical Tradition: PaNinian Grammar*. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000022LS/P001299/M031900/ET/1537854388Lings_P14_M1_eText.pdf
- A. L. Basham (1954). *The Wonder That Was India*: Vol 1 & 2; Sidgwick and Jackson
- David Graeber and David Wengrow (2022). The Dawn of Everything: A New History of Humanity, Penguin Random House

Module-3: **Traditional skills, culture and lifestyle**

This module will engage with the diversity, distinct traditions within Indian cultural heritage. Students will be encouraged to explore the following themes through group-projects. Contributions of the traditional skills and knowledge system. Skill development is a continuous process. Know-how of traditional knowledge, skills and practices that are developed, sustained and passed on from generation to generation within a community, often forming part of its cultural or spiritual identity. Various uses of traditional knowledge systems and skills in today's context (use of various traditional knowledge systems for - evolution of gastronomical knowledge (science of culinary); interconnectedness of food, health and medicine in the Ayurvedic tradition, cosmetics, traditional crafts and culture linkages. Classification of traditional skills- Transferable/Functional, Personal Traits/Attitudes, and Knowledge-based.

A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

Essential Readings:

1. https://indianculture.gov.in/food-and-culture/evolution-indiangastronomy/evolution-indian-gastronomy-tale-fusion

2. Sen, Colleen Taylor (2015). *Feasts and Fasts: A History of Food in India.* Speaking Tiger Books. (for reference to Ayurveda: Food and Medicine)
3. Antani, V., Mahapatra, S. (2022). Evolution of Indian cuisine: a socio-historical review. *Journal of Ethnic Food 9,* 15. https://doi.org/10.1186/s42779-022-00129-4
4. Jacob, M., Nandini, B. and Sharma, N. (2023). Indigenous sports of India: Connecting past to the present. *Artha – Journal of Social Sciences*, Vol. 22, No. 1, 1-23. https://doi:10.12724/ajss.64.1
5. https://www.textilesphere.com/2022/04/history-of-indian-textile-industry.html
6. https://artsandculture.google.com/story/indian-textiles-nature-making-victoria-and-albert-museum/YAUROUQuPAXOJw?hl=en
7. Hansen, Anne Merrild , Pelle Tajesner and Parnuna Edege Dhal (2016). 'Traditional Knowledge and Industrial Development' In book: Perspectives on skills - an anthology of informally acquired skills in Greenland (pp.152-166)
8. Pant, Pushpesh (2021) *Incredible Indian Cuisine*, Wisdom Tree, New Delhi

Suggested Readings:

9. Mishra, Tina and Punnam Veeraiah (2020). "INTEGRATE THE INDIGENOUS KNOWLEDGE AND SKILL PRACTICES WITH THE VOCATIONAL EDUCATION SYSTEM – A CONCEPTUAL FRAMEWORK" International Education & research Journal (IERJ), pp 7-9.
10. Verma, Vinod, in Ayurveda (2001), A way of life, Printworld, India Delhi, Motilal Banarsidass.
11. Frawley, David (2000). In Yoga and Ayurveda: Self Healing and Self-Realization, Delhi, Motilal Banarsidass.

Module-4: **Traditional knowledge system and skill development.**

The module will explore the various activities which are considered to be skills. How a particular skill evolves over the years. Which of the skills are considered important or valued as compared to other, from hunting-gathering skills to the introduction of agriculture, animal husbandry, pottery, carpentry, house construction, textiles production, maritime trade, etc. This module will keep focus on the selected traditional skills such as- Antiques, Art, Baskets, Paper Mache, Ceramics, Clock Making, Embroidery, Block Printing, Decorative Painting, Glass Work, Fabric, Furniture, Gifts, Home Décor, Jewellery, Leather Crafts, Metal Crafts, Paper Crafts, Pottery, Puppets, Stone and Wood Works.

During the semester students will be given exposures to of some the traditional skills. Visits to Crafts Museum, Colonies/locality of blacksmiths still using traditional knowledge, workshops on pottery/traditional bangle making, traditional puppetry, tribal festivals and arts (whenever organized in the city), etc.

Readings:

1 NCERT (2010) “Craft Tradition in India – Past, Present and Future”, NCERT New Delhi.
2. Sustainable Chinakari Art in Contemporary Indian Industry: An Observation. (2017, September). International Journal of Advance Research in science and Engineering, 6(09).
http://ijarse.com/images/fullpdf/1507003040_ijarse_120.pdf
3. Bhardwaj, H.C. (1979). Aspects of Ancient Indian technology in Delhi, Motilal Banarsidass
4. Sumit Sarkar (2014). Modern Times: India 1880’s – 1950’s: Environment, Economy, Culture, Orient Blackswan.

Other learning resources:

- First Navigation System - EpicPedia 2, Youtube

  https://youtu.be/gvSMXPajYZs

- History TV18. Ancient India’s marvelous architecture. https://youtu.be/XHKD6FOH_0g?si=u4C19cdcWAT0lABm
- The Epic Channel. *Metals of India: Metallurgy.* Episode 10. https://youtu.be/MCy9jXdXHpg?si=o5VUsLpP_A1mHSgE

9. **Students Assessments:**

The following assessment criteria is used for assessment of student performances:

SL. No.	Assessment Components	Percentages
1	Assignments (2 No.)	30%
2	Field Visits & Project Submission	30%
3	End Semester Examination	40%

10. **References:**

- Dharampal (1987). Some Aspects of Earlier Indian Society and Polity and Their Relevance Today, New Quest Publications, Pune.
- J. K. Bajaj and M. D. Srinivas (1995). Indian Economy and Polity in Eighteenth century Chengalpattu, in J. K. Bajaj ed., Indian Economy and Polity, Centre for Policy Studies, Chennai, pp. 63-84.
- J. K. Bajaj and M. D. Srinivas (2001). Timeless India Resurgent India, Centre for Policy Studies, Chennai.
- M. Hiriyanna (1995).*The Essentials of Indian Philosophy*, , Motilal Banarsi Das, Delhi
- Mao, A. K. (2013). The Morung: The traditional educational system of the Mao Nagas. In *Tribes of India: Concepts, Institutions and Practices* (Eds. Srivastava, V. K.). Serial Publications, New Delhi, India. p. 293-315. ISBN: 978-81-8387-588-2

11. **Pedagogy:**
    a. Instructional strategies: Lectures, discussion, case studies, videos, etc.

    b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

    c. Expertise in AUD faculty or outside: AUD faculty

    d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi
School of Vocational Studies
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc
Course title	Foundation of Entrepreneurship
Course code	NSVSG5AE01 (semester-5)
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG/BVoc
Proposed date of launch	Monsoon Semester
Course coordinator and team	Akha Kaihrii Mao & experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD**?
   The course may overlap with courses offered at SBPPSE for MBA programme but this course is to be facilitated in workshop mode and be a simpler version keeping the requirements of BVoc.

2. **Specific requirements on the part of students who can be admitted to this course**: (Pre-requisites; prior knowledge level; any others – please specify)
   Those students who are promoted to BVoc Semester-3

3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed): The usual cohort size as admitted/registered for the course in BVoc Semester-5

4. **Course scheduling** (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon semester

5. **How does the course link with the vision of AUD?** AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens communication skills, promotes a deeper understanding of self and provides academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives. The course intends to ignite the spirit of becoming an entrepreneur and understand the market needs better. It also has an aspect of social entrepreneurship that deals with creating a business model that supports the society as well.

6. **How does the course link with the specific programme(s) where it is being offered?:** All the BVoc programmes offered in SVS, AUD are not only aimed at making students market ready for jobs. However, the Bvoc programmes also aims at enabling students to become entrepreneurs and creators of job opportunities for themselves and more youth in our society. Thus the course is envisaged to enable to achieve the stated objectives of the BVoc programmes.

7. **Course Details:**

Summary: The course is organised into number of sessions conducted in workshop-mode and supported by field visits. These sessions will be on different topics related to entrepreneurship such as: Introduction to Entrepreneurship, Problems and challenges, Marketing aspects, Financial Aspects, Managing infrastructure and human resources, Role of business plan, Technology for sustainable development, etc.

Objectives: The objective of the course is to

- make the students understand the concept of entrepreneurship better.
- Orientation towards basic concepts of entrepreneurship, key factors for starting a new enterprise and resource requirement
- Help recognizing problems and examine the link between problems, resolutions and opportunities
- Acquainted students with the marketing aspects of an entrepreneurial venture.
- Get acquainted with marketing aspects, financing opportunities and organizational structure
- Help find the correct team for the venture, managing it and understand basic practices of HRM
- Understand the importance and designing of a business plan
- Recognizing the role of technology in sustainable business practices

Expected learning outcomes: By the end of this course,

- Students will be able to understand and explain the various activities involved in starting one's own venture.
- Understand that entrepreneurship is also about benefitting society and not just profit making.
- Students will be able to explain the relationship between problems, resolutions and opportunities of entrepreneurship.
- Will be able to appreciate and designing of business plan
- Will be able to make use of technology to sustain business practices

a. Overall structure (course organisation, rationale of organisation; outline of each module):

b. Contents of the course:

Module-1: An Introduction to Entrepreneurship. The module will orient students towards basic concepts of entrepreneurship, key factors for starting a new enterprise and resource requirement. It will also have a workshop session.

- Definitions of entrepreneurship, entrepreneurs
- Various types of entrepreneurs (based on personality of entrepreneurs) –builders, opportunists, innovators, specialists, etc. Including types of entrepreneurial business based on ownership such as sole proprietorship, partnership, corporation, etc

Workshop session: Identifying Real Problems (Problem-based Learning)

Root cause analysis
Point of view (POV)
Circle of concern & Circle of influence
'How Might We' approach (HMW)
Five Why

Five How
SCOPE Model

Core Reading:
-Schumpeter, J., Becker, M., Knudsen, T. and Swedberg, R. (2011). *The entrepreneur*. Stanford, CA: Stanford University Press.
-Quest for Equity - Urban Dalit Women.
https://csei.org.in/wp-content/uploads/2017/01/Quest-for-Equity-Urban-Dalit-Women-Employees-Entreprenuers.pdf

-Women Entrepreneurs in India - Deepa Krishnan, Mumbai Magic
https://www.linkedin.com/pulse/women-entrepreneurs-indian-tourism-industry-deepa-krishnan/

Module 2: Problems and challenges: The module will enable students to recognizing problems and examine the link between problems, resolutions and opportunities. Entrepreneur's business practices and business success factors

- Challenges in start-up journey
- Social entrepreneurship and sustainability – identification of social problems, mobilizing resources, building networks
- Guest Lecture on finding opportunities in rural and urban market

Workshop: Entrepreneurial Competencies

- Recognizing and improving teamwork skills
- Identifying problems
- Understanding everyone's interest
- Fostering creative ideas
- Listing of possible solutions
- Evaluating options
- Selection an option or options
- Choosing the best ideas
- Documenting a decision and implementing
- Evaluating and monitoring

Module 3: various aspects of Entrepreneurship: The module will engage students with two of the fundamental aspects of entrepreneurship in details such as – Marketing and Financial aspects.

Marketing aspects

- Identifying business opportunities
- Idea generation
- Customer interface
- Identifying and understanding use of marketing options such as advertising, networking, word of mouth, online marketing, etc.
- Guest Lecture on marketing an idea and reaching the correct target audience can be explored for example by Mr. Anadi Sharma (Ex Google Employee, now with Twitter in Marketing)

Financial Aspects: Get acquainted with marketing aspects, financing opportunities and organizational structure

- Basics of entrepreneurial finance
- Determine financing need

- Various funding avenues
- Learning to study financial reports

Workshop: Business Model Canvas (will cover the following)

- Understanding Value Creation
- Defining Value Proposition
- Customer Segmentation
- Channels of Communication
- Customer Relationship Management
- Key Business Activities
- Partners and Stakeholders
- Costs versus Revenue

Module 4: Managing infrastructure and human resources. The module will engage students to find the correct team for the venture, managing it and understand basic practices of HRM. The module will focus on the following topics related to HR.

- Infrastructure for entrepreneurial activity
- Institutional arrangements
- Common HRM practices and challenges
- Organizational structure
- Guest Lecture by HR Professional would be organised to facilitate this in workshop mode

Module 5: Role of business plan. The module will orient students to understand the importance and designing of a business plan.

- Understanding the value proposition and the business plan
- Initial considerations and key risks
- Guest Lecture on Designing Business Plan

Workshop: Build Your Enterprise.

- What kind of enterprise do you want to set up?
- What makes it useful and convenient, and a winning idea?
  What community needs does it answer to? What makes it innovative?
- What do you need to start with in terms of resources (financial, human and other kinds of resources)? How are you going to make it successful? What would be its slogan or campaign to launch it?
- How much time do you need to launch it in the market? How do you think it can develop and in how much time?

Will your enterprise be local, national or international level? Are you going to use some opportunities (such as funding, or materials, etc.) from somewhere else?

Module 6: Technology for sustainable development. The module aims at recognizing the role of technology in sustainable business practices.

Maintaining effective partnerships

- Factors of sustainable growth in a business
- Role of technology
- Integration of technological development for sustainability of entrepreneurial business

Workshop: Pitch Deck

Designing a Pitch Deck
Mastering the Shark Tank Method (Emphasis on storytelling)
Presenting a Business Plan in the Pitch Deck Format

Assessments:

Sl. No.	Assessment	Weightage
1	Identifying a problem/challenge in the society or market	**20%**
2	Project on understanding customer identification and marketing strategy of an entrepreneurial venture	**30%**
3	End semester Exams: Designing a business plan for a business idea	**40%**
4	Class participation and attendance	

8. **Pedagogy:**
   a. **Instructional strategies**: The course would be transacted using of lectures, workshop sessions, role plays, field visits, case studies, etc.

   b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): usual classroom with ICT facilities. Field visits, Special invitees from the industry will be required to take some few sessions and interact with students.

   c. **Expertise in AUD faculty or outside:** Guest faculty will be engaged to transact the course with special invitees from the industry who themselves are entrepreneurs and have started their own business ventures.

   d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): May need to collaborate with some organisations for students' field visits to enhance the course.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Agenda No. 6 (c): Proposal to replace the already approved course title on 'Health, Wellness & Yoga' of 2 credits of the 4-year BVoc programme structure with that of the already existing course on 'Developing Soft Skills' of 2 credits.

The Course title "Health, Wellness and Yoga" was earlier approved by the AC in the 4 year BVoc programme structure. However, in the new 4 Year BVoc Programme structure there is no any specific course to cater to developing of their soft skills which is very important at the finishing level to be job ready for the students. The industry partners and experts have also given feedback for the need to develop the soft skills of the students to be able to get employment and also not only sustain but also to move up the ladder in the workplace. Thus, the School decided place to the BoS for its approval to deviate from the already approved course title and be allowed to offer the course "Developing Soft Skills" which the School considers it to be of much benefit to the BVoc students. The School has been offering a course on 'Developing Soft Skills' of 2 credits as part of the old 3 year BVoc programme structure and students have found it to be very helpful for them to develop their skills and self-confidence as they apply for job placement. The course was already been developed, approved and being offered and can be easily adopted in the 4 year BVoc programme structure too if approved by the BoS and the AC. The already approved course of Developing Soft sSkills is appended below for consideration.

Ambedkar University Delhi
School of Vocational Studies
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies (SVS)
Programme(s)	BVoc: General Education Component
Course title	Developing Soft Skills: (Group Discussions, Using Social Media for Job Networking, Mock Interviews, Learning to Delegate & Persuading)
Course code	NSVSG6CC01
Total Credits	2
Semester	6
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Foundation Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG/ BVoc
Proposed date of launch	Winter Semester
Course coordinator and team	Dr. Monal Dewle, Dr. Krishna Dixit, Professor Amol Padwad, Akha kaihrii Mao and Professor Sharique

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Business Communication and Personality Development (BC&PD) (SBP2MB128) is taught in Semester 1 in School of Business, Public Policy and Social Entrepreneurship. While BC&PD and DSS have similar objectives and outcomes but it is vertically integrated to the specific disciplines. The level of DSS has been designed keeping in mind that the skills that are required of the students at the end of Semester 6 before they enter the world of job opportunities and after getting a job, how they could be efficient in that world. It has different emphasis and caters to the needs of the *four* vocational programmes. *Developing Soft Skills* is also pitched at the undergraduate level unlike BC&PD. The various components as identified in the course would need to address the four distinct foci of the school in terms of worksheets, role play and to some degree the audience that the students are going to interact with in course of their profession. In addition, *Business Communication Skills*, taught in Semester 4, covered communication skills required in the workplace; and these will only be taught as ancillary to the BCS I. The module on 'Design Thinking' is not taught in other programmes as a separate course.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify):

None but basic knowledge of computer skills will help.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

Compulsory for all Semester 6 students of School of Vocational Studies

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):**

Semesters 6: Semester long

5. **How does the course link with the vision of AUD?** AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens communication skills, promotes a deeper understanding of self and provides academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives. The course seeks to develop the key 21st Century skills.

6. **How does the course link with the specific programme(s) where it is being offered?** The modules on Developing Soft skills aims to develop in students those key 21 Century Skills are critical thinking, creativity, collaboration, communication, cultural competency and character or the six Cs. Whereas, the module on Design Thinking is an approach to develop solutions to complex problems and enable one to think innovatively while facing challenges or problems/issues that are not new. It gives an insight on factors that influence human behaviours and use that understanding to design solutions. Given that all the four Bachelors of Vocational programmes offered in SVS are intrinsically connected with service providing, design thinking provides a framework to finding innovative approaches to practical problems in each of the vocational trajectories.

7. **Course Details:**
    a. **Summary:** The course has identified achievable topics that are core to any successful course on entry at workplace and to be efficient in the workplace. The facilitator has the choice of adding to the lists. Each Module is to be aligned with the verticals. DSS&DT is a course wherein the students will be taught a higher order of skills related to participation in GD, delegate work effectively and negotiate with clients/customers/parents. The Module on Design Thinking is a process or framework which can be used to design services based on gaining an empathetic understanding of the needs, motivations of people keeping in mind cost effectiveness of the same. The workshop leans on the method as propagated by Idea, but as is encouraged, takes cognisance of Indian cultural nuances. It is both theoretical and practical.

b. Objectives: To

i: Become familiar with the workplace skills

ii. Understand the mechanics of GD and how to constructively participate in them.

iii. Gain confidence in the process of interviews

iv. Understand the importance of delegating while working in Team

v. Learn to use negotiation and persuasion skills in various situations

vi. Understand how social media can be used to create a network for professional development

vii. Learn how to delegate the responsibilities and work in teams

viii. Understand the difference between use of social media in public and non-public forum

C. Expected learning outcomes: After going through the course students will be able to-

i: Use the mechanics of GD and constructively participate in them

ii. Demonstrate confidence in the process of interviews

iii. Delegate responsibilities while working in Team

iv. Negotiation and use persuasion skills in various situations

v. Use social media to create a network for professional development

vi. Be able to differentiate the difference between use of social media in public and non-public forum

D. Course contents detailed in week-wise format (tentative) / module-wise format:

Note: The course has been visualised keeping certain themes or behaviour patterns in mind. It is hard to put these in a week-wise format. This is a hands-on course where the succeeding session is by and large dependent on the manner in which the current session progresses.

Broad themes have been identified. The course has been divided into 5 small modules on various soft skills.

Module 1: Group Discussions:

Introducing the Group discussion through videos

Use of phrases to be used in group discussion (introducing a point, giving an example, etc.)

Learning Outcomes: Upon the completion of the module, students will be able to:

- Make decisions
- Analyse the information
- State their viewpoints
- Use appropriate language
- Control their emotions
- Understand the appropriate manners to be followed (when to interrupt, how to interrupt, state their viewpoints without hurting or offending anyone, etc.)

Module 2: Using Social Media for Job Networking:

Creation of profile on platforms like LinkedIn and job portals and resume.

Creating Awareness about fake news and post-truth

Use of various job portals to look for jobs

Use of correct keywords and hashtags in the process of job search, client search on social media, cleaning up of social media history, settings to be used while accessing social media.

Learning Outcomes: Upon the completion of the module, the students will be able to:

Appreciate the use of social media and job portals in marketing oneself.

Will learn the process of creating good profiles with correct keywords and the apt platforms for them

They will understand the process of job hunt using various platforms

Module 3: Mock Interviews:

Introduction to Interview preparation guidelines

Usage of correct verbal and non-verbal communication.

Salary negotiation

Situation analysis and dealing with proprietary information

Activity: Mock Interview sessions with experts

Learning Outcomes: Upon the completion of the module, students will be able to:

Anticipate interview questions and their answers according to the job requirement

Practice interview skills either as an observer, interviewer or an interviewee

Use mock situations to develop better skills to answer, strengthen confidence and attitude.

Module 4: Learning to Delegate:

Strategies to delegate tasks

Importance of delegating tasks

When to delegate

Whom and how to delegate

Learning Outcomes: Upon the completion of the module, students will be able to:

Learn how to delegate

Learn whom they should delegate the tasks and in efficient manner

Learn the difference between when to delegate and when not to delegate

Understand the reasons why people fail to delegate effectively

Understand the reasons why people fail to delegate effectively

How to manage delegated tasks

Module 5: Negotiating and Persuading:
Types of negotiation
Preparation of Negotiation
Types of Negotiator
Dealing with conflict
Persuading to accept
Learning Outcomes: Upon the completion of the module, students will be able to:
Difference between negotiation and persuasion
How to negotiate effectively
Use these skills effectively in the workplace

Assessment Details with weights (No single assessment can be of more than 40%)

Sl. No.	Assessment situations	Weightage
1	Simulation/Practical (eg. poster presentation, role play, skit, oral presentation)	40%
2	Classroom activities and participation	20%
3	Class Tests	40%

References:

- Mukerjee, Hory Sankar. (2017). *Business Communication: Connecting at Work.* New Delhi: Oxford University Press.
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. (2006). Business Communication Today: Dorling kindersley, Delhi.
- Sweeney, Simon. (2012). English for Business Communication: A short modular course on socialising, telephoning, presentations, meetings and negotiations: Cambridge University Press: Noida.
- Emmerson, Paul. (2017). Business English Handbook (Advanced). MacMillian, Thailand.
- Worksheets related to Group Discussion, Negotiation and Persuasion, Social Media
- YouTube Clips related to Group Discussion, Mock Interviews, Learning to delegate, Negotiation and Persuasion
- Ted Talks related to Social Media

9. Pedagogy:

a. Instructional strategies: There will be few lectures and will include practical role plays, practice sessions, mock interviews, etc.
b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Use of video clippings, Worksheets, Post-its, sketch pens, building materials, newspapers, etc. for the workshop sessions.
c. Expertise in AUD faculty or outside: SOL (CELE) faculty to conduct the workshop sessions.
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): May assign students to their BVoc Programme specific industry for the Group Project activity.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Agenda No. 7: Presentation and approval for allocation of additional core-faculty positions in SVS as per the student faculty ratio notified by the UGC.

The School of Vocational Studies which was started by the University in 2017 with three UG academic programmes i.e. BVoc (Tourism & Hospitality), BVoc (ECCME) and BVoc (Retail Management) with a core student strength of 40 in each programme. The cumulative student strength of these three years UG programmes in a year is (40 students X 3 years X 3 Programmes) 360 in a semester at a single point of time. Accordingly, the School was allocated in total 12 Faculty members based on the student faculty ratio (30:1). The details on the break-up of the faculty positions allocated to the School are as below:

Sl. No	Faculty Positions	No of Faculty allocated	No of Faculty currently in position	No of Faculty positions currently vacant*
1	Professor	02	01	01
2	Associate Professor	04	01	03
3	Assistant Professor	06	03	03

* The vacant positions are advertised in March 2024.

The School added two more academic programmes, one at the UG level (BVoc–Accounting & Finance) and another at the PG level (MVoc –Tourism & Hospitality Management) in the academic year 2020-21 and 2021-22 respectively with the student strength of 40 for UG and 30 for the PG programmes. Even though the allocated student strength was increased to 40X3= 120 in a semester for UG programme and the increase of student strength for the PG Programme is 30X2=60 in a Semester, no additional faculty was allocated to the School 2020-21. As per the UGC norm, the School is eligible for additional faculty for UG based on the student teacher ratio of 30:1, which comes 04 (120:30) and for PG 15:1 student-teacher ratio accounts for 04 (60:15). Thus, the School is eligible to be allocated additional 08 faculty for BVoc Accounting & Finance and MVOC (THM) programmes putting together. The School has been offering the new programmes since last four years and not a single faculty is allocated for these programmes.

Thus, based on the above number of additional student strength the additional faculty requirement is being placed and presented as below:

1. Professor- 01
2. Associate Professor- 02
3. Asstt. Professor- 05

Total requirement- 08

Thus, the consolidated faculty strength of the School based on the UGC norm as required for all offered programmes shall be as below:

Sl. No.	Position/level	**Faculty position as per UGC norm**	Already in place	Advertised in 2024	Additional requirement
1	Professor	**03**	01	01	01
2	Associate Professor	**06**	01	03	02
3	Assistant Professor	**11**	03	03	05
Total		**20**	05	07	08

The above calculation is exclusive to the additional faculty requirement for the 4th Year of the UG Programes as has already approved by the Academic Council in its 33rd meeting held on 11th March 2024.

It is to be noted here that in addition to the assigned student strength of 40 for each programme, 10 students are earmarked for each of the 04 BVoc Programmes and 06 for the PG programme i.e MVoc –THM as supernumerary seats. It may also be noted that credit weightage assigned for each of the UG programme is 176 against the other UG programmes offered by the University with 140 credits and for PG 120 against 80-90 credits for other PG programmes of the University, which is much higher than other UG and PG programmes.

The school had earlier put up the requisition for creating additional faculty positions in the School of Vocational Studies to the competent authority. The copy of the same is attached for kind reference as ***Annexure-I***.

The Academic Council is requested to kindly approve the allocation of 08 additional posts based on student- teacher ratio as per UGC norm so that necessary steps may be taken up by the University to fill-up the positions immediately to ensure proper and smooth functioning of the School's day-to-day teaching-learning activities.

Agenda item No. 8: **Reporting items regarding 02 already approved courses by the earlier BoS and AC and are already offered in the School. The two course will be adopted as it is, in the 6th semester of the new 4 year BVoc programme structure.**

1.There are two courses to be offered in semester-6. These are **Business Communication** of 4 credits and the **Design Thinking** course of 2 credits. They are already approved by earlier BoS and the Academic Council and the courses are already on offer as part of the earlier Programme Structure. The school intend to offer them even in the new 4-year BVoc programme structure.

2.The School also wish to report to the Academic Council that SVS have identified the following courses to be offered as Competence Enhancement Courses (CEC) in Monsoon Semester-2024.

Sl. No.	Programme & Course Titles	Credits	No. of Seats
1	**MVoc (Tourism & Hospitality Management)** v. Tourists & Travel Agency Management vi. Tourism Informatics & Advertising vii. Destination Planning & its Management. viii. Computer Application for Tourism & Hospitality	4 Credits each course	05
2	**BVoc (Accounting & Finance)** iii. Computerized Accounting System iv. Introduction to Accounting	4 Credits each course	05
3	**BVoc (ECCME)** iv. Care, Health and Nutrition v. Methods and Material for promoting Play and Creativity vi. Supervision & Mentoring Childcare Centre	4 Credits each course	05
4	**BVoc (Retail Management)** iii. Visual Merchandising: Sem-3 iv. IT Application in Retail: Sem-5	4 Credits each course	05
5	**BVoc (Tourism & Hospitality)** iv. Serving the Restaurant Customer v. Planning & Operating Restaurant Business vi. Maintaining Inventory and Safety Standards	4 Credits each course	05
5.	**General Education Component** iv. English Proficiency Development: **Semester-1** v. Introduction to Artificial Intelligence (AI): **Semester-3** vi. Entrepreneurship Development: **Semester-5**	4 Credits each course	05

The Academic Council is requested to kindly approve of the same.

Agenda item No.9: Rectification of the On-the-job (OJT/industry Internship) component worth 8 credits to be for 2 months duration instead of one month as printed in the earlier 13th BoS held on 17.07.2022.

In the earlier documents (13th BoS held on 17.07.2022), the yearly mandatory On-the-job training (OJT/Industry Internship) was typed as 6 credits which were for one month duration. This was inadvertently typed/copied from the earlier 6 credits of OJT.

In the old 3 year BVoc programme structure, students go for their OJT every semester which were for 6 credits only and thus they go for a mandatory one month (240 hours). But in the BVoc T&H in their 4 & 6 semester, the credits were higher thus their internship was also longer in duration).

However, now in the new 4 Year BVoc programme structure students are required to go for one OJT only after every two semesters/ one year of 8 credits. Thus, there is the need for a longer duration of the OJT for enhancing their skill training.

The AC is requested to kindly approve the rectification in the duration of the OJT from one month to **two months** for 08 credits of Industry internship/OJT.

Appendix-5

Dr. B. R. Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SUS/SLGC/SGA
Programme(s)	Bachelors Level Programmes
Course title	**Internship**
Course code	xx
Credits	6
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	TBD

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

   Yes, similar courses are offered at UG/PG level in other schools.

2. **Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)**

   None

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

   NA

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):**

   After Second semester. The students on exit from the programme (irrespective of when they are exiting) have to complete a 6-credit internship.

5. **Proposed date of launch:**

   Academic year 2023-24 (during summer break)

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
   The internship course is designed to integrate with the university's vision by providing students with a focused, experiential learning opportunity. It aligns with the principles of equity, social justice, teamwork, creativity, and holistic transformation, contributing to the overall mission of AUD as a recognized premier liberal arts university and a public institution for social action.

7. **Course Details:**

a. *Summary:*

An internship involves first-hand experience of comprehending the way of working in an organisation to inculcate skill aptitude for a specific job or job role and build research capabilities with learning opportunities. Internships should be mutually beneficial for the research intern as well as the internship providing organization.

The curriculum mandates a minimum internship experience of 180 hours. Students would have the opportunity to pursue internships with a diverse range of organizations, including Public and Private Organisations, Startups, Educational Institutions, Philanthropic Organizations, Government Agencies, Non Governmental Organizations, Legal Organizations, Artisanal Ventures, Research and Incubation Centers, Cooperatives or Experts in any relevant field.

The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop competency and perform professional tasks in the way that the employment market demands.

b. *Objectives:*

The following are the intended objectives of engaging undergraduate students in internship for employability and research internship programmes:

1. To provide undergraduate students with an opportunity to improve their understanding of the experiences, challenges, and opportunities of the real world of work, as well as to set their expectations and behaviour in accordance with the demands, culture, and values of current and emerging jobs.
2. Understand how organisations/enterprises are formed for sustainable progress so that start-ups and entrepreneurial capabilities are strengthened among students and they are encouraged to be job creators.
3. To broaden learning opportunities by combining physical/digital/hybrid modes of learning while working in industry, corporate, research & development organisations, workplace, within or outside HEIs, blended with a mentor or research expert and as per the need and convenience.
4. To create and facilitate conditions that allow students in their quest for knowledge, its discovery, learn, understand and sharpen research acumen, familiarising with analytical tools and techniques with appropriate usage, research methodologies, data analysis, integrity and ethical behaviour, manuscripts preparations, identification of appropriate journals, patent and intellectual property rights, and their application in solving research/complex/real-life problems.
5. To provide exposure to emerging technologies/automation and how it can support, facilitate, improve and reinforce work processes/culture/job roles/art and craft, including the traditional areas of art-craft/ heritage skills, agriculture, etc.
6. To facilitate the development of problem-solving and decision-making skills, enable teamwork & collaboration culture to promote research, academic and professional developments.

7. To develop a sense of social imagery (issues) and philanthropic versatility among the graduating students that will facilitate the development of an attitude towards citizenship responsibility.

c. *Overall structure:*

The internship process may begin with the compilation of an internship brochure at the programme level, including the details of objectives of internship, profiles of students, details of the programme structure, linkage between the programme and the internship, alumni details for establishing connect with potential organizations and sites of engagement for internship. An internship cell at the School under the supervision of the Dean of the School would be instrumental in running the internship course. The internship course to have an internship coordinator(s) for each of the programmes to facilitate the entire process of reaching out to organizations and ensuring that the students secure an internship.

Upon receiving an internship offer, the student is required to consult and seek approval from the internship coordinator(s) before officially joining the host organization/site of engagement. The student will consult the internship supervisor at the host organisation and join the concerned host organization/site of engagement for an internship as per the suggested schedule. During the period of internship, the internship coordinator(s) of the programme and the internship supervisor (at the organization) will arrange to keep track of the activities and performance of students as interns at the host organization, based on periodic reports submitted by students. On successful completion of the internship, the student would be required to submit a detailed report and make a presentation. The report/presentation would cover the following:

1. Introduction - Provide an overview of the organization, and the context of the internship. Briefly introduce the project or tasks undertaken during the internship.
2. Work Done and Responsibilities - Detail the specific tasks, projects, or responsibilities undertaken during the internship. Highlight key achievements, challenges faced, and how they were addressed.
3. Applied Learning - Demonstrate how theoretical knowledge gained during the academic programme was applied in a practical work setting. Discuss any new skills acquired during the internship.

Through the report the student would be effectively able to communicate the depth and breadth of their internship experience. The above outline/structure of the report is indicative and may vary according to the nature and requirement of the internship.

Readings:
The readings may vary according to the nature and requirements of the internship.

d. *Expected Learning Outcomes:*

Upon successful completion:

1. Students will gain a deep understanding of the real-world work environment, including its challenges, opportunities, and experiences.
2. Students will develop the ability to align their expectations and behavior with the demands, culture, and values of current and emerging jobs.
3. Students will comprehend the formation of organizations and enterprises for sustainable progress.
4. Students will be equipped with knowledge and skills to strengthen entrepreneurial capabilities, fostering a mindset of job creation.
5. Students will adapt to industry, corporate, and research environments, blending seamlessly with mentorship, promoting flexible and convenient learning.
6. Students will create and facilitate conditions for knowledge quest, discovery, and research.
7. Students will enhance problem-solving and decision-making skills through practical experiences.
8. Students will foster a culture of teamwork and collaboration, contributing to their development in research, academics, and professionalism.
9. Students will cultivate an attitude towards citizenship responsibility, understanding and addressing societal issues.

8. Pedagogy:

a. Instructional design: The course will be on the job training for the students.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): NA

c. Expertise in AUD faculty or outside: Yes

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): A diverse range of organizations, including Public and Private Organisations, Startups, Educational Institutions, Philanthropic Organizations, Government Agencies, Non Governmental Organizations, Legal Organizations, Artisanal Ventures, Research and Incubation Centers, Cooperatives or Experts in any relevant field.

e. Assessment structure (modes and frequency of assessments) Assessment will be continuous and will consist of reading, listening, speaking and writing activities.

The internship would be evaluated by the Internship Supervisor at the organisation and the Internship Coordinator(s). The coordinator(s) would interact with the Supervisor on a regular basis to track the progress of the student. The internship would be documented followed by a submission of a report under the guidance of the coordinator(s), presentation and followed by a Viva Voce.

Component	Weightage
Feedback from Internship Supervisor at the Host Organisation	30%
Periodic logs to be evaluated by the Internship Coordinator(s) at the University	20%
Report	30%
Viva and Presentation	20%

Signature of Course Coordinator(s)

9. Note:
   i. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
   ii. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
   iii. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 12th meeting held on 18th June, 2024 and has been approved in the present form.

Signature of the Dean of the School

Appendix-6

SCHOOL OF GLOBAL AFFAIRS

B.R. AMBEDKAR UNIVERSITY DELHI

12th Meeting of the Board of Studies

18th June 2024

Minutes

Agenda Items

1. Confirmation of the minutes of the 11th meeting of the BoS
2. To consider and approve the following courses for the existing UG and PG Programmes
    1) Sociologies of Knowledge (Discipline Specific Core, BASS, 5th Semester)
    2) Gender and Society (Discipline Specific Core, BASS, 5th Semester)
    3) Nation-State in Comparative Perspective (Discipline Specific Elective BAGS, 5th Semester)
    4) Contemporary India 1947-2009 (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)
    5) Triumphs and Turbulences : History(ies) of Delhi (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)
    6) Indian Society: Continuity and Change (Sociology - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)
    7) Democracy and Development in India (Political Science - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)
3. Placement / adoption of approved courses in the three BA programmes of SGA
    a. For the 5th semester
    b. For 1st and 3rd Semesters
    c. Placement of SGA faculty developed MOOC course for BA – 'Geography of Health and wellbeing'
4. BAGS proposal to replace 'Global Languages - French/Chinese' core with 'Geopolitics' core from 2024 batch onwards

5. Withdrawal of Partial Repeat Exam (PR) for all BA programs of SGA
6. Placement of course on BA internship

The following members of the BoS were present in the meeting:

1. Prof. Amit Kumar Mishra , Dean & Chairperson
2. Prof. Awadhendra Sharan
3. Prof. Dhirendra Datt Dangwal
4. Prof. Praveen Singh
5. Dr. Santhosh S (online)
6. Dr. Gunjan Sharma (Online)
7. Dr. Denzil Fernandes (online)
8. Dr. Samik Chowdhury
9. Dr. Pritpal Singh Randhawa

Special Invitees

1. Prof. Nakkeeran N
2. Dr. Sunalini Kumar
3. Dr. Teena Anil
4. Dr. Ekta Singh
5. Dr. Kamal Kumar
6. Dr. Soma Sarkar

Leave of Absence:

The following members of the BoS did not attend the meeting, with prior intimation:

1. Prof. Indrani Gupta
2. Prof. Lawrence Liang
3. Prof. Sitansu Sekhar Jena

The meeting began with the Chair, Prof. Amit Kumar Mishra welcoming the members of BoS to its 12th meeting. Chair and members of BoS recorded their appreciation for the outgoing Dean of SGA and Chair of BoS Prof N. Nakkeeran.

Agenda 1: Confirmation of the minutes of the 11th meeting of the BoS.

The Chair, Prof. Amit Kumar Mishra thanked the members for confirming the minutes of 11th meeting of the BoS, and informed that all the recommendations have been approved by the Academic council at its 34th meeting held on 09.05.2024.

Agenda 2: To consider and approve the following courses for the existing UG and PG Programmes.

1) Sociologies of Knowledge (Discipline Specific Core, BASS, 5th Semester)
2) Gender and Society (Discipline Specific Core, BASS, 5th Semester)
3) Nation-State in Comparative Perspective (Discipline Specific Elective BAGS, 5th Semester)
4) Contemporary India 1947-2009 (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)
5) Triumphs and Turbulences : History(ies) of Delhi (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)
6) Indian Society: Continuity and Change (Sociology - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)
7) Democracy and Development in India (Political Science - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)

2.1: Sociologies of Knowledge (4 credits) (Discipline Specific Core, BASS, 5th Semester)

Knowledge is a social product and an 'object' for sociological, political, and philosophical inquiry. Knowledge synthesis from "material experience and forms of mind", its deployment, transmission and its crystallization into diverse "ontological states" are social processes that happen in the collective - in history and culture. Knowledge has ideological, normative, affective and technical functions in society. Knowledge has always been a site of social contestation. This course aims to introduce and enable students to reflect on knowledge as an object as well as a process amenable for social science inquiry. Further, the course aims to provide students with an understanding on the complex ways in which knowledge and society/material world interact and mediate each other.

The following suggestions / comments were made by the Board members:

1. List of essential readings is long and some of them may be tough for undergraduate students. Therefore some of them may be shifted to the list of 'additional readings'.
2. Instead a few easier readings were suggested, which may be considered as essential readings.
3. Some of the European thinkers whose writings must have been studies by these students in the earlier semesters may be removed. Instead a few more readings from South Asia and from the Arab world / Egypt etc. may be included to make the course representative other cultures.
4. Students may be introduced to ideas of 'epistemology', and 'ontology'
5. Bruno Latour's "Laboratory Life" could be introduced.
6. In the last module concepts of sensorial knowledge and affective knowledge could be discussed.
7. In the last module a reading on 'indigenous knowledge' can be added.

Based on the suggestions, the following modifications are made in the course outline:

1. The list of essentials readings has been shortened. Some of the essential readings have been shifted to "additional readings". Some of the readings were replaced with easier readings.
2. One of the suggest readings "Sarangapani, PM., "Indigenising Curriculum: Questions Posed by Baiga vidya", *Comparative Education*, Vol. 39, No. 2, Special Number (27): Indigenous Education: New Possibilities, On-going Constraints (May, 2003), pp. 199-209" has been included.
3. Some of the contents on European thinkers whose writings must have been studies by these students in the earlier semesters have been removed including the corresponding readings. A reading by BS Cohen on knowledge in South Asian context and a suggest reading from the Arab world have been included.
4. Concepts like epistemology and ontology have been included in earlier course like Introduction to Social Sciences I & II; hence not included in this paper.
5. In the school level meeting it was suggested that the readings by Bruno Latour may be difficult at the UG level; hence were removed from the essential readings list. An essay by Latour has been included in the additional readings list of module 4.
6. Sensorial and affective knowledge have been inserted in the 4th module along with readings that discusses these aspects.
7. A reading on indigenous knowledge has been inserted in the essential readings list of the 4th module.

The Board took note of the revised course, and approved it in its present form, titled as "Sociologies of Knowledge" and to be placed as DSC Course in the 5th Semester of BASS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 1)***

2.2: Gender and Society (4 credits) (Discipline Specific Core, BASS, 5th Semester)

The course aims to develop sociological thinking about inequalities, especially those relating to gender, as they emerge across the life course. Through engaging with key moments in the life course (including birth and the ascription of gender identity; childhood and education; sexual reproduction, parenting and families; paid and unpaid work; illness and health) the course will build on student's own experiences and observations to encourage the growth of a sociological imagination. To begin with we will examine family as an institution in shaping/gendering the child rearing practices, role of socialization to continues through different phase of an individual life, in the family, in schools via formal and informal curriculum and in peer groups. Similarly, it will further explore the relationship of gender and gendered identities with the workplace and economy, health and nation. more widely—men and women are differently located with unequal pay, privilege and power. Throughout the course we will be critically examining the sociology as a discipline, is the study of society gender-blind or gender-conscious? By the end of the course, you should have gained an understanding of gender and the concept of inequality and be able to provide critical accounts of the links between gendered social relations, cultural representation and individual behaviour and experiences.

The following suggestions / comments were made by the Board members:

1. To add reading in 4th module specific to Health workers.
2. To add readings in 3rd module (specific to: ILO documents on economy of care work, and post covid idea of work from home).
3. Reduce the numbers of readings/ references across the modules.

Based on the suggestions, the following modifications are made in the course outline:

1. Relevant references added in module 3 and 4.
2. References/ readings have been reduced across the modules.

The Board took note of the revised course, and approved it in its present form, titled as "Gender and Society" and to be placed as DSC Course in the 5th Semester of BASS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 2)***

2.3: Nation-State in Comparative Perspective (4 credits) (Discipline Specific Elective BAGS, 5th Semester)

Since the Greek period, the state has been an important political organisation. It travelled through different periods and acquired different forms over time. Nation-state

was the most popular form of political organisation in the nineteenth and twentieth centuries and developed with great rapidity over that period. Modern nation-state has been observed as the formation of contemporary politics and often as indispensable to the maintenance of complex societies. This course focuses on studying the modern nation-state in its historical and conceptual variations. It will focus on how the state may be studied as a conceptual variable, how the concept of state has been historically emergent and specific, and how the modern nation-state has developed in various forms in history and contemporary contexts viz., the state in Europe, Africa, and Asia. The course also identifies certain themes like democracy, federalism, sovereignty, welfare, national security, citizenship and nationality, which are relevant for the comprehensive study of the concept of nation-state especially for etching out a common experience in the unfolding of state formation and practices of rule.

The course engages with some of the important questions such as; how does the term 'nation-state' differ from the terms 'nation' and 'state'?, how did the nation-state become the primary organising structure of human societies?, what factors contributed to the development of the modern nation-state?, how did the nation-state evolve in Western and non-western social and political settings?, what are the impacts of globalisation on the nature and competence of the modern nation-state?, and, what factors pose a challenge to the domination of nation-state as the primary actor in the international arena? etc.

The following suggestions / comments were made by the Board members:

1. To add readings of Floya Anthias & Nira Yuval-Davis, Carole Pateman and, Rajeev Bhargava & Ashok Acharya.
2. To include the concept of 'federalism' and its interaction with the nation-state.
3. To modify the Assessment Structure into a maximum of three segments and remove the attendance component.

Based on the suggestions, the following modifications are made in the course outline:

1. The suggested reading is added:
    1) Nira Yuval-Davis and Floya Anthias, (1989), Women-Nation-State, New York: Palgrave Macmillan. (Chap 1: Introduction)
    2) Carole Pateman, (1988), The Sexual Contract, Cambridge: Polity Press, pp. 39-76.
    3) Rajeev Bhargava and Ashok Acharya, (2008), Political Theory: An Introduction, 2nd ed., Delhi: Pearson Education India. (Chap 11: The State and Chap 17: Nationalism)
2. Incorporated the concept of 'federalism' and its interaction with the nation-state.
3. Modified the assessment structure:
    i. Book Review and Presentation (30%)
    ii. Mid-term Test (30%)
    iii. End-term Examination (40%)

The Board took note of the revised course, and approved it in its present form, titled as "Nation-State in Comparative Perspective" and to be placed as DSE Course in the 5th Semester of BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 3)***

2.4: Contemporary India 1947-2009 (4 credits) (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)

The course is part of the Minor Discipline Course (History) which is offered to students of BA in Sustainable Urbanism and BA in Social Sciences in the 5th Semester. The course provides a panoramic view of the history of the period 1947-2009 to help students understand the challenges and achievements of India in the last six-seven decades. The students will be able to make sense of the present debates about India and the specific trajectories it has taken to become a modern nation-state.

The following suggestions / comments were made by the Board members:

The BoS members appreciated the overall focus of the course, especially the way it has been organized. They had some specific suggestions:

1. The title of the second module – 'Idealism and Nation-Building, 1947-66' – could be changed to a more neutral one.
2. For the 2nd module, two new references were suggested – one by Dipesh Chakrabarty and the second by Taylor Sherman.
3. A discussion on specific issues of North-East India is missing. Two specific readings were suggested – one by Arupjyoti Saikia and the second by Sanjib Baruah.
4. Some parts of Joya Chatterji's recent book could be added.
5. Why is the period for the 4th module beginning from 1985, and not 1991?

Based on the suggestions, the following modifications are made in the course outline:

1. The title of the 2nd module has been changed to 'Democracy, Development and Nation-Building: 1947-66'.
2. Dipesh Chakrabarty (2005) and chapter 2 of Taylor Sherman (2022) have been included in module 2 and module 1 respectively.
3. Chapter 12 of Arupjyoti Saikia (2023) and chapter 2 of Sanjib Baruah (2020) have been included in the 3rd module and 4th module respectively.
4. Chapter 2 of Chatterjee (2023) has been added in module 2.
5. The major shifts in politics and economic policy that are popularly believed to have begun in the 1990s, can actually be traced from 1985 onwards, albeit in a less coherent manner. This can be seen in the regional and communal politics, and also in the shift towards neoliberal economic policy.

The Board took note of the revised course, and approved it in its present form, titled as "Contemporary India 1947-2009" and to be placed in the 5th Semester as MDC-History Course for BASU and BASS, and GE for BAGS of BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 4)***

2.5: Triumphs and Turbulences: History(ies) of Delhi (4 credits) (History - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)

"Ik roz apni rooh se poocha, ki dilli kya hai,

to yun jawab main keh gaye, yeh duniya mano jism hai aur dilli uski jaan."

(I asked my soul, 'What is Delhi?'

It replied: 'The world is the body and Delhi its soul") Said Ghalib, the legendary 19th Century Urdu poet.

Delhi, with its very long and continuous urban traditions, has been a seat of power for over a millennium in Indian history; and occupation of this town was often considered to be an essential prerequisite to control the mainland of India. Delhi has been at the heart of India's body politic and socio-cultural ethos for over a millennium and continues to chart the country's future. Razed and rebuilt many times over, this quintessential capital presents an intriguing case of spatial-cultural-economic metamorphosis. While Old Delhi brims with its heritage of busy bazaars, forts, temples and mosques, Lutyens's New Delhi exudes majesty with its broad and green avenues, imposing government buildings, stately bungalows and landscaped gardens. Often, the timelines warp and the past jostles with the present in this city.

By presenting a long history of Delhi, this course attempts to explore the nature of spatial processes in Delhi highlighting the type of power relations that existed between the various social classes, status groups, intermediaries and the ruling elites. It also attempts to look into the ways and means by which the memories of the past have been appropriated and often linked with contemporary events in the city during political reorientations.

No suggestions / comments were made by the Board members

The Board took note of the course, and approved it in its present form, titled as "Triumphs and Turbulences: History(ies) of Delhi" and to be placed in the 5th Semester as MDC-History Course for BASU and BASS, and GE for BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 5)***

2.6: Indian Society: Continuity and Change (4 credits) (Sociology - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)

The spirit of the course is to develop a sociological thinking about the multifaceted nature of Indian society. This course aims to introduce students to the changes taking place in the social institutions of Indian society. The dynamics of continuity and change that characterise the Indian social life. It also highlights the challenges faced in terms of mundane living and the issues related to changes in social institutions, values, aspirations represented by different social movements.

The following suggestions / comments were made by the Board members

1. To add Jaipal Singh Munda's work in module.
2. To add some of the references in 3rd module concerning urban (Janki Nair's contribution to Urban concerns).
3. Reduce the number of references across the modules.

Based on the suggestions, the following modifications are made in the course outline:

1. Jaipal Singh work have also been added to Ist module.
2. Relevant references added in module 3 and 4.
3. References/ readings have been reduced across the modules.

The Board took note of the course, and approved it in its present form, titled as "Indian Society: Continuity and Change" and to be placed in the 5th Semester as MDC-Sociology Course for BASU and BASS, and GE for BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 6)***

2.7: Democracy and Development in India (4 credits) (Political Science - Minor Discipline Course, for BASU and BASS; General Elective for BAGS, 5th Semester)

India as one of the largest successful democracies in the world has been characterized by immense diversity and complexity with many religions, regions, castes, class and gender intersecting in myriad ways. Political contestations have played out not only in the realm of formal electoral politics, but also in multiple arenas of everyday life. The course engages with issues of empowerment, development, citizenship, mobility and marginalization and how these are shaped around mobilisation and contestations of gender, caste, class, religion and region. The course thus seeks to understand the puzzle of Indian democracy and explain the numerous paradoxes and challenges underpinning Indian politics and society.

The following suggestions / comments were made by the Board members

1. Add sub-themes in every module.
2. Reduce the number of Readings in each module.
3. It was suggested to add the reading-Partha Chatterjee (2020). *I am the People: Reflections on Popular Sovereignty Today*, Ranikhet: Permanent Black [Chapter 3: "I am the People"]

Based on the suggestions, the following modifications are made in the course outline:

1. Sub-themes have been added in each module
2. The Reading list has been reduced in all modules
3. The suggested reading has been added in the last module

The Board took note of the course, and approved it in its present form, titled as "Democracy and Development in India" and to be placed in the 5th Semester as MDC-Political Science Course for BASU and BASS, and GE for BAGS programme. The course may be placed before the Academic Council for its final approval. ***(Annexure 7)***

Agenda 3: Placement / adoption of approved courses in the three BA programmes of SGA

1. BA Program courses to be adopted in 5th Semester under SGA
2. Approval for movement of courses for semester-1 and 3 as per approved NEP program structures.
3. Placement of SGA faculty developed MOOC course for BA – 'Geography of Health and wellbeing'

The Board took note of the placement / adoption of approved courses in the three BA programmes of SGA, and approved them in their present form. ***(Annexure 8)***

Agenda 4: BAGS proposal to replace 'Global Languages - French/Chinese' core with 'Geopolitics' core from 2024 batch onwards

The courses in the BA GS programme are broadly divided between 3 discipline areas of Global Languages, Global Humanities and Global Political Economy. Under this

existing course structure, there are compulsory five courses (DSC) in French/Chinese as a core component. After discussions, deliberations, student feedback, GS programme team had proposed a change of Disciplinary Core Course thematic from Global Languages to Geopolitics, i.e. replacing 5 sequential courses on French/Chinese language for BAGS students from 1st semester to 5th semester by 5 courses on Geopolitics (which is already mentioned in the vision document as a core thematic for Global Studies) from 2024 batch onwards. Of these 5 courses, there is already a course on Globalisation and Politics in the 1st semester as part of generic elective which the GS programme team proposed to be made the first DSC for the Geopolitics thematic. Prof. Praveen Singh was the only member within the GS programme team who was not in agreement and had submitted a dissent note.

The following suggestions / comments were made by the Board members:

1. Following a detailed discussion on all the points raised, including the points raised by Prof Praveen Singh, the BoS members felt that as the GS programme team had proposed the change after detailed discussions, they were okay with it and suggested that GS programme team should submit a revised structure based on the discussions in BoS. BoS members said programme team should finally decide on this issue as they have to run the program in an effective manner.

Based on the suggestions in BoS on change in structure of BA GS by replacing the thematic area of Global languages with Geopolitics, the members of the programme team revised the BA GS structure, and have submitted a detail proposal. ***(Annexure 9)***

Following the discussion in BoS and suggestions received in BoS and on minutes of BoS, the GS programme team discussed and resubmitted the proposal which was discussed with BoS members through circulation on email.

'Replace 5 core courses of foreign language in semester 1 to 5 of BAGS with 5 core courses from geopolitics rubric from 2024 cohort. Programme team will organise wider discussion and workshop in the coming semester to deliberate and develop further courses.

Foreign Language will be offered as elective courses in sequential manner from level 1 to 4.'

BoS approved the revised proposal.

Agenda 5: Withdrawal of Partial Repeat Exam (PR) for all BA programs of SGA

The school is seeking approval for the withdrawal of PR exam from all BA programs at SGA. The BA PCs have highlighted that the PR exam was followed as a practice in the University evaluation policy for the undergraduate program. After implementing in SGA for the last six years it has been realised that the time period between the last assessment and partial repeat exam has reduced, and component-wise it doesn't make much difference to the final result of the students. It only creates delay in declaring results and adds hurdles to the administrative efficiency. Hence to have uniform policy at the school level for BA and MA programs, PR exam system is not required.

The Board took note of the SGA proposal on withdrawal of Partial Repeat Exam (PR) for all BA programs, and approved it. The proposal may be placed before the Academic Council for its final approval.

Agenda 6: Placement of course on BA internship

Following on internship requirement for BA Students, the School has presented a draft outline of BA-Internship. An internship involves first-hand experience of comprehending the way of working in an organisation to inculcate skill aptitude for a specific job or job role and build research capabilities with learning opportunities. Internships should be mutually beneficial for the research intern as well as the internship providing organization.

The curriculum mandates a minimum internship experience of 180 hours. Students would have the opportunity to pursue internships with a diverse range of organizations, including Public and Private Organisations, Startups, Educational Institutions, Philanthropic Organizations, Government Agencies, Non Governmental Organizations, Legal Organizations, Artisanal Ventures, Research and Incubation Centers, Cooperatives or Experts in any relevant field.

The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop competency and perform professional tasks in the way that the employment market demands.

The Board took note of the SGA proposal on BA-Internship for all BA programs, and approved it. The proposal may be placed before the Academic Council for its final approval.

The meeting ended with the Chair thanking all the external and internal members of BoS and special invitees.

Dr. B. R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Ecology
Programme(s)	MA in Environment and Development
Course title	**Traditional Knowledge Systems of India**
Course code	
Total Credits	Four (04)
Course type (core/compulsory/ elective/any other – please specify)	Core (Open Elective for other MA programmes)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	MS2024
Semester	I
Course coordinator and team	Dr. Oinam Hemlata Devi

1. How does the course link with the vision of AUD?

The introductory course is in line with the UGC guidelines for incorporating Indian Knowledge System (IKS) in university/HE curricula as envisioned in the National Education Policy 2020. The course emphasizes awareness of cultural beliefs, practices, languages and bi-products of animacy in relation to societal behaviour and relationship. It aims to inculcate in the student the virtues of holistic and inclusive research, with a special focus on appreciation of traditional knowledge systems of communities, recognition of their rights, traditions, customary practices through collaborative and participatory efforts for ensuring a just environment for mutual existence. The course in that sense links well with the inclusive vision of AUD and its commitment to social justice.

2. How does the course link with the specific programme(s) where it is being offered?

This is a core course for Semester I of Masters Programme in Environment and Development. It offers useful perspectives for understanding the issues at the intersection of human society and the biophysical environment. It engages with important aspects of environmental conservation and sustainable development through time-tested insights and practices. Students will be equipped with the necessary skills for reading and writing culture for a productive research on traditional knowledge systems.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

It is a standalone course with a focus on understanding select traditional knowledge systems of places/communities that support sustainable development and resilience in the context of various environmental issues and challenges. It does not overlap with any other course currently on offer at the Masters level in the university.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long

7. **Course Details:**

a. Summary:

This course offers an in-depth examination of the traditional knowledge systems practiced and sustained by diverse communities in India. It integrates interdisciplinary perspectives and theoretical frameworks, providing a comprehensive understanding of the philosophical and epistemological foundations of 'tradition' and traditional knowledge systems (TKS). Aligned with the theories of ethnoecology, cognitive anthropology, and adaptation, the course emphasizes a holistic worldview focused on cultural preservation, identity, and continuity. It explores the sources of traditional knowledge and practices, and their transmission in different cultural and societal contexts. Key areas of study include traditional ecological knowledge, health and medicine, oral and performative traditions, material culture, traditional technology and techniques, and games and sports, providing multiple sites for reflective engagement. Each module is structured around a central concept(s) and includes corresponding research methods that are suitable to the specific context and/or for comparative study. Parallels and interconnectedness of knowledge systems across different cultures are explored through case studies and examples. Students are expected to gain an enhanced understanding of the significance of traditional knowledge systems for sustainable well-being.

b. Objectives:

1. To understand critically the concepts of tradition, and folk/indigenous/local communities and their different sources
2. To appreciate the value and different applications of indigenous knowledge in contemporary community practices
3. To emphasize the need for documenting traditional knowledge systems (TKS) in order to preserve and promote cultural heritage on the one hand, and to foster community resilience on the other
4. To gain knowledge about various documentation tools and techniques, including oral, written, visual, and digital methods
5. To identify and analyze the challenges involved in traditional knowledge systems

c. Expected learning outcomes:

On the successful completion of this course, students will be able to:

1. Gain a better understanding of the philosophical and epistemological foundations of TKS
2. Exhibit and apply a critical understanding and appreciation of the importance of respecting and valuing traditional knowledge systems

3. Appreciation and learn the importance of documenting traditional knowledge systems of communities and familiarity with the various tools and techniques of documentation
4. Read, explain, and apply theoretical frameworks of ethnoecology, cognitive anthropology, and adaptation to the study of communities across India

a. Overall structure (course organisation; rationale of organisation; brief module outlines):

S. No.	Module
1.	Introduction to Traditional Knowledge Systems
2.	Sources of Traditional Knowledge Systems
3.	Practices of traditional Knowledge Systems
4.	Documentation of Traditional Knowledge Systems

a. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Introduction to Traditional Knowledge Systems

This module introduces the epistemological and philosophical understandings of 'tradition' and traditional knowledge systems in an interdisciplinary way. A comprehensive account of traditional /indigenous knowledge systems and Western science will provide the framework for engaging with traditional knowledge systems in contemporary contexts. Further, it will set the ground for the rest of the course by introducing key definitions, concepts, themes, theoretical and methodological frameworks, and debates around traditional knowledge systems. Traditional knowledge systems across cultures are unique, and their insights will be discussed using some of the theories such as, ethnoecology, cognitive anthropology, political ecology, indigenous methodologies, resilience theory, etc. Debates like validation of TKS, best practices for integrating TKS into modern ways of environmental management, ethical considerations, and intellectual property rights will highlight the need for equitable and inclusive resource use and management so that a sustainable world is achieved.

Compulsory Readings:

1. Agrawal, A. (1995). Dismantling the divide between Indigenous and Scientific Knowledge. Development and Change, 26: 413-439.
2. Berkes, F. (2012): Context of traditional ecological knowledge. In Fikret Berkes, Sacred Ecology (pp. 1-20). Routledge.
3. D'Andrade, R. G. (1995). The historical development of cognitive anthropology. In *The development of cognitive anthropology* (pp. 1-22). Cambridge University Press.
4. Elliot Oring (2021). To Explain Tradition. *Journal of Ethnology and Folkloristics*, 15(2): 1-18.
5. Folke, C., Carpenter, S. R., Walker, B., Scheffer, M., Chapin, T., & Rockström, J. (2010). Resilience thinking: Integrating resilience, adaptability, and transformability. *Ecology and Society*, 15(4).

6. Kimmerer, R.W. (2013): The Grammar of Animacy. In Robin Wall Kimmerer, Braiding Sweetgrass (pp. 48-59). Milkweed Editions.
7. Peet, R., & Watts, M. (2004). Liberating political ecology. In R. Peet & M. Watts (Eds.), *Liberation ecologies: Environment, development and social movements* (2nd ed., pp. 3-47). Routledge.
8. Shils, E. (1981). The nature of tradition. In *Tradition* (pp. 1-24). University of Chicago Press.
9. Smith, L. T. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books.

Additional Readings:

1. Bisht, Yashpal and Ramesh C. Sharma. (2010). Traditional resource management practices for biodiversity conservation and their significance in Nanda Devi Biosphere reserve, India. *Taylor & Francis Online*, 1(2), 2: 97-111.
2. Sundar, N. (2000). The construction and destruction of indigenous knowledge in India's forest management programme. In R. Ellen, P. Parkes, & A. Bicker (Eds.), *Indigenous environmental knowledge and its transformations: Critical anthropological perspectives* (pp. 79-100). Harwood Academic Publishers.

Module 2: Sources of Traditional Knowledge systems

This module deals with diverse sources of traditional knowledge systems. In this module, the sources of knowledge tradition could be classified into three categories: (i) written, (ii) oral, and (iii) visual and performative. First, an attempt will be made to cover written knowledge sources present formally or informally. Mention may be made of archival work on places and communities, digital repositories or reports of various agencies/organizations. Secondly, examining oral traditions as wisdom literature will primarily focus on situating diverse traditional knowledge such as storytelling, songs and riddles, popular sayings, etc. Third, visual and performative traditions will cover some areas of material culture, such as artefacts, arts and crafts, architecture, and performative traditions, such as theatre, dance, and music. The knowledge keepers and modes of transmission in each of the three categories will be discussed to see the linkages and overlapping areas. It will be able to analyze the significance of knowledge sources in different contexts amidst the modern challenges of urbanization and globalization. Students will learn and investigate knowledge sources through text and audio-visual materials.

Compulsory Readings:

1. Bruchac, M.M. (2014). Indigenous Knowledge and Traditional Knowledge. In Smith, C. (Eds.), *Encyclopedia of Global Archaeology*. Springer.
2. Chatterji, R. (2020). Words and Images: Storytelling in Gond Art. In *Speaking with Pictures* (pp. 107-174). Routledge.
3. Joshi, D. (2017). Oral Narrative Traditions of India and Language Philosophy. *IJAPRR International Peer Reviewed Refereed Journal, IV* (1), 17-21.
4. National Digital Library of India (2024). Resource Types. https://ndl.iitkgp.ac.in/ndl_ch
5. Ramanujan, A.K. (1990). Who Needs Folklore?: The relevance of oral traditions to South Asian studies (pp.1-31). The Centre for South Asian Studies, University of Hawaii.

6. Samaddar, A. (2006). Traditional and Posttraditional: A Study of Agricultural Rituals in Relation to Technological Complexity among Rice Producers in Two Zones of West Bengal, India. *Culture & Agriculture,28* (2),108–121.
7. Traditional Knowledge Digital Library Unit (TKDL), https://www.csir.res.in/documents/tkdl
8. World Intellectual Property Organization (2010). List and Brief Technical Explanation of Various Forms in which Traditional Knowledge May be Found. https://www.wipo.int/meetings/en/doc_details.jsp?doc_id=147152.%20

Module 3: Practices of Traditional Knowledge Systems

This module explores different practices of traditional knowledge system by various communities. Thematically, these include Traditional Ecological Knowledge (TEK), Traditional Medicine/Ethnomedicine, Traditional Technology and techniques, Traditional Food habits and cuisine, Oral/Performative Practices, Games and Sports/Material Culture. The module-objective is to acquaint and familiarize students with the ways in which different practices emerge, evolve and are sustained by diverse communities. These practices will be situated at the point of intersection between environment, society and sustainability methods. The module will also explore the possible ways in which TKS practices can be blended with modern scientific approaches so as to furnish models and methods for interventionist policies and projects.

Compulsory Readings:

1. Bhattacharya, S. (2015). Traditional Water Harvesting Structures and Sustainable Water Management in India. *International Letters of Natural Sciences*, 30, 30-3
2. Gokhale, Yogesh & Pala, Nazir & Negi, Ajeet & Bhat, Jahangeer & Todaria, Np. (2011). Sacred landscapes as repositories of biodiversity. A case study from the Hariyali Devi sacred landscape, Uttarakhand. International Journal of Conservation Science. 2.
3. Jeeva, S. R. D. N., Laloo, R. C., & Mishra, B. P. (2006). Traditional agricultural practices in Meghalaya, North East India. *Indian Journal of Traditional Knowledge*, *5*(1), 7-18.
4. Jena, M. K. (2020). Mapping Traditional Games & Sports of Relevant Tribes of 3 Tribal Dominated States of India (Chapter 5). SC/ST Research & Training Institute, Odisha, Ministry of Tribal Affairs.
5. Joshi, P. C. (2000). Relevance and Utility of Traditional Medical Systems (TMS) in the Context of a Himalayan Tribe. *Psychology and Developing Societies*, *12*(1), 5-29
6. Kikon, D. (2015). Fermenting Modernity: Putting Akhuni on -the Nation's Table in India. *South Asia: Journal of Social Asian Studies*, *38* (2),320-335.
7. Rist, L., Shaanker, R. U., Milner-Gulland, E. J., & Ghazoul, J. (2010). The Use of Traditional Ecological Knowledge in Forest Management: An example from India. *Ecology and Society*, *15*(1).

Additional Readings:

1. Ansaria, M. A., Sharmaa, S. K., Roya, S. S., Ramakrishnab, Y., Dattc, S., Ningombama, A., & Prakasha, N. (2021). Documenting the agriculture based indigenous traditional knowledge in Manipur State of North Eastern India. *Indian Journal of Traditional Knowledge*, *20*(4), 1065-1074.
2. Das, A., Gujre, N., Devi, R. J., Rangan, L., & Mitra, S. (2023). Traditional ecological knowledge towards natural resource management: perspective and challenges in North East India. In *Sustainable Agriculture and the Environment* (pp. 275-294). Academic Press.

3. Gadgil, M., Vartak, V.D. The sacred groves of Western Ghats in India. *Econ Bot* 30, 152–160 (1976). https://doi.org/10.1007/BF02862961.
4. Harisha, R. P., Padmavathy, S., & Nagaraja, B. C. (2016). Traditional ecological knowledge (TEK) and its importance in south India: perspecive from local communities. *Appl Ecol Environ Res*, *14*(1), 311-326.
5. Jacob, M., Nandini, B., & Sharma, N. (2023). Indigenous Sports in India: Connecting past to the present. Artha Journal of Social Sciences, 22(1), 1-23.
6. Nasim, M.A. (2021) Disappearance of Traditional games by the imitation of colonial culture through the historical parameters of cultural colonialism. *International Journal of Sports Culture and Science, 9*(2), 164-175.

Module 4: Documentation of Traditional Knowledge Systems

This module will cover the means and ways of documenting, preserving, and promoting the diverse traditions and rich cultures unique to every culture/community across India. Its aim is to make the learners aware of the necessity of documenting traditional knowledge. The focus will be on the need for documentation and processes, particularly the documentation methods and challenges involved. Oral, written, visual, and digital documentation tools and techniques will be discussed in detail. Students will be introduced to various cases to learn the best practices associated with each method. Regarding the challenges, students will pick up different cases and examine the ethical considerations, community consent and participation, and legal aspects such as intellectual property rights and ownership or sharing of benefits, authenticity, etc. In brief, engaging with diverse documentation methods and understanding the challenges will allow students to learn about the documentation and perseveration of TKS and promote the same by generating innovative ideas to promote sustainable development.

Compulsory Readings:

1. Baumgartner, R., Karanth, G.K., Aurora, G.S., & Ramaswamy, V. (2019). In dialogue with Indigenous Knowledge: Sharing Research to promote empowerment of rural communities in India. In A. Bicker, P. Sillitoe, & J. Pottier (Eds.), *Investing in Local Knowledge: New Directions, New Approaches* (pp. 287-320). Routledge.
2. Chakrabarty, S. P., & Kaur, R. (2021). A Primer to Traditional Knowledge Protection in India: The Road Ahead. *The Liverpool law review*, *42*(3), 401–427.
3. Posey, D. A. (2000). Ethnobiology and ethnoecology in the context of National laws and international agreements affecting indigenous and local knowledge, traditional resources, and intellectual property rights. In R. Ellen, P. Parkes, & A. Bicker (Eds.), *Indigenous environmental knowledge and its transformations: Critical anthropological perspectives* (pp. 35-54). Harwood Academic Publishers.
4. Taylor, P. C. (Ed.). (2017). *Digital Technology and the Future of Ethnographic Research.* Palgrave Macmillan
5. World Intellectual Property Organization (2017). Documenting Traditional Knowledge-A toolkit. https://www.google.co.in/books/edition/Documenting_Traditional_Knowledge_A_Tool/YQVDDwAAQBAJ?hl=en&gbpv=0

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Module	Mode	Weight

1	Take Home	30 %
2 & 3	Class Test	30%
3 & 4	End Term Assessment	40%

2. **Pedagogy:**

a. Instructional strategies:

The course would be transacted using lectures, workshop/activity sessions, case studies, field visits, etc.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

The usual classroom will be equipped with ICT facilities. Field visits will be organized, and special invitees from institutions working with digitized methods in Traditional Knowledge Systems will be required to conduct some sessions and interact with students.

c. Expertise in AUD faculty or outside: Within the School of Human Ecology; guest faculty will be invited as a special invitee.

d. Linkages with external agencies: Example, IGNCA; IGRMS

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. The core courses, which are meant to be part of more than one programme and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....meeting held on.....and has been approved in the present form.

31/7/2024

Signature of the Dean of the School

Appendix-8

DR. B.R. AMBEDKAR UNIVERSITY DELHI
School of Human Ecology (SHE)
Minutes of the Ninth (9th) Meeting of the Board of Studies held on the 10th June 2024

The ninth meeting of the Board of Studies (BoS) of the School of Human Ecology (SHE) was held on 10th June 2024 at 2:30 PM in the Committee Room-3 at the Kashmere Gate campus of Dr. B.R. Ambedkar University Delhi. The following members were present during the meeting:

Dr. Oinam Hemlata Devi Dean, School of Human Ecology, AUD	Chairperson
Prof. Anil Kumar Haritash Head, Department of Environmental Engineering, Delhi Technological University	Member
Prof. Nandan Nawn Professor, Department of Economics, Jamia Millia Islamia	Member
Prof. Nakkeeran Nanjappan Professor, School of Global Affairs, AUD	Member
Prof. Sanjay Kumar Sharma Professor, School of Liberal Studies, AUD	Member
Dr. Santosh Kumar Singh, Associate Professor Dean, School of Liberal Studies, AUD	Member
Prof. C.R. Babu Professor Emeritus, Department of Environmental Studies, University of Delhi	Special Invitee
Prof. Asmita Kabra Professor, SHE, AUD	Member
Prof. Suresh Babu Professor, SHE, AUD	Member
Dr. Pulak Das Assistant Professor, SHE, AUD	Member
Dr. Budhaditya Das Assistant Professor, SHE, AUD	Member
Dr. Nishant Kumar Assistant Professor, SHE, AUD	Special Invitee

Leave of Absence (External Member)
Professor Sathyabhama D. Biju could not attend the meeting.

Opening Remarks of the Dean
At the outset, the Dean extended a warm welcome to all the Members, including the new members of the Board to its 9th BoS Meeting. The Dean then introduced the School of Human Ecology, it's vision, mission and guiding values and the research and teaching programmes.
Thereafter, the Board of Studies in its 9th Meeting deliberated on the agendas placed before it and passed the following **resolutions:**

Agenda 1: To report the Annual Report of the School, 2022-23
The Dean presented the Annual Report (2022-2023), with a summary of the achievements and updates of the School of Human Ecology (**Appendix-1**). The members took note of and appreciated the achievements. The Dean updated members about the joining of new faculty member, and introduced members to Dr. Nishant Kumar.

Decision: The Board noted the Annual Report of the School, 2023-24.

Agenda Item 2: To report the Graduates of the School, SHE
The Dean presented a report of the graduates of the MA Environment and Development (MAED), PG Diploma Environment and Development and Ph.D in Human Ecology programmes of the School for 2022-2023 (**Appendix-2**).

Decision: The Board noted the details of graduates of the School, SHE.

Agenda Item 3: To report the first (1st) Alumni Meeting for the School
The Dean reported a summary of events of the 1st Alumni Meeting of the School held at the Jacaranda Hall, India Habitat Centre, New Delhi on 7th June 2023 (**Appendix-3**). The Dean highlighted the success of the event, outlining future plans for engaging the alumni network, with a focus on reinforcing connections and collaborations.

Decision: The Board noted the report of the 1st Alumni Meeting.

Agenda Item 4(a): To consider the revision in the credit requirement of the MA programme with an increase in total credits from 64 to 68 credits
It was submitted to the Board that the university has directed the inclusion of a 4-credit course on Indian Knowledge System (IKS) in light of the provision laid down in the National Education Policy (2020). Dr. Oinam Hemlata Devi has drafted a 4-credit course on Traditional Knowledge Systems of India (TKSI) to be

offered in the 1st semester of the MA programme. The Board had deliberated on the placement of the proposed IKS course and suggested to revise the course readings so as to keep in the 1st semester of MAED. In light of this, the credit requirement of the MA programme will increase from 64 to 68 credits. Similarly, the credit requirement of the Postgraduate Diploma in Environment and Development will also increase from 32 to 36 credits.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the placement of the proposed new IKS course in the 1st Semester of MAED. Further, the Board also considered and recommended the revision of the credit requirement of the MA programme in SHE from 64 to 68 credits. In addition, the Board also recommended the revision of the credit requirement for the Postgraduate Diploma in Environment and Development from 32 to 36 credits.

Agenda Item 4(b): To consider the proposal for appointing external examiners for conducting the viva voce examination of MA dissertation course (SHE2ED204)

It was submitted to the Board that the viva voce examination (carrying 20% weight) for the MA dissertation course (SHE2ED204) may be conducted by a jury of external evaluators (external to the School or university) to enhance the rigour and credibility of the examination process. The following process was suggested:

(1) Two evaluators will be invited for the viva voce examination who are experts in the field of ecology, conservation, environment, social sciences and interdisciplinary fields in human ecology/ environment.
(2) Evaluators will be at least the rank of Assistant Professor or an equivalent rank in the professional arena. Both evaluators will evaluate a student's viva presentation and their average marks/ grades will be used to calculate the final examination grade of the student.
(3) The Office of the Dean will invite the external evaluators and in case of evaluators external to the University, seek approval from the competent authority.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the proposal for appointing external examiners for conducting the viva voce examination of MA dissertation course (SHE2ED204)

Agenda Item 4(c): To consider the proposal for increase in the number of credits that can be opted by a MA student from outside the School

It was submitted to the Board that MA students have expressed interest in opting for elective courses outside the School in their third and fourth semesters. At present the maximum number of credits that can be opted outside the School is 6. However, in light of the introduction of SWAYAM courses and fostering multidisciplinary education, the students may be allowed to opt for 8 out of 68 credits outside the School.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the proposal for allowing

MA students to opt for 8 out of 68 credits from outside the School, including electives from other programmes and approved SWAYAM courses.

Agenda Item 5(a): To consider the proposal for approval of a new core course "Traditional Knowledge Systems of India" (4 credits) in the MA programme

It was submitted to the Board that Dr. Oinam Hemlata Devi has developed a new course titled 'Traditional Knowledge Systems of India' in line with the provision laid down in the National Education Policy (NEP) 2020, and recommendations of the university for including Indian Knowledge System (IKS) in the UG and PG curricula. The course was presented and discussed extensively and the members had the following suggestions:

(1) No. of objectives and learning outcomes may be reduced.
(2) Module titles may be (a) Introduction to Traditional Knowledge Systems, (b) Sources of Traditional Knowledge, (c) Practices of Traditional Knowledge, (d) Documentation of Traditional Knowledge.
(3) Contributions by Traditional Knowledge Digital Library Unit (TKDL) [https://www.csir.res.in/documents/tkdl] may be covered in the last module. A visit may be organised as well. It is located at Vigyan Suchna Bhawan, 14, Satsang Vihar Marg, New Delhi – 110067, India, opposite to AUD's Qutb campus.
(4) Some cases/ disputes in the World Trade Organisation on Traditional Knowledge may be included in Module 1, where India is one of the parties to the dispute.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the core course 'Traditional Knowledge Systems of India' (4 credits) for approval after incorporation of changes suggested by members (Appendix-4)

Agenda 5(b): To consider the proposal for approval of a new elective course "Gender, Identities and Environment" (4 credits) in the MA programme

It was submitted to the Board that Dr. Budhaditya Das has developed a new course titled "Gender, Identities and Environment" (4 credits) that is a revised and updated version of an existing course "Gender and Environment" (2 credits) offered in the MA programme. The course was presented and discussed extensively and the members had the following suggestions:

(1) The course may retain the earlier name, Gender and Environment, in view of the module contents and readings.
(2) Module 3 may be renamed as "Introduction to Ecofeminism" and Module 4 may be renamed 'Interrogating Ecofeminism'.
(3) Include a greater number of Indian authors within the prescribed reading list.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the elective course 'Gender and Environment' (4 credits) for approval after incorporation of changes suggested by members (Appendix-5)

Agenda 5(c): To consider the proposal for approval of a new elective course "Behaviour in Anthropocentric Environments" (4 credits) in the MA programme

It was submitted to the Board that Dr. Nishant Kumar has developed a new course titled "Behaviour in Anthropocentric Environments" (4 credits) based on concepts of Behavioural Ecology. The course was presented and discussed extensively and the members had the following suggestions:

(1) The title of units II and III may not include names of any authors.
(2) The course title and contents may foreground Behavioural Ecology with Anthropocene as an additional component.
(3) Facilities such as binoculars, spotting scope, should be made available for students undertaking the course.
(4) The course faculty may make changes to the title of the course and organisation of course modules in consultation with Professor Suresh Babu.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board suggested to rework incorporating major changes suggested by members and place it on the next BoS meeting.

Agenda 5(d): To consider the proposal for approval of SWAYAM courses to be offered as elective courses in the MA programme

It was submitted to the Board that UGC (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021, have been adopted by the University The MA programme faculty have carefully gone through the list of available courses on the SWAYAM platform and have prepared a selected list of courses that can be opted for by a student towards completion of the MA programme. The Board members deliberated upon the courses and had the following suggestions:

(1) The following general principles to be followed while approving the basket of SWAYAM courses
    a. The courses should not be self-paced.
    b. The courses should not overlap with existing core and elective courses offered by the School or by other Schools in the university.
    c. The courses should be open to MA students, in terms of eligibility criterion.
    d. Students should not be allowed to take a SWAYAM course in the final semester of the MA programme.
    e. SWAYAM courses to be credited in the third semester of the MA programme.
    f. SWAYAM courses are to be included within the maximum 8 credits that a student can opt from outside the School.
(2) Classical Sociological Theory and Environmental Sociology may not be included in the basket of approved SWAYAM courses.
(3) It may be verified that the Introduction to Machine Learning course is open to MA students.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the SWAYAM courses (Appendix-6) to be offered as elective courses in the MA programme, after due verification in line with the recommended principles.

Agenda 6(a): To consider the revision of the core course "Environmental History" (SHE2ED103) (4 credits) in the MA programme

It was submitted to the Board that Dr. Budhaditya Das has revised the core course "Environmental History" (SHE2ED103). The Board members deliberated upon the revisions and made the following suggestions:

(1) A module on Water, especially on canals (in North India) and tanks (in South India) may be added to the course.
(2) The following readings may be added to the reading list: Neeladri Bhattacharya, The Great Agrarian Conquest: Colonial Reshaping of a Rural World (2019), Ramachandra Guha, Radical American Environmentalism and Wilderness Preservation: A Third World Critique, and Mahesh Rangarajan, 'The Politics of Ecology: The Debate on Wildlife and People in India, 1970-95', Economic and Political Weekly.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the revised core course Environmental History (4 credits) (SHE2ED103) for approval after incorporation of changes suggested by members (Appendix-7)

Agenda 6(b): To consider the revision of the core course "Environmental Law, Policies and Governance" (SHE2ED105) (4 credits) in the MA programme

It was submitted to the Board that Dr. Budhaditya Das has revised the core course "Environmental Law, Policies and Governance" (SHE2ED103). Professor Nandan Nawn gave extensive inputs for the course revision. The Board members deliberated upon the revisions and made the following suggestions:

(1) The module-wise reading list and case law may be added to the course outline.
(2) Laws related to natural resources and pollution (sink and source sides of the ecosystem), climate change and carbon emissions mitigation policies may be added
(3) Fundamental Duties dealing with the environment in the Constitution of India should be included in Module 1 as well.
(4) International agreements on transboundary pollution like Montreal Protocol and Convention on Biodiversity may be added as case study examples in Module 8.
(5) A discussion on Biodiversity Act, People's Biodiversity Registers and Biodiversity Management committees may be added to the Module 6.
(6) National Forest Policy 1988, National Environment Policy and National Water Policy to be covered in the course.
(7) Following readings may be added to the list of prescribed readings: CPCB (2021) Pollution Control Acts, Rules, & Notifications Issued Thereunder, Delhi: Central Pollution Control Board, P

Leelakrishnan (2022) Environmental Law Case Book, Sixth Edition, Lexis-Nexis Butterworths, Geetanjoy Sahu, Environmental Jurisprudence and the Supreme Court: Litigation, Interpretation, Implementation, Sharachchandra Lele and Ajit Menon (Edited) Democratizing Forest Governance in India.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the revised core course Environmental Law, Policies and Governance (4 credits) (SHE2ED105) for approval after incorporation of changes suggested by members (Appendix-8)

Agenda 7(a): To consider the revision of the elective course "Development and Social Change" (SHE3ED103) (4 credits) in the PhD programme

It was submitted to the Board that Professor Asmita Kabra has revised the elective course "Development and Social Change" (SHE3ED103), now renamed as "Sustainability and Development: Critical Perspectives and Debates". The Board members deliberated upon the revisions and made the following suggestions:

(1) In view of the course objectives and modules, the course may be renamed as Development: dimensions and perspectives or, Dimensions and Perspectives of Development.
(2) The following reading may be added to the prescribed reading list: Gilbert Rist, 2014, The History of Development: From Origins to Global Faith, Fourth Edition, Zed Books.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the revised elective course "Sustainability and Development: Critical Perspectives and Debates" (4 credits) (SHE3ED103) in the PhD programme for approval after incorporation of changes suggested by members (Appendix-9)

Agenda 8: To consider the proposal for a new MSc Programme in Environmental Studies

It was submitted to the Board that since its inception, the School has envisaged starting a MSc programme based on state-of-the-art knowledge within Environmental Studies, with emphasis on cutting edge thematics like Climate Change, Data Sciences and Artificial Intelligence. Dr. Nishant Kumar presented a detailed concept note of the MSc programme, including Programme Outcomes, programme structure, resource requirements and a comparative assessment with other MSc Environmental Studies programmes in India **(Appendix – 10)**.

The Board members were of the opinion that the MSc Environmental Studies is an appropriate programme for the School; however, such a programme should be initiated only after academic staff, compulsory laboratory facilities and technical resources are available in the School/ university. Further, it was suggested that consultative meetings should be organised to receive inputs from experts in order to finalise programme vision and structure, in line with best practices in Environmental Studies education and research.

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board authorised the office of the Dean to constitute an expert committee, organise consultative meetings for the new MSc programme and to seek approval of the competent authority for faculty, laboratory and technical resource requirements for the MSc programme.

The meeting ended with a vote of thanks to all the members.

The minutes are prepared by Dr. Budhaditya Das, Deputy Dean, and issued with the approval of Dr. Oinam Hemlata Devi, Dean and Chair of the Board of Studies.

Signature of Attendees

Name	Signature
Dr. Oinam Hemlata Devi	
Professor Anil Kumar Haritash	—
Professor Nandan Nawn	email circulation
Professor Nakkeeran Nanjappan	email circulation
Professor Sanjay Kumar Sharma	email circulation
Dr. Santosh Kumar Singh	email Circulation
Prof. C.R. Babu	Email Circulation
Professor Asmita Kabra	
Professor Suresh Babu	
Dr. Pulak Das	—
Dr. Budhaditya Das	
Dr. Nishant Kumar	—

DEAN SHE <deanshe@aud.ac.in>

Minutes of the 9th SHE-BoS meeting held on 10th June, 2024

7 messages

DEAN SHE <deanshe@aud.ac.in> Tue, Jul 30, 2024 at 8:58 PM
To: "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>, akharitash@dce.ac.in, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Santosh K Singh <santosh@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, crbabu26@gmail.com, Asmita Kabra <asmita@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Hemlata Oinam <hemlata@aud.ac.in>, Pulak Das <pulak@aud.ac.in>, Budhaditya Das <budhaditya@aud.ac.in>, Nishant Kumar <nkumar1@aud.ac.in>
Cc: SHE Office <sheoffice@aud.ac.in>, Program coordinator MAED <pcmaed@aud.ac.in>, "Programme Coordinator Ph.D Human Ecology" <pcphdhe@aud.ac.in>

Dear Respected Board of Studies (BoS) Members,

Thank you for your valuable comments and suggestions. Based on the inputs from the Board members today, the revised final copy of the meeting minutes held on 10th June 2024 is shared.

Please note that Appendix 6 has also been updated in this email; the list of SWAYAM courses is finalised following the suggestions provided during the Board meeting.

Looking forward to your confirmation of the shared minutes and related documents.

With Best Regards,

Oinam Hemlata

--
Dr. Oinam Hemlata Devi
Associate Professor & Dean (Officiating)
School of Human Ecology (SHE)
Dr. B. R. Ambedkar University Delhi (AUD)
Kashmere Gate Campus, Delhi-110006

9 attachments

Minutes of the 9th BoS meeting-SHE.docx
41K

Appendix 4-SHE BOS-Revised Course_Traditional Knowledge System.docx
49K

Appendix 6-SHE BOS-SWAYAM Course list.docx
26K

Appendix 5-SHE BOS-Revised Course_Gender&Environment.docx
38K

Appendix 7-SHE BOS-Revsied Course_Environmental History.docx
40K

Appendix 8-SHE BOS-Revised Course_Environmental Law Policies & Governance.docx
41K

Appendix 9-SHE PhD-Revised Course_Sustainability and Development.docx
40K

Appendix 10-SHE BOS proposal for New M.Sc programme.docx
1182K

Appendix 1,2 & 3.docx
17498K

1

C. R. Babu <crbabu26@gmail.com> Wed, Jul 31, 2024 at 9:59 AM
To: DEAN SHE <deanshe@aud.ac.in>

Dear Madam:
Thank you very much for your email and attached documents relating to Minutes of the 9th SHE-BoS meeting held on 10th June, 2024. The minutes are ok and changes made in the attached documents are also ok.
With best regards
Sincerely
[Quoted text hidden]

Sanjay Kumar Sharma <sanjay@aud.ac.in> Wed, Jul 31, 2024 at 10:29 AM
To: DEAN SHE <deanshe@aud.ac.in>

2

Minutes confirmed.

Best wishes,

Sanjay Sharma
[Quoted text hidden]

DEAN SHE <deanshe@aud.ac.in> Wed, Jul 31, 2024 at 10:45 AM
To: "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>, akharitash@dce.ac.in, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Santosh K Singh <santosh@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, crbabu26@gmail.com, Asmita Kabra <asmita@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Hemlata Oinam <hemlata@aud.ac.in>, Pulak Das <pulak@aud.ac.in>, Budhaditya Das <budhaditya@aud.ac.in>, Nishant Kumar <nkumar1@aud.ac.in>
Cc: SHE Office <sheoffice@aud.ac.in>, Program coordinator MAED <pcmaed@aud.ac.in>, "Programme Coordinator Ph.D Human Ecology" <pcphdhe@aud.ac.in>

Thank you Prof. C.R. Babu and Prof. Sanjay Kumar Sharma for confirming the minutes.

There is a typo in Agenda 7 (a), thus sharing the corrected one again.

[Quoted text hidden]

Minutes of the 9th BoS meeting-SHE.docx
41K

DEAN SHE <deanshe@aud.ac.in> Wed, Jul 31, 2024 at 10:48 AM
To: "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>, akharitash@dce.ac.in, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Santosh K Singh <santosh@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, crbabu26@gmail.com, Asmita Kabra <asmita@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Hemlata Oinam <hemlata@aud.ac.in>, Pulak Das <pulak@aud.ac.in>, Budhaditya Das <budhaditya@aud.ac.in>, Nishant Kumar <nkumar1@aud.ac.in>
Cc: SHE Office <sheoffice@aud.ac.in>, Program coordinator MAED <pcmaed@aud.ac.in>, "Programme Coordinator Ph.D Human Ecology" <pcphdhe@aud.ac.in>

[Quoted text hidden]

Minutes of the 9th BoS meeting-SHE.docx
40K

3

Nakkeeran Nanjappan <nakkeeran@aud.ac.in> Wed, Jul 31, 2024 at 11:01 AM
To: DEAN SHE <deanshe@aud.ac.in>
Cc: "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>, akharitash@dce.ac.in, Santosh K Singh <santosh@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, crbabu26@gmail.com, Asmita Kabra <asmita@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Hemlata Oinam <hemlata@aud.ac.in>, Pulak Das <pulak@aud.ac.in>, Budhaditya Das <budhaditya@aud.ac.in>, Nishant Kumar <nkumar1@aud.ac.in>, SHE Office <sheoffice@aud.ac.in>, Program coordinator MAED <pcmaed@aud.ac.in>, "Programme Coordinator Ph.D Human Ecology" <pcphdhe@aud.ac.in>

Thank you for sharing the minutes. I find the minutes are in order and I am fine with it. Please consider this response as my approval.

Regards
Nakkeeran

[Quoted text hidden]

---

(4) **Santosh K. Singh** <santosh@aud.ac.in> Wed, Jul 31, 2024 at 11:33 AM
To: Nakkeeran Nanjappan <nakkeeran@aud.ac.in>
Cc: DEAN SHE <deanshe@aud.ac.in>, "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>, akharitash@dce.ac.in, Sanjay Kumar Sharma <sanjay@aud.ac.in>, crbabu26@gmail.com, Asmita Kabra <asmita@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Hemlata Oinam <hemlata@aud.ac.in>, Pulak Das <pulak@aud.ac.in>, Budhaditya Das <budhaditya@aud.ac.in>, Nishant Kumar <nkumar1@aud.ac.in>, SHE Office <sheoffice@aud.ac.in>, Program coordinator MAED <pcmaed@aud.ac.in>, "Programme Coordinator Ph.D Human Ecology" <pcphdhe@aud.ac.in>

Approved.
Thanks
Santosh
[Quoted text hidden]

DEAN SHE <deanshe@aud.ac.in>

Minutes of the meeting of the 9th SHE BoS held on 10th June 2024

8 messages

DEAN SHE <deanshe@aud.ac.in> Tue, Jul 30, 2024 at 1:42 PM
To: "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>, akharitash@dce.ac.in, crbabu26@gmail.com, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Santosh K Singh <santosh@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, Program coordinator MAED <pcmaed@aud.ac.in>, "Programme Coordinator Ph.D Human Ecology" <pcphdhe@aud.ac.in>, Asmita Kabra <asmita@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Hemlata Oinam <hemlata@aud.ac.in>, Pulak Das <pulak@aud.ac.in>, Budhaditya Das <budhaditya@aud.ac.in>, Nishant Kumar <nkumar1@aud.ac.in>
Cc: SHE Office <sheoffice@aud.ac.in>

Dear Respected Board of Studies (BoS) Members,

Greetings from the School of Human Ecology, AUD.

Please find the attached minutes of the meeting of the 9th BoS held on 10th June 2024. Based on the comments and suggestions received during, revisions on the courses are made as required. I request you all to kindly go through the minutes of the meeting and share your comments if any. I will be grateful if you all can share your approval/comments by today.

I will be happy to incorporate those comments and suggestions.

Please note that Appendix 6 regarding SWAYAM course list, I will share it as soon as possible.

With Best Regards,

Oinam Hemlata.

--
Dr. Oinam Hemlata Devi
Associate Professor & Dean (Officiating)
School of Human Ecology (SHE)
Dr. B. R. Ambedkar University Delhi (AUD)
Kashmere Gate Campus, Delhi-110006

8 attachments

Appendix 4-SHE BOS-Revised course_Traditional Knowledge System.docx
48K

Appendix 8-SHE BOS-Revised Course_Environmental Law Policies & Governance.docx
41K

Appendix 5-SHE BOS-Revised Course_Gender&Environment.docx
38K

Appendix 7-SHE BOS-Revsied Course_Environmental History.docx
40K

Appendix 9-SHE PhD-Revised Copurse_Sustainability and Development.docx
39K

Minutes of the 9th BoS meeting-SHE.docx
40K

Appendix 10-SHE BOS proposal for New M.Sc programme.docx
1182K

Appendix 1,2 & 3.docx
17498K

Prof. Nandan Nawn (D/o Economics) <nnawn@jmi.ac.in> Tue, Jul 30, 2024 at 2:50 PM

To: DEAN SHE <deanshe@aud.ac.in>
Cc: Budhaditya Das <budhaditya@aud.ac.in>

Dear Dean,

The MoM is fine with me. I am fine with all annexure.

(5)

I have two minor suggestions:
Agenda 4(b): I thought the decision was to have only one evaluator instead of two (in bullet point (1) of the proposal).
Agenda 7(a): The discussion mentions two titles, while the resolution includes some other. And Appendix 9 mentions something else. In short there is a disconnect. Even in the present course outline hardly any dimension of sustainability is included.

sincerely
Nandan

[Quoted text hidden]

--
Nandan Nawn
Professor, Department of Economics, First Floor, Gulistan-e-Ghalib, Jamia Millia Islamia, New Delhi 110025, India
Associate Editor, Ecology, Economy and Society- the INSEE Journal
Member, INSEE | Member, Biodiversity Collaborative | Fulbright Fellow | RBI Scholarship
Profiles: JMI | Google Scholar | ResearchGate | Vidwan | LinkedIn
Blog: nawnsense
Contact: +91-9711514813 (Cell); nandan.nawn (Skype)
Alternative email: nnletter@gmail.com

Please consider the environment before printing this email.
The information contained in this electronic message and any attachments to this message are intended for the exclusive use of addressee(s) and may contain proprietary, confidential or privileged information. If you are not the intended recipient, you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately and destroy all copies of this message and any attachments.

***WARNING**: The recipient should check this email and any attachments for the presence of viruses. JMI accepts no liability for any damage caused by any virus transmitted by this email.*

DEAN SHE <deanshe@aud.ac.in> Tue, Jul 30, 2024 at 3:12 PM
To: "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>
Cc: Budhaditya Das <budhaditya@aud.ac.in>

Dear Prof. Nandan,

Thank you for your assessment,
Regarding agenda 4 (b), it was later decided to have at least two evaluators as the nature of our programme and dissertation topics usually chosen by students require domain experts from both science and social sciences.

@ Budhaditya,
Please respond regarding the remaining points raised by Prof. Nandan Nawn.

With Best Regards,
Hemlata.

[Quoted text hidden]

Budhaditya Das <budhaditya@aud.ac.in> Tue, Jul 30, 2024 at 4:23 PM
To: Asmita Kabra <asmita@aud.ac.in>, DEAN SHE <deanshe@aud.ac.in>

Dear Asmita,

Please see the observations of Prof. Nawn on the agenda item 7(a) pertaining to the PhD course on development. Kindly give your comments or suggest changes so that this can be modified at the earliest.

Regards,

Budhaditya
[Quoted text hidden]

Asmita Kabra <asmita@aud.ac.in> Tue, Jul 30, 2024 at 4:39 PM
Reply-To: asmita@aud.ac.in
To: Budhaditya Das <budhaditya@aud.ac.in>
Cc: DEAN SHE <deanshe@aud.ac.in>

Dear Budha,

Prof. Nawn is correct in pointing out that the minutes at present do not reflect the correct revised title of the course. Please convey my gratitude to him for his meticulous reading of the minutes.

The minutes and all relevant annexures may kindly be modified to reflect the updated course name, "**Sustainability and Development: Critical Perspectives and Debates**". In particular, the minutes of the meeting on page 7 may be modified, and Appendix 9 may also be renamed to reflect the correct course title. For your ease, here is the modified version of the decision that I think could be recorded in the minutes for Agenda 7(a):

Agenda 7(a): To consider the revision of the elective course "Development and Social Change" (SHE3ED103) (4 credits) in the PhD programme

Decision: After due deliberations, in exercise of the powers conferred under Clause 6 of Statute 12A of the Statutes of the University, the Board considered and recommended the revised elective course "Sustainability and Development: Critical Perspectives and Debates" (4 credits) (SHE3ED103) in the PhD programme for approval after incorporation of changes suggested by members (Appendix-9)

As mentioned in points 2 and 7 of the course outline, the course aims to engage with the most critical development challenges of the 21st century, of which sustainability and justice are the foremost, to my mind. I assure the members of the BOS that sustainability concerns will be foregrounded accordingly in various modules of the course in line with the revised title.

Best,
Asmita.

Prof. Asmita Kabra
School of Human Ecology
Ambedkar University Delhi
https://asmitakabra.net/

[Quoted text hidden]

Budhaditya Das <budhaditya@aud.ac.in> Tue, Jul 30, 2024 at 8:03 PM
To: "Prof. Nandan Nawn (D/o Economics)" <nnawn@jmi.ac.in>
Cc: Asmita Kabra <asmita@aud.ac.in>, DEAN SHE <deanshe@aud.ac.in>

Dear Professor Nawn,

Thank you so much for your prompt response, and your comments on the BoS Minutes. Please see below Professor Asmita Kabra's response to your observations. Dr. Oinam Hemlata will make the necessary changes to the minutes, and re-circulate them for confirmation.

Thank you again for your inputs,

Warm regards,

Budhaditya

Copy:
1. Dr. Oinam Hemlata Devi, Dean
2. Prof. Asmita Kabra, Course coordinator
[Quoted text hidden]

Prof. Nandan Nawn (D/o Economics) <nnawn@jmi.ac.in> Wed, Jul 31, 2024 at 10:07 AM
To: Budhaditya Das <budhaditya@aud.ac.in>
Cc: Asmita Kabra <asmita@aud.ac.in>, DEAN SHE <deanshe@aud.ac.in>

Dear Dr. Das,
Noted with thanks.
Sincerely
Nandan

Nandan Nawn
Professor, Department of Economics, First Floor, Gulistan e-Ghalib, Jamia Millia Islamia, New Delhi 110025, India
Associate Editor, Ecology, Economy and Society--the INSEE Journal
Member, INSEE | Member, Biodiversity Collaborative | Fulbright Fellow |RBI Scholarship
Profiles: JMI |Google Scholar | ResearchGate |Vidwan | LinkedIn
Blog: nawnsense
Contact: +91-9711514813 (Cell); nandan.nawn (Skype)
Alternative email: nnletter@gmail.com
[Quoted text hidden]

Prof. Nandan Nawn (D/o Economics) <nnawn@jmi.ac.in> Wed, Jul 31, 2024 at 10:12 AM
To: Budhaditya Das <budhaditya@aud.ac.in>
Cc: Asmita Kabra <asmita@aud.ac.in>, DEAN SHE <deanshe@aud.ac.in>

Dear Dr. Das,
There is a mismatch in the titles of this course between the one reported in the minutes and the respective annexure.
Sincerely
Nandan

Nandan Nawn
Professor, Department of Economics, First Floor, Gulistan-e-Ghalib, Jamia Millia Islamia, New Delhi 110025, India
Associate Editor, Ecology, Economy and Society--the INSEE Journal
Member, INSEE | Member, Biodiversity Collaborative | Fulbright Fellow |RBI Scholarship
Profiles: JMI |Google Scholar | ResearchGate |Vidwan | LinkedIn
Blog: nawnsense
Contact: +91-9711514813 (Cell); nandan.nawn (Skype)
Alternative email: nnletter@gmail.com

[Quoted text hidden]

Appendix-9

Appendix 6: List of SWAYAM courses as additional elective courses for the MA programme students in SHE

1. **Globalization and Culture- https://onlinecourses.nptel.ac.in/noc21_hs94/preview**

Credit: 2 Level: UG/PG

Globalization is one of the most talked about words in the contemporary world and dominates discussions in the media, academics and everyday life. Cultural theorists have used the term to refer to political, economic, social and cultural transformations that have occurred in the last decade of the twentieth century. It appears that everyone on the planet is affected by globalization but not in the same way. Yet most people have only a fuzzy understanding of what globalization means because of the number of things it means to a wide variety of people. The different dimensions of globalization such as the rise of global capital and markets, new media and communication technologies, dissolution of political borders, and growth of consumerist culture cannot be seen in isolation from one another. But people tend to examine them separately or through the compartmentalized frames of different disciplines.

The course has three main objectives:

- To provide a thorough grounding in the philosophical and theoretical debates on globalization
- To examine the economic, political, social, cultural issues covered by the debate and their impact on contemporary cultures, particularly in the developing world
- To enable students to understand competing definitions of globalization and to show that globalization's effects are felt differently by different people

Course layout

Week 1: Globalization: Understanding Globalization
Week 2: Global Monocultural Invasion: Myth or Reality
Week 3: Travels of Dastan and Qissa
Week 4: Emergence of Asian Kool and Global Sonic Flows
Week 5: The Bollywood Invasion
Week 6: Birth of Indochic
Week 7: Globalisation and Resistance
Week 8: Globalisation and Identity

Books and references

Anjali Gera Roy. Bhangra Moves: From Ludhiana to London and Beyond(Aldershot: Ashgate 2010)
Anjali Gera Roy(ed). Travels of Bollywood Cinema: From Bombay to LA (Delhi: OUP 2012)
Anjali Gera Roy(ed). Magic of Bollywood: At Home and Abroad(Delhi: Sage 2012)
Anjali Gera Roy. Cinema of Enchantment: Perso-Arabic Genealogies of the Hindi Masala Film (Hyderabad: Orient Blackswan 2015)

2. **Introduction to Machine Learning: By Prof. Balaraman Ravindran | IIT Madras:** https://onlinecourses.nptel.ac.in/noc21_cs24/preview

Credit: 3 Level: UG/PG

With the increased availability of data from varied sources there has been increasing attention paid to the various data driven disciplines such as analytics and machine learning. In this course we intend to introduce some of the basic concepts of machine learning from a mathematically well motivated perspective. We will cover the different learning paradigms and some of the more popular algorithms and architectures used in each of these paradigms.

INTENDED AUDIENCE : This is an elective course. Intended for senior UG/PG students. BE/ME/MS/PhD

PREREQUISITES : We will assume that the students know programming for some of the assignments.If the students have done introductory courses on probability theory and linear algebra it would be helpful. We will review some of the basic topics in the first two weeks as well.

Course layout

Week 0: Probability Theory, Linear Algebra, Convex Optimization - (Recap)

Week 1: Introduction: Statistical Decision Theory - Regression, Classification, Bias Variance

Week 2: Linear Regression, Multivariate Regression, Subset Selection, Shrinkage Methods, Principal Component Regression, Partial Least squares

Week 3: Linear Classification, Logistic Regression, Linear Discriminant Analysis

Week 4: Perceptron, Support Vector Machines

Week 5: Neural Networks - Introduction, Early Models, Perceptron Learning, Backpropagation, Initialization, Training & Validation, Parameter Estimation - MLE, MAP, Bayesian Estimation

Week 6: Decision Trees, Regression Trees, Stopping Criterion & Pruning loss functions, Categorical Attributes, Multiway Splits, Missing Values, Decision Trees - Instability Evaluation Measures

Week 7: Bootstrapping & Cross Validation, Class Evaluation Measures, ROC curve, MDL, Ensemble Methods - Bagging, Committee Machines and Stacking, Boosting

Week 8: Gradient Boosting, Random Forests, Multi-class Classification, Naive Bayes, Bayesian Networks

Week 9: Undirected Graphical Models, HMM, Variable Elimination, Belief Propagation

Week 10: Partitional Clustering, Hierarchical Clustering, Birch Algorithm, CURE Algorithm, Density-based Clustering

Week 11: Gaussian Mixture Models, Expectation Maximization

Week 12: Learning Theory, Introduction to Reinforcement Learning, Optional videos (RL framework, TD learning, Solution Methods, Applications)

Books and references

The Elements of Statistical Learning, by Trevor Hastie, Robert Tibshirani, Jerome H. Friedman (freely available online)

Pattern Recognition and Machine Learning, by Christopher Bishop (optional)

3. Tribal Entrepreneurship & Economics
https://onlinecourses.swayam2.ac.in/ini24_hs07/preview

Credit: 3 Level: UG/PG

ABOUT THE COURSE:
Entrepreneurship raises the general standard of living, facilitates access to goods and services, and fosters economic progress. By providing services to underprivileged areas and creating environmentally friendly products, many entrepreneurs also positively impact their communities and enhance their well-being. It indicates that tribal people themselves view entrepreneurship as a means of reestablishing families and communities as well as taking part in the process of reviving the country's economy, as opposed to believing that economic growth is the responsibility of the government.

Course layout
Week 1: Meaning of tribe, types, approaches to study of tribal society in India
Week 2: Tribal entrepreneurship & tribal entrepreneur, functions of entrepreneurship, Process, Elements influencing the rise of tribal entrepreneurship,
Week 3: Meaning Concept & nature of tribal market, Managerial & Entrepreneurial approach
Week 4: Business Tribal entrepreneurship's requirements, SWOT Analysis related tribal entrepreneurship
Week 5: Tribal Business Model, TRIFED, NSTFDC, Occasional Market, Weekly Market, Vocal for Local
Week 6: Tribal Indigenous Entity, Economic activities of tribes for entrepreneurship
Week 7: Tribal territories and Common Property Resources, Dimension of tribal Economics, Tribal unorganized Business
Week 8: Forest Right act (2006), Minor forest produce based business, International Conventions and Covenants
Week 9: New tribal venture promotion, Entrepreneurship activities in tourism for tribes
Week 10: Government schemes for tribal entrepreneurship, policies and programme for the welfare of tribal entrepreneurship
Week 11: Natural Resource and Sustainable Tribal entrepreneurship Development, Participatory rural Appraisal (PRA) Participatory Resource mapping (PRM),Participatory planning
Week 12: Empowerment of Tribal's through Entrepreneurship, Eco-Entrepreneurship, Recent trends in Tribal entrepreneurship with case study

Books and references
1. Anthropological Documents.
2. Cole, S (2008).Tourism, Culture and Development, Channel View Publications, UK
3. Cornell, S.E.(1989).Tourism and Economic Development: Considerations For Tribal Policy and Planning, Harvard University, USA

4. Couger, C- Creativity and Innovation (IPP, 1999).
5. Fuchs, S (1974).The aboriginal tribes of India, Macmillan India
6. Harrison, D (2001) Tourism and the Less Developed World: Issues and Case Studies, CABI
7. Holt - Entrepreneurship : New Venture Creation (Prentice-Hall) 1998.
8. Human Development Reports.
9. Hunger J D and Wheelen T L - Strategic Management (Addison-Wesley, 1999).
10. Jonne & Ceserani - Innovation & Creativity (Crest) 2001.
11. Komaraiah, J.B- economic Reforms & Tribal Entrepreneurship 2008
12. Nina Jacob, - Creativity in Organisations (Wheeler, 1998).
13. Sharma k.l. social stratification and mobility
14. Singh K.S. economies of the tribes and their transformation
15. Smith, M. (2009) Issues in Cultural Tourism Studies, Routledge
16. Trivedi Madhusudan- Entrepreneurship among tribals (Printwell 1991)
17. Vidyarthi, L.P., Rai, B.K. (1977) The tribal culture of India. Concept Publishing Company
18. Zeppe, H.D (2006) Indigenous Ecotourism: Sustainable Development and Management, CABI

4. Indoor Air Pollution: Sources, Effects, Monitoring, Control and Modeling
https://onlinecourses.nptel.ac.in/noc24_ce102/preview

Credit: 3 Level: PG

BOUT THE COURSE:
Air pollution is a very serious problem. While most courses target outdoor air pollution, this course will focus on Indoor Air Pollution, a very important current topic. Course will cover the types of indoor air pollutants, sources of these pollutants, their effects, measures for control, and indoor air quality modeling.

Week 1: Indoor air pollutants, sources and causes: Homes / Residential Environment (cooking, cleaning, occupancy, etc.); offices and schools, other commercial establishments such as saloons, fitness centers and restaurants.

Week 2: Constructing and solving of simple mass balance models of indoor air pollution. Understanding fate using concepts of half-lives and persistence/residence times.

Week 3: Outdoor air as source to indoor air: physical and chemical processes, inflow of gas and particles, exfiltration, ventilation and ventilation systems. Mechanisms of the infiltration of outdoor pollutants.

Week 4: Aerosols in the indoor atmosphere, chemical and physical properties of indoor aerosols (e.g., aerosol formation, coagulation, deposition, gas-particle partitioning).

Week 5: Chemical kinetics: collision theory, rates of reactions. Important chemical reactions in indoor air. Difference from indoor air. Reactions on surfaces.

Week 6: Bioaerosol/Biological particles in indoor atmosphere. Properties and sinks. Environmental factors controlling bioaerosol concentrations (e.g., relative humidity, temperature, ventilation, occupancy).

Week 7: Indoor and outdoor air as contributor to human exposure. Method/Models for human exposure (e.g. using time-activity information) and risk assessment.

Week 8: Indoor air pollution monitoring (physic-chemical): sampling and analysis methods, and instrumentations.

Week 9: Indoor air pollution monitoring (biological): sampling and analysis methods, and instrumentations. Guest Lecture.

Week 10: Indoor air pollution/quality in the Indian context. Information on indoor air pollution. Guest Lecture. Overview and gaps.

Week 11: Indoor air quality guidelines and standards for controlling factors (e.g. ventilation, temperature) as per various agencies such as WHO, OSHA, EPA. Introduction to CONTAM, a free software on indoor air quality and ventilation analysis.

Week 12: Indoor air pollution control methods. Effects of indoor air pollution; Sick building Syndrome; Example design using CONTAM.

Books and references

1. Indoor Air Pollution: Issues in Environmental Science & Technology
Eds: R.M. Harrison, and R.E. Hester
RSC Press, 2019.
ISBN: 978-1-78801-514-1

2. Indoor Air Pollution and Health - A Heath Perspective
P. Kulshreshtha and M. Khare
VDM Verlag, 2010.
ISBN: 978-3-639-26093-9

3. Indoor Air Quality in Naturally Ventilated Schools
R. Goyal and M. Khare
VDM Verlag, 2010.
ISBN: 978-3-639-25234-7

4. Indoor Air Pollution
Editors: P Pluschke, H Schleibinger

Springer-Verlag GmbH Germany 2018.
ISBN (hardcover): 97.3-3-662-56063-1

5. Indoor Air Pollution Control
Thad Godish
CRC Press, 2017.
ISBN: 978-1315894386
Instructor bio

5. Health Communication https://onlinecourses.swayam2.ac.in/imb24_mg97/preview

Credit: 3 Level: PG

Learn the challenges of communicating about health to different stakeholders, explore various theoretical frameworks and learn practical techniques to enhance your communication strategies.

This course will cover health literacy, message development, cultural competency, digital media, interpersonal communication, and ethical considerations in health communication.

Target Audience: This course is designed for healthcare professionals, public health practitioners, communication specialists, health educators, policymakers, and individuals interested in the field of health communication. It caters to both early-career professionals seeking to enhance their skills and knowledge, as well as experienced professionals aiming to stay updated with the latest communication strategies in public health.
Course layout
Week 1: Introduction to Healthcare Communication
Week 2: Interpersonal Communication: Patient - Provider Communication
Week 3: Interpersonal Communication (contd.)
Week 4: Health Communication: Socio-cultural Aspects
Week 5: Crisis Communication and Management
Week 6: Global Health Communication: Role of Hospitals

Appendix-10

Dr. B.R. Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Ecology
Programme(s)	Master's in Environment and Development
Course title	Gender and Environment
Course code	---
Total Credits	04 (Four)
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	August 2024
Semester	III
Course coordinator and team	Dr. Budhaditya Das

1. How does the course link with the vision of AUD?

The course aims to introduce postgraduate students to theoretical debates and empirical research in the field of gender and environment. This is in line with the emphasis placed by the National Education Policy 2020, on equitable and inclusive education, environmental education, and essential skills and capacities related to gender sensitivity and environmental awareness. The course will deliberate upon values of care, and empathy while building skills of critical thinking, and feminist research methods.

2. How does the course link with the specific programme(s) where it is being offered?

The course is proposed as a part of the social science basket and the Environmental Politics and Justice thematic within the MAED programme. It is designed as an advanced elective course that will offer students key theoretical perspectives within sociology, human geography and social anthropology that conceptualise individuals, groups and communities in relation to their environments.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course will build on the core course of Social and Political Ecology offered to 2nd semester students the MAED programme, and engage its insights on power, politics and justice at household and community scales. It overlaps with the existing course on Gender and Environment (2 credits; SHE2ED315) that has been offered at SHE since 2014. It seeks to expand and replace this course, in view of theoretical and conceptual developments in the field and feedback received from students.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)

None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

25 (Twenty five)

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long course

7. **Course Details:**

a. Summary:

This course introduces students to feminist perspectives of looking at human-environment relations and to approaches that theorise the relationship between gender, identities and environment in the global South. The course will underline the role of social identities (caste, class, ethnicity), and configurations of power and subjectivity in the fields of environmental politics, resource politics and governance. Building on the potential and limits of ecofeminist scholarship, it aims to deploy recent feminist political ecology approaches to rural and urban communities and their relationships with land, water, forests and non-human animals. The course will critically examine mainstream policy, state and civil society interventions that seek to build gender equity and empowerment within development and environmental projects.

b. Objectives:

1. To understand debates regarding gendered representations of nature, and women's association with environment in history and public culture.
2. To critically examine the role of ecofeminist theory and practice in shaping environmental politics, environmental policies and women's movements in the global South.
3. To understand how gender roles, social identities and subjectivities shape access, ownership and use of natural resources, such as land, forests and water, within households and communities.
4. To critically examine the potential and outcomes of inclusion of gender concerns in environmental policy and governance.

c. Expected learning outcomes:

On the successful of completion of this course, students will be able to:

1. Articulate the workings of gender in society and address issues related to gender inequality, justice and discrimination.
2. Demonstrate knowledge of key theorists, thinkers like Judith Butler, Bourdieu and Michel Foucault and theoretical frameworks related to environment and society.
3. Demonstrate the conceptual linkages between gender, social identities and use, ownership and governance of natural resources in the Global South.
4. Critically analyse environmental and natural resource laws, policies and programmes through the lens of gender and feminist political ecology.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

Unit	Title	Module	Title
I	Introduction	1	Conceptualising Gender
		2	Social Identities
II	Beginnings	3	Ecofeminism
		4	Interrogating Ecofeminism
III	Intersectional and Political Economy Approaches	5	Land and Property
		6	Water, Forests and Commons
IV	New Directions: Feminist Political Ecology	7	Epistemology
		8	Subjectivity
		9	Environmentality
		10	Masculinities
		11	Non-human animals
		12	Affect and Care

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

UNIT 1: INTRODUCTION

Module 1: Conceptualising Gender

Students will understand the concept of gender as it has evolved in the social sciences, clearly distinguishing it from sex and biological characteristics. They will be able to illustrate key concepts like gender roles in the spheres of production and reproduction, identity, intersectionality and masculinity, with reference to their own social and cultural worlds.

- Lorber, Judith. (1994). Night to His Day: The Social Construction of Gender, in *Paradoxes of Gender*. New Haven: Yale University Press, pp. 13—36.
- Menon, Nivedita. (2012). *Seeing Like a Feminist* (Updated Edition). New Delhi: Penguin Zubaan.
- Osella, Filippo and Caroline Osella. (2006). How to Make a Man? in *Men and Masculinities in South India*. London: Anthem Press, pp. 29—53.

Module 2: Social identities

Students will be introduced to the concept of identity and its role in how individuals perceive themselves and others in societies.

- Appiah, Kwame Anthony. (2019). Classification, in *The Lies that Bind: Rethinking Identity*. New York: Liveright Publishing Corporation, pp. 1—32.
- Woodward, K. (2004). Questions of Identity, in K. Woodward (Edited), *Questioning Identity: Gender, Class, Nation* (Second Edition). London: Routledge, pp. 5—41.

- Swartz, David. (1997). Habitus: A Cultural Theory of Action, in *Culture and Power: The Sociology of Pierre Bourdieu*. Chicago and London: Chicago University Press, pp. 95—116.

UNIT 2: BEGINNINGS

Module 3: Ecofeminism

Students will explore the philosophical and historical roots of the idea that women are culturally and materially linked to nature. They will be able to explain and interpret the links between patriarchal domination and the human domination of the non-human, as argued within ecofeminism, feminist philosophy, environmental movements and socio-cultural practices.

- Mies, Maria and Vandana Shiva. (2014). *Ecofeminism* (Chapters 1, 4 and 5). London: Zed Books.
- Merchant, Carolyn. (1980). *The Death of Nature: Women, Ecology and the Scientific Revolution* (Chapters 1, 5 and 7). San Francisco: Harper & Row Publishers.

Module 4: Rethinking Ecofeminism

Students will be able to understand and evaluate ecofeminism as an important theoretical approach that has been deployed to understand linkages between gender and environment. They will study women's access to land, forests and water and how this shapes production relations within and beyond the household. They will be able to discuss the validity of ecofeminist theories in the context of work, labour and gendered livelihoods in the Global South.

- Jewitt, Sarah. (2000). Mothering Earth? Gender and environmental protection in the Jharkhand, India, *The Journal of Peasant Studies*, Vol. 27, No. 2, pp. 94—131.
- Leach, Melissa. (2007). Earth Mother Myths and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell, *Development and Change*, 38(1), pp. 67—85
- Agarwal, Bina. (1992). The Gender and Environment Debate: Lessons from India, *Feminist Studies*, Vol. 18, No. 1, pp. 119—158.

UNIT III: INTERSECTIONAL AND POLITICAL ECONOMY APPROACHES

Module 5: Land and Property

Students will discuss feminist environmentalism and feminist political economy as theoretical approaches that critique ecofeminism. They will learn to apply gendered political economy and social reproduction theory (SRT) approaches to questions of property ownership, land rights and resource governance.

- Rao, Smriti. (2018). Gender and class relations in rural India, *The Journal of Peasant Studies*, 45(5/6), pp. 950—968.
- Agarwal, Bina. (1994). Gender and Command Over Property: A Critical Gap in Economic Analysis and Policy in South Asia, *World Development*, Vol. 22, No. 10, pp. 1455—1478.
- Rao, Nitya. (2005). Questioning Women's Solidarity: The Case of Land Rights, Santal Parganas, Jharkhand, India, *The Journal of Development Studies*, 41(3), pp. 353—375.

Module 6: Water, Forests and Commons

Students will go beyond ecofeminist frameworks to develop nuanced understanding of gendered practices in forest use and forest governance. The module will build on materialist and political economy approaches and extend them to research informed by social constructionist and political ecology perspectives.

- Agarwal, Bina. (2001). Participatory Exclusions, Community Forestry, and Gender: An Analysis for South Asia and a Conceptual Framework, World Development, Vol. 29, No. 10, pp. 1623—1648.
- Sunderland, Terry, R. Achdiawan, A. Angelsen, R. Babigumira, A. Ickowitz, F. Paumgarten, V. Reyes-Garcia, G. Shively. (2014). Challenging Perceptions about Men, Women and Forest Product Use: A Global Comparative Study, World Development, Vol. 64, pp. S56—S66.
- Gururani, Shubhra. (2002). Forests of Pleasure and Pain: Gendered practices of labour and livelihood in the forests of the Kumaon Himalayas, India, Gender, Place and Culture, 9(3), pp. 229—243.

UNIT IV: NEW DIRECTIONS: FEMINIST POLITICAL ECOLOGY

Module 7: Epistemology

Students will be familiarized with feminist interventions to questions of research methods, and epistemology and particularly contributions with respect to the validity of knowledge based on social identities and lived experiences. Students will debate, criticise and evaluate positivist and interpretive approaches to truth, objectivity, bias and reflexivity within research in social sciences.

- Haraway, Donna. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective, Feminist Studies, Vol. 14, No. 3, pp. 575—599.
- Jackson, Cecile. (2006). Feminism Spoken Here: Epistemologies for Interdisciplinary Development Research, Development and Change, 37(3), pp. 525—547.
- Stacey, Judith. (1988). Can there be a Feminist Ethnography? *Women's Studies International Forum*, Vol. 11, No. 1, pp. 21—27.

Module 8: Subjectivity

Students will discuss the key interventions of post-structuralism in gender studies, through the work of Judith Butler. They will understand how poststructuralist approaches have contributed to gender-environment studies, with its emphasis on the process and performativity of gender identities.

- Butler, Judith. (1999). Subjects of Sex/ Gender/ Desire, in Gender Trouble: Feminism and the Subversion of Identity. London: Routledge, pp. 3—44.
- Nightingale, Andrea. (2006). The nature of gender: work, gender, and environment, Environment and Planning D: Society and Space, Vol. 24, pp. 165—185.

- Sultana, Farhana. (2009). Fluid lives: subjectivities, gender and water in rural Bangladesh, Gender, Place and Culture, 16 (4), 427–444.

Module 9: Environmentality

Students will be introduced to the theoretical framework of feminist political ecology, which builds upon insights from political ecology and poststructural feminism. Students will be able to evaluate and criticise structuralist approaches and explain the role of love, labour, affect and emotions in producing 'environment subjects'.

- Agrawal, Arun. (2005). Environmentality: Community, Intimate Government and the Making of Environmental Subjects in Kumaon, India, Current Anthropology, Vol. 46, No. 2, pp. 161—190.
- Elmhirst, Rebecca. (2015). Feminist Political Ecology, in T. Perreault, G. Bridge, J. McCarthy (Edited), The Routledge Handbook of Political Ecology, pp. 58—66.
- Sundberg, Juanita. (2017). Feminist Political Ecology, in D. Richardson, N. Castree, M.E. Goodchild, A. Kobayashi, W. Liu & R.A. Marston (Edited), *The International Encyclopedia of Geography*, John Wiley & Sons, Ltd. DOI: 10.1002/9781118786352.wbieg0804

Module 10: Masculinities

The module will discuss the different kinds of masculinities (hegemonic, caring) and their implications for how dominant masculine ideologies, power structures shape environmental politics and the emergence of alternatives in response to the same.

- Pule, Paul. M. and M. Hultman. (2021). *Men, Masculinities, and Earth: Contending with the (m)Anthropocene*. Springer Nature Switzerland: Palgrave Macmillan.
- Elliott, K. (2016). Caring masculinities: Theorizing an emerging concept, *Men and Masculinities*, 19, pp. 240—259.
- Shreshtha, Gitta, D. Joshi, F. Clement. (2019). Masculinities and hydropower in India: a feminist political ecology perspective, *International Journal of the Commons*, Vol. 13(1), pp. 130—152.

Module 11: Non-human animals

The module will devote attention to the 'non-human' turn within social sciences, and specifically within political ecology. The discussion will revolve around gender roles, ideologies and subjectivities in relation to non-human animals in rural contexts.

- Govindrajan, Radhika. (2018). *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas* (Chapters 1 and 2). Chicago and London: The University of Chicago Press, pp. 1—61.
- Aiyadurai, Ambika. (2021). *Tigers are our Brothers: Anthropology of Wildlife Conservation in Northeast India*. New Delhi: Oxford University Press.

Module 12: Affect and Care

The final module will discuss the role of affect, emotions and embodied practices in shaping human subjectivities around the environment. The care labour undertaken by men and women towards trees, forests and animals will be critically analysed for their potential to signal alternative ways of coexistence and addressing the planetary crises.

- MacGregor. (2006). *Beyond Mothering Earth: Ecological Citizenship and the Politics of Care*. Vancouver, Toronto: University of British Columbia Press.
- Singh, Neera M. (2013). The affective labour of growing forests and the becoming of environmental subjects: Rethinking environmentality in Odisha, India, Geoforum, pp. 1—10.
- Aiyadurai, A., Arka Chattopadhyay and Nishaant Choksi (Edited). (2023). *Ecological Entanglements: Affect, Embodiment and Ethics of Care*. Hyderabad: Orient Blackswan Pvt Ltd.

Additional Readings

- Abu-Lughod, Lila. (1993). *Writing Women's Worlds: Bedouin Stories*. Berkeley: University of California Press.
- Beynon, John. (2002). *Masculinities and Culture*. Buckingham: Open University Press.
- Connell, R.W. (2005). *Masculinities* (Second Edition). Berkeley: University of California Press.
- Federici, Silvia. (2004). *Caliban and the Witch: Women, The Body and Primitive Accumulation*. Brooklyn, New York: Autonomedia.
- Hanlon N. (2012). *Masculinities, Care and Equality: Identity and Nurture in Men's Lives*. Basingstoke: Palgrave Macmillan
- MacGregor, Sherilyn. (2017). *Routledge Handbook of Gender and Environment*. London and New York: Routledge.
- Rege, Sharmila. (2006). *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonies*. New Delhi: Zubaan.
- Seager, Joni. (2003). Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism, Signs, Vol. 28, No. 3, pp. 945—972.
- Tuvel, Rebecca. (2015). Sourcing Women's Ecological Knowledge: The Worry of Epistemic Objectification, *Hypatia*, Vol. 30, No. 2, pp. 319—336.
- Visweswaran, Kamala. *Fictions of Feminist Ethnography*. Minneapolis: University of Minnesota Press.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment No.	Weight	Mode
1	10%	Classroom Participation (Continuous Assessment)
2	20%	Take Home Essay

3	30%	In-class Individual Presentation
4	40%	Take Home Summative Essay

8. **Pedagogy:**
   a. Instructional strategies:

There will be two interactive sessions in a week of two hours each, over sixteen weeks of the course. Each session will consist of lectures and classroom discussions. In addition, there will be tutorial sessions and guided reading on some weeks. Students are expected to read one paper before every session in order to participate in the classroom discussion. Soft copies of all readings will be uploaded on Google Drive at the beginning of the course and appropriate OERs and short videos will be shared for asynchronous learning, as required. Tutorial discussions will be conducted to here and build upon classroom instruction. The assessments will focus on the student's ability to understand, evaluate and apply critical social theory. They will also test for the student's ability to reflect on their own subject positions, roles and identities in order to make sense of the gendered worlds of human-environment interactions.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

None

   c. Expertise in AUD faculty or outside:

Within the School of Human Ecology

   d. Linkages with external agencies

None

Buddhadityadas

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. The core courses, which are meant to be part of more than one programme and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....meeting held on.....and has been approved in the present form.

Nimmi Lata Devi 31/7/2024

Signature of the Dean of the School

Appendix-11

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Ecology
Programme(s)	MA in Environment and Development
Course title	Environmental History
Course code	SHE2ED103
Total Credits	Four (04)
Course type (core/compulsory/ elective/any other – please specify)	Core (Open Elective for students of other MA programmes)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	Ongoing
Semester	I
Course coordinator and team	Dr. Buddhaditya Das

1. How does the course link with the vision of AUD?

The course encourages students to build a historical understanding of contemporary environmental concerns and acquaint them with intellectual genealogies of ideas of prudence, stewardship, environmental determinism, conservation and wilderness. The course is in line with AUD's vision of developing critical and humanistic thinking among students in the domain of liberal arts and social sciences. It follows the National Education Policy 2020 (NEP) emphasis on holistic and multidisciplinary education, environmental education and value-based education.

2. How does the course link with the specific programme(s) where it is being offered?

The course is an introductory course on the discipline of environmental history, with a particular focus on South Asia. It is a core course offered in the first semester that lays the groundwork for key concepts and ideas to be discussed in subsequent core and elective courses of the MAED programme. Subsequent core and elective courses that engage with rural social worlds, forested and agropastoral landscapes will also be connected with the course on Environmental History. Students will be familiarised with concepts of colonialism, power, law, property, state and community that will be vital in understanding postcolonial societies of the global South.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course overlaps with three Foundation Elective courses offered in the MA History Programme of the School of Liberal Studies, i.e. Environmental History of India (SLS2HS304); Environmental History of South Asia (SLS2HS104); and Introduction to Global Environmental History (SLS2HS201). However, it is to be noted that these are specialist elective courses offered to postgraduate students of History (who have studied the discipline in BA) while the present course is offered to students of an interdisciplinary programme, who have varied undergraduate degrees and many of whom have no previous training in the discipline.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)

NONE

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

   Usual Cohort Size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

   1st Semester; Semester-long

7. **Course Details:**

   a. Summary:

The course is an introductory course on the discipline of environmental history, with a particular focus on South Asia. The course will encourage students to build a historical understanding of contemporary environmental concerns and acquaint them with intellectual genealogies of ideas like prudence, conservation and wilderness. It aims to critically examine the ways in which colonialism and capitalism transformed human-environment interactions in the Global South since the sixteenth century. The course will attempt to highlight linkages between the discipline of environmental history and the traditions of environmentalism in postcolonial India.

   b. Objectives:

1. To learn modes of historical thinking and the turn towards social and environmental history within the discipline.
2. To study the formative and significant works of scholarship in the discipline of environmental history.
3. To study the key debates which have stimulated historical research on environmental issues.
4. To understand the effects of colonialism and capitalism on South Asian landscapes and for communities of pastoralists, peasants and forest-dwellers.

   c. Expected learning outcomes:

On the successful of completion of this course, students will be able to:

1. Demonstrate awareness of the ways in which human societies and non-human environments have shaped each other.
2. Demonstrate knowledge of the key works of scholarship and conceptual frameworks within environmental history.
3. Articulate the ways in which colonialism and capitalism have influenced environmental and ecological change in South Asia.
4. Critically examine debates about prudence, resource use and the role of state and communities in conservation in pre-colonial and colonial societies.
5. Appreciate the role of ideas and ideologies in shaping human perceptions and action towards their environments in different historical periods.
6. Demonstrate the ability to read and review monographs of environmental history.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

S. No.	Module Name
1.	Introduction to Historical Thinking
2.	Human Societies in Early South Asian Environments
3.	State, Forests and Forest Dwellers in Early India
4.	Politics and Resource Use in Pre-Colonial India
5.	Environmental History of the Early Modern World
6.	Colonialism: Ideology, Property and Law
7.	Forests in Colonial India—I (1750—1850)
8.	Forests in Colonial India—II (1850—1950)
9.	Wilderness and Nature in Environmental History
10.	Animals, Hunting and Wildlife Conservation in the Raj
11.	Colonial Hydrology: Tanks, Dams and Canals
12.	Nationalism, Nature and Development

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b)

(i) Module-wise Form at with following details for each module:

Contents

Module 1: Introduction to Historical Thinking
This module will familiarise students with the diverse responses to the question 'What is History?' It will introduce students to modes of historical thinking and the turn towards studying the subaltern and the non-human within the discipline.

Carr, E.H. (1987). The Historian and His Facts, in *What is History?* (Second Edition). London: Penguin Books (pp. 7—30).

Module 2: Human Societies in Early South Asian Environments
The module will introduce the key questions that inform the discipline of environmental history. It will enable students to understand the different ways in which human societies have culturally adapted to their environments and have modified ecosystems in pursuit of the dominant modes of resource use in early human societies: foraging, agriculture and pastoralism. The module will introduce the idea of environmental determinism and critically analyse its applications in this period of South Asian history.

Gadgil, M. and Guha, R. (2013). *This Fissured Land: An Ecological History of India.* Delhi: Oxford University Press, Chapter 1, pp. 11—68.

Singh, U. (2008). *A History of Ancient and Early Medieval India.* Delhi: Pearson. Chapters 2 and 3.

Roberts, N. (2014). *The Holocene: An Environmental History (Third Edition).* West Sussex: Wiley-Blackwell. Chapters 5 and 6.

Module 3: State, Forests and Forest Dwellers in Early India

This module will discuss the relationship between state and forest-dwelling communities in early India, through a critical reading of Vedic, pre-Mauryan and Mauryan texts. The changing uses of the forest and increasing demands on forest resources by emerging states will be discussed with a case study of the Mauryan Empire.

Singh, U. (2017). *Political Violence in Ancient India*. Harvard: Harvard University Press, Chapter 5 (The Wilderness).

Sen, A. P. (1998). Of Tribes, Hunters and Barbarians: Forest Dwellers in the Mauryan Period, *Studies in History*, 14, pp. 173—191.

Thapar, R. (2001). Perceiving the Forest: Early India, *Studies in History*, 17, pp. 1—16.

Module 4: Politics and Resource Use in Pre-Colonial India
The module will introduce students to early theoretical frameworks that gained popularity in the study of environmental history of India. The module will employ region and period-specific case studies from pre-colonial South Asia to critically examine ideas of prudence, sustainability and community conservation that dominated the aforementioned frameworks.

Gadgil, M. and Guha, R. (2013). *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press, Chapters 3, pp. 91—112.

Guha, S. (2002). Claims on the commons: Political Power and natural resources in pre-colonial India, *The Indian Economic and Social History Review*, 39, 2&3, pp. 181—196.

Kumar, M. (2005). Claims on natural resources: Exploring the role of political power in pre-colonial Rajasthan, India, *Conservation and Society*, Vol. 3, No. 1, pp. 134—149.

Module 5: Environmental History of the Early Modern World
The module will examine ecological transformations wrought by traders, explorers, imperial armies and settlers in the early phase of mercantile capitalism, with specific reference to the Columbian Exchange. The module will discuss the effects of the said transformations in developing ideas of dessicationism, degradation and conservation in the colonies and metropolises of the British Empire.

Crosby, A.W. (1988). Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon, in D. Worster (Edited), *The Ends of the Earth: Perspectives on Modern Environmental History*. Cambridge: Cambridge University Press, pp. 103—117.

Marks, R.B. (2015). "Exhausting the Earth": Environment and History in the Early Modern World, in J.H. Bentley, S. Subrahmanyam and M.E. Wiesner-Hanks (Edited), *The Cambridge World History, Volume VI, The Construction of a Global World, 1400-1800 CE, Part I: Foundations*. Cambridge: Cambridge University Press, pp. 29—53.

Moore, J.W. (2000). Sugar and the Expansion of the Early Modern World-Economy: Commodity Frontiers, Ecological Transformation, and Industrialization, *Review (Fernand Braudel Center)*, Vol. 23, No. 3, pp. 409—433.

Module 6: Colonialism: Ideology, Property and Law
The module will discuss categories of thought and ideologies of nature that informed the policies and rule of the colonial state in South Asia. The module will focus on concepts like waste, value and forest and revenue lands and examine the attempts of the colonial state to bring order and classification to unruly agrarian environments.

Guha, R. (1990). An Early Environmental Debate: The making of the 1878 forest act, *The Indian Economic and Social History Review*, 27, 1, pp. 65—84.

Hill, Christopher. (1990). Water and Power: Riparian Legislation and Agrarian Control in Colonial Bengal, *Environmental History Review*, Vol. 14, No. 4, pp. 1—20.

Whitehead, Judy. (2010). John Locke and the Governance of India's Landscape: The Category of Wasteland in Colonial Revenue and Forest Legislation, *Economic and Political Weekly*, Vol. XLV, No. 50, pp. 83—93.

Module 7: Forests in Colonial India—I: 1750—1850
The module will examine the colonial demands for timber, nontimber forest produce and revenues, and the institutions and legislations that transformed forest landscapes in South Asia. The module will introduce the concept of the 'resource frontier' in environmental history and the processes of territorialisation and state-making in forest landscapes.

Rangarajan, M. (1994). Imperial agendas and India's forests: The early history of Indian forestry, 1800—1878. *Indian Economic and Social History Review*, 31, pp. 147—167.

Grove, R. (1993). Conserving Eden: The (European) East India Companies and their Environmental Policies on St. Helena, Mauritius and in Western India, 1660 to 1854, *Comparative Studies in Society and History*, Vol. 35, No. 2, pp. 318—351.

Module 8: Forests in Colonial India—I: 1850—1950
The module will examine forest governance in colonial India, by critical examining the interacting structures of forest bureaucracy, scientific knowledge and forest legislations that were formulated in the second half of the 19th century. The consequences of the colonial forest regime that emerged in the 20th century for forest-dwelling communities is discussed through case studies from different regions in India.

Rajan, R. (2000). Imperial Environmentalism or Environmental Imperialism? European Forestry, Colonial Foresters and the Agendas of Forest Management in British India 1800—1900, in R.H. Grove, V. Damodaran, S. Sangwan (Edited), *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press, pp. 343—371.

Guha, R. (2000). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* (Chapter 3: Scientific Forestry and Social Change). Berkeley and L.A.: University of California Press, pp. 35—61.

Gupta, S.D. (2009). Accessing Nature: Agrarian Change, Forest Laws and their Impact on an Adivasi Economy in Colonial India, *Conservation and Society*, 7(4), pp. 227—238.

Module 9: Wilderness and Nature in Environmental History
This module will introduce students to the many meanings of wilderness and the role of the concept in shaping modern environmentalism in the nineteenth and twentieth centuries.

Cronon, W. (1995). The Trouble with Wilderness, or Getting Back to the Wrong Nature, excerpted from, *Uncommon Ground: Toward Reinventing Nature*. W.W. Norton & Company, Inc.

Guha, Ramachandra. (2008). Radical American Environmentalism and Wilderness Preservation: A Third World Critique, in Robin Attfield (Eds). *The Ethics of the Environment*. London: Routledge.

Module 10: Landscapes and Wildlife Conservation in the Raj
The module will discuss the continuities in imperial attitudes towards wild fauna between the Mughal and British rulers, through the linkages between *shikar*, sovereignty and masculinity. The colonial game laws and campaigns against 'vermin' and 'dangerous beasts' will be analysed for their effects on faunal populations in South Asia, whereas the role of hunters, naturalists and sportsmen in initiating conservation efforts will be examined.

Mandala, Vijaya Ramadas. (2015). The Raj and the Paradoxes of Wildlife Conservation: British Attitudes and Expediencies, *The Historical Journal*, 58, pp. 75—110.

Rangarajan, M. (1998). The Raj and the natural world: The war against 'dangerous beasts' in colonial India, *Studies in History*, 14, pp. 265—299.

Module 11: Colonial Hydrology: Tanks, Dams and Canals
The module will introduce students to colonial hydrology and the political project of building dams, canals and irrigation networks in important river basins in north and northwest India. The work of irrigation engineers and public works department will be examined as instances of imperial science and administration along with their concomitant effects on agrarian and fluvial regimes.

Amrith, Sunil. *Unruly Waters: How Rains, Rivers, Coasts and Seas Have Shaped Asia's History*. New York Basic Books (Chapter 1)
D'Souza, R. (2003). Canal Irrigation and the Conundrum of Flood Protection: The Failure of the Orissa Scheme of 1863 in Eastern India, Studies in History, 19, 1, pp. 41—68.
D'Souza, R. (2006). Water in British India: The Making of a 'Colonial Hydrology'. History Compass, 4/4, pp. 621—628.

Module 12: Nationalism, Nature and Development
The final module of the course will introduce students to the linkages between conceptualisations of nature and the ideologies of nationalism in the late colonial period. The intellectual contributions and practices of key figures of the anti-colonial struggles will be discussed, and the ways in which they prefigured debates around environment, conservation and development in newly independent India.

Jodhka, S. (2002). Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar, *Economic and Political Weekly*, Vol. 37, Issue No. 32, pp. 3343—3353.

Rangarajan, M. (2009). Striving for a Balance: Nature, Power, Science and India's Indira Gandhi, 1917—1984, *Conservation and Society* 7(4), pp. 299—312.

Rangarajan, M. (1996). The Politics of Ecology: The Debate on Wildlife and People in India, 1970-95, *Economic and Political Weekly*.

Sharma, M. (2017). Ambedkar and Environmental Thought, in *Caste and Nature: Dalits and Indian Environmental Politics*. Delhi: Oxford University Press.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment	Modules	Weight	Description
1	1 to 4	30%	Take Home Essay 1
2	5 to 9	30%	In-Class Test
3	All Modules	40%	Book Review and End Semester Assessment

Indicative List of Books for Review (Final assessment)

Name of Author	Title	Publisher	Year
Alfred W. Crosby	Ecological Imperialism: The Biological Expansion of Europe, 900—1900	Cambridge University Press	1986
J.M. Mackenzie	Empire of Nature: Hunting, Parks and British Imperialism	Manchester University Press	1988
Ramachandra Guha	The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya	Oxford University Press	1994
Mahesh Rangarajan	Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914	Oxford University Press	1996
Chetan Singh	Natural Premises: Ecology and Peasant Life in the Western Himalaya 1800 – 1950	Oxford University Press	1998
Sumit Guha	Environment and Ethnicity in India, 1200-1991	Cambridge University Press	1999
J.R. McNeill	Something New Under the Sun: An Environmental	W.W. Norton	2000

Name of Author	Title	Publisher	Year
	History of the 20th Century World		
John F. Richards	The Unending Frontier: An Environmental History of the Early Modern World	University of California Press	2003
S. Ravi Rajan	Modernizing Nature: Forestry and Imperial Eco-Development 1800-1950	Oxford University Press	2006
Robert B. Marks	The Origins of the Modern World: A Global and Environmental Narrative from the 15th to the 21st century	Rowman & Littlefield	2007
Dhirendra Dangwal	Himalayan Degradation: Colonial Forestry and Environmental Change in India	Cambridge University Press	2009
Arupjyoti Saikia	Forests and Ecological History of Assam, 1826-2000	Oxford University Press	2011
Julie E. Hughes	Animal Kingdoms: Hunting, the Environment, and Power in the Indian Princely States	Harvard University Press	2013
Geoffrey Parker	Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century	Yale University Press	2013
Gregory Cushman	Guano and the Opening of the Pacific World	Cambridge University Press	2013
Thomas Trautmann	Elephants and Kings: An Environmental History	University of Chicago Press	2015
Pallavi V. Das	Colonialism, Development and the Environment: Railways and Deforestation in British India, 1860-1884	Palgrave Macmillan	2015
Bhangya Bhukya	The Roots of the Periphery: A History of the Gonds of Deccan	Oxford University Press	2017
Sunil Amrith	Unruly Waters: How Rains, Rivers, Coasts and Seas Have Shaped Asia's History	Basic Books	2018
Vijaya Ramadas Mandala	Shooting a Tiger: Big-Game Hunting and Conservation in Colonial India	Oxford University Press	2018
Sudipta Sen	Ganges: The Many Pasts of an Indian River	Yale University Press	2019
Neeladri Bhattacharya	The Great Agrarian Conquest: Colonial Reshaping of a Rural World	Orient Blackswan/ SUNY Press	2019
Arupjyoti Saikia	The Unquiet River: A Biography of the Brahmaputra	Oxford University Press	2019
Pratyay Nath	Climate of Conquest: War, Environment and Empire in Mughal North India	Oxford University Press	2019
Shibani Bose	Mega Mammals in Ancient India: Rhinos, Tigers and Elephants	Oxford University Press	2020
Joy L.K. Pachau, Willem van Schindel	Entangled Lives: Human-Animal-Plant Histories of the Eastern Himalayan Triangle	Cambridge University Press	2022

8. **Pedagogy:**
   a. Instructional strategies:

Lectures will be interactive, and students are expected to contribute to the discussion in class. Core and additional reading material, including online educational resources (OERs) will be shared after each lecture, and students will be expected to critically engage with the prescribed readings. Readings and topics discussed in a lecture may be further discussed in the tutorials, as decided by faculty and students.

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

NONE

   c. Expertise in AUD faculty or outside:

Within the School of Human Ecology

   d. Linkages with external agencies

None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. The core courses, which are meant to be part of more than one programme and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ....meeting held on.....and has been approved in the present form.

31/7/2024

Signature of the Dean of the School

Appendix-12

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Ecology
Programme(s)	MA in Environment and Development
Course title	Environmental Law, Policies and Governance
Course code	SHE2ED105
Total Credits	Four (04)
Course type (core/compulsory/ elective/any other – please specify)	Core (Open Elective for other MA programmes)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	Ongoing
Semester	II
Course coordinator and team	Dr. Budhaditya Das

1. How does the course link with the vision of AUD?

This is an introductory course on environmental law, that is based on Constitutional principles and values of justice, equity and sustainability. The course follows the core precepts and fundamental principles of the National Education Policy 2020, which emphasise ethics, human and Constitutional values, and citizenship skills. The course aims to train students to become active and informed citizens who can take proactive steps to intervene and protect ecosystems, biodiversity while being cognizant of India's national and international commitments towards addressing climate and environmental crises.

2. How does the course link with the specific programme(s) where it is being offered?

This is a core course in the second semester of the MA programme. The familiarity with environmental laws and policies is a key skill for the students of the MA programme and they are expected to utilize the theories and skills learnt in the course in their internship, dissertation and elective courses. The course bridges the normative ideas of rights, equality and justice with the empirical evolution of environmental laws in India.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

This is a core course and comprises of foundational ideas of environmental justice, sustainability and constitutional values that are indispensable for graduates of the MA programme. The course is open to MA students from other Schools of the university, who are interested in gaining a basic familiarity with environmental governance and India's legislative framework for environmental protection.

4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)

None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per usual cohort size

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

   Semester-long

7. **Course Details:**

   a. Summary:

The course introduces students to the architecture of legislation, institutions, case law and policies governing India's environment. Environmental law is a comparatively newer field of law in India and yet it has significantly shaped the country's natural and developmental landscape. The first unit of the course will discuss the normative and conceptual underpinnings of environmental policy, including equality and justice. It will draw upon the Constitution of India as a living document and outline the ways in which the legislature, judiciary, civil society and citizens have relied on it while trying to conserve the biophysical environment. The second unit of the course will underline the multi-scalar nature of environmental governance and discuss the role of formal institutions and processes in managing forests, water resources, biodiversity and ecosystems. Existing and emerging forms of property and governance regimes will be examined with reference to their conceptual and statutory origins. The final unit of the course will focus on key legislations that regulate actions of state, market and non-market actors vis-à-vis the environment. The critical role of India's judiciary and tribunals in shaping the field of environmental governance will be discussed, through public interest litigations (PILs) and landmark judgments.

   b. Objectives:

1. To understand the concepts of equality, rights and justice and their place within the Constitution of India.
2. To understand the varied conceptions and dimensions of justice, including social and environmental justice.
3. To study environmental laws in India, including their objectives, structure and methods of regulation, and their limitations.
4. To study connections between democracy, development and environmental protection in post-colonial India.
5. To understand the role of the judiciary and quasi-judicial institutions in environmental protection.
6. Learn legal research in the context of environmental governance and jurisprudence.

   c. Expected learning outcomes:

On the successful of completion of this course, students will be able to:

1. Describe the basic structure and features of the Indian Constitution, including key features like separation of powers, independence of the judiciary and fundamental rights.
2. Read and understand basic legal terminology and legal reasoning.
3. Read, understand and interpret the structure of environmental laws as well as landmark judgments of appellate courts in cases pertaining to the environment.

4. Explain concepts that are central to environmental governance, including property, participation, common property resources, decentralization and their place in the existing legal framework.
5. Explain basic principles of environmental law and regulation, such as the precautionary principle, public trust doctrine, sustainable development and polluter pays principle.
6. Critically analyse key legislation and mechanisms of environmental governance in India, such as the Forest Rights Act, Environmental Impact Assessment, Forest and Wildlife Clearances.
8. Critically examine the role and functions of institutions like the pollution control boards, public authorities, National Green Tribunal in environmental protection
9. Critically analyse a case involving multiple laws and judgments, through normative, constitutional and justice perspectives.

a. Overall structure (course organisation; rationale of organisation; brief module outlines):

S. No.	Module
Unit I	**Justice**
1.	Constitution and Constitutionalism
2.	Equality and Justice
3.	Environmental, Ecological and Climate Justice
Unit II	**Governance**
4.	Environmental Governance
5.	Common Property Resources and Environmental Commons
6.	Decentralization and Decision-making
Unit III	**Laws and Jurisprudence**
7.	Forest and Wildlife Legislations
8.	Environmental Protection Act and the Regulatory Regime
9.	Principles of Environmental Law
10.	Supreme Court and Environmental Jurisprudence – I
11.	Supreme Court and Environmental Jurisprudence – II
12.	National Green Tribunal

b. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b)

(i) Module-wise Format with following details for each module:

UNIT I: JUSTICE

Module 1: Constitution and Constitutionalism

This module will introduce students to the Indian Constitution, focusing on the Preamble, basic structure and Part III of the Constitution and underlining the diverse origins, constitutive elements of this foundational document and its functions in our democracy. The idea of constitutionalism, transformative constitutionalism and constitutional morality will be discussed as normative concepts through landmark Supreme Court judgments.

- *The Constitution of India* (with the most recent amendments) with special emphasis on Part III (Fundamental Rights), Part IV (Directive Principles) and Part IVA (Fundamental Duties)

- Jain, M.P. (2010). Indian Constitutional Law (Sixth Edition). Nagpur: LexisNexis Butterworths Wadhwa, Chapter 1: Introductory (pp. 1—12) and Chapter 20: Fundamental Rights (pp. 1174—1187).
- Stimson, Shannon C. (2006). Constitutionalism and the Rule of Law, in J.S. Dryzek, B. Honnig and A. Phillips (Editors), The Oxford Handbook of Political Theory. Oxford: Oxford University Press, pp. 317—332.

Module 2: Equality and Justice

This module will focus on theoretical dimensions of equality and social justice, concepts that are central to normative political theory. The concept will be examined in the light of Fundamental Rights (Articles 12 to 32) guaranteed in Part III of the Constitution. This section will also aim to bridge the normative discussion on equality and justice with obligations towards environment and sustainability that emanate from the Constitution (especially the Fundamental Rights).

- Brighouse, Harry. (2004). John Rawls's Theory of Justice as Fairness, in Justice. Cambridge: Polity Press, pp. 30—66.
- Fraser, Nancy. (1996). Social Justice in the Age of Identity Politics: Redistribution, Recognition and Participation (The Tanner Lectures on Human Values). Stanford: Stanford University Press, pp. 1—23.
- Rawls, John. (2004). Justice as Fairness, in Colin Farrelly (Edited), Contemporary Political Theory: A Reader. London: Sage Publications, pp. 13—21.
- Turner, Bryan. (1986). Types of Equality (Chapter 2), in Equality. London: Tavistock Publications Limited, pp. 34—56.

Module 3: Environmental, Ecological and Climate Justice

The concept of justice has animated law, governance and struggles around environment and society in the twentieth century. This section will discuss key theoretical formulations of justice, with a special reference to distributive justice, social justice and the challenges introduced by identity, difference and the politics of recognition. It will focus on the origins, development and shifting meanings of the concept of environmental justice, and its expansion in the realms of ecological and climate justice.

- Mohai, Paul, David Pellow and J. Timmons Roberts. (2009). Environmental Justice, *Annual Review of Environment and Resources*, 34, pp. 405—430.
- O'Donnell, Erin L. (2017). At the intersection of the Sacred and the Legal: Rights for Nature in Uttarakhand, India, *Journal of Environmental Law*, 2017, 0, 1—10, doi: 10.1093/jel/eqx026
- Schlosberg, David. (2007). *Defining Environmental Justice: Theories, Movements and Nature*. Oxford: Oxford University Press, Chapters 2 (pp. 11—45) and 6 (pp 129—162).

UNIT II: GOVERNANCE

Module 4: Environmental Governance

The section will revisit the roles of state, market and community actors in environmental governance in a globalized world. It will examine the potential and limitations of governance mechanisms that rely on one or multiple institutional forms, such as community forestry, participatory irrigation management and forest certification mechanisms.

- Evans, James and Craig Thomas (Second Edition). Environmental Governance. London & New York: Routledge, Chapter 1.
- Arun Agrawal & Maria Carmen Lemos (2007) A Greener Revolution in the Making?: Environmental Governance in the 21st Century, Environment: Science and Policy for Sustainable Development, 49:5, 36-45, DOI: 10.3200/ENVT:49.5.36-45
- The Montreal Protocol on Substances That Deplete the Ozone Layer (1987)
- Convention on Biological Diversity (1992)

Module 5: Common Property Resources and Environmental Commons

Debates around property and the ownership of natural resources (including land) critically influence the trajectories of environment policy. The module will introduce students to the concept of 'commons' and common property resources and theoretical debates around this concept.

- Hardin, Garrett. (1968). The Tragedy of the Commons, *Science*, 162(3859), pp. 1243–48.
- Ostrom, Elinor, J. Burger, C.B. Field, R.B. Norgaard, D. Policansky. (1999). Revisiting the Commons: Local Lessons, Global Challenges, Science, 284(5412), pp. 278—282.
- Schlager, Edella and Elinor Ostrom. (1992). Property Rights Regimes and Natural Resources: A Conceptual Analysis. Land Economics, 68(3), pp. 249—262.

Module 6: Decentralization and Decision-making

This module will introduce students to the theoretical and legal dimensions of democratic decentralization, which has become the cornerstone of good governance, democracy and inclusive development in public policy. The concept of democratic decentralization will be explored in law through legislations like Panchayats (Extension to Scheduled Areas) Act, Fifth and Sixth Schedules of the Constitution and the concept of Free, Prior and Informed Consent (FPIC).

- Larson, Anne M. and Fernanda Soto. (2008). Decentralization of Natural Resource Governance Regimes, *Annual Review of Environment and Resources*, 33, pp. 213—239.
- Schlager, Edella and Elinor Ostrom. (1992). Property Rights Regimes and Natural Resources: A Conceptual Analysis. *Land Economics*, 68(3), pp. 249—262.
- The Panchayats (Extension to Scheduled Areas) Act 1996
- The Biological Diversity Act, 2002, People's Biodiversity Registers

UNIT III: LAWS AND JURISPRUDENCE

Module 7: Forest and Wildlife Legislations

The module will discuss the National Forest Policy 1988 and four legislations that form the cornerstone of forest governance and biodiversity conservation in India: The Indian Forest Act, 1927, The Wildlife Protection Act, 1972 (as amended in 2006), The Forest (Conservation Act) 1980 (as amended by the *Van Sanrakshan evam Samvardhan Adhiniyam*, 2023), and the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006. The conjunctive operation of these laws will be discussed through legal conflicts around biodiversity conservation and forestland diversion.

- Lele, Sharachchandra and Ajit Menon (Editors). *Democratizing Forest Governance in India*. New Delhi: Oxford University Press.

- Kohli, Kanchi and Manju Menon. (2020). *Development of Environmental Laws in India*. New Delhi: Cambridge University Press.

Module 8: Environmental Protection Act and the Regulatory Regime

The regulatory framework of environmental governance, with special reference to the Environment (Protection) Act, 1986; forest, environmental and wildlife clearances, and the Environmental Impact Assessment Notification 2006, will be discussed. Students will be familiarized with the Parivesh portal of the Ministry of Environment, Forests and Climate Change.

- National Environment Policy 2006; National Water Policy 2012
- The Environment (Protection) Act 1986; The Water (Prevention and Control of Pollution) Act, 1974; The Air (Prevention and Control of Pollution) Act 1981;
- CPCB (2021) Pollution Control Acts, Rules, & Notifications Issued Thereunder, Delhi: Central Pollution Control Board. URL: https://cpcb.nic.in/7thEditionPollutionControlLawSeries2021.pdf
- Divan, Shyam and Armin Rosencranz. (2022). Environmental Law and Policy in India: Cases and Materials (Third Edition). Delhi: Oxford University Press.

Module 9: Principles of Environmental Law

Globally accepted principles of environmental governance, which form the basis of legislation and judicial decisions in India, will be discussed in this section. This includes the Public Trust Doctrine, Precautionary Principle, Sustainable Development and Polluter Pays Principle, which will be discussed through case studies, and significant judgments of the court.

- Ghosh, Shibani (Editor). (2019). *Indian Environmental Law: Key Concepts and Principles*. Hyderabad: Orient Blackswan Private Limited.

Module 10: Supreme Court and Environmental Jurisprudence – I

The Supreme Court's role in shaping the field of environmental governance and regulating state and non-state actors will be explored in this section. Judicial remedies, landmark judgments and ongoing litigation will be discussed to comment on the role of the higher judiciary as a 'green' institution.

- Sahu, Geetanjoy. (2014). *Environmental Jurisprudence and the Supreme Court: Litigation, Interpretation, Implementation*. Hyderabad: Orient Blackswan.

Module 11: Supreme Court and Environmental Jurisprudence – II

The Supreme Court's role in advancing environmental jurisprudence as well as its implications for electoral democracy, separation of powers and environmental governance will be critically analysed through case studies, and ongoing cases like the Godavarman case.

- Dam, Subhankar and Vivek Tewary. (2005). Polluting Environment, Polluting Constitution: Is a 'Polluted' Constitution worse than a Polluted Environment? Journal of Environmental Law, Vol. 17, No. 3, pp. 383—393.

- Rajamani, Lavanya. (2007). Public Interest Environmental Litigation in India: Exploring Issues of Access, Participation, Equity, Effectiveness and Sustainability, *Journal of Environmental Law*, Vol. 19, No. 3, pp. 293—321.
- Rosencranz, Armin, Edward Boenig & Brinda Dutta. (2007). The Godavarman Case: The Indian Supreme Court's Breach of Constitutional Boundaries in Managing India's Forests, *Environmental Law Review News and Analysis*

Module 12: National Green Tribunal

The NGT has emerged as a distinctive and critical site of environmental governance in the last ten years. Students will be introduced to the functioning of the tribunal and its role in contemporary environmental governance.

- The National Green Tribunal Act of 2010
- Shrotria, Sudha. (2015). Environmental justice: Is the National Green Tribunal of India Effective? Environmental Law Review, Vol. 17, No. 3, pp. 169—188.
- Sahu, Geetanjoy and Ritwick Dutta. (2021). The Green Tribunal in India after 10 Years: From Ascendancy to Crisis, *Economic and Political Weekly*, Vol. 56, Issue No. 52.

Key Judgments

1. *Indian Young Lawyers Association and Others v. State of Kerala and Others*
   Writ Petition (C) No. 373 of 2006
   (2019) 11 SCC 1
2. *Olga Tellis v. Bombay Municipal Corporation*
   Writ Petitions Nos. 4610 – 4612 and 5068 – 5079 of 1981
   (1985) 3 SCC 545
3. *Animal Welfare Board of India vs A. Nagaraja & Others*
   (2023) 9 SCC 322
4. *Narmada Bachao Andolan v. Union of India and Others*
   (2000) 10 SCC 664
5. *Orissa Mining Corporation Limited v. Ministry of Environment and Forests and Others*
   Writ Petition (C) No. 180 of 2011
   (2013) 6 SCC 476
6. *M. C. Mehta v. Kamal Nath and others*
   Writ Petition 182 of 1996
   (1997) 1 SCC 388
7. *Vellore Citizens' Welfare Forum v. Union of India and Others*
   Writ Petition (C) No. 914 of 1991
   (1996) 5 SCC 647
8. *T.N. Godavarman v. Union of India* (continuing mandamus)
   Writ Petition (c) 202 of 1995
9. *Almitra H. Patel and Another v. Union of India and Others*
   Writ Petition (C) No. 888 of 1996
   (2000) 2 SCC 679
10. *Navtej Singh Johar and Others v. Union of India*
    Writ Petition (Crl.) No. 76 of 2016
    (2018) 10 SCC 1
11. *Alembic Pharmaceuticals Ltd vs Rohit Prajapati & Others*
    Civil Appeal No. 1526 of 2016
    (2020) 17 SCC 157
12. *A.P. Pollution Control Board v. Prof. M. V. Nayudu & Ors.*

(1999) 2 SCC 718

13. *M. C. Mehta and Another v. Union of India & Ors. (Sriram Gas Leak)*
    Writ Petition (C) No. 12739 of 1985
    (1987) 1 SCC 395
14. *Indian Council for Enviro-Legal Action v Union of India and Ors.*
    (1996) 3 SCC 212

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Module	**Mode**	**Weight**
1 to 3	Take Home Essay	30%
4 to 7	In-Class Test	30%
All Modules	End-Semester Assessment	40%

10. **Pedagogy:**
    a. Instructional strategies:

The course will be transacted using a mix of classroom lecture, and tutorial sessions. Essential readings, laws and judgments for the course will be shared online over Google Classroom. Students are expected to learn to read and analyse legislations and judgments, and explore India's environmental regulatory system through tutorial sessions.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

NONE

c. Expertise in AUD faculty or outside:

Within the School of Human Ecology

d. Linkages with external agencies

NONE

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. The core courses, which are meant to be part of more than one programme and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....meeting held on.....and has been approved in the present form.

31/7/2024

Dean(O), School of Human Ecology

Signature of the Dean of the School

Appendix-13

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Ecology
Programme(s)	PhD in Human Ecology
Course title	Sustainability and Development: Critical Perspectives and Debates
Course code	**SHE3ED103**
Total Credits	Four (04)
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	June 2024
Semester	Any
Course coordinator and team	Prof. Asmita Kabra

1. How does the course link with the vision of AUD?

   The course builds on AUD's concern with engaged scholarship and social justice, which aims to provide students with a well-rounded understanding of the linkages between social, economic and political justice and sustainability.

2. How does the course link with the specific programme(s) where it is being offered?
   The course builds on the School of Human Ecology's core mandate of research and study at the interface of ecology and society. It aims to provide students a deep understanding of theoretical and empirical perspectives on sustainable development, with special reference to the Anthropocene and its challenges like climate change, biodiversity loss and socioeconomic precarity.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?
   This is a revised and updated version of an already approved course SHE3ED103 (Development and Social Change), which is a part of the elective basket of PhD courses in the School of Human Ecology.

4. Specific requirements on the part of students who can be admitted to this course:
   (Pre-requisites; prior knowledge level; any others – please specify)
   None

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
   Maximum 10, since this is an intensive reading-based course in the PhD programme.

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long course

7. **Course Details:**

a. Summary:

The course will familiarize students with key theories that inform the idea of development, derived mainly from critical development studies perspectives. It will expose students to the intellectual histories and lived experiences of development across space and time in the global South. Through this course, students will be able to engage meaningfully with significant policy debates about contemporary development issues.

b. Objectives:

This course integrates concepts and perspectives from various social science disciplines to demonstrate how they can usefully be combined to further understanding of problems of development, social change and sustainability. It will use a development studies lens to expose students to varied historical contexts that generated different paradigms of development thinking, planning, policies and processes. Focusing on the post-Second World War period, it will engage with debates about the role of the state, market and society in imagining and 'doing' development. It will introduce students to the important global institutions that have shaped development policies and processes, and the role of global geopolitics in shaping trajectories of poverty, inequality and sustainability in the Global South. In particular, the course will help the scholar to understand the challenges of development in the 21st century, with special emphasis on sustainability concerns in the so-called Anthropocene.

c. Expected learning outcomes:

At the end of the course, students will be able to:

- Read, comprehend and analyze complex texts pertaining to development in the global South
- Analyze and synthesize data on indicators of development and sustainability from a variety of sources like the UN, World Bank etc.
- Critically analyze development discourses from different social science disciplines
- Understand real world development problems through case studies
- Understand the role of power and politics in the pursuit of sustainable development
- Critically evaluate ideas, evidence and experiences of development issues and challenges
- Learn about diverse values and beliefs about development from multiple cultures and with a global perspective
- Identify sources of data and information to pursue lifelong, self-directed learning about issues and debates about sustainable development

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

Unit I: The History of Development	
1	Colonialism, capitalism and development
2	Nationalist Development
3	Neoliberal development
Unit II: Discontents of Development	
4	Dominance and dependence

5	Foreclosing the future
6	Risk and Precarity
Unit III: Doing Development	
7	Power, politics and protest
8	Learning from development failures
Unit IV: What lies beyond Development?	
9	Development alternatives
10	Beyond the Anthropocene

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

Module 1: Colonialism, capitalism and development

In this module students will learn about the origin and evolution of the term 'development' and the multiple measures devised over the years (from GDP to SDGs) to measure this multidimensional concept. The module explores the continuities and discontinuities between the colonial and postcolonial era in terms of ideas like development, modernity, progress and enlightenment. Students will be encouraged to explore how the specific blueprint of post-World War II development was influenced by the history of the Industrial Revolution and imperialism during the 17th to 19th centuries. It will focus on the underlying historical reasons for consensus around the key role of the nation state in the process of development.

Readings

- Diamond, Jared (2005), "Guns, Germs and Steel: A short history of everybody for the last 13,000 years", London, Vintage Books.
- Rist, Gilbert. *The History of Development: From Western Origins to Global Faith*. Translated by Patrick Camiller. 4th edition. London: Zed Books, 2014.
- Sen, Amartya (1999). Development as Freedom. New Delhi, Oxford University Press.

Module 2: Nationalist Development

This module will introduce students to the work of key thinkers whose work influenced early models of development in the so-called 'third world' countries. Students will learn about older formulations of ideas that are currently being revived – economic self-reliance, deficit-financed expenditure on health, education and infrastructure development, and the centrality of state intervention in alleviating inequality and poverty and ensuring sustainability. They will understand the reasons behind the rise and fall of the dollar-based fixed exchange rate system and its impact on international geopolitics, especially the emergence of the Southeast Asian model of export-led development. They will also understand how this development model resulted in an in-built anti-rural bias.

Readings

- Arrighi, Giovanni. *The Long Twentieth Century*. New edition. London : New York, NY: Verso, 2010.
- Amsden, Alice H. (1992), *Asia's Next Giant: South Korea and Late Industrialization*.
- Kohli, Atul (2004), *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge University Press.
- Krueger, Anne O. (1990), "Government Failures in Development." *Journal of Economic Perspectives*, Vol. 4, No. 3 pp. 9-23.

- McMichael, Philip (2007). *Development and Social Change (6th edition)*. Pine Forge Press.

Module 3: Neoliberal development

This module will familiarize students with the churning and crisis in global economic development during the turbulent decades of the 1970s and 80s. It will take a broad sweep of global geopolitical developments and delve into the causes behind the international debt crisis and the reorganization of global economic systems. Students will understand the new global division of labour that created the 'world factory' and the 'world farm' and shaped the onset of the contemporary era of globalization. Key concepts like structural adjustment, economic reform and the Washington Consensus will be highlighted, along with actual inter-country comparisons of the performance of market-based reforms. It will then introduce students to the 'decentralization turn' in development theory and practice and invites them to engage critically with this powerful idea in the context of democracy in the global South. It uses case studies from the forestry and irrigation sectors to illustrate the key debates around centralization and decentralization.

Readings and resources

- Chambers, Robert. "Poverty and Livelihoods: Whose Reality Counts?" *Environment and Urbanization* 7, no. 1 (April 1995): 173–204. https://doi.org/10.1630/095624795101286816.
- Fine, Ben and Jomo, KS, eds. (2006) *The New Development Economics: After the Washington Consensus.* Delhi: Tulika; London: Zed Press.
- Jeffery, R., and N. Sundar. *A New Moral Economy for India's Forests? Discourses of Community and Participation*. New Delhi: Sage Publications, 1995.
- Nayyar, Deepak (2002). "Governing Globalization". New Delhi, Oxford University Press.
- Film: Commanding Heights (PBS Documentary), All episodes

Module 4: Dominance and dependence

This module will help students to understand the real-world functioning of the globalized economies of the South, with phenomena like outsourcing, informalization of the workforce and rising displacement due to large-scale global land deals. It will introduce students to different structuralist theories that attempt to explain the actual experience of development, in terms of continued poverty, heightened inequality and the growing power of corporations in the formulation of development policy.

Readings and resources

- Harvey, David. *The Enigma of Capital: And the Crises of Capitalism*. Main edition. London: Profile Books Ltd, 2011.
- Hulme, D. (2010) Global Poverty. Routledge.
- Piketty, Thomas. *A Brief History of Equality*. Cambridge, Massachusetts London, England, 2022.
- Stiglitz, Joseph (2003) *Globalization and Its Discontents*, Norton.
- Wallerstein, Immanuel. *World-Systems Analysis: An Introduction*. 7/28/04 edition. Durham: Duke University Press, 2004.

Module 5: Foreclosing the Future

This module situates the contemporary environmental crises in the developmental trajectories of late capitalism. It helps students to understand environmental crises in the context of changing global geopolitics, reviewing the role of global financial institutions in shaping and diluting environmental safeguard policies. It provides a critical review of the powerful concept of the Anthropocene from diverse

theoretical perspectives, including insights from geology, history and environmental studies. It then introduces students to alternative, political economy formulations and concepts like the capitalocene.

Readings and resources

- Brockington, D., R. Duffy, and J. Igoe. *Nature Unbound: Conservation, Capitalism and the Future of Protected Areas*. London: Earthscan, 2008.
- Carson, Rachel, and Shackleton. *Silent Spring*. New Ed edition. London: Penguin UK, 2000.
- Daly, Herman. *Ecological Economics and Sustainable Development, Selected Essays of Herman Daly*. Edward Elgar Publishing, 2007. https://doi.org/10.4337/9781847206947.
- Foster, John Bellamy, and Brett Clark. *The Robbery of Nature: Capitalism and the Ecological Rift*. Monthly Review Press, U.S., 2020.
- Rich, Bruce. *Foreclosing the Future: The World Bank and the Politics of Environmental Destruction*. Washington D.C.: Island Press, 2013.
- Moore, Jason W., ed. *Anthropocene or Capitalocene? Nature, History, and the Crisis of Capitalism*. 1st edition. PM Press, 2016.

Module 6: Risk and Precarity

This module introduces students to contemporary capitalist challenges in the form of new risks, vulnerabilities and precarities that govern the global economy today. It calls for a re-orientation of theoretical frameworks to consider how modern capitalist societies distribute benefits and costs across geographies and economies.

Readings and resources

- Beck, Ulrich. *Risk Society: Towards a New Modernity - Vol. 17*. First Edition. London ; Newbury Park, Calif: SAGE Publications Ltd, 1992.
- Standing, Guy. *The Precariat: The New Dangerous Class*. Reprint edition. London ; New York: Bloomsbury Academic, 2016.

Module 7: Power, politics and protest

This module will introduce students to the wide variety of environmental/ social movements that have emerged worldwide to protest the unfair and disharmonious aspects of development, using the concept of 'environmentalism of the poor' and 'environmental justice' and case studies of EJ movements from India will be shared and discussed. It will use the theoretical framework initially put forward by Karl Polanyi to highlight some contemporary 'counter-movements' aimed at bringing about fundamental transformations to hyper-globalization.

Readings and resources

- Baviskar, A. In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. New Delhi: Oxford University Press, 1995.
- Gadgil, Madhav and Ramachandra Guha. *The Use and Abuse of Nature (OIP)- Incorporating This Fissured Land & Ecology And Equity*. Oxford: Oxford University Press, 2014.
- Nilsen, Alf Gunvald. *The River and The Rage: Dispossession and Resistance in the Narmada Valley, India*. London and New York: Routledge, 2010.

- Polanyi, Karl. *The Great Transformation: The Political and Economic Origins of Our Time*. 2nd ed. edition. Boston, Mass: Beacon Press, 2001.
- Scott, J.C. *Weapons of the Weak – Everyday Forms of Peasant Resistance*. Reprint edition. New Haven: Yale University Press, 1987.

Module 8: Learning from development failures

This module introduces students to critical political economy texts that break the state versus market dichotomy and revisit the role of the state in development through the perspective of territoriality and legibility. Students will engage with Gramscian and Foucauldian insights on governmentality and hegemony to understand the pervasive nature of state projects of development, even in the face of persistent failure. Various political theories of power will be deployed to understand the nature of the state and its multiple and layered actions in the context of the everyday politics of development.

Readings

- Ferguson, James, and Larry Lohmann. "The Anti Politics Machine." *The Ecologist* 24, no. 5 (1994): 176–81.
- Norberg-Hodge, Helena (2009) *Ancient Futures: Learning from Ladakh*. California, Sierra Club Books.
- Li, Tania Murray. *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Durham: Duke University Press, 2007.
- Scott, James C. *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1999.

Module 9: Development Alternatives

In this module, students will learn to move beyond the notion of development as a vague 'buzzword', and reflect on how to create more secure and resilient societies. They will learn from important contemporary thinkers about how to bring about immediate and broad-based reform of the present global economic and geopolitical system, through global institutional reform, in-country measures for equitable development, and the politics required to bring about redistributive justice and sustainability. They will also be exposed to critical literature on post-development which aims to reimagine development from decolonised perspectives. It allows students engage critically with popular ideas of how contemporary environmental crises can be solved, and puts forward a range of alternatives like the circular economy, degrowth and radical ecological democracy.

Readings

- Ferguson, James. *Give a Man a Fish: Reflections on the New Politics of Distribution*. Durham; London: Duke University Press, 2015.
- Li, Tania Murray. "After Development: Surplus Population and the Politics of Entitlement." *Development and Change* 48, no. 6 (2017): 1247–1261. https://doi.org/10.1111/dech.12344.
- Joy, Kothari and. *Alternative Futures: India Unshackled*. Edited by Ashish Kothari and K. J. Joy. AuthorsUpFront, 2017.
- Rist, Gilbert (2007) Development as a buzzword, Development in Practice,17:4-5, 485-491, DOI: 10.1080/09614520701469328

- Sachs, Wolfgang (ed.) The Development Dictionary.
- Schumacher, E. F. *Small Is Beautiful: A Study of Economics as If People Mattered*. Latest edition. London: Vintage, 1993.

Module 10: Beyond the Anthropocene

This module will expose students to cutting-edge ideas about decolonizing and moving beyond development in the face of multiple and interlocking planetary crises. It will draw on indigenous perspectives to think about how to forge a new relationship with nature in a post-development world.

- Govindrajan, Radhika. *Animal Intimacies*. Gurgaon: Penguin Random House India, 2019.
- Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. London: Penguin, 2020.
- McEwan, Cheryl. *Postcolonialism and Development*. 1st edition. London; New York: Routledge, 2008.
- Ramnath, Madhu. *Woodsmoke and Leafcups*. 1st edition. Noida, Uttar Pradesh, India: HarperLitmus, 2015.
- Tsing, Anna Lowenhaupt. *Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton Oxford: Princeton University Press, 2021.

(b) Assessment Strategy:
Assessments will focus on helping the student to read difficult theoretical texts from diverse social science disciplines. It will focus on academic writing of various kinds, including essays, book reviews and memos. The specific assessment situations may vary from year to year, but a tentative structure is as follows:

Assessment type	Weight
Review paper 1	20%
Book Review	20%
Review paper 2	20%
Final assessment	40%

8. **Pedagogy:**
   a. Instructional strategies:
   Two lectures per week of 2-hours duration, along with a weekly 2-hour student led seminar to foster independent learning

   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
   None

   c. Expertise in AUD faculty or outside:
   In AUD faculty, within SHE

   d. Linkages with external agencies
   None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. The core courses, which are meant to be part of more than one programme and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of the primary School.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....meeting held on.....and has been approved in the present form.

31/7/2024

Signature of the Dean of the School

Appendix-14

Dr. B.R. Ambedkar University Delhi

School of Liberal Studies

Minutes of the 11th Board of Studies, held on 31st of January 2024

The 11th (Eleventh) Board of Studies of the School of Liberal Studies, Dr. B.R. Ambedkar University Delhi, was held on 31st of January 2024, at 11:00 am in Committee Room-3, SHS Block. The following members of the Board of Studies were present at the meeting.

1. Dr. Santosh Kumar Singh (Dean SLS/ Chair)
2. Prof. Sudhir K. Jain (External Subject Expert)
3. Prof. Santosh Kumar Rai, (External Subject Expert) (Online)
4. Prof. Kulwinder Kaur (External Subject Expert)
5. Prof. Salil Misra (Professor, SLS)
6. Prof. Geetha Venkataraman (Professor, SLS)
7. Prof. Sanjay Sharma (Professor, SLS)
8. Prof. Tanuja Kothiyal (Professor, SLS)
9. Prof. Rukmini Sen (Professor, SLS)
10. Prof. Dhirendra Dangwal (Professor, SLS)
11. Dr. Jyotirmoy Bhattacharjee (Member)
12. Dr. Bidhan Chandra Dash (Member)
13. Dr. Krishna Ram (MA PC Economics)
14. Dr. Shailaja Menon (MA PC History)
15. Dr. Singdha Vishnoi (MA PC Sociology)
16. Dr. Priyasha Kaul (Dy. Dean, SLS).

The following members expressed their inability to attend the meeting

1. Prof. Roma Chatterjee (External, Expert)
2. Prof. Surinder Kumar (External, Expert)
3. Prof. Deepita Chakravarty (member)

1. **To consider revision of credit requirements for Postgraduate programmes offered by School of Liberal Studies, in light of UGC draft curriculum and credit framework for PG programmes, 2023.**

   The Board of Studies deliberated on the UGC draft curriculum and credit framework for PG programs in 2023. The Board of Studies expressed that extending the credit requirement prescribed by the UGC draft curriculum from 16 to 20 credits in each semester is desirable and recommended in-principle for approval.

   Resolution-1: The Board of Studies resolved that the revised curriculum and credits may be implemented from 2025 onwards. It suggested that the Programme Committees of all MA programs should meet and plan the necessary revision and report the same for the consideration of the Board of Studies.
2. **To consider proposal of programme restructuring of the MA Economics Programme School of Liberal Studies.**

The MA Economics Program proposed that the courses 'Theories of Value and Distribution' and 'Capitalism, Colonialism and Development' may be converted from core courses to elective courses and a new core course, 'History of Indian Economic Thought' may be introduced in semester one. This would lead to a reduction of core courses from 10 to 9.

Resolution-2: The Board of Studies resolved to recommend the proposed change and also suggested that the list of all available optional courses along with core courses may be maintained as a consolidated document as part of the program structure.

3. **To consider proposal of courses of MA Economics Programme School of Liberal Studies.**
    - **Elective courses:**
    - Introduction to Machine Learning
    - Computing for Economics
    - Applied Environmental Economics
    - The following course was proposed as a core course of MA Economics to be offered to 1st Semester MA Economics Students.
    - History of Indian Economic Thought (Indian Knowledge System course)

Resolution-3 (a): The board of studies resolved to recommend the proposed courses as Elective courses.

Resolution-3 (b): The board of studies resolved to recommend the proposed course with the following changes under the Indian knowledge systems:

- To add original readings of Ambedkar under Ambedkar's Economic Thoughts.
- To add more readings to Bhakti thinking, Jain Thoughts, Sikh Thought, and Islamic view of interest rate and debt
- To add readings on the role of women in planning.

4. **To consider proposal of revision of courses of MA Economics programme School of Liberal studies.**
    - Econometrics-I (core course)
    - Econometrics- II (core course)
    - Cross-Section and Panel Data Econometrics-I (elective course)

Resolution-4 (a): The board of studies resolved to recommend the proposed revision of Econometrics-I course while retaining the existing name i.e. Statistics and Data Exploration.

Resolution-4 (b): The board of studies resolved to recommend the proposed revision of Econometrics –II course with following changes:

- To add model specification and omitted variable bias topics under module four of 'Regression Modelling".
- To name the course as 'Econometrics'

Resolution-4 (c): The board of studies resolved to recommend the proposed revision of Cross-Section and Panel Data Econometrics with no change.

5. To consider the proposal of a new elective course, 'Sociology of Organizations', in the MA Sociology Program.

Resolution-4: The Board of Studies resolved to recommend the elective course with the following changes. Addition of the following reading:

- Daniel Bell "The Coming of Post Industrial Society" (1973).
- Gender issues in the Indian Software Outsourcing Industry by Carol Upadhaya (2005)
- Theoretical perspectives for organizations by Bell Hooks

5. **To consider the proposal of a new core course, 'Indian Social Thought' (4 credits) in MA Sociology Program.**
   - The discussion on this agenda item was deferred.
6. **To consider the proposal of a new elective course, 'Sociology of Information Technology and Artificial Intelligence'.**
   - The discussion on this agenda item was deferred.
7. **To consider the proposal of approval for MOOCs courses as part of MA Economics Programme**
   - MOOC course (i)- Academic Writing by Dr Ajay Semalty, HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand) (4 credits) https://onlinecourses.swayam2.ac.in/cec24_ge17/preview
   - MOOC course (ii) - Exploring Survey Data on Health care, by Prof. Pratab C. Mohanty, IIT Roorkee, MOOC course (2 credits)
   - https://onlinecourses.nptel.ac.in/noc24_hs27/preview
   - MOOC course (iii) Programming Data Structure and Algorithms using Python by Prof. Madhavan Mukund, Chennai Mathematical Institute. (2 credits) https://onlinecourses.nptel.ac.in/noc22_cs26/preview

   Resolution-7: The above-listed MOOC courses were recommended to be included for fulfillment of the requirements as part of the MA Economics Programme. The students may be facilitated to register for these online courses and get the credits earned transferred through the appropriate mechanism as may be decided by the university.

8. **To consider the proposal of approval for MOOC courses as part of the MA Sociology Programme**

   - MA Sociology 1. Sociology of Development MSO-003 offered by IGNOU (8 credits- 16 weeks) https://onlinecourses.swayam2.ac.in/nou23_hs71/preview
   - MA Sociology 2. Sociology of Development offered by IIT Guwahati (12 weeks- 3 credits) https://onlinecourses.nptel.ac.in/noc23_hs135/preview
   - MA Sociology 3. Environmental Sociology (Credits 4- 15 Weeks) https://onlinecourses.swayam2.ac.in/cec23_hs43/preview
   - MA Sociology 4. Introducing Rural Sociology: Continuity and Change Offered by IIT Kanpur (2 credits- 8 weeks) https://onlinecourses.nptel.ac.in/noc23_hs154/preview

   Resolution-8: The above-listed MOOC courses were recommended to be included for fulfillment of the requirements as part of the MA Sociology Programme. The students may be facilitated to register for these online courses and get the credits earned transferred through the appropriate mechanism as may be decided by the university.

9. **Any other agenda Item with the permission of the chair.**

   9(a) To consider the proposal of MOOC courses as part of the MA History Programme

   The following courses were presented as MOOC courses for MA History Programme.

   - MA History 1. MGP001 Gandhi: The Man and his Times (Credits 4- Time: 12 Weeks)

https://onlinecourses.swayam2.ac.in/nou22_hs05/preview

- MA History 2. MGP005 Introduction to Peace and
    - Conflict Resolution (Credits 4- Time: 12 Weeks)

https://onlinecourses.swayam2.ac.in/nou22_hs09/preview

Resolution-9: The above-listed MOOC courses were recommended to be included for fulfilment of the requirements as part of the MA History Programme. The students may be facilitated to register for these online courses and get the credits earned transferred through the appropriate mechanism as may be decided by the university.

This has the approval of the BOS members.

Dean, SLS

Bidhan Chandra Dash <bidhan@aud.ac.in>

Reminder of seeking approval of the Minutes of 11th Board of Studies

Sanjay Kumar Sharma <sanjay@aud.ac.in> Mon, Jun 10, 2024 at 7:15 PM
To: Priyasha Kaul <priyasha@aud.ac.in>
Cc: Snigdha Vishnoi <svishnoi@aud.ac.in>, Kulwinder Kaur <kulwinder10@gmail.com>, Bidhan Chandra Dash <bidhan@aud.ac.in>, Tanuja Kothiyal <tanuja@aud.ac.in>, jyotirmoy Bhattacharya <jyotirmoy@aud.ac.in>, Deputy Dean SLS <dydeansls@aud.ac.in>, DEAN SLS <deansls@aud.ac.in>

The Minutes are fine with me. Thanks.

Best wishes,

Sanjay
[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

URGENT: Minutes of the Board of Studies Meeting held on 31st January 2024

Dhirendra Datt Dangwal <dhirendra@aud.ac.in> Tue, May 7, 2024 at 8:48 PM
To: "Prof. Sudhir K. Jain" <skjain51@hotmail.com>
Cc: Bidhan Chandra Dash <bidhan@aud.ac.in>, DEAN SLS <deansls@aud.ac.in>, Santosh Kumar Singh <santosh@aud.ac.in>, Santosh Kumar Rai <skrai@history.du.ac.in>, Santosh Rai <skr1000@gmail.com>, kulwinder10@gmail.com, Salil Misra <salil@aud.ac.in>, Geetha Venkataraman <geetha@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, Tanuja Kothiyal <tanuja@aud.ac.in>, Rukmini Sen <rukmini@aud.ac.in>, jyotirmoy Bhattacharya <jyotirmoy@aud.ac.in>, "Dr. Krishna Ram" <krishna@aud.ac.in>, Shailaja Menon <shailaja@aud.ac.in>, shailja@aud.ac.in, Snigdha Vishnoi <svishnoi@aud.ac.in>, Priyasha Kaul <Priyasha@aud.ac.in>

Approved.
[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

URGENT: Minutes of the Board of Studies Meeting held on 31st January 2024

Geetha Venkataraman <geetha@aud.ac.in> Tue, May 7, 2024 at 9:32 PM
To: Shailaja Menon <shailaja@aud.ac.in>
Cc: Dhirendra Datt Dangwal <dhirendra@aud.ac.in>, "Prof. Sudhir K. Jain" <skjain51@hotmail.com>, Bidhan Chandra Dash <bidhan@aud.ac.in>, DEAN SLS <deansls@aud.ac.in>, Santosh Kumar Singh <santosh@aud.ac.in>, Santosh Kumar Rai <skrai@history.du.ac.in>, Santosh Rai <skr1000@gmail.com>, kulwinder10@gmail.com, Salil Misra <salil@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, Tanuja Kothiyal <tanuja@aud.ac.in>, Rukmini Sen <rukmini@aud.ac.in>, jyotirmoy Bhattacharya <jyotirmoy@aud.ac.in>, "Dr. Krishna Ram" <krishna@aud.ac.in>, shailja@aud.ac.in, Snigdha Vishnoi <svishnoi@aud.ac.in>, Priyasha Kaul <Priyasha@aud.ac.in>

Approved.
Geetha
Professor of Mathematics
School of Liberal Studies
Dr. B. R. Ambedkar University Delhi (AUD)
Delhi 110006
Alternate email: geevenkat@gmail.com

Member Instructional School for Teachers & Teachers Enrichment Workshops, National Centre for Mathematics: https://www.ncmath.org/committee

Latest Publication (co-authored): *Conjugacy classes of completely reducible cyclic subgroups of GL(2,q)*, Communications in Algebra, DOI: 10.1080/00927872.2023.2179634, (Co-authored with Prashun Kumar, published online 24 February 2023).

Latest co-authored book: **Learning mathematics through Modelling and Simulation: An investigative approach**, Universities Press (India) Pvt. Ltd, December (2022)
https://www.amazon.in/Learning-mathematics-through-modelling-simulation/dp/9393330387/

https://aud.delhi.gov.in/geetha-venkataraman
https://aud-in.academia.edu/GeethaVenkataraman

My Bird Photographs: https://ebird.org/media/catalog?searchField=user&userId=USER377574

[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

Minutes of the Board of Studies Meeting held on 31st January 2024

Rukmini Sen <rukmini@aud.ac.in> Tue, May 7, 2024 at 8:48 PM
To: Bidhan Chandra Dash <bidhan@aud.ac.in>
Cc: DEAN SLS <deansls@aud.ac.in>

approved from my end

thanks
RS

Professor, School of Liberal Studies
Dean School of Heritage Research and Management
Director, Outreach and Extension Division
Director, Centre for Publishing

Dr B. R. Ambedkar University Delhi
Room No 44, Teacher's Gallery
Lothian Road, Kashmere Gate
Delhi 110006
Alternate Email: senrukmini18@gmail.com
Twitter: @RStweet18
Profiles: University | Google Scholar | ORCID
ISA RC 09 | Explorations: e-journal of Indian Sociological Society
Gender and Justice
Doing Feminisms in the Academy | Trust in Transactions

[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

Minutes of the Board of Studies Meeting held on 31st January 2024

Salil Misra <salil@aud.ac.in> Wed, May 8, 2024 at 6:26 AM
To: Bidhan Chandra Dash <bidhan@aud.ac.in>

Approved.
Salil

On Tue, May 7, 2024 at 2:15 PM Bidhan Chandra Dash <bidhan@aud.ac.in> wrote:
[Quoted text hidden]

--
Salil Misra
Faculty of History
School of Liberal Studies (SLS)
Ambedkar University Delhi (AUD)
Kashmere Gate, Delhi-110006

Bidhan Chandra Dash <bidhan@aud.ac.in>

URGENT: Minutes of the Board of Studies Meeting held on 31st January 2024

Shailaja Menon <shailaja@aud.ac.in> Tue, May 7, 2024 at 8:50 PM
To: Dhirendra Datt Dangwal <dhirendra@aud.ac.in>
Cc: "Prof. Sudhir K. Jain" <skjain51@hotmail.com>, Bidhan Chandra Dash <bidhan@aud.ac.in>, DEAN SLS <deansls@aud.ac.in>, Santosh Kumar Singh <santosh@aud.ac.in>, Santosh Kumar Rai <skrai@history.du.ac.in>, Santosh Rai <skr1000@gmail.com>, kulwinder10@gmail.com, Salil Misra <salil@aud.ac.in>, Geetha Venkataraman <geetha@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, Tanuja Kothiyal <tanuja@aud.ac.in>, Rukmini Sen <rukmini@aud.ac.in>, jyotirmoy Bhattacharya <jyotirmoy@aud.ac.in>, "Dr. Krishna Ram" <krishna@aud.ac.in>, shailja@aud.ac.in, Snigdha Vishnoi <svishnoi@aud.ac.in>, Priyasha Kaul <Priyasha@aud.ac.in>

Approved
[Quoted text hidden]
--
"Until Lions have their own historians, tales of hunt will always glorify the hunters." African Proverb

Dr. Shailaja Menon,
Faculty in History
School of Liberal Studies / School of Undergraduate Studies,
Ambedkar University,
Delhi
Mob-9968058908
Alternate Email: menonshailaja16@gmail.com

Bidhan Chandra Dash <bidhan@aud.ac.in>

Reminder of seeking approval of the Minutes of 11th Board of Studies

jyotirmoy Bhattacharya <jyotirmoy@aud.ac.in> Mon, Jun 10, 2024 at 12:26 PM
To: Bidhan Chandra Dash <bidhan@aud.ac.in>
Cc: kulwinder10@gmail.com, Sanjay Kumar Sharma <sanjay@aud.ac.in>, Priyasha Kaul <Priyasha@aud.ac.in>, Snigdha Vishnoi <svishnoi@aud.ac.in>, Tanuja Kothiyal <tanuja@aud.ac.in>

Thanks. The minutes are fine with me.

Regards,
Jyotirmoy Bhattacharya
[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

Reminder of seeking approval of the Minutes of 11th Board of Studies

Snigdha Vishnoi <svishnoi@aud.ac.in> Mon, Jun 10, 2024 at 1:46 PM
To: Kulwinder Kaur <kulwinder10@gmail.com>
Cc: Bidhan Chandra Dash <bidhan@aud.ac.in>, Priyasha Kaul <Priyasha@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, Tanuja Kothiyal <tanuja@aud.ac.in>, jyotirmoy Bhattacharya <jyotirmoy@aud.ac.in>

Dear Bidhan, Meeting minutes are fine with me.

Requesting you to kindly correct the spelling of my name, 'Snigdha Vishnoi' (under members present).

Regards
Snigdha
[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

Reminder of seeking approval of the Minutes of 11th Board of Studies

Dr. Krishna Ram <krishna@aud.ac.in>
To: Bidhan Chandra Dash <bidhan@aud.ac.in>

Mon, Jun 10, 2024 at 12:23 PM

Approved.

Krishna Ram, PhD (Economics)
Assistant Professor
School of Undergraduate/Liberal Studies
Ambedkar University Delhi
Kashmere Gate Campus
Delhi-110006
Mob: 9968004689
https://aud.ac.in/faculty/dr-krishna-ram-1
[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

Reminder of seeking approval of the Minutes of 11th Board of Studies

Kulwinder Kaur <kulwinder10@gmail.com> Mon, Jun 10, 2024 at 12:37 PM
To: Bidhan Chandra Dash <bidhan@aud.ac.in>
Cc: Priyasha Kaul <Priyasha@aud.ac.in>, Sanjay Kumar Sharma <sanjay@aud.ac.in>, Snigdha Vishnoi <svishnoi@aud.ac.in>, Tanuja Kothiyal <tanuja@aud.ac.in>, jyotirmoy Bhattacharya <jyotirmoy@aud.ac.in>

Thanks for sharing the Minutes. I approve the same.
Best

Prof. Kulwinder Kaur, Ph.D.
Department of Sociology
Jamia Millia Islamia
Central University, New Delhi
Visiting Scholar, SOAS, London (2006)
Visiting Fellow, Harvard University, USA (2014 - 2015)
Convener, Urban Studies (RC-19), Indian Sociological Society (2017-2021)

Tel (O) :+91-11- 26981717, extension: 3572

[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

Minutes of the Board of Studies Meeting held on 31st January 2024

Santosh Kumar Rai <skrai@history.du.ac.in> Tue, May 7, 2024 at 7:43 PM
To: Bidhan Chandra Dash <bidhan@aud.ac.in>

Dear Professor Dash,
Kindly correct my complete name as - Santosh Kumar Rai.
Minutes are approved as recorded.
Regards
[Quoted text hidden]

Bidhan Chandra Dash <bidhan@aud.ac.in>

URGENT: Minutes of the Board of Studies Meeting held on 31st January 2024

Prof. Sudhir K. Jain <skjain51@hotmail.com> Wed, May 8, 2024 at 10:40 AM
To: Bidhan Chandra Dash <bidhan@aud.ac.in>

Minutes are well written. Approved.

Sudhir K. Jain

.....

Prof. Sudhir K. Jain
[Former Vice-Chancellor, SMVD University, Katra (J&K)]
Adjunct Professor; Former HoD,
Department of Management Studies
Indian Institute of Technology Delhi
New Delhi – 110016 (INDIA)
Mobile: +91 98102 11681
Email: skjain51@hotmail.com

From: Bidhan Chandra Dash <bidhan@aud.ac.in>
Sent: Wednesday, May 8, 2024 8:09 AM
To: Prof. Sudhir K. Jain <skjain51@hotmail.com>
Cc: Prof. Sudhir K. Jain <sjain51@hotmail.com>
[Quoted text hidden]

[Quoted text hidden]

Appendix-15

School of Global Affairs
Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course
To be approved by the Academic Council

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA in Social Sciences
Course title	Sociologies of Knowledge
Course code	
Credits	4
Course type (core / compulsory / optional /any other – please specify)	Core (DSC)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	N. Nakkeeran

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

   This course builds over courses on BASS core courses "Introduction to Social Sciences – 1""Introduction to Social Sciences – 2" and "Studying Human Society".

2. **Specific requirements on the part of students who can be admitted to this course**: (Pre-requisites; prior knowledge level; any others – please specify):

   None

3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed):

   About 50

4. **Course scheduling**: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

   5th Semester, Semester-long course

5. **Proposed date of launch**: Monsoon Semester *2024*

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

   The course has a potential to provide a range of perspectives to students on sociology of knowledge, including science. The way knowledge and science

are organized in society often forms the root of power and domination. A reflective understanding on structure and organization of knowledge therefore can serve as an instrument of social transformation.

7. Course Details:

a. Summary:

Knowledge is a social product and an 'object' for sociological, political, and philosophical inquiry. Knowledge synthesis from "material experience and forms of mind", its deployment, transmission and its crystallization into diverse "ontological states" are social processes that happen in the collective - in history and culture. Knowledge has ideological, normative, affective and technical functions in society. Knowledge has always been a site of social contestation. This course aims to introduce and enable students to reflect on knowledge as an object as well as a process amenable for social science inquiry. Further, the course aims to provide students with an understanding on the complex ways in which knowledge and society/material world interact and mediate each other.

b. Objectives

i. To introduce and enable students to reflect on knowledge as an object of social science inquiry.

ii. To discuss key sociological theories of knowledge and

iii. To trace the ways in which knowledge as an object and site of inquiry has traversed in social science theories / approaches.

c. Learning Outcomes

On completion of this course students are expected to have

i. Acquired an understanding on knowledge as a social object of and a site for social science inquiry

ii. Gained introductory level knowledge on the sub-discipline of sociology of knowledge and key theories in this field.

d. Overall structure:

The course is divided into four modules as discussed below.

Module	Topic	Weeks*
1	Sociology of Knowledge – An introduction	4
2	Sociology of knowledge – Key theoretical approaches – 1	3

3	Sociology of knowledge – Key theoretical approaches – 2	3
4	Knowing the world through body, identity, emotion	4

* Excludes assessment

e. Contents: About the modules and indicative reading list:

Module 1: Sociology of Knowledge – An introduction

The module aims to introduce 'Sociology of Knowledge' as sub-field of sociology, its emergence, meaning, tenability, and importance. In addition, this module will also attempt to discuss some relevant concepts in the context of sociology of knowledge. These concepts would include, among others, knowledge, fact, value, meaning, consciousness, subjectivity, rationality, worldview (weltanschauung), culture, science, ideology, dialectic, discourse, modernity, and coloniality. Discussion on some of these concepts may run concurrently in the subsequent modules as well.

Reading list

Darity, WA., (ed.) *International Encyclopaedia of the Social Sciences* 2nd Edition 2008 [Selected entries: Barchiesi, F., "Class Consciousness"; Malmgren, H., Nilsson, I., "Consciousness"; Caterino, BJ., "Critical Theory"; Panourgiá, N., "Culture"; Faubion JD., "Discourse"; McBride WL., "Ideology"; Ozor FU, "Social Construct"; Chu HI., "Social Constructionism"; Stehr, N., "Sociology, Knowledge in"; Briggle, A., "Modernity". Hoogland RC., "Subjectivity: Analysis"; McIvor, DW., "Weltanschauung"]

Folescu, M., "Rationalism vs. Empiricism", Stanford Encyclopaedia of Philosophy, https://plato.stanford.edu/entries/rationalism-empiricism/

Gaukroger, S., "Can the study of human behaviour be objective?", in *Objectivity: A very short introduction*, Oxford: Oxford University Press, 2012, pp. 79-89.

Quijano, Aníbal, 'Coloniality and Modernity/Rationality', Cultural Studies, (2007) 21: 2, 168 — 178

Ritzer, G., *Sociological Theory*, New York: McGraw-Hill, 2023 (Selected topics: dialectics, contemporary symbolic interactionism)

Said, EW., "Introduction", in Edward W. Said, *Orientalism*, New York: Vintage, pp 1-28.

Sismondo S., "The Prehistory of Science and Technology Studies" in S Sismondo, *An Introduction to Science and Technology Studies*, west Sussex: Wiley Blackwell, 2010: 1-11

Worsley, P., et al., "The Problem of Meaning", in *Introducing Sociology*, Harmondsworth: Penguin, 1972, pp/342-355

Additional Readings

Achebe, Chinua, African Literature as Restoration of Celebration, Kunapipi, 12(2), 1990. Available at: https://ro.uow.edu.au/kunapipi/vol12/iss2/3

Babbie, E., "Human Inquiry and Science", in *The Basics of Social Research*, 2006, 4-31

Diamond, J., *Guns, Germs, and Steel: A Short History of Everybody for the Last 13,000 Years*, London: Vintage books, 1998.

Geertz, C., "Ideology as a Cultural System" in Interpretation of Culture, New York, Basic Books, 1973.

Mills, C. Wright. 1959. The sociological imagination. New York: Oxford University Press. ("Chapter 9: On Reason and Freedom")

Miner, Horace (1956). "Body Ritual among the Nacirema" The American Anthropologist, 58:503-507

Marquez, GG., "I only came to use the phone", in Gabriel Garcia Marquez *Strange Pilgrims*, Jonathan Cape: London, 1993:71-91.

Popper, KR., "What is Dialectic?" Mind, Vol. 49, No. 196 (Oct., 1940), pp. 403-426 Available at: https://www.jstor.org/stable/2250841

Stehr, N., "The Magic Triangle: In Defence of a General Sociology of Knowledge", Philosophy of the Social Science, 1981, 11:225-229.

Module 2: Sociology of knowledge – Key theoretical approaches - 1

In this module some of the early sociological approaches to knowledge - positivism as a theory of knowledge; *verstehen* and rationality (Max Weber); Weak and Strong programme of Sociology of Knowledge (Karl Mannheim, Rober Merton and David Bloor) and ; Social Construction of Reality (Berger and Luckman) and acquisition of knowledge as long-term process (Norbert Elias).

Reading List

Berger, P., and Luckmann, T., "Introduction: The Problem of the Sociology of Knowledge", in *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Doubleday, 1966.

Elias, N., "Sociology of Knowledge: New Perspectives, Sociology, May 1971, vol. 5 No.2, pp:149-68

Mukherjee, PN, "Introduction" Methodology in Social Research, Sage.

Ritzer, G., *Sociological Theory*, New York: McGraw-Hill, 2023 (Selected topics: collective conscience, social action and rationalization, values, *verstehen,*)

Sismondo S., "Questioning Functionalism in the Sociology of Science" and "The Strong Programme and the Sociology of Knowledge" in S. Sismondo, *An Introduction to Science and Technology Studies*, west Sussex: Wiley Blackwell, 2010: 23-35; 47-56

Turner, B., "Karl Mannheim's Ideology and Utopia", Political Studies (1995), XLIII, 718-727.

Zimerman, J., "What is hermeneutics?", in Hermeneutics: A very short introduction, Oxford: Oxford University Press, 2015, pp.1-18

Additional Readings

Berger, Peter, and Thomas Luckmann. 1966. "The Sociology of Knowledge and Sociological Theory", in *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Doubleday.

Burger, T., Max Weber, Interpretive Sociology, and the Sense of Historical Science: a Positivistic Conception of Verstehen", The Sociological Quarterly, (1977) 18:165-175

Coombs, RH., "Karl Mannheim, Epistemology and the Sociology of Knowledge", The Sociological Quarterly, Spring 1996, Vol.1, No.2:pp229-233.

Durkheim, E., "What is Social Fact" in Emile Durkheim, Rules of Sociological Method (Ed. Steven Lukes), Palgrave: London, 2013, pp20-28

Halfpenny, Peter, "Laws, Causality and Statistics: Positivism, interpretivism and Realism", Sociological Theory, 5/1(1987):33-36

Kaiser, D., "A Mannheim for All Season: Bloor, Merton, and the Roots of the Sociology of Scientific Knowledge", Science in Context, 11 (4), 1998:pp51-87

Merton, RK., "Paradigm for the Sociology of Knowledge", in Norman W. Storer (Ed.) *The Sociology of Science: Theoretical and Empirical Investigations, Rawat: Delhi, 7-40.*

Mill, JS., *Auguste Comte and Positivism, (1865)2013, Start Classics (eBook)*

Wallerstein, I., et al. "The Historical Construction of the Social Sciences, from the eighteenth century to 1945", in Immanuel Wallerstein, et al. *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences,* Stanford: Stanford University Press, 1996, pp.1-32

Module 3: Sociology of knowledge – Key theoretical approaches - 2

The third module will continue with the discussion on further theoretical approaches to knowledge drawn from various hues of critical perspectives. This will include the relationship between knowledge, consciousness, Ideology and hegemony (Karl Marx, Antonio Gramsci), knowledge / social theory as a social critique (Frankfurt school), power/knowledge (Michel Foucault) subaltern studies (Ranajit Guha), and anti-colonial, decolonial (Frantz Fanon,

Aníbal Quijano, Walter D. Mignolo) and post-colonial (Edward Said) perspectives on knowledge.

Reading List:

Cesaire, A., "Discourse on Colonialism", in Aime Cesaire, *Discourse on Colonialism*, (Trns. Joan Pinkham), New York: Monthly Review Press, 1972, 9-65

Cohn BS., "The command of language and the language of command", in *Colonialism and its forms of Knowledge: The British in India*: Princeton: Princeton University Press, 1996: 16-56.

Foucault, M., "Part Three: Scientia Sexualis: in *The Will to Knowledge: The History of Sexuality*, Penguin: London, 1998(51-73).

Guha, R., "On some aspects of the historiography of colonial India", in Selected Subaltran Studies, pp.37-44

Hanafi, S., and Arvanitis, R., "Development and place of production of the social sciences: Different forms of compartmentalization", in Sari Hanafi and Rigas Arvanitis, *Knowledge production in the Arab World: The impossible promise,* London: Routledge, 2016:209-231.

Mignalo, WD., "Coloniality: Darker side of western modernity", in The Darker Side of Western Modernity: Global Futures, Decolonial Option, Durham, Duke University Pres, 2011, pp. 1-124

Renault, E., "Critical Theory, Social Critique and Knowledge", Critical Horizons 21:3, 189-204

Ritzer, G., *Sociological Theory*, New York: McGraw-Hill, 2023 (Selected topics: Antonio Gramci, Critical theory)

Salamini, L., "Gramsci and Marxist Sociology of Knowledge: An Analysis of Hegemony-Ideology-Knowledge", *The Sociological Quarterly*, 1974:15(3) pp. 359-380.

Additional Readings

Achebe, C., *Things Fall Apart*, Penguin, 2001.

Diamond, J., *Guns, Germs, and Steel: A Short History of Everybody for the Last 13,000 Years*, London: Vintage books, 1998.

Fanon, F., "Introduction", in *Black Skin White Masks*, (Trans. Charles Lam Markmann) London: Pluto Pres, 1986: pp.1-16

Foucault, M., "On the Archaeology of the Sciences: Response to the Epistemology Circle", in JD Faubion (Ed.) *Michel Foucault : Aesthetics, Method, and Epistemology* 297-333.

Mani, BR., *Knowledge and Power: A Discourse for Transformation*, New Delhi: Manohar, 2014

Namakkal, J. "Introduction: On Minor Borders and Colonial Time", in *Unsettling Utopia: The making and unmaking of French India*, New York: Columbia University Press, 2021, pp.1-30.

Quijano, Aníbal, 'Coloniality and Modernity/Rationality', Cultural Studies, (2007) 21: 2, 168 — 178

Quintero, P., et al., "A brief history of decolonial studies", *MASP Afterall*, 2019 (3): 3-11.

Sacco, Joe, *Paying the Land* (New York, NY: Metropolitan Books, 2020)

Sismondo S., "The social construction of Scientific and technical Realities" in S. Sismondo, *An Introduction to Science and Technology Studies*, west Sussex: Wiley Blackwell, 2010: 57-71

Module 4: Knowing the world through body, identity, emotion

This module aims to provide a basic introduction to the contributions of contemporary debates around body, difference, identity and emotion towards ways of knowing. This will include Critical race theories (Patricia Hill Collins); feminist critiques and ways of knowing; anti-caste & critical caste studies, adivasi, and indigenous forms of knowledge; knowing through queerness and disability; affect theory (emotions), sensorial and affective knowledge; knowledge in the Anthropocene.

Reading List

Agrawal, A., "Dismantling the divide between indigenous and scientific knowledge", *Development and Change*, 1995:26(413-39).

Arthur, Mathew. "Affect Studies" In Eugene O'Brian (ed.) *Oxford Bibliographies in Literary and Critical Theory,* New York: Oxford University Press, 2020.

Guru, G., 'Dalit Women Talk Differently', Economic and Political Weekly, 30(41/42) (October 14-21) 1995: pp 2548-50

hooks, bell., "On being black at Yale: Education as the practice of freedom", in *Talking Back: Thinking Feminist Thinking Black*, London: Routledge, 2015, pp.62-72.

Jagose, A., Queer theory: An Introduction, New York: New York University Press, 1996: 1-6

Kain, PK., "Knowledge, Culture and Caste: Politics of Knowledge Production in India", in Vikram Harijan (ed.) *Problem of Caste in India: Investigating History and Historiography*, Meena: Delhi 2018, pp.374-404.

Leszczyk, M., Affect Studies: A Brief Introduction to its Theory and Practice, 2023 , Realigning Reception Takeover, https://classicalreception.org/affect-studies-a-brief-introduction-to-its-theory-and-practice/

Longino, H., "In Search of Feminist Epistemology", *The Monist*, 1994, 77(4): 472-85, https://www.jstor.org/stable/27903405

Renn, J., The Evolution of Knowledge: Rethinking Science in the Anthropocene, HoST - *Journal of History of Science and Technology*, 12, pp. 1-22.

Waller, L., "Introduction to Affect Theory: Brian Massumi & Eve Sedgwick", https://www.thenandnow.co/2023/06/15/introduction-to-affect-theory-brian-massumi-eve-sedgwick/

Additional Readings

Collins, PH., "Black Feminist Epistemology" and "Towards a Politics of Empowerment" in PH Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, New York: Routledge, 2000, 251-290)

Douglas, M., "A gentle deconstruction", London Review of books, 11(9): 17-18

Guru, G., "Egalitarianism and the Social Sciences in India", in Gopal Guru and Sundar Sarukkai (Eds.) *The Cracked Mirror: An Indian Debate on Experience and Theory*, OUP: Oxford, 2012: 9-28

Haraway, D. (1988) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective, in "Feminist Studies", 14, pp. 575–609.

Haraway, DJ., "A Cyborg Manifesto: Science Technology, and Socialist-Feminism in the Late Twentieth Century" in Dona J Haraway *Simians, Cyborgs, and Women: The Reinvention of Nature, Routledge, New York, 1991.*

Harding, S., "From Feminist Empiricism to Feminist Standpoint Epistemologies", in Sandra Harding, *The Science Question in Feminism, Cornell University Press: London 1986 (pp,136-162)*

Latour, B., "The Impact of Science Studies on Political Philosophy", *Science, Technology, & Human Values*, Winter, 1991, vol.16, No.1:pp3-19.

Mani, B.R., The Politics of Knowledge and Caste, *Countercurrents*, https://www.countercurrents.org/mani200312.htm

Rege, S., "Introduction" in Sharmila Rege, *Writing Caste/Writing gender: Reading Dalit Women's Testimonies*, Delhi: Zubaan, 2006: 1-8

Sarangapani, PM., "Indigenising Curriculum: Questions Posed by Baiga vidya", *Comparative Education*, Vol. 39, No. 2, Special Number (27): Indigenous Education: New Possibilities, On-going Constraints (May, 2003), pp. 199-209

Seigworth GJ and Gregg, "An inventory of shimmers", in Melissa Gregg and Gregory J. Seigworth (Eds.) The Affect Theory Reader, London: Duke University Press, pp.1-25.

Smith, Dorothy E., "Sociology from Women's Experience: A Reaffirmation", *Sociological Theory*, vol.10 Issue 1,1992: pp88-98.

Sunandan, KN., "Introduction: Caste, Knowledge, and Power", in, *Caste, Knowledge, and Power: Ways of Knowing in Twentieth-Century Malabar*, Cambridge: Cambridge University Press, 2022, pp. 1-23

Synnott, A., and Howes, D., (1992) "From Measurement to Meaning. Anthropologies of the Body" *Anthropos*, Bd. 87, H. 1./3:pp. 147-166 https://www.jstor.org/stable/40462579 Accessed on 14-04-2019

Woolfe, V., Room of one's own (Chapter 3: 43-58), Penguin: London, 2000.

Movies / Documentaries

Annaud, Jean-Jacques (Director) (1986) *Name of the Rose* (Based on a Novel by Umberto Eco)

Toni Morrison interview with Jana Wendt,
https://www.youtube.com/watch?v=DQ0mMjII22I

Jane Goodall, Reasons for hope
https://www.youtube.com/watch?v=uD46VvwRbcg

8. **Pedagogy:**

   a. **Instructional design**

      This course will use lectures, presentations, group discussions and group presentations. The course will also use relevant videos / movies to generate discussions in the class.

   b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

      Video screening facility with audio

   c. **Expertise in AUD faculty or outside**: AUD Faculty

d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others):

Special Lectures can be organized depending on the availability of resource persons.

9. **Assessment structure** (modes and frequency of assessments)

1. Class test (40%)
2. Class Journal, class participation and attendance (20%)
3. End semester examination (40%)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 12th meeting held on 18 June 2024 and has been approved in the present form.

Signature of the Dean of the School

Appendix-16

A poster by Aalochana, Pune

School of Global Affairs
Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course
To be approved by the Academic Council

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA SS/SU
Course title	Gender and Society
Course code	
Credits	4

Course type (core / compulsory /optional / any other – please specify)	Core (DSC)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Teena Anil

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is a 5th semester DSC course for the BA SS/SU programme. It does not overlap on any other course but it does builds on some of key concepts covered in 1st semester generic course Introduction to Gender.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed)

As per University norms

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**

5th (Monsoon) Semester; Semester-long course

5. Proposed date of launch: Monsoon 2024

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course will sensitize students to gendered nature of inequalities and injustice, enable students reflect on privileges and disadvantages enjoyed / borne by groups at the different ends of the spectrums of male dominated hierarchies, which could hopefully enable students to be aware of one's social locations and to appreciate democratic values.

7. **Course Details:**

a. **Summary**

The course aims to develop sociological thinking about inequalities, especially those relating to gender, as they emerge across the life course. Through engaging with key moments in the life course (including birth and the ascription of gender identity;

childhood and education; sexual reproduction, parenting and families; paid and unpaid work; illness and health) the course will build on student's own experiences and observations to encourage the growth of a sociological imagination. To begin with we will examine family as an institution in shaping/gendering the child rearing practices, role of socialization to continues through different phase of an individual life, in the family, in schools via formal and informal curriculum and in peer groups. Similarly, it will further explore the relationship of gender and gendered identities with the workplace and economy, health and nation. more widely—men and women are differently located with unequal pay, privilege and power. Throughout the course we will be critically examining the sociology as a discipline, is the study of society gender-blind or gender-conscious? By the end of the course, you should have gained an understanding of gender and the concept of inequality and be able to provide critical accounts of the links between gendered social relations, cultural representation and individual behaviour and experiences.

b. Objectives

1. Compare and contrast sociological perspectives used to interpret gender relations;
2. To draw attention to how gender inequality remains structurally embedded in a systemic patriarchy;
3. Identify the main agents of gender socialization and their impact gender construction;
4. Describe gender ideology and practices in multiple social institutions and across cultures and societies;
5. Identify how tribe, class, caste and religion affect gender relations and experiences;
6. Identify role of nation and community membership in transforming or reinforcing the gender inequalities and gender practices.

C. Learning Outcomes:

At the conclusion of the course students are expected to:

1. Understand how gender relations are fundamentally relations of inequality.
2. Develop how gendered inequalities as social exclusions are differently expressed across different institutional domains.
3. Apply how gender inequality intersects with other bases of inequality such as: Tribe, ethnicity, class, sexuality, disability, etc
4. Examine role of public' to 'private' arenas, in (re) producing gender difference across variety of institutional and micro-political contexts and in relation to other forms of inequality.
5. Appreciate the difference between speaking about gender sociologically and speaking about gender as "members of the culture."
6. Equip to analyse how social structure and culture shape gendered identities and experiences, using ethnographic or content analysis research methods.

d. Overall structure:

This course is organized around five modules.

Module No.	Topic	Duration (weeks)*
1	Gendering Sociological Imagination	3
2	Gendering Social Institution: Family, Marriage and Kinship	2
3	Separate and Unequal: The Gendered World of Work	3
4	Gender and Health	2
5	Nation, Community and Cultural Representation	3

* With four hours per week

e. Contents: About the modules and indicative reading list:

Unit 1 Gendering Sociological Imagination: Sociology is about understanding the relationship between our own personal experiences and the social structures we inhabit (Mills, 1954). However, in the late 1960s and 1970s women began to express the feeling in general and particularly in the context of discipline of sociology arguing that it did not relate to their experiences, as it examined the world primarily from the perspective of men, although it was assumed that it was the social. This unit intends to explore the following connections:

Relationships, Institution, Social Structures, Cultures, Community, Resistance and Change.

Essentials Readings

Chaudhari. M. Gender and Advertisements: The rhetoric of globalisation, Women's Studies International Forum Vol. 24, Issues 3-4 May- August 2001, Pages 373-385.

Delamont, S. (2003) *Feminist Sociology.* London: Sage

Geetha V., Gender, Stree Calcutta, 2002

Goffman, Erving.1979, Gender Advertisements. New York: Harper & Row.

Judith Butler, "Your Behaviour Creates your Gender"**http://www.critical-theory.com/watch-judith-butler-behavior-creates-gender-3-minutes/**

Murthy, Laxmi, and Rajashri Dasgupta. 2012. Our Pictures Our Words: A Visual Testament to the Women's Movement in India. Zubaan, New Delhi. (available in AUD library) Paromita Vohra. 2002. Unlimited Girls http://www.cultureunplugged.com/filmedia/play/452

Smith, Dorothy. 1992. "Sociology from Women's Experience: A Reaffirmation". Sociological Theory 10 (1): 88-98.

Suggested Readings

Uberoi, P. 1989. Some Reflections on Teaching the Sociology of Gender. Samyashakti,
..... 1993. Reciprocity in Social Science: Gender Issues. Indian Journal of Social Science 6(3): 243-58.
.....1994. Sociology, Gender, Family Studies: Regressive Incorporation. Economic and Political Weekly 29(2): 16S6^87
.....1995- Feminist Pedagogy and the Sociology of Emancipation in India. Sociological Bulletin 44(2): 223-39.
. 2003. Introduction to Feminist Challenge to Sociology: Disenchanting Sociology or "For Sociology"? In Sociology of Gender: The Challenge of Feminist, Sociological Knowledge, ed. S. Rege. Delhi: Sage Publications.
Rege. S, Sociology of Gender: The Challenge of Feminist Sociological Knowledge, New Delhi, Sage Publication.2003.

Smith, D. 1974. Women's Perspective as a Radical Critique of Sociology. Sociological Inquiry 44(1).

Strathern, M. 1987. An Awkward Relationship: The Case of Feminism and Anthropology. Signs 12(2): 276-92. 4-5: 279-99.

Unit 2 Gendering Social Institutions: Family Kinship and Marriage: Gender will be explored as an institution and a system as well as how it influences individual Patriarchy: Concept, origin, Matriliny, Matrilocality (case study of Nayars in Kerala and Khasis of Meghalaya) Joint and Nuclear family Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles, Role conflict.

Essential Readings:

Dube, Leela. (2001). Matriliny and women status. Economic and Political Weekly, 3144-3147.
Fernandez Walter and M. Pereira. 2011. (accessed) 'Customary Laws in Northeast India: Impact on Women'. New Delhi: National Commission for Women.
Kabeer, Naila. (2010). Gender Social Protection Strategies in the Informal Economy. Delhi: Routledge.
Rao, Anupama (Ed.) 2018 Gender, Caste and the Imagination of Equality, Kali for Women
Sharma, Kalpana 2019, Single by Choice: Happily Unmarried Women, Kali for women
Chowdhry, Prem. (2017). Understanding Women s Land Rights: Gender Discrimination in Ownership: Volume -13 (Land Reforms in India series). Delhi: Sage Publications
Sonowal, C.J. 2010. 'Transition of Gender System through Time and Space: Case Study of a Tribal Group in Assam, India'. Global Journal of Human Social Science, Vol. 10 Issue 4 (Ver 1.0), 16-28. September 2010.

Vatuk.S, 2021 Marriage and its Discontents Women, Islam and Law in India. Zubaan Publication.

Suggested Readings:

Datta, R (2006). Urbanisation in India, http://www.infostat.sk/vdc/epc2006/papers/epc2006s60134

Dhingra, R. and V. Arora (2005). At the crossroads: families in distress. Journal of Human Ecology, 17, 217-222.

Dube L. and Palriwala R 1990. (eds), Structures and Strategy: Women, Work and Family, New Delhi, Sage.

Dube, Leela. 1997 Women and Kinship. New Delhi. Vistaar.

Goode, W.J. (1984). The Family. New Delhi: Prentice Hall.

Motiram, S. and L. Osberg (2010). Gender inequalities in tasks and instruction opportunities within Indian families. Feminist Economies.16, 141

Museum of Broadcast Communications. 2010. "Family on Television." Retrieved January 16, 2012.

Niranjan, S., S. Nair and T.K. Roy (2005). A socio-demographic analysis of the size and structure of family in India. Journal of Comparative Family Studies, 36, 623-651.

Rani, N.I. (2006). Child care by poor single mothers: study of mother-headed families in India. of Comparative Family Studies, 37, 75-91.

Shah, A.M. (2005). Family studies in India: retrospect and prospect. Economic and Political 40, 19-22.

Sonawat, R. (2001). Understanding families in India: a reflection of societal changes. Psychologies: e Pesquisa, 17, 177-

Unit 3: Separate and Unequal: The Gendered World of Work

We often use labour and work interchangeably. Though work is a broad term that includes labour, simply put Labour is the work you do that has a payment. In this module, we will be using work and labour inter changeably This module will help us to understand how gendered processes shape the way that we understand work, and the ways in which the practices of work - paid and unpaid – is gendered, both in its globalized and localized forms, Men and women do different jobs in the workplace and in the home, they work different hours in many places, their training, education, skills and rewards are often different. While there are many differences among men, and among women, gender-based, systematic differences also exist. The module considers their origins and explanations. and the multifaceted ways that workers resist and organize in varying political contexts, as well as roots of job discrimination. We will further map this transformation in production and reproduction, patterns of employment, 'feminization' of work, 'informalization' of work, Gender pay gap etc.

Essential Readings:

— (2019): *Time Use Survey (January-December 2019):* National Statistical Office. Ministry of Statistics and Programme Implementation (multiple years): Periodic Labour Force Survey Reports, Government of India.

A still from *Tobacco Embers* (1982) by Deepa Dhanraj.

Agrawal, Anuja (2006): "Family, Migration and Prostitution: The Case of the Bedia Community of North India" in A. Agarwal (ed.), Migrant Women and Work, Women and Migration in Asia, Vol 4 (New Delhi: Sage Publications), 177-94

Beck, H and S Darokar (2005): "Socioeconomic Status of Scavengers Engaged in the Practice of Manual Scavenging in Maharashtra", Indian Journal of Social Work, 66(3): 223-36.

Ghosh, Jayati. 2009 Never Done and Poorly Paid: Women's Work in Globalising India, Kali for women

Gopal. M (2010): "Traditional Knowledge and Feminist Dilemmas: Experience of the Midwives of the Barber Caste in South Tamil Nadu", paper presented at the Peer Review Workshop, "Transforming Science: Feminist Perspectives", Mum bai, SNDT Women's University.

Lakshmi Lingam, 1998, Introduction. In: Understanding Women's Health Issues: A Reader. Kali.

N. Mitali , How COVID-19 Deepened the Gender Fault Lines in India's Labour Markets, Vol. 57, Issue No. 51, 17 Dec, 2022, Economic Political Weekly.

Nihila, Millie (1999): "Marginalisation of Women Workers: Leather Tanning Industry in Tamil Nadu", Economic & Political Weekly, 34(16-17): WS21-WS27.

Padmini Swaminathan, 2004, The Trauma of 'Wage Employment' and the 'Burden of Work' for Women in India: Evidences and Experiences, Working Paper, MIDS.

Padmini Swaminathan, When Women Take on Wage Work, A Report from Tamil Nadu's Export Processing Zone. MIDS.

Parliament of India (2012). Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and Empowerment of Women in Rural Areas, New Delhi: Lok Sabha Secretariate (Committee on Empowerment of Women).

Pinto, Sarah (2006): "More than a Dai", Seminar, 558.

Preety R Rajbangshi, Devaki Nambiar, and Aradhana Srivastava, 2021, Community health workers: challenges and vulnerabilities of Accredited Social Health

Ramaswamy, Gita (2005): India Stinking: Manual Scavengers in Andhra Pradesh and Their Work (Chennai: Navayana Publishing.

Sen, Gita (2010): "Beyond a Segmented Economics of Work ", The Indian Journal of Labour Economics, 53(1): 43-59

Suggested Reading:

P G Jogdand (ed.), 2002 Dalit Women in India: Issues and Perspectives (New Delhi: Gyan Publishing House).

Rege, Sharmila (2006): "Epilogue" in Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios (New Delhi: Zubaan), 387-88.

Guru, Gopal (1995): "Dalit Women Talk Differently", Economic & Political Weekly, 14-21 October, 2548-49.

Gopal, M (2oroa): "Caste, Labour and Sexuality: The Troubled Connection", Current Sociology,6o(r): 222-38.

Krishnaraj, Maithreyi (1990): "Women's Work in Indian Census: Beginnings of Change", Economic & Political Weekly, 25(48-49): 2663-72.

Prasad, R. R. and G Rajanikanth (1991): Development of Scheduled Caste Leather Artisans: Profile, Problems and Prospects (New Delhi: Discovery Publishing House).

Illich, I. Gender, Pantheon Publications, New York, 1982.

Jamwal Renu and Gupta Deepti, Work Participation of Females and Emerging Labour Laws in India Asia-Specific Journal of Social Science, Vol.2, Issue.1, June 2010, pp. 161-172.
Formulating a strategy for India's Care Economy: Unlocking Opportunities led by Karmannaya Counsel, Confederation of Indian Industry (CII) and Nikore Associates with the support of the Ministry of Women and Children Development and the Bill & Melinda Gates Foundation.

Unit 4: Gender and Health

Moving beyond the medico centric view, which focuses on disease, identified through signs and symptoms, and not on the patients' perception of a problem. The module will understand health and illness, evolved from 'cultural' to 'ecological' to 'critical medical anthropology' perspectives in the discipline of anthropology. We will further examine the role of anthropological tradition in documenting health concerns of women, listening to their everyday experiences of illness, health, birth, death, pain suffering from women's own perspectives and capturing it through ethnographic traditions. We will learn to contextualised women's health from their larger socioeconomic, cultural, and political forces. However, it is often seen that the health priorities are set up from top-down approach by the states, often

neglecting the local voices and socio-cultural needs. This module will give a comprehensive understanding of women's health where most of the data on morbidity and mortality is from demographic literature and contributions by the public health specialists and feminist researchers will be discussed. With this the module intend to explore the following:

- the socioeconomic determinants of women's health,
- role of culture in interpretating, perceiving health, illness
- inequities in health conditions across state, caste, rural urban distribution
- policies and programs for improvement of health of women.
  - Integrated Child Development Services (ICDS) Scheme.
  - Reproductive and Child Health Program.
  - Janani Suraksha Yojana (JSY).

Essential Readings:

A still from *Something like A War* (1991) by Deepa Dhanraj. It is a scathing feminist critique of the state's family planning campaign.

Amirta Nandy 2017 Motherhood and Choice: Uncommon Mothers, Childfree Women, Zubaan Publication House.

Amrita Pande (Summer 2010), 'Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker', *Signs* (Vol. 35, No. 4), pp.969-992.

Beebeejaun, Y. 2017. Gender, urban space, and the right to everyday life. *Journal of Urban Affairs*, 39(3), pp.323-334.

Berghahn Books, 2008

Burt, Z., Nelson, K., Ray, I. 2016. Towards gender equality through sanitation access, *Discussion paper*, 12, UN Women.

Christa Wichterich, Maya John, (eds.) 2023Who Cares?: Care Extraction and the Struggles of Indian Health Workers

Greed. 2019. Join the queue: Including women's toilet needs in public space. *The Sociological Review*, 67(4), pp.908-926.

Jean Dreze, Reetika Khera Anmol Somanchi Maternity Entitlements Women Rights Derailed EPW Vol. 56, Issue No. 47, 20 Nov, 2021.

Jenna Grant, 2023, Fixing the Image, Ultrasound and Visuality of care in Phnom Penh, University of Washington Press.

Jesse Olszynko-Gryn, 2003, A Woman's Right to Know Pregnancy Testing in Twentieth-Century Britain, The MIT Press.

Lingam, Lakshmi, 1998, Reproductive Technologies and Violation of Women's Bodies. In: Understanding Women's Health Issues: A Reader. Edited by Lakshmi Lingam.

Padmini Swaminathan 2009, Women, Work and Health: Examining Linkages, Addressing Challenges, Indian Journal of Human Development. BMC Health Services Research.

Patel, Tulsi. 2007. Sex–selective Abortion in India: Gender, Society and New Reproductive Technologies. New Delhi: Sage Publications.

R. Ved, K. Scott, G. Gupta, O. Ummer, S. Singh, A. Srivastava and A. S. George (2019), how are gender inequalities facing India's one million ASHAs being addressed? Policy origins and adaptations for the world's largest all-female community health worker programme. Human Resource for Health.

Rao. Mohan, 2022, Iron in the Soul: Two-Child Norm in Population Policies Again, Indian Journal of Gender Studies, Sage Publication.

Sarah Pinto Where There Is No Midwife: Birth and Loss in Rural India *Volume 10 of Fertility, Reproduction and Sexuality: Social and Cultural Perspectives*

Sharma, K. (2008). Gender Equality and Women's Empowerment: Issues and Challenges" Reproductive Health Matters. (pp. 14-24)

Srinivasan, Sharada 2012 Daughter Deficit: Sex Selection in Tamil Nadu, Kali for women

Suggested Readings:

Teizazu, H., Sommer, M., Gruer, C., Giffen, D., Davis, L., Frumin, R., Hopper, K. 2021. "Do we not bleed?": Sanitation, menstrual management, and homelessness in the time of COVID. *Columbia University Journal of Gender and Law, 41*(1)*: 208-217.*

Unit 5: Nation, Community and Cultural Representations

This module will understand some of the major theoretical works and case studies on the many ways in which the discourses and practices of nations are gendered. We critically examine how masculinity determines nation, nationalism and identities. How nation plays an instrumental role in co-opting difference, explore the ways in which patriarchy affect the gender questions related to nation. It also studies the manner in which femininities are being conditioned by the nationalist discourse. Drawing from anthropological approaches to the study of nations, we will concentrate on the effects of national(ist) discourses on 1) culturally specific conceptual frameworks and 2) the everyday lives of women; examining the discursive representations, community membership, and citizenship debate. address nation negotiation of gender in and through representations and contestations of community and nation in various locales, such as in political representation, policy and law, institutional structures, educational curricula and initiatives, visual and other cultural forms, including the media, or academic work.

Essential Readings:

A Media Education Foundation Production A Film by Sut Jhally, 2009, The Codes of Gender: Identity & Performance in Popular Culture.

Agarwal B, (ed), Structures and Patriarchy: State, Community and Household in Modernising Asia, New Delhi, Kali for Women, 1988.

Agarwal B., A Field of One's Own: Gender and Land Rights in South Asia, 1994, Cambridge, Cambridge University Press.

Aloysius Irudayam S.J., Jayshree P. Mangubhai, Joel G. Lee, 2006, Dalit Women Speak Out: Violence against Dalit Women in India' New Delhi

Bina Agarwal. 2008. 'Why Do Women Need Independent Rights in Land?' in Mary E. John (ed). Women's Studies in India: A Reader pp. 175-184. New Delhi: Penguin Books.
Chaudhari. M. Citizens, Workers and Emblems of Culture: An Analysis of the First Plan of the Document on Women, 29(1-2):211-235, January 1995 Contribution to Indian Sociology

Chaudhuri, M. Gender in the Making of the Indian Nation-State, Vol. 48, No. 1/2 (MARCH - SEPTEMBER 1999), pp. 113-133 Sociological Bulletin

Culture in a Colonial Society; Oxford University Press. (pp. 110-135)
Geetanjali Singh Chanda 2008_India as Home, Zubaan Publishing House.

Geetha, V. "Periyar, Women and an Ethic of Citizenship." *Economic and Political Weekly*, 1998: WS9-WS15.
Ghosh, A. (2005). Power in Print: Popular Publishing and the Politics of Language and
Guru, G. 1994. Maharashtra Women's Policy: Coopting Women. Economic and Political Weekly. Vol - XXIX No. 32.

Jaising, I. 2011, Elusive Equality: Constitutional Guarantees & Legal Regimes in South Asia, Malaysia and China Kali for women

Nongbari, Tiplut. 2002 Khasi Women and Matriliny: Transformations in Gender Relations, Gender, Technology and Development Volume 4, Issue 3, Sage Publication.

Radha Kumar 1993 Towards Becoming 'The Mothers of the Nation' Chapter in History of Doing.

Ramaswamy, Sumathi (2001). Maps and Mother Goddesses in Modern India. Imago Mundi. Vol. 53, pp.97-114.
Report of the Sub-group on Safai Karmacharis submitted to The Chairman of The Working Group on the "Empowerment of Scheduled Castes (SCs)" for the Eleventh Five-Year Plan (2007-2012)

Shram shakti Report, 1988: Introduction, Chapter 4 (Published by Government of India)

Singh Rajeev Kumar and Ziayuddin. 2009. Manual Scavenging as Social Exclusion: A Case Study. Economic and Political Weekly. Vol - XLIV No. 26-27. s

Towards Equality Report, 1975: Introduction, Recommendations and Chapter on Women in the Organized Sector (Published by Government of India)

Uberoi, P. (1990). Feminine Identity and National Ethos in Indian Calendar Art; Economic Political Weekly, (pp. WS41-WS48).

Zoya Hasan, Ritu Menon, (2004) Unequal Citizens Status of Muslim Women in India, New Delhi, OUP.

Suggested Readings:

Dutta, Sayantan. "Relocating Gender and Queerness in the Brain: Lenses of an Aspiring Scientist." Shah, Anil C. "Women, water, irrigation: respecting women's priorities." Economic and Political Weekly (2002): 4413-4420.

Hasan, Zoya, ed. Politics and the State in India. SAGE Publications India, 2000

Meena Gopal. "Caste, sexuality and labour: The troubled connection". Current Sociology. 60(2), March 2012. 222-238.

Nivedita Menon (ed) Gender and Politics in India. Oxford University Press, New Delhi, 1999.

Oakley, Ann. Sex, gender and society. Routledge, 2016.

Omvedt, G. 1990. Violence against women: New movements and new theories in India. Kali for women: New Delhi

Partha Chatterjee (1989). 'The Nationalist Resolution of the Women's Question' in Kumkum Sangari and Sudesh Vaid (eds). Recasting Women: Essays in Colonial History. Kali for Women, pp.233-253.

Samita Sen and Nandita Dhawan. 2011. "Feminisms and the Politics of Gender". In Nirmala Bannerjee, Samita Sen and Nandita Dhawan (eds). Mapping the Field: Gender Relations in Contemporary India. Kolkata: Stree

Sarkar Tanika and U. Butalia (Eds.), 1995. Women and the Hindu Right: A Collection of Essays, Delhi, Kali for Women.

Susan Dewey, 2008, Making Miss India Miss World: Constructing Gender, Power, and the Nation in Post liberalization India, Syracuse University Press.

Tanika Sarkar. Hindu wife, Hindu nation: community, religion, and cultural nationalism. Indiana University Press, 2001.

The World Before Her is a 2012 Canadian documentary film written and directed by Nisha Pahuja .Delhi. Zubaan.

8. **Pedagogy**:

a. Instructional design

The course will be a combination of class lectures, discussions, invited lectures, and exposure visits.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Support for organising local visits to related sites

c. Expertise in AUD faculty or outside: AUD and external faculty

d. Linkages with external agencies (e.g., with field-based organizations, any others)

Linkage with agencies working in the area of environment and waste.

9. **Assessment structure** (modes and frequency of assessments)

The course will have the following assessment situations

- Media essay: choose a recent article from the media – a newspaper, magazine, transcript of a radio or TV show – that illustrates an aspect of gendered state practices and/or nationalism (word limit is 1500-2000 words) write a summary of the ways in which your article relates to the material covered in this course. Bring your essay and the article to class for discussion. If the article is not in English, please provide an English summary. (30%)
- Mid Term Test (30%)
- The assignment has two components: One, students in each group work in collaboration to produce a visual product that no longer than 10 minutes for presentation. Two, each student submits a three-page paper based on your portion of the research for the project the day before presentation in class. (40%). These will be creative visual presentations on gender, race, class, and nation based on your research of visual materials on specific topics allotted to the group. Students will be expected to form research groups early in the semester to prepare for the group projects.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 12th meeting held on 18 June 2024 and has been approved in the present form.

Signature of the Dean of the School

Appendix-17

School of Global Affairs
Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course
To be approved by the Academic Council

School/Centre Proposing the Course	SGA
Programme(s)	BA Global Studies
Course Title	Nation-State in Comparative Perspective
Course Code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Discipline Specific Elective
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG
Course Coordinator	Dr. Kamal Kumar

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
   The course is intended for the fifth-semester students of BA in Global Studies of the School. It builds on courses that have gone before, most particularly, the first-semester foundation course "South Asian Trajectories of the Modern State" and a module in the second-year core course "Understanding the Global". This course does not overlap with any other courses offered in AUD.
2. **Specific requirements on the part of students who can be admitted to this course:** (Prerequisites; prior knowledge level; any others – please specify)
   No prerequisites.
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
   As per SGA/AUD norms.
4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**
   It is a semester-long course to be offered in the 5th semester.
5. **Proposed date of launch**: Monsoon Semester 2024

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered as a DSE to the students of BAGS and will also be available as a GE to other BA Programs. This course builds students' understanding of the nation-state and its various key dimensions. The modern nation-state shapes and structures all the major domains of human life both at the national and global levels. Hence, it is persistent for the students of Global Studies to develop a comprehensive understanding of the concept of nation-state to analyse the different socio-political issues and debates emerging in the recent period, and so taking forward AUD's vision of teaching/learning in politically relevant concepts and phenomena.

7. **Course Details**:

a. Summary:

Since the Greek period, the state has been an important political organisation. It travelled through different periods and acquired different forms over time. Nation-state was the most popular form of political organisation in the nineteenth and twentieth centuries and developed with great rapidity over that period. Modern nation-state has been observed as the formation of contemporary politics and often as indispensable to the maintenance of complex societies. This course focuses on studying the modern nation-state in its historical and conceptual variations. It will focus on how the state may be studied as a conceptual variable, how the concept of state has been historically emergent and specific, and how the modern nation-state has developed in various forms in history and contemporary contexts viz., the state in Europe, Africa, and Asia. The course also identifies certain themes like democracy, federalism, sovereignty, welfare, national security, citizenship and nationality, which are relevant for the comprehensive study of the concept of nation-state especially for etching out a common experience in the unfolding of state formation and practices of rule.

The course engages with some of the important questions such as; how does the term 'nation-state' differ from the terms 'nation' and 'state'?, how did the nation-state become the primary organising structure of human societies?, what factors contributed to the development of the modern nation-state?, how did the nation-state evolve in Western and non-western social and political settings?, what are the impacts of globalisation on the nature and competence of the modern nation-state?, and, what factors pose a challenge to the domination of nation-state as the primary actor in the international arena? etc.

b. Objectives

- To introduce the concept of the nation-state, its key elements and its historical journey over the period.

- To understand the dynamics between the nation and nation-state, and its interaction with some of the major concepts like sovereignty, citizenship, welfare, democracy and international system among others.
- To examine how the modern nation-state has developed in various forms in history and contemporary contexts.
- To develop a sharper perspective on the transformation of the nation-state under the impact of globalisation and changing global order.

c. Learning Outcomes:

On the successful completion of the course, the students would be able to

- Grasp the evolution of the nation-state as a modern political organisation and demonstrate the knowledge of the different trajectories that the nation-state has followed in different countries.
- Develop a comprehensive understanding of the concept of the nation-state and its interactions with some key concepts like sovereignty, citizenship, welfare, democracy and the international system.
- Acquire the skill set requisite for engaging with contemporary debates on the nature, significance, and role of the nation-state in the era of globalisation.

d. Overall structure:

The course is divided into five modules:

Modules / Units	Duration (week)
Module I. The Concept of Nation-State: Meaning and Definition, Key Elements and Institutions, State and Nation, Development of the Modern Nation-State	3
Module II. Theories of Nation-State: Liberalism, Marxism, Feminism and Green Theory	3
Module III. Formation of Nation-States in Western and Non-Western Countries: Nation-State in Europe, Asia, and Africa	2
Module IV. Nation-State in a Comparative Perspective: Liberal and Welfare state, Capitalist State, Socialist State and Post-Colonial State	2
Module V. Globalization and the Contemporary Nation-State: Question of State Sovereignty, and Technology and Surveillance State	2

e. Contents (brief note on each module; indicative reading list with essential and suggested readings)

Module 1: The Concept of Nation-State: Meaning and Definition, Key Elements and Institutions, State and Nation, Development of the Modern Nation-State

This introductory module discusses the concept of the nation-state, its different meanings and key elements and traces the development of the modern nation-state. It also explores the dynamic relationship between the nation-state and other associated key concepts like sovereignty, citizenship, welfare, federalism, democracy and the international system among others. In particular, the module engages with some of the key questions such as what is a nation-state?, how does the term 'nation-state' differ from the terms 'nation' and 'state'?, how did the nation-state become the primary organising structure of human societies? and what factors contributed to the development of the modern nation-state? among others.

Essential Readings:

Andreas Wimmer, (2013), *Waves of War: Nationalism, State Formation, and Ethnic Exclusion in the Modern World*, Cambridge: Cambridge University Press. (Chap 1: Introduction and Summary)

Algis Krupavičius, Vytautas Isoda and Tomas Vaišnoras, (eds.), (2013), *Introduction to Comparative Politics*, Kaunas: Vytautas Magnus University. (Chap 1: The State)

Rajeev Bhargava and Ashok Acharya, (2008), *Political Theory: An Introduction*, 2nd ed., Delhi: Pearson Education India. (Chap 11: The State and Chap 17: Nationalism)

Patricia J. Campbell, Aran MacKinnon, and Christy R. Stevens, (eds.), (2011), *An Introduction to Global Studies*, West Susses: Wiley-Blackwell. (Chap 2: Nation-State System)

David Held, (1982), "The Development of the Modern State", in Stuart Hall and Bram Gieben, (eds.), *Formations of Modernity*, Cambridge: Polity Press, pp. 71-126.

Patrick Dunleavy, (2012), "The State" in Robert E. Goodin, Philip Pittit and Thomas Pogge, (eds.), *A Companion to Contemporary Political Philosophy*, 2nd ed., Oxford: Wiley-Blackwell, pp. 793-803.

Joel S. Migdal, (2009). "Researching the State", in Mark Irving, Lichback and Alan S. Zukerman, (eds.), *Comparative Politics: Rationality, Culture and Structure*, 2nd ed., New York: Cambridge University Press, pp. 162-192.

A. W. Orridge, (1981), "Varieties of Nationalism", in Leonard Tivey, (ed.), *The Nation-State: The Formation of Modern Politics*. New York: St. Martin's.

Additional Readings:

Martin Carnoy, (1984), *The State and Political Theory*, New Jersey: Princeton University Press.

Gianfranco Poggi, (2001), *The State: Its Nature, Development and Prospects*, Cambridge: Polity Press. (Chap 3 and 4: The Development of the Modern State (1) and (2))

Adeel Khan, (2005) Politics of Identity: *Ethnic Nationalism and the State in Pakistan*, New Delhi and London: Sage. [Chap 2: Ethnicity, Nationalism and the Modern State]

David Held, (1989), *Political Theory and the Modern State*, Cambridge: Polity Press.

Graeme Gill, (2003), *The Nature and Development of the Modern State*, New York: Palgrave Macmillian.
Brian R. Nelson, (2006), *The Making of the Modern State: A Theoretical Evolution*, New York: Palgrave Macmillian.

Module 2: Theories of Nation-State: Liberalism, Marxism, Feminism and Green Theory
This module discusses the key theoretical perspectives such as liberalism, Marxism, feminism, and green theory to offer a philosophical understanding of the conception of the nation-state to students. Different theoretical paradigms conceptualise the concept from different vantage points though none presents a complete picture. Hence, it is imperative for the students to have a wide diversity of understandings about different theoretical frameworks to examine the nature, scope and significance of the nation-state in a contemporary period.
Essential Readings:
Erika Cudworth, Tim Hall and John McGovern, (eds.), (2007), *The Modern State: Theories and Ideologies,* Edinburgh: Edinburgh University Press. (Chap 3: Liberalism: the Pluralist State, Chap 4: Marxism: the State as a Real Illusion, Chap 9: Feminism: the Gendering of the State)
Annica Kronsell and Roger Hildgsson, (2022), "Green Theory", in Colin Hay, Michael Lister and David Marsh (eds). *The State Theories and Issues*. 3rd., London: Palgrave Macmillan, pp. 145-166.
Nira Yuval-Davis and Floya Anthias, (1989), *Women-Nation-State*, New York: Palgrave Macmillan. (Chap 1: Introduction)
Carole Pateman, (1988), *The Sexual Contract*, Cambridge: Polity Press, pp. 39-76.
Johanna Kantola, (2022), "Feminism", in Colin Hay, Michael Lister and David Marsh (eds). *The State Theories and Issues*. 3rd., London: Palgrave Macmillan, pp. 130-144.

Additional Readings:
Colin Hay and Michael Lister, (2022), "Introduction: Theories of the State" in Colin Hay, Michael Lister and David Marsh (eds). *The State Theories and Issues*. 3rd ed., London: Palgrave Macmillan.
S. Rachel Turner, (2011), *Neo-Liberal Ideology: History, Concepts and Policies*, Edinburgh: Edinburgh University Press,
Catharine A. MacKinnon, (1989), *Toward a Feminist Theory of the State*, Cambridge: Harvard University Press.
David Wells, (1983), *Marxism and Modern State*, New Delhi: SelectBook Service Syndicate.

Module 3: Formation of Nation-States in Western and Non-Western Countries: Nation-States in Europe, Asia, and Africa
Over the 19th century, the nation-state was observed as the precondition not only to individual freedom but also to the process of modernization and economic development. It soon emerged

as the dominant form of political and human organisation that played a significant role in unifying complex and diverse societies. However, given the different socio-political contexts, the process of nation-state formation travelled through different routes in Western and non-Western nations. This module explores how the modern state has developed in various forms in history and contemporary contexts, with special reference to the process of nation-state formation in Europe, Africa, and Asia.

Essential Readings:

Martin Doornbos and Sudipta Kaviraj, (eds.), (1998), *Dynamics of State Formation: Europe and India Compared*, London: Sage. (Chap 2: The Formation of Modern States in Europe and Chap 9: The Modern State in India)

Charles Tilly, (2010), "War Making and State Making as Organized Crime", in Peter B. Evans, Dietrich Rueschemeyer, Theda Skocpol, (eds.), *Bringing the State Back In,* Cambridge: Cambridge University Press, pp. 169-191.

Charles Tilly, (ed.), (1975), *The Formation of Nation-States in Western Europe (Selections).* Princeton, N.J.: Princeton University.

Thomas Ertman, (2005), "State Formation and State Building in Europe", in Thomas Janoski, Robert Alford, Alexander Hicks and Mildred A. Schwartz, (eds.), *The Handbook of Political Sociology*. Cambridge: Cambridge University Press, pp. 367-383.

Huge Tinker, (1981), "The Nation-State in Black Africa" in Leonard Tivey, (ed.), *The Nation-State: The Formation of Modern Politics*. New York: St. Martin's.

Richard Boyd, Tak-Wing Ngo, (eds.) (2006), *State Making in Asia*, New York and London: Routledge, pp. 1-30.

Midgal, Joel S., Atul Kohli and Vivienne Shue (eds.), (1994), *State, Power and Social Forces: Domination and Transformation in Third World*, Cambridge: Cambridge University Press. (Chap 5: States and ruling classes in postcolonial Africa: the enduring contradictions of power and Chap 11: State power and social forces: on political contention and accommodation in the Third World)

Additional Readings:

Gianfranco Poggi, (2001) "Theories of State Formation' in Kate Nash and Alan Scot. (eds). *The Blackwell Companion to Political Sociology*. London: Blackwell Publishing Ltd.

Joel S. Migdal, (1991) *State in Society: Studying How States and Societies Transform and Constitute One Another*, Cambridge: Cambridge University Press.

Module 4: Nation-State in a Comparative Perspective: Liberal and Welfare State, Capitalist State, Socialist State and Post-Colonial State

The nation-state in developed capitalist, welfarist liberal, socialist, and post-colonial countries varies in terms of its nature, origin, scope and characteristics. This module focuses on examining the nature and scope of nation-states from a comparative perspective, with a

special emphasis on liberal and welfare state, capitalist state, socialist state, and post-colonial state.

Essential Readings:

Patrick Dunleavy, and O'Leary, (1987), *Theories of the State: The Politics of Liberal Democracy*, London: Macmillan.

Hamza Alavi, (1972), The State in Post-Colonial Societies: Pakistan and Bangladesh, *New Left Review*, No. 74, July-August.

Mahmood Mamdani, (1996), *Citizen and Subject: Contemporary Africa and the Legacy of Colonialism*, Princeton: Princeton University Press.

Ralph Miliband, (1969), *The State in Capitalist Society*, London: Wiedenfield and Nicholson.

Rod Hague and Martin Harrop, (2004), *Comparative Government and Politics: An Introduction*, 6th ed., New York: Palgrave Macmillan. (Chap 2: The state in a global context)

Lane, David, (1976), *Socialist Industrial State: Towards a Political Sociology of State Socialism*, London: Allen and Unwin.

Additional Readings:

Christopher Pierson, (1996), *The Modern State*, London and New York: Routledge.

Ralph Miliband, (1970), 'The Capitalist State: Reply to Nicos Poulantzas', New Left Review, no. 59. 1970.

Ralph Miliband, (1973), 'Poulantzas and the Capitalist State', New Left Review, no. 82, 1973.

Louis Althusser, (1971), "Ideology and Ideological State Apparatus" in *Lenin and Philosophy and Other Essays*, trans. Ben Brewster, London: New Left Books.

Nicos Poulantzas, (1972), "The Problem of the Capitalist State", in Robin Blackburn (ed.) *Ideology in Social Science*, CA: Fontana.

Nicos Poulantzas, (1980), *State, Power, Socialism*, London: Verso.

Module 5: Globalisation and the Contemporary Nation-State: Question of State Sovereignty, and Technology and Surveillance State

The last module explores the context for understanding the limits of states' actions that are seen to be set by the dynamics of international or globalised economic forces. In other words, it examines the transformation of the modern nation-state in the period of globalisation and changing global order. The module also engages with the idea of a surveillance state that collects information on everyone without regard to guilt, stating that it is necessary to fight terrorism, prevent crime, and protect national security.

Essential Readings:

Lauterpacht Eli, (1997) "Sovereignty – Myth or Reality", *International Affairs*, 73, No. 1 (Jan 1997), pp. 137-150.

Parikshit Thakur, (2024), "Globalisation and the Demise of Nation State", in Nirmal Jindal and Kamal Kumar, *Understanding Globalisation: Challenges and Prospects*, Oxon and New York: Routledge, pp. 153-169.

Scholte Jan Arte, (2000), "Globalization and the State", in Andrew Linklater, (ed.), *International Relations: Critical Concepts in Political Science*, New York: Routledge.
Mark Juergensmeyer, (2014), *Thinking Globally: A Global Studies Reader*, California: University of California. (Chap 11: The Erosion of the Nation-State)
Strange Susan, (1996), *The Retreat of the State: The Diffusion of Power in the World Economy*, Cambridge: Cambridge University Press.
Iris Marion Young, (2007), *Global Challenges, War, Self Determination and Responsibility for Justice*, Cambridge: Polity Press, pp.117-139. (Chap 6: The Logic of Masculinist Protection: Reflections on the Current Security State)
Robert Heynen and Emily Van Der Meulen, (2019), *Making Surveillance States: Transnational Histories*, London: University of London. (Chap 1: Understanding State Surveillance: Histories, Theories and Global Contexts)

Additional Readings

Halliday Fred, (2000), "Global Governance: Prospects and Problems" in D. Held and A. McGrew (eds.), *The Global Transformations Reader*, Cambridge: Polity Press.
Chiara Fonio, Kees Boersma, Pieter Wagenaar, and Rosamunde van Brakel, (2014), *Histories of State Surveillance in Europe and Beyond*, London: Taylor and Francis.
Gianfranco Poggi, (2001), *The State: Its Nature, Development and Prospects*, Cambridge: Polity Press. (Chap 10: Contemporary Challenges to the State)

8. Pedagogy:

a. Instructional design: This course will use lectures, presentations, group discussions and group presentations. It will also use relevant documentaries/movies to generate discussions in the class.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space; any other – please specify): Classroom with AV equipment and high-speed Wi-fi.

c. Expertise in AUD faculty or outside: This course will be offered by AUD faculty.

d. Linkages with external agencies (e.g., with field-based organisations, hospitals; any others): Not required.

9. Assessment structure (modes and frequency of assessments)

i. Book Review and Presentation (30%)
ii. Mid-term Test (30%)
iii. End-term Examination (40%)

Signature of Course Coordinator(s)

Note:

- Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
- Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 12th meeting held on 18 June 2024 and has been approved in the present form.

Signature of the Dean of the School

Appendix-18

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SGA
Programme(s)	All BA programmes
Course title	Contemporary India, 1947-2023
Course code	
Credits	4
Course type (core / compulsory / optional / any other – please specify)	MDC (History)
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	BA
Course coordinator and team	Praveen Singh

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

   The course overlaps with 'Contemporary India' which is offered as a DSC course in BA History (SUS), and 'Contemporary Indian Politics' which is offered as a DSC course in BA Social Sciences (SGA).

2. **Specific requirements on the part of students who can be admitted to this course**: (Pre-requisites; prior knowledge level; any others – please specify)

   No prerequisites.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed)**:

   As per the School / University norm.

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course); workshop mode; seminar mode; any other – please specify)**

   It is a semester-long elective course which can be offered in any semester in the 3rd year of the programme.

5. **Proposed date of launch**: To be decided

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

AUD's mission is to prepare its students with the skill sets and perspective to understand the contemporary world and be able to proactively work to make it a better place. This course attempts to locate the present social, political and economic changes through an analysis of the history of the last six decades, which is expected to help the students understand the present. The course takes an interdisciplinary approach (another vision of AUD) and introduces the students to scholarly texts from Political Science, Economics, Sociology and Anthropology, apart from History.

7. **Course Details**:

a. *Summary:*

The course will provide an overview of the major socio-economic and political changes during the first seven decades of independent India. Since this is a very vast timespan (especially because of being a participant, apart from an observer), the major themes have been chosen selectively (though not randomly) and not exhaustively. The basic premise of the course is that independent India has witnessed several social transformations, however messy and uneven. But for the sake of clarity, structures of power and economic processes will be treated as the matrix within which major social and political changes have taken place. The course offers a discussion of some of the major ingredients in this process of social transformation. Guha (*Makers of Modern India*) too describes this history as five revolutions happening simultaneously - the urban revolution, the industrial revolution, the national revolution, the democratic revolution, and the social revolution.

Given the level at which this course will be offered (3rd year of BA), the size and diversity of India, simultaneous 'revolutions', and the large number of studies, makes the history of this period both exciting and challenging to be contained in one course. The conscious attempt is to provide a zoomed-out perspective so that a panoramic account of this period is provided. At the same time, the course will provide varied perspectives on these changes so that the students become aware of multiple interpretations of the history of this period.

The course is divided into four phases and the discussions would be on major / critical events for each phase to show the major continuities (including from the pre-independence period) and shifts in the history of this period. The course begins with 1947, but a discussion on several issues also requires us to look at continuities with the colonial, and sometimes pre-colonial, pasts.

The discussion on each of the phases, as mentioned above, would be around the imagination (of individuals, institutions, parties) on any aspect of India, the dynamic institutional matrix through which these imaginations were sought to be implemented, critical events through which one can understand the above two, and the change brought about through these critical events.

The course is divided into five modules – the introductory module will discuss the legacies of colonialism and anti-colonial struggles, and discussions in subsequent four units will focus on the four phases in this short history (as mentioned above).

b. Objectives of the course are to help:

i. develop an understanding of the transitions and continuities in the history of post-independence India;

ii. understand the complexities of the problems and the challenges of bringing about simultaneous changes in varied aspects of social, political and economic life;

iii. develop an multi/interdisciplinary approach to studying history.

c. Learning outcomes

At the end of the course, the student will be able to understand:

i. the unique trajectories of India's post-independence history;

ii. the intellectual / ideological underpinnings to the varied futures (and pasts) imagined by its leaders and parties;

iii. the history of India's important institutions and, their role in providing a stable polity and base for economic growth.

iv. The varied, and sometimes contrasting interpretations of the history of this period.

d. Overall structure:

The course will be transacted as per the following schedule:

Sl#	Module#	Module Title	Week/s
1.	Module 1	Introduction: The Legacy of colonialism and anti-colonial movement	Two
2.	Module 2	Idealism and Nation building: 1947-66	Two
3.	Module 3	Broken Promises and Rebellions: Communities, Citizens and the State, 1967-84	Three
4.	Module 4	From Gradual Revolution to Tectonic Shifts, 1985-2009	Three
5.	Module 5	Rise and Consolidation of Ethnic Democracy, 2010-2023	Three

e. Contents (brief note on each unit/module; indicative reading list with core and supplementary readings)

Module 1: Introduction: The Legacy of colonialism and anti-colonial movement

India at independence generated a mixed set of emotions – on the one hand, there was euphoria and excitement for a new beginning, and on the other, doubts about the ability of its leaders to ensure a stable democratic regime. It had become one of the poorest regions of the world (from the high of being one of the centres of globality till about the 18th C) with only a small group of western-educated elite with very limited experience with governance, and large mass of poor people with limited exposure to 'popular sovereignty', minimal infrastructure which was created to help the 'drain of wealth'. At the same time, what distinguished it from other newly independent countries was the presence of adequate (and varied) number of educated leaders who were exposed to several concepts / projects of modernity; these individuals debated and discussed the future of India at several forums, including the Constituent Assembly. Further, the Indian National Congress that spearheaded the anti-colonial movement and platform for varied ideological leaders, had started internal deliberations on several important questions that determined the future of India after independence. Also, there were other non-Congress political actors and groupings who represented alternate conceptions of India and its future. All in all, the 'tryst with destiny' had begun long before the

independence. This module will discuss some of the above to provide a historical understanding of the post-independence period.

Essential Readings:

- Joya Chatterji (2013), 'Nationalisms in India: 1857-1947' in John Breuilly (Ed.), *Oxford Handbook on The History of Nationalism*, 2013, OUP.
- Bipan Chandra et. al (1999), *India After Independence* [Chap 2: The Colonial Legacy; Chap 3: The National Movement and its Legacy; Chap 4: The Evolution of the Constitution and Main Provisions]
- Partha Chatterjee (1993), *The Nation and its Fragments: Colonial and Post-Colonial Histories* [Chap 1: Whose Imagined Community]
- Maya Tudor (2013), 'The Historical Inheritance of India's Democracy' in Kohli and Singh, *Routledge Handbook of Indian Politics*
- Sudipto Kaviraj (2010), *The Imaginary Institution of India: Politics and Ideas* [Chap 4: Language and the Historical Formation of Identities in India]
- David Arnold (2013), 'Nehruvian Science and Postcolonial India', *Isis*, 104(2)

Suggested / Additional Readings:

- Ramchandra Guha (2011), *Makers of Modern India* [excerpts from Chapters 7, 9, 13, 14, 15, 16, 17 & 18]
- Jivanta Schoettli (2013), 'Nehru and his Legacy' in Kohli and Singh (Eds.), *Routledge Handbook of Indian Politics*
- Paul Brass (1994), *Politics of India Since Independence* [Introduction: Continuities and Discontinuities between pre- and post-independent India]
- Maria Framke (2014), 'International events, national policy: The 1930s in India as a formative period for non-alignment' in Natasa MisKovic et al. (Eds.), *The Non-Aligned Movement and the Cold War: Delhi-Bandung-Belgrade.*
- Taylor Sherman (2022), *Nehru's India: A History in Seven Myths* [Chapter 1: The Myth of Nehru the Architect of Independent India]

Module 2: Democracy, Development and Nation-Building: 1947-66

In the post-independence period there was a consensus among the top leaders of the Congress on the trajectories that the new nation-state should be taking. The Nehruvian approach to socialism (more or less reflecting this consensus) rested upon three pillars: secularism and democracy in the political domain; state intervention in the economy; and a policy of non-alignment in the field of diplomacy. These features defined the Indian way and even the country's political identity till

at least the late 1970s. To implement the incipient plans and programmes several new institutions were set-up, while there were some continuities from the colonial period. The period 1947-66 may be termed as the phase of idealism and nation-building when calls were made to contribute voluntarily to this project. Politically and socially, this period witnessed the dominance of the social groups that were also in the forefront of the anti-colonial struggle. Scholars have critically analysed the performance of the nation-state on several issues. In this module we will discuss some of these issues as well as some important developments that defined India in the years to come.

Essential Readings:

- Bipan Chandra et al. (1999), *India After Independence* [Chap 8: The Linguistic Reorganisation of the States]
- Rudolph and Rudolph (1987), *In Pursuit of Lakshmi: The Political Economy of Indian State* [Chap 7: Demand Polity and Command Polity; Chap 8: Types of Politics and Economic Performance]
- Francine Frankel (2005), *India's Political Economy, 1947-2004: The Gradual Revolution*, 2nd Edition [Chap 3: Growth and Democratic Social Transformation: Multiple Goals of Economic Planning]
- B.L. Shankar & Valerian Rodriguez (2014), *The Indian Parliament: A Democracy at Work* [Chap 1: The making of the Indian Parliament, and Conclusion: The Parliament and Democracy in India]
- Kapur and Mehta, Rethinking Public Institutions in India [excerpts from few chapters]
- Christophe Jaffrelot, *Religion, Caste and Politics in India* [Chap 31: The Cardinal Points of Indian Foreign Policy]
- Partha Chatterjee (1993), *The Nation and its Fragments: Colonial and Post-Colonial Histories* (Chap 10: The National State)
- Maitrayee Chaudhuri (1999), 'Gender in the Making of the Indian Nation-State', Sociological Bulletin, 48(1&2)
- G. Aloysius (1997), *Nationalism without a Nation in India* [Chapter 7: Nationalism without a Nation]
- Dipesh Chakrabarty (2005), 'In the name of politics: Sovereignty, Democracy, and the Multitude in India', *Economic and Political Weekly*, 40(30).

Suggested / Additional Readings:

- Joya Chatterji (2023), *Shadows at Noon: South Asian Twentieth Century* [Chapter 2: Citizenship and Nation-Building after Independence: The South Asian Experience]
- Daniel Kent-Carrasco (2017), 'A battle over meanings: Jayaprakash Narayan, Rammanohar Lohia and the trajectories of socialism in early independent India', *Global Intellectual History*, 2(3).
- Mushirul Hasan (1998), *Legacy of a Divided Nation: India's Muslims Since Independence* [Chap 4: India Partitioned: The Face of Freedom; and Chap 5: Secularism: The Post-Colonial Predicament]
- Christophe Jaffrelot (2013), 'Nation Building and Nationalism: South Asia, 1947-90' in John Breuilly (Ed.), *Oxford Handbook on The History of Nationalism*, 2013, OUP.
- Sunil Khilnani (2012), *The Idea of India* [Chap 1: Democracy and Chap 3: Cities]
- Bipan Chandra et al, *India After Independence* [chapters 4: The Evolution of the Constitution & Main Provisions, & Chapter 5: The Architecture of the Constitution: Basic Features and Institutions]
- Gurpreet Mahajan (2013), 'Reservations' in Kohli and Singh (Eds.), *Routledge Handbook of Indian Politics*

Module 3: Broken Promises and rebellion: Communities, Citizens and the State, 1967-84

The contradictions of the socio-political developments and top-down planned economic development, and the failures of the state in decreasing inequalities had generated new dynamics. This module will discuss the changing dynamics of state-society relations through contestations, negotiations and struggles between old and new caste/class/religious groups. This phase saw both – the deepening of democracy (and the rise of middle and lower caste politics) and centralizing tendencies (leading to the Emergency). It also saw the introduction of populist politics (garibi hatao, nationalization) as well the beginning of communal politics especially after the exhaustion of the former strategies. We also see a shift in the Centre-State relations with the Federal government meddling with several state subject (e.g., Forest Conservation Act, Wildlife Protection Act). The module will discuss rise of the groups (middle class rural groups, partly due to the success of the Green Revolution) that challenged the Congress in subsequent years / decades. Adverse environmental effects of industrialization (e.g. Bhopal gas tragedy) and urbanization (urban squalor and pollution of rivers), and other development projects like dams and mining were also starkly visible, and was met with 'new social movements'.

Essential Readings:

- Partha Chatterjee (1993), *The Nation and its Fragments: Colonial and Post-Colonial Histories* (Chap 11: Communities and the Nation)
- A.G. Nilsen (2007), 'On New Social Movements and 'The Reinvention of India'', *Forum for Development Studies*, 34(2).
- Rajni Kothari (1984), 'Party and State in Our Times: The Rise of Non-Party Political Formations', *EPW*, 19(5), 216-24.
- Atul Kohli (1994), 'Centralization and Powerlessness: India's Democracy in a comparative perspective' in Midgal, Shue and Kohli (Eds.), *State Power and Social Forces: Domination and Transformation in the Third World*
- Christophe Jaffrelot (1988), *India's Silent Revolution: The Rise of the Lower Caste in North India* (Chapters 10: Janta Dal and the Rise to Power of the Low Castes; & Chap 11: Renewal of Dalit Politics)
- Francine Frankel, *India's Political Economy, 1947-2004: The Gradual Revolution* [Chap 4: Contradictions of Rapid Industrialization and Gradual Agrarian Reforms; Chap 5: Failure of Implementation]
- Sudipto Kaviraj (2010), *The Imaginary Institution of India: Politics and Ideas* [Chap 6: A state of contradictions: The post-colonial state in India]
- Sukhomoy Chakravarty (1990), 'Development Strategies for Growth with Equity: The South Asian Experience', *Asian Development Review*, 8(1).
- M.S.S. Pandian (2007), *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present* [Chapter 6: The Brahmin as a Trope: The Self-Respect Movement]
- Bipan Chandra (2003), *In the name of Democracy: JP Movement and the Emergency* [Chapter 10]

Suggested / Additional Readings:

- Veena Das (1997), *Critical Events: An Anthropological Perspective on Contemporary India* [Chap 5: Time, Self and Community: Features of the Sikh Militant Discourse; and Chap 6: Suffering, Legitimacy and Healing: The Bhopal Case]
- Paul Brass (1994), *The Politics of India Since Independence* [Chap 8: Politics, Economic Development and Social Change]
- Gail Omvedt (1993), *Reinventing Revolution: New Social Movements and the Socialist Tradition in India* [Introduction]
- Surinder Jodhka (2015), 'Ascriptive Hierarchies: Caste and its reproduction in Contemporary India', *Current Sociology*
- Christophe Jaffrelot & L Tillin (2017), 'Populism in India' in Kaltwasser et. al (Eds.), *Oxford Handbook of Populism*.

- Arupjyoti Saikia (2023), *The Quest for Modern Assam: A History 1947-2000* [Chapter 12: Waves of Popular Protests]

Module IV: From Gradual Revolution to Tectonic Shifts (1985-2009)

This unit will discuss several major shifts in Indian politics, society and economy – transition to neoliberal economic policies, deepening of the caste and religious politics, coalition politics (rise of caste and regional, and Hindutva parties), rise of environmental challenges and movements, the nuclear tests and muscle-flexing by India. This phase in India's history also witnessed an attempt to partly correct the inequalities created through neoliberal policies through the introduction of legislations influence by a rights-based approach (RTI, RTF, RTW, RTE). We also see a shift in foreign policy – from being a neutral player and a leader of the Third World in geopolitics to assertion for finding a more equal position among the crème de la crème. Observers believe that India in the 21st C reached a new status in the world, that of an emerging power, and was looking for more partners in Asia and in the West where the US is the first choice of the Indian middle class.

Readings

- Suhas Palshikar (2013), 'Regional and Caste Parties' in Kohli & Singh (Eds.), *Routledge Handbook of Indian Politics*
- Mushirul Hasan (1998), *Legacy of a Divided Nation: India's Muslims Since Independence* [Chap 8: Empowering Difference: Political Action, Sectarian Violence and Retreat of Secularism]
- Owen M Lynch (2001), 'Untouchables in India's Civil Uncivil Democracy. A Review Article', *Ethnos*, 66(2).
- Gopal Guru and Meena Kandasamy (2017), *A Dalit History*
- A.G. Nilsen (2014), 'India's Turn to Rights-Based Legislation (2004–2014): A Critical Review of the Literature', *Social Change*, 48(4)
- Daniel Münster and Christian Strümpell (2014), 'The anthropology of neoliberal India: An introduction', *Contributions to Indian Sociology*, 48(1)
- Sudipta Kaviraj (2010), *The Trajectories of the Indian State: Politics and Ideas* [Chap 8: The politics of liberalization in India]
- R. Nagaraj (2013), 'India's Economic Development' in Kohli & Singh (Eds.), *Routledge Handbook of Indian Politics*
- Ismail and Kamat (2018), 'NGOs, Social Movements & Neoliberal State: Incorporation, Reinvention, Critique', *Critical Sociology*, 44(4-5).
- Kanti Bajpai (2009), 'The BJP and the Bomb' in Scott D. Sagan (Ed.), *Inside Nuclear South Asia*.

- Sumit Ganguly and M.S. Pardesi (2009), 'Explaining Sixty Years of India's Foreign Policy', *India Review*, 8(1).
- Sukhdeo Thorat (2010), 'Caste System and Patterns of Discrimination in Rural Markets' in Thorat and Newman (Eds.), *Blocked by Caste: Economic Discrimination in Modern India*.
- Sanjib Baruah (2020), *In the Name of a Nation: India and its North-East* [Chapter 2: Partition's Long Shadow: Nation and Citizenship in Assam]

Suggested / Additional Readings:

- Anjaria and Rao (2014), 'Talking back to the state: Citizens' engagement after the neoliberal reforms in India', *Social Anthropology*, 22(4).
- Christophe Jaffrelot (2010), *Religion, Caste and Politics in India* [Chap 36: The India-US rapprochement: state-driven or middle-class driven?]
- Nivedita Menon and Aditya Nigam (2007), *Power and Contestation: India Since 1989* [Chapters 6: When was the Nation; & Chap 7: India in the World]
- Paramjit Singh (2023), 'The Economic Consequences of Authoritarian Neoliberalism in India', *World Review of Political Economy*, 14(2).
- Hugo Gorringe (2008), 'The Caste of the Nation: Untouchability and citizenship in India', *Contributions to Indian Sociology*, 42(1).
- Itty Abraham, 'Contra-Proliferation: Interpreting the meaning of India's Nuclear Tests in 1974 and 1998' in Scott D. Sagan (Ed.), *Inside Nuclear South Asia*.

Module V: Rise and Consolidation of Ethnic Democracy, 2010-2023

While India continued with the neo-liberal politics with some variations during this period, the political landscape witnessed significant changes – beginning with the anti-corruption movement and emergence of AAP, rise and consolidation of the Hindutva politics (which itself has seen major changes from its past avatars), and the decline of the oldest party in Indian politics. This politics has ostensibly proposed to 'correct' the past mistakes, but has regressed to reviving an unauthenticated ancient glory. The withdrawal from liberal politics has also been met by several popular movements, like the anti-farm law protest more recently, and an attempt to create a credible opposition against a formidable individual/party. The market-driven policies and aggressive foreign policy in a fast-changing world showed mixed results. The other landmark event – the Covid-19 pandemic – has left an indelible mark in history.

Readings

- N. Kaul (2017), 'Rise of the Political Right in India: Hindutva-Development Mix, Modi Myth, and Dualities', *Journal of Labour and Society*, 20.
- A Sharma (2014), 'Epic Fasts and Shallow Spectacles: The 'India Against Corruption Movement', its Critics and the Re-Making of Gandhi', *South Asia: Journal of South Asian Studies*, 37(3).
- A. Varshney (2022), 'How India's ruling party erodes democracy', *Journal of Democracy*, 33(4).
- S. Ganguly (2019), 'India under Modi: Threats to pluralism', *Journal of Democracy*, 30(1).
- S. Chowdhury (2023), 'Economics and politics under Modi government: A synoptic view', *Human Geography*, 16(2).
- J. Breman (2020), 'The pandemic in India and its impact on footloose labour', *The Indian Journal of Labour Economics*, 63.
- Jagannathan & Rai (2022), 'The necropolitics of neoliberal state: Response to the covid-19-pandemic in India', *Organization*, 29(3).
- Nielsen & Nilsen (2022), 'India's evolving neoliberal regime of dispossession: From the anti-SEZ movement to the farm law protests', *Sociological Bulletin*, 71(4).

Suggested / Additional Readings

- S Kumral (2023), 'Globalization crisis and right-wing populists in the Global South: The cases of India and Turkey', *Globalizations*, 20(5).
- A. Chowdhury (2019), 'Anti-Corruption Movement: A Story of the Making of the Aam Admi Party and the Interplay of Political Representation in India', *Politics and Governance*, 7(3).
- Y. Aiyar (2019), 'Modi consolidates power: Leveraging welfare politics', *Journal of Democracy*, 30(4).
- D. Arnold (2020), 'Pandemic India: Coronavirus and the Uses of History', *The Journal of Asian Studies*, 79(3).

Audio-Visual Material / Resources

Some audio-visual material (see below a representative list) will also be used in the course

- Naya Daur (Movie-Hindi)
- Manthan (Movie-Hindi)
- Aakrosh (Movie-Hindi)

- Jaane Bhi Do Yaron (Movie-Hindi)
- Salim Langde Pe Mat Ro (Movie-Hindi)
- Welcome to Sajjanpur (Movie-Hindi)
- Peepli Live (Movie-Hindi)
- Panchayat (OTT Series-Hindi)
- Karnan (Movie-Tamil)
- Pariyerum Perumal (Movie-Tamil)
- Hazaron Khwahishen Aisi (Movie-Hindi)

8. Pedagogy:

a. Instructional design:

Lecture-based along with 2-3 Guest lectures on specific topics; field visits to locations such as Ambedkar Museum, Prime Ministers Museum, sites where life of communities were disrupted during the emergency or riots; film screenings.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): **NA**

c. Expertise in AUD faculty or outside

Faculty members at SGA, including the coordinator, are actively engaged in teaching and research in the field. Additionally, experts from other institutions and organisations, and visiting scholars from abroad will be approached for either guest lectures or guiding students during their field visits and project.

Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Civil Society Organisations and groups providing educational tours would be approached.

9. Assessment structure (modes and frequency of assessments)

i. *Mid-term examination* (30%): end of 4-5 weeks

ii. *Oral History Project* (20%): submission at the end of 8 weeks

Students shall be encouraged to take-up a topic based on an event (like partition, emergency, riots) or issue related to the history of this period, and conduct a research project largely based on oral history.

iii. *End-Semester Exam* (50%): after the final week of teaching.

Signature of Course Coordinator(s)

Note:

- Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
- Courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective schools.
- In certain special cases, where a course does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its **12th** meeting held on **18th June 2024** and has been approved in the present form.

Signature of the Dean of the School

Appendix-19

School of Global Affairs
Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course
To be approved by the Academic Council

School/Centre proposing the course	SGA
Programme(s)	BA V Sem
Course title	Triumphs and Turbulences : History(ies) of Delhi
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	MDC (History)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Sunalini Kumar + Amit Kumar Mishra

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

The course is being offered as MDC

2. **Specific requirements on the part of students who can be admitted to this course:**

(Pre requisites; prior knowledge level; any others – please specify)

No requirement

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

30

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**

Semester-long course

5. **Proposed date of launch:**

Monsoon Semester 2024

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered to BA V Sem Students as an MDC History. It introduces the students to the long history of Delhi – from the very inception of the idea of Delhi to its establishment as the capital of postcolonial Indian nation. It proposes to serve as a foundation for understanding the layered histories of the region which is essential for understanding the complexities of urban life, cultural diversity, and political dynamics in one of the world's most vibrant cities. The course emanates from AUD's larger vision to engage with the larger societal concerns of our times where critical insights into issues such as historical roots of social inequality, religious pluralism, and urbanization which continue to shape contemporary society, have become indispensable. Ambedkar University's location in Delhi - a historically and politically important urban area - makes this course especially salient.

7. **Course Details:**

a. **Summary**

"Ik roz apni rooh se poocha, ki dilli kya hai,
to yun jawab main keh gaye, yeh duniya mano jism hai aur dilli uski jaan."

(I asked my soul, 'What is Delhi?'
It replied: 'The world is the body and Delhi its soul") Said Ghalib, the legendary 19th Century Urdu poet.

Delhi, with its very long and continuous urban traditions, has been a seat of power for over a millennium in Indian history; and occupation of this town was often considered to be an essential prerequisite to control the mainland of India. Delhi has been at the heart of India's body politic and socio-cultural ethos for over a millennium and continues to chart the country's future. Razed and rebuilt many times over, this quintessential capital presents an intriguing case of spatial-cultural-economic metamorphosis. While Old Delhi brims with its heritage of busy bazaars, forts, temples and mosques, Lutyens's New Delhi exudes majesty with its broad and green avenues, imposing government buildings, stately bungalows and landscaped gardens. Often, the timelines warp and the past jostles with the present in this city.

By presenting a long history of Delhi, this course attempts to explore the nature of spatial processes in Delhi highlighting the type of power relations that existed between the various social classes, status groups, intermediaries and the ruling elites. It also attempts to look into

the ways and means by which the memories of the past have been appropriated and often linked with contemporary events in the city during political reorientations. .

b. Objectives

- To introduce students to certain fundamental themes, concepts and debates in historical geography and the logic of spatial processes to explain the complexities and nuanced power dynamics of the social-spatial order.
- To provide insights into the political dynamics of different historical periods including governance structures, urban processes, power struggles, and social cultural realm.
- To gain a deeper understanding of how multiple cultural traditions interacted and influenced each other, leading to the vibrant cultural mosaic that defines Delhi today.
- To encourage students towards critical engagement with diverse source material and learning methods and gain skills in analysis and articulation.

c. Learning Outcomes

On completion of this course students are expected to have

- A clearer understanding of nuanced interconnections of social-spatial order and larger political processes
- Better understanding of the evolution of a composite culture and civilisational aspects of the time and space.
- Ability to use interdisciplinary methods and tools for understanding complex, multilayered historical processes

d. Overall structure:

This course is divided into the following 7 units:

Unit	Details	Duration
1	Unit 1 Multiple Delhi(s) - Popular cultures, literature and representation	1 week
2	Unit 2 Early Delhi: Indraprastha to Dhilli	1 week
3	Unit 3 Rise to Prominence and Glory - Sultanate Delhi to the Mughals	3 weeks

4	Unit 4 Twilight: Loss, Ghadar	1 Week
5	Unit 5 Return of Glory: Imperial Capital	2 Weeks
6	Unit 6 Disruption: Partition, Refugees,	2 Weeks
7	Unit 7 Rehabilitation, Rebuilding (Master Plan)	2 Weeks

e. Contents: About the modules and indicative reading list

Unit 1 Multiple Delhi(s): Images, Imageries, Representations

This unit will explore representation of Delhi in diverse creative domains: poetry, fiction, films etc. to capture the dynamic and vivacious imageries but also the melancholy. The idea is to use literature and poetry to draw students in towards the multiplicity of popular representations of the historic city.

Required

Carla R. Petievich, Poetry of the Declining Mughals: the "Shahr Ashob" Journal of South Asian Literature, Vol. 25, No. 1, The City in South And Southeast Asian Literature (Winter, Spring 1990), pp. 99-110 (12 pages). https://www.jstor.org/stable/40873115

Khan, Pasha M. "On The Lament for Delhi, Genre, Literature, and History" (unpublished paper, McGill University, 2015). https://doi.org/10.17613/1mfk-y513

Batabyal, S. 2010. "New Delhi's Times: Creating a Myth for a City." In Finding Delhi: Loss and Renewal in a Megacity, edited by Bharati Chaturvedi, New Delhi: Penguin.

Suggested

Dehlavi, Sadia, The Sufi Courtyard Delhi, Harper Collins 2012

Kaul H.K., Historical Delhi: An Anthology, Oxford University Press, Delhi, 1985

Unit 2 Early Delhi: Indraprastha to Dhilli

This Unit will explore the early articulations of the idea of Delhi as a region. It will explore textual, archaeological sources to link some of the early expressions like *Indrapat* to trace the spatial configurations, territorial expansion etc. to map the gradual evolution of more precise precincts of Delhi by $7^{th} - 8^{th}$ C

Required

Liddle, Swapna, The Idea of Delhi, (article) Summerhill: IIAS Review

S.C. Mishra, Manisha Agnihotri, The 'Dilli-Killi' Legend of "Prthviraja Raso" and The Nomenclature Of (Ancient) Delhi Proceedings of the Indian History Congress, Vol. 71 (2010-2011), pp. 179-191

. Upinder Singh, Ancient Delhi (select chapters)

Suggested

Dhussa, R.C. (2023). Delhi: As an Idea. In: Images of Delhi. Springer, Cham. https://doi.org/10.1007/978-3-031-28585-1_4

Narain, A K , A Proto History of Delhi in Frykenberg

Gordon Hearn, Seven Cities of Delhi: A Description and History, Simla, 1928

T.G.Percival Spear, Delhi: A Historical Sketch, Bombay, 1945

Y.D.Sharma, Delhi and its Neighbourhood, New Delhi, 1974

Unit 3 Rise to Prominence and Glory: Sultanate Delhi and Mughals

This unit Delhi will explore the establishment of Delhi as a seat of power and authority from about 12th C till decline of Mughals. Under the rule of the Delhi Sultanate and the Mughal Empire, Delhi as a City experienced significant political, cultural, and architectural transformations. These periods marked the city's rise as a major center of power in northern India.

Required

Sunil Kumar, Courts, Capitals and Kingship Delhi and its Sultans in The Thirteenth And Fourteenth Centuries in Albrecht Fuess and Jan-Peter Hartung eds. Court Cultures in the Muslim World

Tughluqabad, the Earliest Surviving Town of the Delhi Sultanate Mehrdad Shokoohy, Natalie H. Shokoohy Bulletin of the School of Oriental and African Studies, University of London, Vol. 57, No. 3 (1994), pp. 516-550

Asher, Catherine B. (2000), 'Delhi Walled: Changing Boundaries' in James D.Tracy (ed.), City Walls: The Urban Enceinte in Global Perspective, Cambridge: Cambridge University Press.

Aquil, R. (2008). Hazrat-I-Dehli: The Making of the Chishti Sufi Centre and the Stronghold of Islam. *South Asia Research*, *28*(1), 23-48. https://doi.org/10.1177/026272800702800102

Suggested

Anthony Welch, Howard Crane Muqarnas, The Tughluqs: Master Builders of the Delhi Sultanate, Vol. 1 (1983), pp. 123-166 (44 pages) https://doi.org/10.2307/1523075

A Medieval Center of Learning in India: The Hauz Khas Madrasa in Delhi by Anthony Welch Muqarnas, Vol. 13 (1996), pp. 165-190 (26 pages) https://doi.org/10.2307/1523258

Chenoy, Shama Mitra (1998), Shahjahanabad: A City of Delhi, 1638-1857, New Delhi: Munshiram Manoharlal Publishers

Blake, Stephen p., Shahjahanabad: The Soveregn City in Mughal India, 1639-1739" Cambridge University Press, Great Britain, 1991

Unit 4 Twilight: Loss, Ghadar

The unit will trace the dramatic events around the decline of Mughal power in Delhi; along with the creeping colonisation of the suburbs of Shahjahanabad by British profiteers and the changes to the urban form and architecture prior to and following the 'Ghadar' of 1857. The gradual transfer of urban property and resources from the older courtly classes and merchants of Delhi as well as rural landholders to newer commercial interests patronised by the British will be highlighted. The political as well as cultural disruption of 1857 will be the theme of this unit.

Required

Lahiri, Nayanjot (2003) "Commemorating and Remembering 1857: The Revolt in Delhi and Its Afterlife" *World Archaeology*, Vol. 35, No. 1, The Social Commemoration of Warfare (Jun., 2003), pp. 35-60

Gupta, N. 1981 "Chapter 3: Portrait of a City (1858-1931)" in *Delhi Between Two Empires: 1803-1931 – Society, Government and Urban Growth* Delhi, Oxford University Press

Gupta, N. 1981 "Chapter 6: The Strains of Urban Expansion" in *Delhi Between Two Empires: 1803-1931 – Society, Government and Urban Growth* Delhi, Oxford University Press

Hosagrahar, J. 2001 'Mansions to Margins: Modernity and the Domestic Landscapes of Historic Delhi', 1847-1910 *Journal of the Society of Architectural Historians*, Vol. 60, No. 1 (Mar., 2001), pp. 26-45

Suggested

Gupta, N. 2002. 'Delhi and its Hinterland: The Nineteenth and Early Twentieth Centuries' in *The Delhi Omnibus*, edited by R.E. Frykenberg, Narayni Gupta and Percival Spear, 137-153. New Delhi: Oxford University Press.

Frykenberg, R. Eric. 1986. *Delhi through the Ages: Essays in Urban History, Culture and Society* Delhi: Oxford University Press.

Kishore, R. 2020 *The (Un) governable City: Productive Failure in the Making of Colonial Delhi, 1858-1911* Orient Blackswan

Unit 5 Return of Glory: Imperial Capital

Following the disruption of the Revolt of 1857, Delhi remained out of favour with colonial elites and was subjected to a host of unseemly architectural and political manipulations. However, the rising tide of nationalism in Calcutta brought the British back to Delhi; anointing it as the new capital following the Delhi Durbar of 1911. The period between 1857 and 1911 will be first discussed through changes in urban and architectural form; and following 1911, the establishment of Lutyens' Delhi.

Required

Johnson, D.A. 2008. 'A British Empire for the twentieth century: the inauguration of New Delhi, 1931' *Urban History*, Vol. 35, No. 3 (December 2008).

Legg. S. 2019. 'Mohallas in Inter-War Delhi' *South Asia: Journal of South Asian Studies*, 42:1, 170-187, DOI: 10.1080/00856401.2019.1554472

Mehra, D. 2013. 'Planning Delhi ca. 1936–1959' *South Asia: Journal of South Asian Studies*, 36(3), 354–374. https://doi.org/10.1080/00856401.2013.829793

Sutton, D. 2020. 'Gordon Sanderson's 'Grand Programme': Architecture, Bureaucracy and Race in the Making of New Delhi, 1910-1915', *South Asian Studies*, vol. 36, no. 1, pp. 72-87. https://doi.org/10.1080/02666030.2020.1741246

Suggested

Jain, A. K. 2016. The significance of Shahjahanabad and Lutyens' Delhi. *International Journal of Environmental Studies*, 73(4), 651–672. https://doi.org/10.1080/00207233.2016.1179013

Lanzillo, A. 2021 Butchers between archives: community history in early twentieth-century Delhi, South Asian History and Culture, 12:4, 357-370, DOI: 10.1080/19472498.2021.1927592

Metcalf, T. R. 1989. An Imperial Vision: Indian Architecture and Britain's Raj. Berkeley: University of California Press.

Unit 6 Disruption: Partition, Refugees and the Making of a Postcolonial Capital

Partition was yet another rupture, not only of the city but of the subcontinent and its social fabric as a whole. In Delhi, the challenge of the humanitarian crisis of refugee immigration and rehabilitation created political dynamite the for the new Nehru government. On the one hand, refugees themselves made and remade the city and its suburbs several times through a form of sweat labour. On the other hand, the government machinery for urban planning grew gradually through the period from 1947 to 1962, when the first masterplan for Delhi was announced and promulgated.

Required

Legg, S. 2019. A Pre-Partitioned City? Anti-Colonial and Communal Mohallas in Inter-War Delhi South Asia, Vol. 42 2009 (Issue 1) 170-187.

Bhardwaj Datta, A. 2019. 'Genealogy of a Partition City: War, Migration and Urban Space in Delhi', *South Asia: Journal of South Asian Studies*
https://doi.org/10.1080/00856401.2019.1557028

Geva, R. 2023. "Introduction" in *Delhi Reborn: Partition and Nation Building in India's Capital (South Asia in Motion)* Stanford University Press.

Sutton, D. 2023. 'Masjids, Monuments and Refugees in the Partition City of Delhi, 1947-1959', *Urban History*, vol. 50, no. 3, pp. 468-485.
https://doi.org/10.1017/S0963926821001036

Suggested

Geva, Rotem (2017) "The Scramble for Houses: Violence, a factionalized state, and informal economy in post-partition Delhi" Modern Asian Studies Vol. 51, no. 3 (May 2017), 769-824.

Kaur, R. 2007. Since 1947: Partition Narratives among Punjabi Migrants of Delhi. New Delhi: Oxford.

Ahmed, S. (2002) "Muslim pasts and presents: Displacement and city-making in a Delhi neighbourhood" *Modern Asian Studies* , Volume 56 , Issue 6 , November 2022 , pp. 1872 - 1900 DOI: https://doi.org/10.1017/S0026749X21000512

Unit 7 Rehabilitation, Rebuilding, Masterplan

The last unit will act as a postscript for the long history of Delhi, raising two questions that explore opposite sides of the spectrum – elite and popular concerns in planning postcolonial Delhi. On the one hand were elite concerns with determining a suitably postcolonial 'look' for the city – this involved debates on statuary and colonial symbolism; as well as indigenisation of ordinary housing 'colonies' in the city. On the other hand there remained urgent questions pertaining to housing and other infrastructure that could accommodate the needs of an exploding population in a modern metropolis.

Required

Pati, S. 2012. "A Nation Set in Stone": Insight into the Politics of Statuary in Delhi (1950-65). *Economic and Political Weekly*, 47(30), 232–238. http://www.jstor.org/stable/23251775

Guerrieri, Pilar Maria 2018. "Two Conceptions of the City: Pre and Post Independence" in *Negotiating Cultures: Delhi Architecture and Planning from 1912 to 1962*. Oxford University Press.

Guerrieri, Pilar Maria "Urban Areas and Colonies: Signs of Indigenisation" in *Negotiating Cultures* (op cit.)

Bhan, G. 2013. "Planned Illegalities: Housing and the 'Failure' of Planning in Delhi: 1947-2010." *Economic & Political Weekly* XLVII (24): 58-70.

Maitra, S. 1991. "Housing in Delhi: DDA's Controversial Role." *Economic and Political Weekly* XXVI (7): 344-346.

Suggested

Gupta, N. 1994. "From Kingsway to Rajpath: the Democratisation of Lutyens' Central Vista." in Perceptions of South Asia's Visual Past, edited by Catherine B. Asher and Thomas R. Metcalf, 257-269. New Delhi: Oxford and IBH Publishing Co. Pvt Ltd.

Alley, K.D. 1997. "Gandhiji on the Central Vista: A Postcolonial Refiguring." Modern Asian Studies 31 (4): 967-994.

Additional Resources

Selections from the following literary texts

Ahmed Ali, Twilight in Delhi

Khushwant Singh, Delhi: A Novel

William Dalrymple, City of Djinns: A Year in Delhi

Desai, Anita, Clear Light of the Day

Dinkar, Ramdhari Sinha. 1973b. Dilli (Delhi). In *Sanchayita*, 29. New Delhi: Bharatiya Jnanpith Prakashan.

Documentaries/ Films

TV Serial Mirza Ghalib, Bharat ek Khoj and Bahadurshah Zafar

8. **Pedagogy:**

   a. **Instructional design**

   The course will be transacted through a combination of lectures, Historical tour, thematic discussions and presentations.

   b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)**

   None

   c. **Expertise in AUD faculty or outside**

The core faculty has academic training in the field of transnational migration. Few guest lectures, from amongst the AUD faculty and/or scholars from outside the university, will also be organised.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

The course will have three assessments:

Field Visit and Report: 30%

Term Paper: 30%

End Semester: 40%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 12th meeting held on 18 June 2024 and has been approved in the present form.

Signature of the Dean of the School

Appendix-20

School of Global Affairs
Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course
To be approved by the Academic Council

School/Centre proposing the course	School of Global Affairs
Programme(s)	BASS/SU
Course title	Indian Society: Continuity and Change
Course code	
Credits	4
Course type (core / compulsory /optional / any other – please specify)	MDC (Sociology)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Teena Anil

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

   The course is a 5th semester MDC course for the BA SS/SU programme. It does not overlap on any other course but it does builds on some of foundational sociological concepts, methods and thoughts explored in the 3rd semester and 4th semester course i.e. sociological imagination and social stratification.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre requisites; prior knowledge level; any others – please specify)

   No requirement.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed)**

   As per University norms

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)** 5th (Monsoon) Semester; Semester-long course

5. **Proposed date of launch:** Monsoon 2024

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course will sensitize students to the diversity and the co-existing multiple realities of Indian society, enable students to reflect on major dissenting traditions that has shaped the idea of India and learn to appreciate the democratic values.

7. Course Details:

a. Summary

The spirt of the course is to develop a sociological thinking about the multifaceted nature of Indian society. This course aims to introduce students to the changes taking place in the social institutions of Indian society. The dynamics of continuity and change that characterises the Indian social life. It also highlights the challenges faced in terms of mundane living and the issues related to changes in social institutions, values, aspirations represented by different social movements.

b. Objective:

1. To understand the basic features of Indian society;
2. To identify the forces and factors that have brought about changes in different social institutions, such as family, marriage, kinship.
3. To explain the elements of continuity in different social institutions in contemporary Indian society.
4. To evaluate the impact of modernization, social movements, and other factors on social change in India.
5. To develop a sociological perspective for understanding the dynamics of Indian Society
6. To sensitize the changes occurred in the various institutions in Indian Society
7. To be aware of the issues and challenges of contemporary society

c. Learning Outcomes:

At the conclusion of the course students are expected to:

- To analyse the nature and direction of change in Indian society, importantly from traditional to modernization of social institutions.
- To critically analyse elements of continuity in different social institutions in contemporary Indian society
- To understand the indicators of change and participation in democratic process.
- To examine the changing conditions of socially excluded groups through movement for social justice.

d. Overall structure:

This course is organized around five modules.

Module No.	Topic	Duration (weeks)*
1	**Understanding India: Contradictions, Paradoxes and Possibilities**	3
2	**Social Institution: Family, Marriage and Kinship**	2
3	**Social Construction of Village and Urban Communities**	3
4	**Work, Labour and Organization**	3
5	**Resistance, Protest and Social Movements**	3

* With four hours per week

e. Course Outline:

Unit 1 Understanding India: Contradictions, Paradoxes and Possibilities

The history of independent India can be visualized in terms of three perspectives. One, as the history of a state - a poor, large, extremely diverse creation, and the shifting of authority from several local heads to a single sovereign agency. Two, as the adventure of a political idea: democracy, and the grand experiment of providing half-a-billion poor, illiterate people access to the same electoral powers as their richer, educated counterparts. Third, as the confrontation of an ancient civilization, somewhat intricately designed with the specific purpose of perpetuating itself as a society, with modernity. (Khilani, 2003, Pg 3-5). This module aims at developing an understanding of some of the key ideas propounded by prominent leaders/thinkers of modern India. By reading and discussing writings of the figures themselves as well referring to the commentaries, the intention is to develop a first-hand understanding of key ideas of these significant thinkers who majorly shaped India's entry into modernity and what followed subsequently. This module aims to draw attention to the variety of ideas and debates about India. Further, it critically engages with the multiple socio-political forces and ideologies which shape the terrain of the nation, by exploring some of these concerns.

Approaching Modernity: Embracing, Questioning and Re-visiting

On the need to be modern: Sir Syed Ahmad Khan.

Questioning modernity: Mohandas Karamchand Gandhi.

Reflections from within: Religion and Politics

Essentialising religion and the politics of othering: M. S. Golwalkar.

A case for secular politics: Jawaharlal Nehru

Dissenting Traditions: Interrogating functionality of caste and religious order: Periyar E.V. Ramaswamy and Mahatma Jyotirao Phule, B. R. Ambedkar and Jaipal Singh Munda.

Critique to patriarchal foundations of Indian society: Begum Rokeya Shekhawat Hossian and Tarabai Shinde

Literary dissent and conscientious art form: Faiz Ahmad Faiz and Mahasweta Devi.

Essentials Readings

- Jyotirao Govindrao Phule,2022 Gulamgiri (slavery) in English an annotate translation of the original Marathi into English,Mahatma Jyotirao Phule, Sudhir Prakashan.
- Ambedkar, R. B. (1987), Riddles in Hinduism: An Exposition to Enlighten the Masses, Government of Maharashtra.
- Devi, M 1979 Aranyer Adhikar, novel (Tribal Right to the Forest)
- Devi, M. 1978, Agnigarbha (short stories collection)
- Faiz Ahmad Faiz His poem *Subh-e Azaadi* (*The Dawn of Freedom*, August 1947)
- Gandhi, K.M. (1933), Hind Swaraj Indian Home Rule, Navjivan Publicshing House, Ahmedabad, India.
- Golwalkar, M. S. (1939). *We, or Our Nationhood Defined.* Nagpur: Bharat Publications. pp. 87–88.
- Hossain, Rokeya. 1988. Sultana's Dream and Selections from "The Secluded Ones (Republished 2005 (1905), by Tara Books
- Kheer, D, 2005, Ambedkar life and Mission, Popular Prakashan. Mumbai.
- Muhammad, Shan (ed.), 1972, Writings and Speeches of Sir Syed Ahmad Khan, Bombay: Nachiketa
- Nandy, Ashish, 2004, Bonfire of Creeds, New Delhi: OUP.
- *Nehru, Jawaharlal (1941).* Toward Freedom: The Autobiography of Jawaharlal Nehru. *Universal Digital Library. The John Day Company.*
- Nehru, Jawaharlal, 2012 (1946), The Discovery of India, (selected chapters) New Delhi: Penguin.

Films:
Dr. Babasaheb Ambedkar (2000; Dir: Jabbar Patel)
Gandhi (1982; Dir: Richard Attenborough)

Suggested Readings:

- Deshpande, Govind P. (ed.), 2002, Selected Writings of Joyti Rao Phule, New Delhi: New Delhi.
- East: Founders of Indian Sociology and Anthropology New Delhi: Permanent Black.
- G Aloysius. 2008, Periyar & Modernity, Critical Quest.
- Giddens, A. 1991, Modernity and Self-Identity. Stanford: Stanford University
- Giddens, A.1990, Consequences of Modernity, Standford University, Press.
- Guha, Ramachandra (ed.), 2012, Makers of Modern India, New Delhi: Penguin.
- *Holden, Philip (2008).* Autobiography and Decolonization: Modernity, Masculinity, and the Nation-state. *Wisconsin:* The University of Wisconsin Press. *p. 113.* ISBN 978-0299226107.
- Jaffrelot, Christophe (2005). *Ambedkar and Untouchability: Fighting the Indian Caste System.* New York: Columbia University Press.

- Khilani, S. 2016 Incarnations: a history of India in fifty lives. Allen Lane, Penguin.
- Khilnani, S. 1998. The Idea of India, Farrar, New York: Farrar Straus Giroux.
- Kothari Rajani, 1988 Transformation and Survival, Ajanta Publications, Delhi.
- Kumar, Radha. 1993. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990. London: Verso.
- Lerner Daniel, 1964 The passing of Traditional Society, The Free Press, London.
- Manoharan, Karthick Ram. 2022. "Sudras and the Nation: Periyarist Explorations." *Economic and Political Weekly*, Vol 57, Issue No 44-45. https://www.epw.in/engage/article/sudras-and-nation-periyarist-explorations
- Muhammad, Shan (ed.), 1972, Writings and Speeches of Sir Syed Ahmad Khan, Bombay: Nachiketa.
- Munda. S. J, *Adivasidom*: a collection of the articles and speeches of Jaipal Singh Munda, written in the 1940-50s, published in July 2017. Edited by Ashwini Kumar Pankaj and it was published by the Pyara Kerketta Foundation, Ranchi
- Nagaraj, D. R. 1993. The Flaming Feet: a study of the Dalit Movement in India. South Forum Press.
- O'Hanlon, Rosalind. 2000. *A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. Delhi, Oxford University Press, 2000, 144 p., ISBN 0-19-564736-X.
- Parel, Anthony (ed.), 1997, Hind Swaraj and other writings, Cambridge: Cambridge University Press.
- Pathak, Avijit 1998, Indian Modernity: Contradiction, Paradoxes and Possibilities, Gyan Publication, New Delhi.
- Press.
- Samik Bandyopadhyay 1997(2002), Five Play by Mahashweta Devi Seagull Publication.
- Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) Anthropology in the
- Tharoor, Shashi (2008). Nehru: The Invention of India. Arcade Publishing, Mumbai. ISBN 1611454115.
- Tharu, Susie and K. Lalita (eds.), 1991, Women Writing in India, Volume I, New York: The Feminist Press. 23.
- Upadhya, Carol 2010, „The Idea of an Indian Society: G.S. Ghurye and the Making of Indian
- V. Geetha and S. V Rajadurai: Towards a Non-brahmin Millennium: from Iyothee Dass to Periyar, Samya, [1998], 2008.

Unit 2 Social Institution: Family, Marriage and Kinship

This module aims to introduce students to the social institutions of marriage, kinship and family in society and enable you understand their inter-connectedness in shaping the individual's identity. It will expose you with debates that have marked kinship and family studies by adopting an anthropological perspective, the module aims to examine the key concepts, terminologies and role of ideologies in governing these (FMK) systems. We will further study changes in marriage and family forms and those in definitions of kinship owing to other important developments like new rules of kinship, new reproductive technologies and issues around surrogacy etc. This module will further help you to explore the different approaches, issues and debates in the studies of family, marriage and kinship, considering theoretical issues and ethnographies with particular emphasis on diversity of practices by examining the following issues.

Family and Marriage in Indian Society- Structural and Functional changes
Kinship System in India- Regional Variations-North and South Outline:
Introduction: Kinship, Critique and the Reformulation (New Rules of inheritance)
Family and Household, Structure and Change, Reimagining Families Contemporary Issues in Marriage, Family and Kinship, Choice and Regulation in Marriage, Power and Discrimination in the Family, Marriage Migration etc.

Essential Readings

- Allendorf K. and Pandian R.K. (2016). "The Decline of Arranged Marriage? Marital Change and Continuity in India". Population and Development Review. 42:3. 435-464.
- Amrita Pande (Summer 2010), 'Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker', *Signs* (Vol. 35, No. 4), pp.969-992.
- Arunima, G. (1995). Matriliny and its Discontents. India International Centre Quarterly, 22(2/3), 157-167. Retrieved from http://www.jstor.org/stable/23003943
- Butler, Judith, 'Is Kinship Always Already Heterosexual?' Differences: A Journal of Feminist Cultural Studies, 13(1): 14-44, 2002.
- Claude, Levi Strauss, The Elementary Structures of Kinship, Beacon Press, 1969.
- Das, Veena. 1992. 'Structure and Cognitions: Aspects of Hindu caste and rituals, New Delhi: Oxford University Press.
- Engels, Frederick. The Origins of the Family, Private Property and the State, Progress Publishers, 1948.
- Evans-Pritchard, E.E. Kinship and Marriage Among the Nuer, Clarendon Press, 1951.
- Fox, Robin, Kinship and Marriage: Anthropological Perspectives, Cambridge University Press, 1967.
- Jacob S. and Chattopadhyay S. (2016). "Marriage Dissolution in India: Evidence from Census 2011". Economic and Political Weekly. 51:33. 25-27.
- Kath Weston, 1991, Families We Choose: Lesbians, Gays, Kinship, New York: Columbia
- Mallon, Gerald, Gay men choosing parenthood, Columbia University Press, 2004.
- Nongbari, T. Kinship Terminology, Marriage Rules: The Khasis of Northeast
- Ortner, Sherry, Is Female to Male as Nature is to Culture? Feminist Studies, 1(2): 5-31,
- Palriwala, Rajni. 1999. "Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa. Delhi: Sage Publications [pp.190-220].
- Parkin, Robert, Kinship: An introduction to Basic Concept, Blackwell, 1997.
- Sahlins, Marshall. 'What Kinship is', Journal of the Royal Anthropological Institute, 17(1):2-19, 2011.
- Schneider, David Schneider, A critique of the study of kinship, University of Michigan Press, selected chapters, 1984.
- Singh J.P. (2003). "Nuclearization of Household and Family in Urban India". Sociological Bulletin. 52:1. 53-70
- Sociological Bulletin · September 2013

- Uberoi, Patricia. 2009. Your Law and My Custom: Legislating the Family in India. New Delhi: Critical Quest. Pp. 1-24.
- Uberoi, Patricia. Family, Kinship and Marriage in India, Oxford University Press, 1994.

Suggested Readings:

- Dumont, L, 'Descent, Filiation and Affinity' in Man 61(1): 24-25, 1961.
- Das, Veena, Critical Events, Oxford University Press, 1995.
- Patel. Tulsi, Family in India: Structure and Practice, Sage, 2005.
- Shah, A.M. The Household Dimension of the Family in India, Orient Longman, 1973.
- Weston, Kath, Families We Choose: Lesbians, Gays, Kinship, Columbia, 1978.
- Kahn, Susan Martha, 'Eggs and Wombs: The Origins of Jewishness' In Robert Parkin and Linda Stone (eds.) Kinship and Family: An Anthropological Reader, Blackwell, page 362-377, 2004.
- Nanda, B.R 1990. Indian Women-From Purdah to Modernity, Advent Book Division
- Parkin, Robert, and Linda Stone, (ed.), Kinship and Family: An Anthropological Reader, Blackwell, 2000.
- Carsten, Janet (ed.), Cultures of Relatedness: New Approaches to the Study of Kinship, Cambridge University Press, 2000.
- Carsten, Janet, After Kinship, Cambridge University Press, 20041972.

Unit 3: Social Construction of Village and Urban communities:

This module will introduce you to the idea of village (as remember village/village republic/ den of ignorance) and Urban (as emancipatory, transformative, promising freedom in place of caste-specific vocation, ascribed status, and the crosscutting obligation of jajmani system (Nandy:2001)) as discussed and debated in the classical sociological literature. The traditional and hegemonic perspective to understand rural as urban residual, by accepting the clear divide between the rural and urban, driven by demographic, cultural and economic factors. Moving beyond these very polarized imagination of rural and urban, the module will use the metaphor journey (Nandy, 2001: 11), to deconstruct the polarized images village and city, will further help us explore understand pollical culture and political idiom around this divide and continuum, as suggested by Indian social thinkers. As the contemporary empirical research in different fields, also reflect and proves that the split between rural and urban is impossible. The change of these realities has reformulated the urban and rural relations from the perspectives of a continuum, hybrid or liminal state, which will further help us in examining the various structure of occupations, settlements, economies, social networks, neighbourhood and culture etc.

Film:

Pather Panchali (Song of the little Road), 1955; Dir: Satyajit Ray)
Do Bigha Zameen (1953; Dir: Bimal Roy).

Essential Readings:

- Baviskar, Amita (2018). 'Urban Jungles: Wilderness, Parks and their Publics in Delhi' in *Economic and Political Weekly*. 53 (2): 46–54.

- Baviskar, Amita (2021). 'Street food and the art of survival: migrants and places in Delhi, India' in *Food, Culture & Society: An International Journal of Multidisciplinary Research*. 24 (1).
- Baviskar, Amita (2022) The politics of the city, Seminar A Journal of Germanic Studies 516:40-4
- Emma, Tarlo, "the Discovery and the recovery of "the village" in Delhi: Hauz Khas, 1986-94,' paper presented at the 13th European conference of Modern Asian Studies in Toulouse, 31st August-3 September, 1994.
- Farias, Ignacio. (2011). "The politics of urban assemblages." City 15:365-374.
- Gupta, Dipankar. (2005). Whither the Indian Village in Economic and Political Weekly Vol. 40, No. 8
- Gupta, Narayani. (2004). The Indian City. In Veena Das (ed.), Handbook of Indian Sociology. Delhi: Oxford University Press.
- Jodhka, Surinder S. (2002). 'Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar'. *Economic and Political Weekly*. XXXVII (32): 3343–3353
- Jodhka, Surinder. (2004). Agrarian Structures and their Transformations in Veena Das (ed.) Handbook of Indian Sociology, OUP, Delhi.
- March, L. 2020, Queer and trans* geographies of liminality: A literature review, Progress in Human Geography, Sage Publication.
- Nair. J, 2005, The Promise of Metropolis: Bangalore's 20th Century, OUP. New Delhi.
- Nandy, Ashish. (2001). An Ambiguous Journey to the City: The Village and Other Ruins of the Self in the Indian Imagination. Delhi: Oxford University Press.
- Peter Schaeffer, Scott Loveridge, and Stephan Weiler Urban and Rural: Opposites No More!
- Shah A. M. 2012, The Village in the City and the City in the Village EPW Dec 2012 pp 17-19.
- Srinivas, M.N. 1976. The Remembered Village, Delhi: Oxford India: Ch 4: The Universe of Agriculture pp 112- 152; Ch 6: Relations between Castes (pp 182-233) Ch 7: Classes and Factions (pp 234-256); Ch 8: The Changing village (pp237-284)
- William Foote Whyte (1943), Street Corner Society: The Social Structure of an Italian Slum, University of Chicago Press.

Suggested Reading:

Chauhan, B. R. 1990. Rural-Urban Articulations. Etawah: A C Brother.

Desai, A.R. (ed.) 2000. Rural Sociology in India. Bombay: Popular Prakashan.

Redfield, R & Singer, M 1954, "The cultural role of cities", Economic development and cultural change", vol. 3.

Srivastava, V. K. 2005. 'Indian Village'. In Eastern Anthropologist, 58 (3-4): 315-49

Thakur, M 'The Marching Millions to Nowhere Villages', Mainstream, 16 June 2020.

Unit 4: Work, Labour and Organization:

To begin with we will examine how the concept of 'work' has been studied in classical sociological literature referring to the work of Max Weber (Bureaucracy/ Rational action),

Karl Marx (alienation) and Emile Durkheim (division of labour), the central theme of this course is to analyse the growing sectors of informal workers in the Indian economy, polarization of the labour market. Later part of the course centres on exploring and explaining another dimension of labour market segmentation—how categorically distinct types of workers are associated with specific types of jobs, focusing on nativity, vulnerability (children, elderly disabled etc) and gender and the processes that foster segmentation. We will conclude this section by considering how the gendered and segmented nature of work affects family life and how vulnerable section of society is pushed towards work which is more disastrous and hazardous in nature. Not only segmentation of labour but also division of labourers (risk Bhopal, stigmatized labour). Identity, minority gender, children, service sectors, farmer suicide.

Documentary Series 'Eyes on the Prize'
'The Factory', 2015 by Rahul Roy
Modern Times by Charlie Chaplin

Essential Readings:

- *Accountability Initiative*. (2019). 'Budget Briefs: Self Employment Scheme for Rehabilitation of Manual Scavengers (SRMS)', GoI 2018-19, Vol. 10. New Delhi: Centre for Policy Research.
- Banerjee, Arpita. Raju, Saraswati. (2009). "Gendered Mobility: Women Migrants and Work in Urban India", Economic and Political weekly, 11 July, Vol XLIV, No 28, pp 115-123.
- Bhowmik, Sharit K. (2009). "India: Labour Sociology Searching for Direction' in Work and Occupations, Volume 36, Number 2, Sage Publications.
- Biztantra Daryaganj. Gill A and Singh L, (2006)," Farmers Suicide and response to public policy, Evidence, Diagnosis and Alternatives from Punjab, Economic and Political Weekly, 30 June.
- Breman, Jan. (1993). Footloose labour Working in India's Informal Economy. Cambridge University Press.
- Breman, Jan. (2003). Informal Sector in The Oxford Companion to Sociology and Social Anthropology edited by Veena Das. New Delhi.
- Burra, Neera. (2005). "Crusading for Children in India's Informal Economy", Economic and Political weekly, 3 December, pp. 5199-5207.
- Dutta, Prabhash K. (2017). 'Cattle slaughter economy: How ban on sale of cattle for killing may affect industry, employment', *India Today*. Retrieved from https://www.indiatoday.in/india/story/cattle-slaughter-economykerala- calf-beef-festival-979880-2017-05-29. Accessed on 10 January 2019.
- Edgell.S. (2006). The Sociology of Work. United Kingdom: Sage Publications. Fisher, Cynthia. (2006). Human Resource Management.5th Edition. New Delhi:
- Harriss-White, Barbara and Nandini Gooptu. (2001). 'Mapping India's World of Unorganised Labour'. *Socialist Register*, pp. 89–118.
- Kaustav, Banerjee. Saha, Partha. (2010). "The NREGA, the Maoists and the Developmental Woes of the Indian State", Economic and Political Weekly, 10 July, Vol XLV No 28.
- Khera, R., Nayak, N. (2009). "Women Workers and Perceptions of the National Rural Employment Guarantee Act", Economic and Political Weekly, October 24, Vol XLIV No 43, pp. 49-57.

- Kumari, S., Guite, N. (2019). Occupational Health Issues in Funeral Work: A Study of Dom Caste in Varanasi City, Uttar Pradesh. In: Panneer, S., Acharya, S., Sivakami, N. (eds) Health, Safety and Well-Being of Workers in the Informal Sector in India. Springer, Singapore. https://doi.org/10.1007/978-981-13-8421-9_19
- Marx, K. "Alienated Labor", Weber, M. "Bureaucracy", Taylor, F. "Fundamentals of Scientific Management", Braverman, H. "The Division of Labor", Hochschild, A. "The Managed Heart". Pp. 44-78 in Wharton, A. (2006) Working in America, Continuity, Conflict and Change, 3rd edition. (Reader).
- N, Neetha. (2004). "Making of Female Breadwinners: Migration and social networking of women domestics in Delhi", Economic and Political weekly, 24 April, pp. 1681-1688.
- Price, Larry C., and Debbie M. Price, (2017). 'India: Toxic Tanneries', Pulitzer Centre. Retrieved from https:// pulitzercenter.org/reporting/india-toxic-tanneries. Accessed on 21 September 2018.
- Ramesh, Babu. (2004). "Cyber Coolies in BPO: Insecurities and Vulnerabilities of Non-Standard work", Economic and Political weekly, 31 January, pp. 492-497.
- SHARAN, A 2014, In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850–2000, New Delhi: Oxford University Press, pp. 288.
- Visvanathan, Shiv. 1986, "Bhopal: The Imagination of a Disaster", Alternatives XI, Pp. 147-165
- Zonabend, Francoise. 2009, "The Nuclear Everyday" in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work and Life: An Anthropological Reader, London: Berg, Pp. 167-185

Suggested Reading

- Agarwal, Ankita. Kumar, Ankit. Gupta, Ashish. (2012). "Evaluation of NREGA Wells in Jharkhand", Economic and Political Weekly 1 September, Vol XLVII No 35.
- Bhattacharya, Shahana. (2018). 'Transforming skin, changing caste: Technical education in leather production in India, 1900–1950'. *Indian Economic and Social History Review*, 55(3), pp. 307-343.
- Bhowmik, Sharit K. (2012). Industry, Labour and Society. New Delhi: Orient Black Swan.
- Contractor, Qadisiya. (2018). 'Muslim women, caste and the beef ban in Mumbai'. In A. Rao (Ed.), *Gender, Caste and the Imagination of Equality*. New Delhi: Women Unlimited, pp. 257-273.
- Datta, Puja. Murgai, Rinku EPW, "Evaluating MGNREGA- Does India's Employment Guarantee Scheme guarantee employment?" Economic and Political Weekly, Vol XLVII No 16.
- Deshpande, Ashwini. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*. Oxford: Oxford University Press.
- Jodhka, Surinder S. (2010). 'Dalits in Business: Self-Employed Scheduled Castes in North-West India'. *Economic and Political Weekly*, 45(11), pp. 41-48.
- Kundu, Amitabh. Ray, Lopamudra. (2012). "Migration and Exclusionary Urbanisation in India", Economic and Political Weekly, June30- 7 July.
- Mhaskar, Sumeet. (2018). 'Ghettoisation of Economic Choices in a Global City: A Case Study of Mumbai'. Economic and Political Weekly, 53(29), pp. 29-37.

- Misra S. (2006). "Farmers Suicide in Maharashtra", Economic and Political Weekly, 22 April. Vol XLVII No 26 & 27.
- National Commission for Safai Karamcharis. (2015). *Annual Report 2014-15*. New Delhi: Ministry of Social Justice and Empowerment, Government of India.
- National Commission for Women. (2001). Trafficking: A socio legal study. Planning Commission. Government of India. Working Group for Social inclusion of Vulnerable Group like Child Labour and Bonded and Migrant Labour in the 12th Five Year Plan (2012-17)
- Niehoff, Arthur. (1959). 'Caste and Industrial Organization in North India'. Administrative Science Quarterly, 3(4), pp. 494-508.
- Nighoskar, Devyani. (2019). 'Republic of #Grit: The Lives of Two Sanitation Workers in Uttar Pradesh', *The Wire*. Retrieved from https://thewire.in/labour/republic-of-grit-the-lives-of-two-sanitation-workers-in-uttarpradesh.Accessed on 10 February 2019.
- Nihila, Millie. (1999). 'Marginalisation of women workers: Leather tanning industry in Tamil Nadu'. *Economic and Political Weekly*, 34(16/17), WS21-WS27
- Punwani, Jyoti. (2015). 'Maharashtra's Beef Ban'. *Economic and Political Weekly*, 50(11), pp. 17-19.
- Thorat, Sukhadeo, Debolina Kundu and Nidhi Sadana. (2010). 'Caste and Ownership of Private Enterprises: Consequences of Denial of Property Rights'. In S. Thorat and K.S. Newman (Eds.), *Blocked by Caste: Economic Discrimination in Modern India*. New Delhi: Oxford University Press, pp. 311-327.

Unit 5: Resistance, Protest, and Social Movements

This module will focus on the important aspects of collective actions of people (also known as social movements) which led to social change. We will begin this module by understating the link between social change and social movements. While social movements can be studied from any disciplinary perspective, The objective of the course is twofold: to introduce students to the various frameworks, concepts and theories developed by sociologists, other social scientists and particularly a distinctly political sociological perspective for understanding the nature and dynamics of social movements, In this context we will be analysing most (but thankfully not all) of the cases related to the India and across the world, related to issues of labour, tribal, nationalism, gender, caste, identity, environment, etc. Here we will focus on the three factors associated with the emergence of social movements. The three factors described are relative deprivation, structural strain and revitalisation. Then we shall briefly state the stages in the life cycle of a social movement by asking a ask a range of questions about the possibilities for the emergence, organization and strategies/tactics of social movements, as well as consider the range of challenges they face.

- Right to information (MKSS)
- Right to housing (Mumbai airport dwellers)
- Environmental movements
- Movement against sexual violence

Queer Movement Tolstoy Marg 29 th Nov (Delhi Queer Pride Parade)
Forest Based Chipko
Water Based Movement – Narmada
Land Based Movements – Anti-mining and Seed

Essential Readings:

- Agarwal, B. 1992. Gender and Environment Debate: Lessons from India, Feminist Studies, Vol: 18, No.1, Spring.
- Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press.
- Baviskar, Amrita, 2004, In the Belly of River, Tribal Conflict *Over Development in the Narmada Valley*, Oxford University Press.
- Crossley,
- Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", Contributions to Indian Sociology, 50 (1).
- Dwivedi, Ranjit. 2010. Parks, People and Protest: The Mediating Role of Environmental Action Groups", in T. K. Oommen, ed., Social Movements: Concerns of Equity and Security. Delhi: Oxford University Press, pp. 297-316. 148
- Earl, Jennifer, Jayson Hunt, R. Kelly Garrett & Aysenur Dal. 2015. 'New Technologies and Social Movements', in Donatella Della Porta & Mario Diani (eds) The Oxford Handbook of Social Movements, Oxford: Oxford University Press, p. 355-366
- Eyerman, Ron & Andrew Jamison. 1998. 'Politics and Music in the 1960s', in Music and Social Movements: Mobilizing Traditions in the Twentieth Century, Cambridge: Cambridge University Press
- Goodwin, J. & J. Jasper (eds.). 2015. The Social Movements Reader: Cases and Concepts, 3 rd Edition, MA: Wiley Blackwell, p. 3-7
- Guha, R. and Alier M. 2006. Varieties of Environmentalism: Essays on North and South, London: Earthscan. Page-1-76.
- Hardtman, Eva-Maria. 2009. "Dalit Activities in Lucknow: Buddhism and Party Politics in Local Practice". In Eva-Maria, Hardtman, The Dalit Movement in India: Local Practices, Global Connections. Delhi: Oxford University Press, pp. 124-158.
- Hoffman, J. 2005. The World of Munda's, part-I and II, New Delhi: Critical Quest.
- Klandermans, Bert and Conny Roggeband, (eds.), 2009, Handbook of Social Movements Across Disciplines (Handbooks of Sociology and Social Research), Springer, New York.
- Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women's movement", in Nivedita Menon (ed.) Gender and Politics in India. Delhi: Oxford University Press, pp. 342- 369.
- Kumar, Ravi (2008) 'Globalization and Changing Patterns of Social Mobilization in Urban India', Social Movement Studies, Vol. 7, No.1, pp.77 - 96
- Kumar, Vivek (2010) 'Different Shades of Dalit Mobilisation' in Oommen, T. K. (ed) Social Movements, Vol. I, Oxford University Press: New Delhi
- Ligam, L. 2002. Taking Stock: Women's Movement and the State, in G. Shah ed. 2002. Social Movements and the State, New Delhi Sage Publications
- Marcuse, Peter, 2005, Are Social Forums the Future of Social Movements? International Journal of Urban and Regional Research, Volume 29.2 Pp. 417–24.
- McAdam, Doug. 2000. 'Culture and Social Movements', in Lane Crothers & Charles Lockhart (eds). Culture and Politics, Palgrave Macmillan, p. 253-268

- McAdam, Doug. 2003. 'Beyond Structural Analysis: Toward a More Dynamic Understanding of Social movements', in Social Movements and Networks, Mario Diani and Doug McAdam (eds.), p. 281-298.
- Namala, Annie. 2008. Dalit Women: The Conflict and Dilemma. Mary E. John ed. Women's Studies in India: A Reader. New Delhi and London: Penguin Books, 458-466.
- Nick, 2002, Making Sense of Social Movements, Open University Press, Buckingham.
- Nilsen, Gunvald Alf.2009. "The Author and the Actors of their own Drama: Notes towards a Marxist Theory of Social Movements", Capital and Class, 33:3, p. 109-139.
- Omvedt, Gail. 2005. "Farmer's Movements and the Debate on Poverty and Economic Reforms in India". In Raka Ray and Fainsod Katzenstein, eds, Social Movements in India Poverty, Power and Politics. London: Rowman and Littlefield Publishers, pp. 179-202.
- Oommen, T. K. (2010) 'Introduction' in Oommen, T. K. (ed) Social Movements, Vol. I, Oxford University Press: New Delhi Oommen, T. K. (Oct., 1967) 'Charisma, Social Structure and Social Change', Comparative Studies in Society and History, Vol. 10, No. 1, pp. 85-99.
- Scott. J. 1987, Weapons of the Weak: Everyday Forms of Peasant Resistance Yale University Press.
- Shah, Ghanshyam (ed.) 2002. Social Movements and the State. Sage Publications: New Delhi Wilson, John 1973. Introduction to Social Movements. Basic Books: New York
- Sinha, S. 2002. Tribal Solidarity Movement in India: A Review, in G. Shah ed. 2002. Social Movements and the State, New Delhi Sage Publications.

Suggested Readings:

- A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers
- Anderson, B. 2006. Imagined Community: Reflections on Origin and Spread of Nationalism London: Verso. Page-1-46.
- Desai, A.R. Ed. 1979, Peasant Struggles in India, Bombay, Oxford University Press.
- Desai, Manali. 2003. 'From Movement to Party to Government: Why Social Policies in Kerala and West Bengal Are So Different', in Jack A. Goldstone (ed). States, Parties and Social Movements, Cambridge: Cambridge University Press, p. 170-196
- Dhanagare, D.N., 1983, Peasant Movements in Indian 1920-1950, Delhi, OUP.
- Gore, M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, Sage.
- Nilsen, Alf Gunvald. 2011. 'Not Suspended in Mid-Air: Critical Reflections on Subaltern Encounters with the Indian State', in Sara C. Motta & Alf Gunvald Nilsen (eds). Social Movements in the Global South, Palgrave Macmillan, p. 104-130
- Oommen, T.K., 1972, Charisma, Stability and Change: An Analysis of Bhoodan Grandan Movement. New Delhi, Thomas Press.
- Oommen, T.K., 2010, (ed.) Social Movements, Vol. I & II, New Delhi, OUP.
- Shah, Ghanshyam, 1990, Social Movements in India; a Review of the Literature, Delhi, Sage.
- Shah, Nandita, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India, New Delhi, Kali for Women.

- Shiva, Vandana, 1991, Ecology and the Politics of Survival, New Delhi, Sage. Singh, K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
- Tarrow, Sidney. 1996. "States and Opportunities: The Political Structuring of Social Movements". In Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, Comparative Perspectives on Social Movements, MA: Cambridge University Press, p.
- Vandana Shiva. (1988). Staying Alive. New Delhi: Kali for Women.
- Wankhede, H. (2008). The Political and the Social in the Dalit Movement Today. EPW 43(6).
- Zelliot, Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar.

8. **Pedagogy**:

a. **Instructional design**

The course will be a combination of class lectures, discussions, invited lectures, and exposure visits.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Support for organising local visits to related sites

c. Expertise in AUD faculty or outside: AUD and external faculty

d. **Linkages with external agencies (e.g., with field-based organizations, any others)**

Linkage with agencies working in the area of environment and waste.

9. **Assessment structure** (weightage, modes and frequency of assessments)

The course will have the following assessment situations:

- Mid Term Exam (20%) The Midterm will be a take-home examination that requires students to write short essays that exhibit understanding of the assigned readings. The exam will be distributed in class on (yet to be decided) and students will have 4 days to complete it (due yet to be decided). The best strategy for doing well on the exam is to keep up with readings as they are assigned, clarify your understanding of them in lectures, and take thorough notes that can be easily accessed for the exam. Please beware that the midterm will require students to provide direct citation from the assigned readings for all claims (meaning you will not be able to rely exclusively on lecture notes). Hence, highlighting important passages and making notations in the margins of your reader will prove to be highly advantageous for the midterm examination.
- The assignment has two components: One, students in each group work in collaboration to prepare 15 mins presentation. Two, each student submits a three-page paper field diary based on your portion of the research for the project the day before presentation in class. (40%). There will be group presentations on selected themes or concepts from the course, based on your research of materials and field work on specific topics allotted to the group.

Students will be expected to form research groups early in the semester to prepare for the group projects. (group work and presentation)

- End Term 40%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 12th meeting held on 18 June 2024 and has been approved in the present form.

Signature of the Dean of the School

Appendix-21

School of Global Affairs
Dr. B.R. Ambedkar University Delhi
Proposal for Launch of a Course
To be approved by the Academic Council

School / Centre proposing the course	School of Global Affairs
Programme(s)	BA in Social Sciences
Course title	**Democracy and Development in India**
Course code	
Credits	4
Course type (core / compulsory / optional/any other – please specify)	MDC (Political Science)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Ekta Singh

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

   The course builds upon and supplements two other political science related courses in previous semesters within BA in Social Sciences (BASS) programme, namely, 'Contemporary Indian Politics' and 'Introduction to the Indian Constitution'.

2. **Specific requirements on the part of students who can be admitted to this course (Pre requisites; prior knowledge level; any others – please specify):** None

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per AUD norms

4. **Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):
   Semester-long during monsoon semester (5th semester BA-SS)

5. **Proposed date of launch**: Monsoon Semester of 2024

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course serves as an advanced course in Indian politics for students who opt for political science as their minor within BA in Social Sciences programme by acquainting them with critical aspects of democracy and development in India. The course is in sync with AUD's vision of shaping critically informed citizens who are aware of the major faultiness and processes shaping democracy in India.

7. **Course Details:**

a. Summary

India as one of the largest successful democracies in the world has been characterized by immense diversity and complexity with many religions, regions, castes, class and gender intersecting in myriad ways. Political contestations have played out not only in the realm of formal electoral politics, but also in multiple arenas of everyday life. The course engages with issues of empowerment, development, citizenship, and marginalization and how these are shaped around mobilisation and contestations of gender, caste, class, religion and region. The course thus seeks to understand the puzzle of Indian democracy and explain the numerous paradoxes and challenges underpinning Indian politics and society.

b. Objectives:

The overall objective of this course is to:

1. To provide students with a historically informed understanding of major factors and processes that have shaped and continue to shape Indian politics.
2. To help students appreciate the struggles and claims of different communities that impart peculiar flavor to Indian democracy.
3. To help students understand the contestations and paradoxes that characterize democracy and development in India.

c. Learning Outcomes: At the end of this course, students are expected

1. To have a historically informed understanding of the fraught relationship between democracy and development in the Indian context.
2. To be aware of major faultlines and flashpoints in the trajectory of Indian politics.
3. To have an understanding of India's complex social fabric marked by caste, class, region, religion and other identity markers and their interface with politics.

d. **Overall structure**: This course is divided into five modules, and course delivery timeline is tabulated below:

Srl. No.	Name of the Module	Number of weeks
1.	The Enchantment of Democracy and Development Planning	2 weeks
2.	Deepening of Democracy, Crisis of Governability and Elite Revolts	3 weeks
3.	Citizenship Practices: Negotiations and Claim making	3 weeks
4.	Paradox of Development: Contestations and Contradictions	3 weeks
5.	Media, Mobilization and Public Sphere: Beyond Rhetoric	3 weeks

e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1 –The Enchantment of Democracy and Development Planning

The course will begin with the module which will provide a historical context to planning in post-independent India and the institutionalisation of democracy through the exercise of Universal Adult Franchise. The attempt would be to underline the ways in which democracy captured the political imagination of diverse people and the euphoria and challenges associated with it. The role of the state in development planning will be discussed in the context of late industrialisation in a post-colonial economy confronted with the legacy of de-industrialisation and drain of surplus.

- State and Development Planning
- Idea of democracy
- Universal Adult Franchise and preparation of Electoral Roll

Essential Readings:

Khilnani, Sunil (1998). *Idea of India* [Chapter-1 Democracy]

Menon, Nikhil (2022). *Planning Democracy: Modern India's Quest for Development*. New York: Cambridge University Press [Select Chapters].

Kaviraj, S., Sangari, K. (1995). 'Democracy and Development in India' in Bagchi, A.K. (eds) *Democracy and Development*. International Economic Association Series. Palgrave Macmillan, London.

Stepan, Alfred, Juan Linz, Yogendra Yadav (2011). *Crafting State-Nations: India and Other Multinational Democracies*, John Hopkins University. [Ch-2 India as a State-Nation: Shared Political Community Amidst Deep Cultural Diversity]

Shani, Ornit (2017). *How India Became Democratic: Citizenship and the Making of the Universal Franchise*, Cambridge University Press [Ch-1 Designing For Democracy, Ch-2 The Pursuit of Citizenship in the Making of Electoral Roll, Ch-3 The Roll as 'Serialised Epic' and the universalization of Universal Franchise].

The State and Development Planning in India, *Economic and Political Weekly*, Vol.24, No.33. August 19, 1989.

Francine Frankel (2005). *India's Political Economy, 1947-2004: The Gradual Revolution*, 2nd Edition [Chap 3: Growth and Democratic Social Transformation: Multiple Goals of Economic Planning]

Ghosh, Jayati (1997). 'Development Strategy in India: A Political Economy Perspective' in Sugata Bose and Ayesha Jalal ed. *Nationalism, Democracy and Development*, New Delhi: Oxford University Press.

Bishnupriya Gupta. 2018. "Falling Behind and Catching Up: India's Transition from a Colonial Economy." Working paper, University of Warwick.

Shani, Ornit (2022). 'India's Democracy before the democratic discontent, 1940s-70s', *History Compass*

Kaviraj, Sudipta (2012). *The Enchantment of Democracy and India: Politics and Ideas*, Ranikhet: Permanent Black.

Chakrabarty, Bidyut. 'Jawaharlal Nehru and Planning, 1938–41: India at the Crossroads'. *Modern Asian Studies* 26, no. 2 (1992): 275–287.

Shani, Ornit (2021). 'Women and the Vote: Registration, Representation and Participation in the Run-up to India's First Elections, 1951-52', *South Asia: Journal of South Asian Studies*, Vol.44, Issue 1.

Balasubramanian, Aditya (2021). 'Contesting "Permit-And-License Raj": Economic Conservatism and the Idea of Democracy in 1950s India'. *Past & Present* 251, no. 1, 189–227.

Mukhopadhyay, Apurba (2013). *Post-Colonial democracy in India: Structures and Processes*, Kolkata and New Delhi: Setu Prakashani.

Suggested Readings:

Byres, Terrence, J. 1997. *The State Development Planning and Liberalisation.* Oxford University Press: New Delhi.

Kudaisya, Gyanesh. *A Republic in the Making: India in the 1950s*. New Delhi: Oxford University Press, 2017.

Ludden, David, ed. *Contesting the Nation: Religion, Community, and the Politics of Democracy in India*. Philadelphia: University of Pennsylvania Press, 1996.

Ludden, David. 'India's Development Regime', in Nicholas Dirks, ed., Colonialism and Culture. Ann Arbor: University of Michigan Press, 1992, 247–287.

Singh, Tarlok. *India's Development Experience*. New Delhi: Macmillan India, 1974.

Kaviraj, Sudipta (2012). *The Trajectories of the Indian State: politics and ideas*, Permanent Black.

Vora Rajendra and Suhas Palshikar ed.(2003). *Indian Democracy: Meanings and Practices*, Sage.

Mitra, Subrata Kumar (1992). "Democracy and Political Change in India". In: Journal of Commonwealth & Comparative Politics 30.1, pp. 9–38.

Rudolph, Lloyd I. and Susanne Hoeber Rudolph. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Hyderabad: Orient Longman, 1998

Nehru, Jawaharlal. *The Discovery of India*. New Delhi: Oxford University Press, 1985.

Guha, Ramachandra. 2011. *India after Gandhi: The history of the world's largest democracy.* Pan Macmillan.

Chaudhuri, Maitrayee. (1999). Gender in the Making of the Indian Nation-State. *Sociological Bulletin*. 48. 113-133

Bhardwaj Datta, A., Sen, U., & Sreenivas, M. (2021). Introduction: A Country of Her Making. *South Asia: Journal of South Asian Studies*, *44*(2), 218–227.Introduction: A Country of Her Making

Manor, James (1990). "How and Why Liberal and Representative Politics Emerged in India". In: *Political Studies* 38.1, pp. 20–38.

Moore, Barrington (1966). *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Beacon Press. [Chapter 6, "Democracy in Asia: India and the Price of Peaceful Change"].

Sherman, Taylor C. 'Not Part of the Plan? Women, State Feminism and Indian Socialism in the Nehru Years'. *South Asia: Journal of South Asian Studies* 44, no. 2 (2021): 298–312.

Documentary: *The Great Experiment,* Film Division, Ministry of Information and Broadcasting, GoI.

Module 2- Deepening of Democracy, Crisis of Governability and Elite Revolts

The module will shed light on the deepening of democracy in India marked by politicization and greater assertion of the hitherto excluded groups and the backlash it produced in the form of liberalization and the rise of Hindu nationalism. The breakdown of unitary idea of nation as reflected in rise of regional parties, coalition governments and bargaining federalism will be discussed. In particular, the module will focus on ways in which the emergence of three Ms-Mandal, Mandir and Market- have shaped Indian politics and society.

- Deepening of Democracy
- The Backlash: liberalization and rise of Hindu nationalism
- The Changed dynamics: Mandal, Mandir and Market

Essential Readings:

Kothari, Rajni (1988). 'Decline of the Modern State' in *State Against Democracy: In Search of Humane Governance*, Delhi: Ajanta.

Kohli, Atul (1991). *Democracy and Discontent: India's Growing Crisis of Governability*, New Delhi: OUP

Kohli, Atul (1994). 'Centralization and Powerlessness: India's democracy in a Comparative Perspective' in J. Midgal, A. Kohli and V. Shue (eds). *State Power and Social Forces*, Cambridge: Cambridge University Press.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution,* Delhi: Oxford University Press, pp. 93-340.

Harriss, John and Stuart Corbridge (2000). Reinventing India: Liberalization, Hindu democracy and Popular Democracy, *Contemporary Sociology*, 31(3).

Yogendra Yadav, "Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s," in *Transforming India: Social and Political Dynamics of Democracy*, ed. Francine R. Frankel et al. (New Delhi, India: Oxford University Press, 2000), 120–45.

Arora, Balveer (2006). 'From Reluctant to Robust Federalism' in Mary John, Praveen Jha and Surinder Jodhka ed. *Contested Transformations: Changing Economies and Identities in Contemporary India*, Tulika Books.

E. Sridharan (2012). Coalitions and Democratic Deepening in India in *Coalition Politics and Democratic Consolidation in Asia*, Oxford University Press.

Jaffrelot, Christopher (2013). *India's Silent Revolution: The Rise of Low Castes in North India*, Delhi: Permanent Black

Alam, Javeed (2012). *Who Wants democracy?,* Orient Longman. [Elite Counter-reaction and the Turn to the Right]

James Manor, "Prologue: Caste in Indian Politics", in Rajni Kothari, Caste in Indian Politics [Revised by James Manor], New Delhi: Orient Blackswan, 2010.

Christophe Jaffrelot, 'The Rise of Other Backward Classes in the Hindi Belt', The Journal of Asian Studies, 59-1, 2000, pp. 86-108.

Herring, Ronald J. (2013). 'Class Politics in India: Euphemisation, Identity and Power' in Atul Kohli, Prerna Singh ed. *Routledge Handbook of Indian Politics*

Fernandes, Leela (2006). *India's new Middle Class: Democratic Politics in the Era of Economic Reforms*, University of Minnesota Press.

Atul Kohli (1994), 'Centralization and Powerlessness: India's Democracy in a comparative perspective' in Midgal, Shue and Kohli (Eds.), State Power and Social Forces: Domination and Transformation in the Third World.

Rudolph Lloyd and Susanne Rudolph (2001). Iconisation of Chandrababu: Sharing Sovereignty in India's federal Market Economy, *Economic and Political Weekly*, Vol.36, 1541-52.

Krishna, Anirudha (2017). *The Broken Ladder*, Chapter 2, pp. 27-51

Suggested Readings:

Chandra, Bipan Mridula Mukherjee and Aditya Mukherjee (2008). *India Since Independence*, Penguin. [Select Chapters]

Brass, Paul (2003). *The Politics of India Since Independence*, Cambridge University Press.

J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.

Mohanty Manoranjan, Partha Nath Mukherjee and Olle Tornquist (eds) (1998). *People's Rights: Social Movements and the State in the Third World*, New Delhi, Sage.

Menon Nivedita and Aditya Nigam (2008). *Power and Contestation: India since 1989*, Hyderabad, Orient Longman.

Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

Hansen, T. B. 1999. *The saffron wave: Democracy and hindu nationalism in modern India.* Princeton University Press. Chapter 1

Lukose, Ritty A. 2009. *Liberalization's children: Gender, youth, and consumer citizenship in globalizing India.* Duke University Press.

Rai, Mridu (2019). "Kashmiris in the Hindu Rashtra". In: Majoritarian State: How Hindu Nationalism is Changing India. Ed. by Angana P Chatterji, Thomas Blom Hansen and Christophe Jaffrelot. Oxford University Press, pp. 259–280. ⇒

Prakash, Gyan (2019). Emergency Chronicles: Indira Gandhi and Democracy's Turning Point. Princeton University Press. Chapter 5, "Lawful Suspension of Law"

Yadav Yogendra (2020). *Making Sense of Indian Democracy*, Delhi, Permanent Black

Palshikar Suhas (2017). *Indian Democracy*, New Delhi, OUP.

Heller, Patrick (2023). Parties, Civil Society and Democratic Deepening: Comparing India, Brazil and South Africa, *Studies in Indian Politics*, Vol.11, Issue 1.

<u>Module 3</u> – Citizenship Practices: Negotiations and Claim making

The module will focus on everyday strategies and forms of participation as against pivotal moments/events like elections, the ways in which ordinary people engage with and demand public services from the state-both formal and informal practices. The idea would be to draw

attention to citizenship practices that reveal citizenship is more than formal membership or status. It is better understood as a process of negotiation contingent on a number of factors.

- Everyday forms of Participation and contestations
- Citizenship Practices and Claim making

Essential Readings:

Maiorano, Diego (2021). *Review Essay: The Politics of Claim Making in India*, Pacific Affairs, Vol.94, No.3.

Jayal, Niraja Gopal (2013). *Citizenship and Its Discontents: An Indian History*, Harvard University Press.

Partha Chaterjee (2004). 'Populations and Political Society' in *The Politics of the Governed: Reflections on Popular Politics in Most of the World,* Columbia University Press, pp. 27- 52..

Chopra, Rohit (2013). Who is an Indian Citizen? https://caravanmagazine.in/reviews-essays/who-indian-citizen

Nilsen, A. G. (2018). 'India's Turn to Rights-Based Legislation (2004–2014): A Critical Review of the Literature'. *Social Change*, *48*(4), 653-665.

Chopra, D. (2021). The resistance strikes back: women's protest strategies against backlash in India. *Gender & Development*, *29*(2–3), 467–491.

Kohli, Atul (2012). State and Redistributive Development in India in Nagaraj R. ed. *Growth, Inequality and Social Development in India. Development Pathways to Poverty Reduction*, Palgrave Macmillan, London.

Shani, Ornit (2010). Conceptions of citizenship in India and the 'Muslim question'. *Modern Asian Studies* 44 (1): 145-73.

Bardhan, Pranab (2008). Democracy and Distributive Politics in India in Shapiro, I., Swenson, P. and Panayides, D. ed. *Divide and Deal: The Politics of Distribution in Democracies*. New York, USA: New York University Press

Hertel, Shareen. "Hungry for justice: Social mobilization on the right to food in India." Development and Change 46, no. 1 (2015): 72-94.

Jenkins, R. and Manor, J. (2017). *Politics and the Right to Work.* Oxford University Press.

Madhav Gadgil and Ramachandra Guha. 1994. "Ecological Conflicts and the Environmental Movement in India." Development and Change. 25: 101-136.

Hashmi, Fahad (2022). Citizenship, Religion and Politics of Belonging: A Case Study of Shaheen Bagh, *South Asia Multidiciplinary Academic Journal.*

Nayar Madhav (2020).The History of Student Protests in India https://thewire.in/politics/the-history-of-student-protests-in-india

Sinha, Soumodip (2022). 'Politicization of Universities in a Postcolonial Context: A Historical Sketch of Student Political Activism in India', *South Asia Multidisciplinary Academic Journal*

Ghosh, Nandini (2022). Citizenship, Rights, and Persons with Disabilities in India

Jayal N. G. (2011). The transformation of citizenship in India in the 1990s and beyond (pp. 141–156). In Ruparelia S., Reddy S., Harriss J., & Corbridge S. (Eds), *Understanding India's new political economy: A great transformation?* Routledge.

Suggested Readings:

Ruparelia, Sanjay et. al. 2011. *Understanding India's New Political Economy: A Great Transformation?*. London: Routledge

Krishna, Anirudh (ed.). 2008. Poverty, Participation and Democracy: A Global Perspective. Cambridge: Cambridge University Press

Jeffrey, Craig (2002). "Caste, Class, and Clientelism: A Political Economy of Everyday Corruption in Rural North India". In: Economic Geography 78.1, pp. 21–41

Behl N. (2022). India's farmers' protest: An inclusive vision of Indian democracy. *American Political Science Review*, 116(3), 1141–1146.

Chandra, K. (2004). *Why Ethnic Parties Succeed*. Cambridge University Press.

Jayal, N. G. (2019). Reconfiguring Citizenship in Contemporary India. *South Asia: Journal of South Asian Studies*, *42*(1), 33–50.

Robinson, N. (2013). Complaining to the State: Grievance Redress and India's Social Welfare Programs. Center for the Advanced Study of India.

Menon, N. (1998). State/Gender/Community: Citizenship in Contemporary India. *Economic and Political Weekly*, *33*(5).

Module 4 – Paradox of Development: Contestations and Contradictions

The module engages with ground realities of democracy. It depicts how capitalism entrenches, rather than erases, social difference and has transformed traditional forms of identity-based discrimination into new mechanisms of exploitation and oppression. Through studies of the working poor, migrant labour and the oppression of caste, tribe, region, gender and class relations, the social inequalities generated by capitalism will be exposed. More specifically, exploitation and degeneration of tribal society and culture by development projects, inequality, crisis of accountability, child labour, massive displacement

without rehabilitation, inclusive growth as incarnation of neoliberal policies are some of the issues that the module will discuss.

- Development Paradigms: A critical overview
- Discrimination and Exclusions
- Neoliberal model of Development and its fallout

Essential Readings:

Mehta, Pratap Bhanu (2003). *The Burden of Democracy*, Penguin Books.

Nayak, Pulin (2012). *Economic Development and Social Exclusion in India, Critical Quest* Series.

B. D. Sharma (2010). *Unbroken History of Broken promises: Indian State and the Tribal People*, (Chapter 1), Freedom Press and Sahyog Pustak Kuteer, New Delhi.

Prakash, Aseem (2018). 'Dalit Capital and Markets: A Case of Unfavourable Inclusion', *Journal of Social Inclusion Studies*, Vol. 4, Issue 1.

Nielsen, Kenneth & Nilsen, Alf. (2022). 'India's Evolving Neoliberal Regime of Dispossession: From the Anti-SEZ Movement to the Farm Law Protests'. *Sociological Bulletin.*

Kohli, Atul (1990). *Democracy and Discontent*. New York: Cambridge University Press.

Datta, Anjali Bhardwaj, Uditi Sen, and Mytheli Sreenivas, eds. (2021). 'A Country of Her Making: Women's Negotiations of Society and Politics in Post-Colonial India'. Special Section in *South Asia: Journal of South Asian Studies*, 44, no. 2: 218–397

Dreze, Jean and Amartya Sen. 2013. *An Uncertain Glory: India and its Contradictions*. New Jersey: Princeton University Press.

Behl, Natasha (2022). 'India's Farmers Protest: An Inclusive Vision of Indian democracy', *American Political Science Review*, Vol.116, Issue 3.

Nathan, D. and V. Xaxa eds (2012). *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India.* New Delhi: Oxford University Press.

Krishna, Aniruddha (2017). *The Broken Ladder: The Paradox and Potential of India's One Billion*, Penguin.

Chandhoke, Neera (2016). *Democracy and Revolutionaty Politics*, Bloomsbury Academic.

Tillin, Louise (2013). *Remapping India: New States and Their Political Origins,* London: Hurst [Chapter 3 'Social Movements, Political Parties and Statehood: Jharkhand and Uttarakhand].

Krishna, Anirudh. 2002. *Active social capital: Tracing the roots of development and democracy.* Columbia University Press.

Brass, Paul. (2003). *The production of Hindu-Muslim violence in contemporary India.* University of Washington Press, [Chapter 1 Introduction: Explaining communal violence].

Shah, Alpa. 2010. *In the shadows of the state: Indigenous politics, environmentalism, and insurgency in Jharkhand, India.* Duke University Press. Chapters 1 and 3

Nilsen, Alf Gunvald. (2012). 'Adivasis in and against the state: Subaltern politics and state power in contemporary India'. *Critical Asian Studies* 44 (2): 251-82.

Sahoo, Sarbeswar. 2013. 'Doing development or creating dependency? NGOs and civil society in India'. *South Asia: Journal of South Asian Studies* 36 (2): 258-72.

Saad Filho, A. (2011). 'Growth, poverty and inequality: policies and debates from the (post-) Washington Consensus to inclusive growth'. *Indian Journal of Human Development*, 5(2): 321–344

Sharma, Aradhana (2008). *Logics of Empowerment: Development, Gender and Governance in Neoliberal India*, University of Minnesota Press.

Shah, Alpa and Jen Lerche (2018). 'Tribe, Caste and Class – New Mechanisms of Exploitation and Oppression' in *Ground Down by Growth: Tribe, Caste, Class and Inequality in 21st Century India*, Pluto Press.

Poddar, G. (2023). Review Article: The Politics of Hindutva: Indian Democracy at the Crossroads, *Journal of Contemporary Asia*, 54(2).

Suggested Readings:

Radha Kumar. 1999. 'From Chipko to Sati: the contemporary Indian women's movement' in Nivedita Menon (ed.) Gender and Politics, pp. 342-369.

Lee Tucker (2006). *Child Slaves in Modern India*, Critical Quest, New-Delhi

Right to Information Movement: Aruna Roy- Indian Democracy: The Role of Civil Society and Social Movements in Strengthening Democracy. Available Online: https://www.youtube.com/watch?v=Q40P0MiQ--c

Basu, Deepankar, and Debarshi Das. (2013). 'The Maoist movement in India: Some political economy considerations'. *Journal of Agrarian Change* 13 (3): 365-81.

Guha, Ramachandra (2013). Democracy and Violence in India and beyond. *Juncture* 20 (1): 40-50.

Patnaik, Utsa (2018). Disposession, Deprivation and Development

Harriss, John. 2011. 'What is going on in India's "red corridor"? questions about India's Maoist insurgency'. *Pacific Affairs* 84 (2): 309-27.

Khanna, Gaurav, and Laura Zimmermann. (2017). 'Guns and butter? fighting violence with the promise of development'. *Journal of Development Economics* 124: 120-41.

Ajay Gudavarthy ed. (2017). *Revolutionary Violence versus Democracy: Narratives from India*, Sage.

Nielsen, Kenneth and Alf G. Nilsen (2016). *Social Movements and the State in India: Deepening Democracy?* London: Palgrave.

Nivedita Menon and Aditya Nigam (2007). *Power and Contestation: India Since 1989* [Chapters 6: When was the Nation]

Baviskar, A., 2005. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley.* New Delhi: Oxford University Press.

Chakrabarty, Dipesh. '"In the Name of Politics": Democracy and the Power of the Multitude in India'. Public Culture 19, no. 1 (2006): 35–57.

Roy, Indrajit (2024). *Audacious Hope: An Archive of How Democracy is Being Saved in India*, Westland.

Documentaries and Films: *Agar Wo Desh Banati*

Machines by Rahul Jain

The Factory by Rahul Roy

Article 15

Module 5: Media, Mobilization and Public Sphere: Beyond Rhetoric

The module will draw attention to the increasingly mediatized landscape that characterizes political domain and its implications for the public sphere. In particular, the module will engage with important themes of media effects, the construction of political news, election campaigning, government communications and spin, and media regulation. Rather than seeing populist narratives as rhetoric, the module seeks to underline how it contributes to meaning making in politics.

- Media and Electoral Campaigns
- Populism and Mobilization

Essential Readings:

Morris-Jones, W. H. (1963). "India's Political Idioms". in C. H. Philips ed. *Politics and Society in India*. Allen and Unwin, pp. 133–154.

Yatindra Singh Sisodia and Pratip Chattopadhyay (2023) ed. *Political Communication in Contemporary India: Locating Democracy and Governance*, Routledge. [Ch-6 Rhetoric in democracy: Inventing and Reinventing Language for Democracy Politics and Ch-7 Personalization of Politics: Shifting Paradigm of Democracy in Digital Age]

Chatterjee, Partha (2020). *I am the People: Reflections on Popular Sovereignty Today*, Ranikhet: Permanent Black [Chapter 3: "I am the People"]

Saeed, Saima (2013) *Screening the Public Sphere: Media and Democracy in India*, New Delhi: Routledge.

Mustafa, Seema (2013). 'The role of Media in Contemporary Indian Politics' in Ajay Mehra ed. *Emerging Trends in Indian Politics: The 15th General Election,* Routledge.

Neyazi, Taberez Ahmed (2018). *Political Communication and Mobilisation: The Hindi media in India*. Cambridge University Press.

Farhat Basir Khan (2019). *The Game of Votes: Visual Media Politics and Elections in the Digital Era*, New Delhi: SAGE Publications.

Ravish Kumar (2018). *The Free Voice: On Democracy, Culture and the Nation*, New Delhi: Speaking Tiger. [Chap I: 1-31]

Martelli Jean Thomas and Christopher Jafferlot (2023). 'Do Populist Leaders Mimic the Language of Ordinary Citizens? Evidence from India', *Political Psychology*, Vol.44, Issue 5.

Bajpai, Anandita (2018). *Speaking the Nation: The Oratorical Making of Secular, Neoliberal India*, Oxford University Press.

Gudavarty, Ajay (2018). *India After Modi: Populism and the Right*, Bloomsbury.

Gudavarty, Ajay (2023). *Politics, Ethics, and Emotions in 'New India'*, Routledge.

Muralidharan, Sukumar (2022). 'Free speech, democracy and 'hidden persuaders': segregation in the public sphere' in Peter Ronald deSouza et al. ed. *Companion to Indian Democracy*, Routledge.

Lama, Stephanie Tawa (2023). AAP, Apps and WhatsApp: What Digitalization does to (and says about) Participatory Governance in Delhi, *South Asia Multidisciplinary Academic Journal*.

Sinha, Subir. (2017). "Fragile Hegemony: Modi, Social Media, and Competitive Electoral Populism in India." *International Journal of Communication* (11):4158–80.

Tawa Lama-Rewal, Stéphanie. (2020). "It's Effective Because It's Affective: The Dynamics and Significance of Emotions in a Delhi Jan Sunwai." in *Emotions, Mobilisations and South Asian Politics*, edited by A. Blom and S. Tawa Lama-Rewal. Delhi: Routledge India.

Suggested Readings:

Pinney, Christopher (eds.) (2001) Pleasure and the Nation: the History, Politics and Consumption of Public Culture in India, New Delhi: Oxford University Press.

Moti Gokulsing, K.; Dissanayake, Wimal (1998) Indian Popular Cinema – A Narrative of Cultural Change, Hyderabad: Orient Longman.

Douglas Kellner(1990). Television and the Crisis of Democracy. Boulder, Col: Westview

Smith, Anthony D. (1996) 'Culture, Community and Territory: the Politics of Ethnicity and Nationalism', International Affairs, 72 (3), pp. 445-58.

Prasad, M. Madhava (2003) 'This Thing Called Bollywood', Seminar, 525, May, URL: http://www.indiaseminar.com/2003/525/525%20madhava%20prasad.htm

Prasad, M. Madhava (2014). *Cine-Politics: Film Stars and Political Existence in South India*, Orient Blackswan.

Sahana Udupa, Archiving as History-Making: Religious Politics of Social Media in India Communication, Culture & Critique 9 (2016) 212–230

Documentaries: *While We Watched*

Kerala Story

8. **Pedagogy**:
   a. Instructional design: Classroom teaching.
   b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Not required.
   c. Expertise in AUD faculty or outside: This course will be offered by AUD faculty.
   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Not required.

9. **Assessment structure** (modes and frequency of assessments): There will be two assessments of 50% each.
   - Assessment 1 (50%): Group Work - Book Review (Write-up and Presentation)
   - Write-Up: 30%
   - Presentation: 20%

- Assessment 2 (50%): In-class Exam based on selected readings of the course

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 12th meeting held on 18 June 2024 and has been approved in the present form.

Signature of the Dean of the School

Appendix-22

SCHOOL OF GLOBAL AFFAIRS

B.R. AMBEDKAR UNIVERSITY DELHI

BAGS proposal to replace 'Global Languages - French/Chinese' core with 'Geopolitics' core from 2024 batch onwards.

Proposal

The courses in the BA GS programme are broadly divided between 3 discipline areas of Global Languages, Global Humanities and Global Political Economy. Under this existing course structure, there are compulsory five courses (DSC) in French/Chinese as a core component. After discussions, deliberations, student feedback and aligning with the new education system, the programme team hereby proposes a change in the course structure.

Considering a larger objective to anchor students to global affairs and make them familiar with contemporary issues under the ambit of global studies, the programme team proposes Geopolitics (which is already mentioned in the vision document as a core issue for Global Studies) in place of Global Languages from 2024 batch onwards.

The inclusion of Geopolitics as a thematic would give students an understanding of the conceptual underpinnings, debates, issues and emergent concerns in the multidisciplinary field of Global Studies. These courses may add value to the BA GS programme and make it contemporary, employable, inclusive and holistic.

In absence of research orientation in France and China, the language courses may provide value-addition, but they do not coherently align with the other courses of the programme. The progression in the language courses is sequential leading to backlogs/dropouts and extension of timeframe to complete the graduation.

Furthermore, in absence of permanent faculty for French and Chinese causes transitional hiccups and additional requirement of four guest faculties to teach the ten courses related to foreign languages.

Keeping in mind the larger benefit of students, the programme team requests for the replacement of Global Languages with Geopolitics and recommends the Globalisation and Politics, that is, a Generic Elective course for Semester 1 to be converted into a Discipline Specific Core, Semester 1.

Rationale:

Dr. B R Ambedkar University Delhi (AUD) offers Bachelor of Arts programme in Global Studies (AUD BA-GS), which aims to engage students' already existing interest in the vibrant debates, popular and scholarly, regarding the lived experiences of globalisation and globality. The BA-GS programme follows both the terrestrial veins of globalisation as well as engages students in questions of decoding the complex, networked infrastructure that is being increasingly studied as producing the age of the Anthropocene and which informs the idea and the experience of globality in this programme. In addition to following the threads that have bound this globalised world, our students will also enter the growing area of ongoing research aimed at making sense and conceptualising the global, centres and regions of globality and the multiple globalisations that have produced them as a practice and an identity, that in turn further informs the vision and pedagogy of the BA-GS programme.

The programme is founded on the idea that the global exists and is lived differently for different people: women, Aboriginal peoples, the poor, the super rich, animals, plants, oceans, etc. What this suggests is that location requires a geographical thinking of its own. This precisely where geo-politic emerges as one of the core thematic areas of thinking globally. BA-GS courses begin by asking, Where is the global? What is globality? And, How to orient students towards such lines of inquiry? In particular, taking geo-politics and geo-economics seriously, how to introduce students to 'moments and centres of globality'? Identifying regions – Indian Ocean, South East Asia, Central Asia/the Himalayan region, Africa and Latin America and highlighting the importance of spatial/geohistorical perspectives to a global perspective.

Following the discussion in BoS on change in structure of BA GS to replace the thematic area of Global languages with Geopolitics, the members of the programme team revised the BA GS structure.

The Courses to be included in place of French / Chinese (Semester 1 to 5) are:

SEMESTER I: GLOBALISATION AND POLITICS

SEMESTER II: INTERNATIONAL RELATIONS AND DIPLOMACY: HISTORY, THEORY AND PRACTICES (tentative title, course to be developed)

SEMESTER III: Trade, Global Economy and New World Order (tentative title, course to be developed)

SEMESTER IV: PERSPECTIVES FROM THE GLOBAL SOUTH (tentative title, course to be developed)

SEMESTER V: POLITICAL GEOGRAPHY (tentative title, course to be developed)

Descriptive Note:

SEMESTER I: GLOBALISATION AND POLITICS

The course will be offered to first semester BA students as a Discipline Specific Core Course which provides a broader perspective to students of four-year BA programmes in the global studies at AUD. The purpose of this course is to enable students to understand and critically analyse the phenomenon of globalisation which entails interconnectivity of the local with the global and vice versa. The different definitions of globalisation, their periodization and the dimensions of globalisation in modernity will be discussed. In the Indian context, debates on globalisation in the political context of structural adjustment, privatisation and liberalisation will also be covered. Students will come to know about the factors and forces of globalization and global economy structures and process, and the impact on existing actors in the international arena, especially nation-states. In this context, students will be introduced to the major debates on national sovereignty, culture, and market; as well as the range of social movements of different shades that have arisen as part of the 'discontents' of globalization.

SEMESTER II: INTERNATIONAL RELATIONS AND DIPLOMACY: HISTORY, THEORY AND PRACTICES

This course will explore the impact of global history on contemporary international relations, diplomacy and India's interactions globally. It will delve into the history of colonialism,

imperialism, and anti-colonial struggles that have significantly shaped the modern world. This module will help students grapple with the contemporary world's structures, institutions and practices. Furthermore, the course will discuss critical events of the twentieth century, such as the First World War, the Second World War and the Cold War. Students will also be introduced to various theories, including liberalism, realism, feminism, structuralism, critical theory, green theory, and multiple diplomacy theories. The theory part of the syllabus will help students develop a theoretical understanding of global institutions and events. It will help them explain the issues with more theoretical and critical rigour.

Additionally, we will cover multiple international issues such as migration, global trade and business, terrorism, nuclear proliferation, security, human rights, and climate change, to mention a few. This part of the syllabus will also highlight the diplomatic tactics of the various states while managing the issues and events at the global level, which will allow students to think about the policies to deal with them. Finally, the course will provide background information on India's role in world affairs since independence, including its involvement in international organisations, diplomatic practices, peacekeeping efforts, and relations with other global entities.

SEMESTER III: Trade, Global Economy and New World Order

The propensity to trade, barter and exchange has differentiated humans from other animals. Thus one of the common threads of understanding globality is to look at the world through the lens of trade relations. Trade relations have historically been intertwined with foreign policy. One can trace through history the central role of trade in geopolitics: from the Han Dynasty using its military power to maintain the Silk Road in 3rd century BC; to Rome's conquest of Egypt in the year 30 BC driven by the motive to have a better supply of grain; to the role played by trading interests of the East India Companies which drove colonialism in India and the global south; or the Atlantic Charter of 1941 which pushed for trade openness being central to foreign policy and world peace, to the reconstruction of Europe under the Marshall plan, or the Havana Charter for an International Trade Organization (the ITO) in 1948, to GATT and WTO, from NAFTA, SAFTA and ASEAN; to the Trans Pacific Partnership (TPP) Agreement (2015) to counter China and Asia's Asian Infrastructure Investment Bank (AIIB) and the One Belt One Road (OBOR) policy, to the present Russia-Ukraine war and the role of grain trade.

The nature of trade itself has also undergone changes – from kingdoms and nations trading dissimilar products due to absolute advantages to specialisation of production and comparative advantages, to trading in similar but differentiated products, to non-state actors becoming central to the global trading order, to trading in the digital world – all these have also contributed to the complexity of globalisation and the geopolitical order. The course will trace the centrality of trade in the changing geopolitical order and also map the contours of changing business models and strategies employed by entities to establish their dominance under a globalised world. The rise of transnational companies and the economic power they wield has often dwarfed the importance of national governments in today's contemporary world and students will immensely benefit from understanding globality from a nuanced framework of trade. Finally, conflicts in today's world are largely driven by trade and economic interests of state and non-state actors thus intertwining geopolitics to geoeconomics.

SEMESTER IV: PERSPECTIVES FROM THE GLOBAL SOUTH

This course will examine the discipline of international relations (IR) from the global South perspectives. International relations is an interdisciplinary field of study. Still, it has historically been studied from western perspectives, undermining the significance of global South perspectives in theorising and analysing the nuances of the discipline. It will begin with an exploration of why the international relations theories are Eurocentric based on western histories and the global South perspectives are largely missing from the mainstream discourse and scholarly debates. The course will then delve into the growing body of scholarship that pays attention to the context of international relations theories in Africa, Asia and Latin America and to the diverse interpretations within these vast regions. Much of this scholarship has been produced under the umbrella term of 'global IR'. Besides their theoretical contributions, the course will also examine the histories of Africa, Asia and Latin America to understand the historicity of IR from the non-western standpoint and also to comprehend the historical and philosophical contexts that structured and shaped the global South perspectives. Students will also be introduced to the post-positivist approaches like post-structuralism and post-colonialism. Post-positivist approaches adopt a critical attitude towards established dominant approaches in IR and highlight the ways in which these theories represent and discuss the world. This course will also examine the significance of Indian contribution to the theory of international relations with special reference to Kautilya and Buddhism. Kautilya's Arthashashtra and Buddhist philosophy provides non-western perspective of statecraft,

sovereignty, power and security which is more suitable to the countries of the global South. Lastly, the course will offer the analysis of global political economy institutions like UN, IMF, WB, NATO and WTO from the global South standpoint to understand the issues and concerns of the countries located in Asia, Africa and Latin America. . It will also delineate the role of the third world and the newly emerging powers in revisioning this 'Bretton Woods' framework. A significant focus of the course, thus, will be on the broadening the theoretical and conceptual tenets of the discipline of IR.

SEMESTER V: POLITICAL GEOGRAPHY

The course on political geography will cover several key topics essential to understanding the intersection of politics and geography. It will begin with an exploration of how political power operates across geographic territories, including an analysis of borders, boundaries, and territorial disputes between states and regions. The course will then delve into the strategic importance of geographic locations in international relations and examine various geopolitical theories and their implications for global politics. A significant focus of the course will be on the processes of state formation and evolution, emphasizing different forms of governance. Central to political geography is the study of political landscapes and electoral geography, which includes analyzing the spatial distribution of political processes like voting patterns, electoral districts, and political representation. This analysis will explore how geography influences voting behavior and shapes political outcomes. The course will also examine how geographic factors contribute to identity politics, nationalism, and cultural landscapes. This includes an analysis of ethnic, religious, and linguistic identities within political contexts, shedding light on power relations and inequalities within societies. Environmental Politics will be another key area of focus, examining how environmental issues such as climate change, resource management, and conservation intersect with political processes and policies. The course will analyze environmental governance at local, national, and global scales, highlighting the complexities of managing natural resources amidst political interests. Lastly, the course will address the uneven distribution of resources and opportunities in the context of globalization, offering insights into the economic and political dimensions of global interdependence. Together, these topics aim to provide a comprehensive understanding of how geography shapes political dynamics and influences global governance in a rapidly changing world.

The Revised BA GS structure is as follows:

PROGRAMME STRUCTURE

The BA-GS program is spread across 4 years / 8 semesters. However, a student has multiple exit options. One can exit after completion of the first year (two semesters), a 6-credit internship (2 months) and a 4-credit Value based elective course (VBE**)** to attain an Undergraduate Certificate in Global Studies subject to completion of 50 credits; an Undergraduate Diploma in Global Studies after the completion of 4 semesters with 40 additional credits along with a 6-credit internship (2 months) and a 4 - credit VBE and an Undergraduate Degree in Global Studies at the end of 8 semesters after gaining a total of 120+42 credits.

COURSES

	DSC	**DSE**	**GE**	**AEC/SE/VBE**	**Credits**
Sem 1	DSC1: **Globalisation and Politics** DSC2: Introduction to Political Economy		GE (Any one) GE1: Bharatiya Evam Vishwa Sahitya GE2: The Dynamic Earth GE3: India and World Literature GE4: ICTs, Economy and Society GE5: Print Culture and Reading	AEC1: English for Academic Purposes AEC2 (Any one) AEC2a: Prarambhik Hindi AEC2b: Madhyamik Hindi AEC2c: Vyavaharik Hindi	20
Sem 2	DSC3: **International Relations and Diplomacy: History, Theory and Practices** (tentative title, course to be developed) DSC4: Understanding the Global	DSE (Any two) DSE1: Food, Culture and Globalisation DSE2: Business in a Globalised World DSE3: Introduction to East Asia		SE1: MS-Excel for Social Research	20
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE** (Happiness Curriculum). **Award- Undergraduate Certificate in Global Studies**					40
Sem 3	DSC5: **Trade, Global Economy and New World Order (tentative title, course to be developed)** DSC6: South Asians in the World		GE (Any three) GE3: Sociological Imagination GE4: Political Theory as Practice GE5: Introduction to History: Sources and Methods GE6: Historiographic Novels		20

Sem 4	DSC7: **Perspectives from the Global South (tentative title, course to be developed)** DSC8: Religion in the global world DSC9: Feminist Theory and Practice	DSE (Any one) DSE4: The Great Transformations DSE5: Literary and Cultural Dialogues in Latin America		AEC3: Environment: Issues and Challenges	20
Students on exit have to complete a 6-credit **internship** (2 months) and a 4- credit **VBE** (Happiness Curriculum). **Award- Undergraduate Diploma in Global Studies**					40
Sem 5	DSC10: **Political Geography (tentative title, course to be developed)** DSC11: Political Economy of Labour & Work DSC12: Political Economy of Global Institutions	DSE (Any two) DSE6: Understanding human rights DSE7: Global Humans DSE8: Nation-State in Comparative Perspective			20
Sem 6	DSC13: Age of Digital Global DSC14: Political Economy of Global Commodities DSC15: Global Environmental Change		GE (Any two) GE7 GE8 GE9		20
Students on exit should have completed a 6-credit **internship** (2 months) and they should have completed a 4-credit **VBE (**Happiness Curriculum**)** within their period of study. **They should have also completed at least 5 DSC courses each from the 3 discipline areas of Geopolitics, Global Humanities and Global Political Economy within Global Studies.** **Total credits: 120** **Award: Undergraduate degree in Global Studies**					40
Sem 7	DSC16: to be developed DSC17: to be developed	DSE/GE (Any two)		Research Methodology	20
Sem 8	DSC18: Trans-border region# DSC19: Trans-oceanic worlds#	DSE/GE (Any two)		Research Project Report / Seminar (6 credits)	22
Number of credits: 162 **Award: Undergraduate degree with research in Global Studies**					

- New course to be developed and approved. Titles are tentative.

Appendix-23(A)

Action Taken on the Changes Following Comments from the Committee for Deliberation on Indian Knowledge Systems

Course Title: "Being in the World, Knowing the World: *Bhakti* as *Jñāna* - Indian Women and their Spiritual Quests 6th Century CE- 12th Century CE"

Observation by the Committee

In the course titled 'Being in the World, Knowing the World', the interpretation of the concept of Bhakti and its connection with IKS is not coming across clearly. There is a need to revisit the course outline to communicate focus on IKS in a crystalised form.

Action Taken

To clarify this more,

- A new para has been added ((see Paragraph B).
- One paragraph's position is changed (see paragraph A) in the course outline

Paragraph A

"The course sees *Bhakti* as a way of engaging with the world, of being in the world and of creating knowledge about the world. A huge corpus of poetry and verses written by many women who followed this path of *Bhakti*, the course suggests, should be seen as one of the many sources of legitimate knowledge creation. The course proposes that this corpus provides us with alternative ways of thinking about pre-colonial lives and knowledge quests, helping us move away from our dependence on colonial sources. This course, inspired by the debates detailed above, seeks to look at areas of women's experiences that are steered by spiritual and religious imperatives. This can be considered an initial foray into engaging with particular forms of knowing and being in the world from a gendered perspective."

Paragraph B

"Indian Knowledge System is a creative and de-colonial approach to epistemological frames as it exists currently. Drawn as they are largely from the Enlightenment and Rationality paradigms, these approaches do not comfortably contain within them the scope for inquiry that uses affect, emotion, intuition or religious devotion (*Bhakti*) as an entry point. By adopting bhakti as the framework and object of inquiry this course derives its raison d'être" from intellectual, historical and experiential accounts that would not normally find a place in the mainstream epistemological accounts of gender. "

Observation by the Committee

There is a need to revisit the course outline to communicate focus on IKS in a crystalised form. For instance, the course outline states: "piety (Bhakti), usually associated with women, is seen an important pillar of Indian

knowledge systems in addition to Jñāna, Prajñā and Satya". The idea is not clear and needs unpacking and re-formulation.

Action Taken

This idea has been reformulated by the addition of the following paragraph C

Paragraph C

"Indian knowledge systems in addition to *Jñāna*, *Prajñā* and *Satya*. *Bhakti* and *Jñāna* have often been pitted against one another. *Jñāna* is understood as knowledge based on texts and scriptures and disseminated through rigorous learning that has its own well established traditions and conventions. Whereas, *Bhakti* is seen as an affect oriented, emotional, intuitive and spontaneous approach to the philosophical questions of life, death, relationships, duty and so on. The questions that *Jñāna* and *Bhakti* ask are closely linked, but the nature of providing responses to these questions is what sets them apart. This difference is what renders *Bhakti* the soft and seemingly unintellectual response to the complex questions of life and hence easily attributable to the 'innocent' nature of women. The course tries to move away from this binary and sees this as gendered. It tries to bring out the question of being and knowing that the female figures associated with *Bhakti* embody. "

Observation by the Committee

Unit 1 description is also not clear as it refers to "some important theoretical debates" that will be discussed but does not mention the debates.

Action Taken

The debates are mentioned in the added paragraph (see Paragraph D)

Paragraph D

"This module aims to familiarize students with some important theoretical debates especially debates in India that seek to revisit epistemology, pedagogy and the idea of the university itself. In addition, Latin American debates and discussions on territory and decolonisation, emerging feminist debates on decolonising epistemology and reclaiming epistemological agency, and debates from Africa about de-colonizing African knowledge would also form an important part of this module. This will be done by drawing from some landmark writings that reflect the nature of these important theoretical debates."

Observation by the Committee

The course is largely theoretical in nature. It should introduce some practical elements as well.

Action Taken

Practical elements are highlighted by adding a paragraph (see paragraph E)

Paragraph E

"The teaching of this course would draw both from texts and performances and field visits, thus enabling the students to bring the theoretical knowledge in close alignment with the practices of *Bhakti*. Workshops with musicians and performers who specialize in *Bhakti* as their chosen genre will be an integral part of the practical aspects of this course. Students would also be exposed to documentaries on the women featured in this course, in addition to visits to sites of great devotion and *Bhakti* associated with women in the neighbourhood of Delhi such as Mathura/Vrindavan."

Dr. B.R. Ambedkar University Delhi

Revised Course after Comments from Committee for Deliberation on Indian Knowledge Systems

(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Studies
Programme(s)	MA (Gender Studies)
Course title	Being in the World, Knowing the World: *Bhakti* as *Jñāna* - Indian Women and their Spiritual Quests 6th Century CE- 12th Century CE
Course code	SHS202846
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Open Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Predoctoral/MA/PG Diploma/Certificate
Proposed date of launch	As per AUD Norms
Course coordinator and team	Krishna Menon and Bindu K.C.

1. How does the course link with the vision of AUD?

As the *Guidelines for Incorporating Indian Knowledge in Higher Education Curricula* asserts: "The pursuit of Knowledge (*Jñāna* ज्ञान), wisdom (*Prajñā* प्रज्ञा), and truth (*Satya* सत्य) was always considered in Indian thought and philosophy as the highest human goal"(p: 1).In this course, piety (*Bhakti* भक्ति), usually associated with women, is seen an important pillar of Indian knowledge systems in addition to *Jñāna*, *Prajñā* and *Satya*. AUD's vision is to give a voice to frameworks of marginalized groups and be an integral part of knowledge production from subaltern perspectives. This course aims to amplify unheard voices, aligning with the university's overarching vision.

2. How does the course link with the specific programme(s) where it is being offered?

It is linked to courses in Gender Studies from which it is offered because it looks at the period of *Bhakti* through a gendered lense by focusing on the women figures of the early *Bhakti* tradition. While offered through the Gender Studies programme, it will be available as an open elective, fulfilling Gender Studies' mission to disseminate its framework and perspective to the broader university community.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is situated within the framework of B.R. Ambedkar University Delhi's endeavor to explore and embrace Indian knowledge systems in its diverse forms. It is linked to courses in Gender Studies, Literary Studies, History, and Sociology. What sets it apart is its focus on addressing the gaps present in many higher education programs, particularly the neglect of pre-colonial histories of South Asia. The course examines this period through a decolonial lens, incorporating a gendered perspective. This course speaks to the courses offered as a core course, foundation and electives in the MA Gender Studies programme:

- Introduction to Gender
- Sexualities
- Bodies
- Ideas, Knowledge Ethics
- Intellectual Histories in South Asia: Women thinking the World

4. **Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)** As per AUD norms on prerequisites

5. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per AUD norms

6. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Monsoon - Semester Long in keeping with the M.A. Gender Studies programme.

7. **Course Details:**

a. Summary:

The *Guidelines for Incorporating Indian Knowledge in Higher Education Curricula* asserts: "The pursuit of Knowledge (*Jñāna* ज्ञान), wisdom (*Prajñā* प्रज्ञा), and truth (*Satya* सत्य) was always considered in Indian thought and philosophy as the highest human goal"(1).In this course, piety (*Bhakti* भक्ति), usually associated with women, is seen an important pillar of Indian knowledge systems in addition to *Jñāna*, *Prajñā* and *Satya*. *Bhakti* and *Jñāna* have often been pitted against one another. *Jñāna* is understood as knowledge based on texts and scriptures and disseminated through rigorous learning that has its own well established traditions and conventions. Whereas, *Bhakti* is seen as an affect oriented, emotional, intuitive and spontaneous approach to the philosophical questions of life, death, relationships, duty and so on. The questions that *Jñāna* and *Bhakti* ask are closely linked, but the nature of providing responses to these questions is what sets them apart. This difference is what renders *Bhakti* the soft and seemingly unintellectual response to the complex questions of life and hence easily attributable to the 'innocent' nature of women. The course tries to move away from this binary and sees this as gendered. It tries to bring out the question of being and knowing that the female figures associated with *Bhakti* embody.

Indian Knowledge System is a creative and de-colonial approach to epistemological frames as it exists currently. Drawn as they are largely from the Enlightenment and Rationality paradigms, these approaches do not comfortably contain within them the scope for inquiry that uses affect, emotion, intuition or religious devotion (*Bhakti*) as an entry point. By adopting bhakti as the framework and object of inquiry this course derives its raison d'être" from intellectual, historical and experiential accounts that would not normally find a place in the mainstream epistemological accounts of gender.

The course sees *Bhakti* as a way of engaging with the world, of being in the world and of creating knowledge about the world. A huge corpus of poetry and verses written by many women who followed this path of *Bhakti*, the course suggests, should be seen as one of the many sources of legitimate knowledge creation. The course proposes that this corpus provides us with alternative ways of thinking about pre-colonial lives and knowledge quests, helping us move away from our dependence on colonial sources. This course, inspired by the debates detailed above, seeks to look at areas of women's experiences that are steered by spiritual and religious imperatives. This can be considered an initial foray into engaging with particular forms of knowing and being in the world from a gendered perspective.

In this course, the focus is on women and *Bhakti*. The movement had two distinct phases – the first beginning in the 6th or 7th century from the Tamil speaking region. The movement underwent a second phase when it spread through the Marathi speaking areas and the Gangetic plains. This course will focus on the first phase.

What is the relevance of this course in a Gender Studies programme? The fluidity, flexibility and open-endedness of *Bhakti* traditions, make it possible to question socially assigned roles to individuals. From a Gender Studies perspective, we can say that the lives and experiences of women across India who have sought a path different from the quotidian concerns of marriage and domesticity, while following the path of *Bhakti*, provides us with interesting insights of knowing and being in the world. Methodologically, the course does this by following certain female *Bhakti* figures through writings/songs attributed to them, texts around their lives and retrieval of these figures in our contemporary world.

The teaching of this course would draw both from texts and performances and field visits, thus enabling the students to bring the theoretical knowledge in close alignment with the practices of *Bhakti*. Workshops with musicians and performers who specialize in *Bhakti* as their chosen genre will be an integral part of the practical aspects of this course. Students would also be exposed to documentaries on the women featured in this course, in addition to visits to sites of great devotion and *Bhakti* associated with women in the neighborhood of Delhi such as Mathura/Vrindavan.

b. Objectives

- Engage with the idea of Indian Knowledge Systems
- Destabilize the binary between *Jñāna* and *Bhakti*
- Explore women's engagement with the *Bhakti* tradition in India

c. Expected Learning Outcomes

Upon successful completion:

Students will be able to:

1. critically examine some aspects of the colonial foundations of knowledge production and epistemological frameworks.

2. appreciate the span and philosophy of the *Bhakti* movement

3. specifically appreciate the contribution of some of the women *Bhakti* saints

4. nurture this tradition of knowledge and put it to new use and develop new research themes

5. engage with various aspects of Indian society, poetry, religion and so on from a gendered perspective

d. Overall structure:

This is a 4 credit course. There are modules that help the student place the course in a conceptual way. Then it moves into specific modules that deal with certain women figures of *Bhakti*, introduced through their works as well as texts that deal with their lives. The course also deals with the contemporary articulation of some of these figures as well as other women figures in the spiritual realm.

e. Course Contents

i. Module Wise format

Module I: Engaging with the Idea of Indian Knowledge Systems

This module aims to familiarize students with some important theoretical debates especially debates in India that seek to revisit epistemology, pedagogy and the idea of the university itself. In addition, Latin American debates and discussions on territory and decolonisation, emerging feminist debates on decolonising epistemology and reclaiming epistemological agency, and debates from Africa about de colonizing African knowledge would also form an important part of this module. This will be done by drawing from some landmark writings that reflect the nature of these important theoretical debates. In doing this module seeks to move away from an exclusive dependence on the tools, analysis and accounts of Eurocentric perspectives and foster a more inclusive, diverse, and contextually relevant understanding of knowledge in order to create the basis for an Indian knowledge system.

Essential Readings

Sai Deepak, J. *India that is Bharat: Coloniality, Civilisation, Constitution*. New Delhi: Bloomsbury, 2022.

Ngũgĩ wa Thiong'o. *Decolonising the Mind : the Politics of Language in African Literature*. London: Heinemann, 1986.

Nigam, Aditya. *Decolonizing Theory: Thinking across Traditions*. New Delhi: Bloomsbury India, 2020.

Tuck, Eve & K. Wayne Yang. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1.1 (2012): 1-40.
<https://journals.scholarsportal.info/pdf/19298692/v01i0001/nfp_dinam.xml_en>.
Kapoor, Kapil. *Text and Interpretation: The Indian Tradition.* New Delhi, D K Printworld, 2005.

Module 2: *Bhakti* Tradition: Women, Poetry and Performance

Bhakti movement, historians claim, spanned from the 6th or 7th century emerging in the Tamil region and spreading northwards upto the 17th century. The *Bhakti* movement is characterized by some scholars as a "storm of songs." This provided the much needed impetus for the growth of local language and literature.

Jñāna as erudition and reason is often contrasted with *Bhakti*. *Bhakti* has space for the "irrational" and passionate. Women have often, been associated with intuition and spontaneity (including irrationality") while men have been linked with "reason". Perhaps, this is why *Bhakti* provided room to women (and others) who were out of the circle of reason and intellect.

Essential Readings

Hawley, John Stratton. *A Storm of Songs: India and the Idea of the Bhakti Movement.* Cambridge: Harvard University Press, 2015.
Iwo, Shima Teiji Sakata, and Katsuyuki Ida. *The Historical Development of the Bhakti Movement in India: Theory and Practice*. New Delhi: Manohar, 2011.
Menon, Krishna. "Women in Bhakti Tradition: A Critical Perspective." (Eds)., Ankit Tomar & Suratha K. Malik. *Ancient and Medieval Indian Thought: Themes and Traditions*. New Delhi: Sage Texts, 2020.
Pillai, P. Govinda. "The Bhakti Movement: Renaissance or Revivalism?" New Delhi: Routledge, 2023.
Pollock, Sheldon (Ed). . *Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet, 1500-1800*. Durham: Duke University Press, 2011.
Schelling, Andrew. *The Oxford Anthology Of Bhakti Literature*. New Delhi: Oxford University Press, 2011.
Sharma, Krishna. *Bhakti and the Bhakti Movement, A New Perspective : a Study in the History of Ideas*. Charlottesville VA: University of Virginia Press, 1987.
Ramaswamy, Vijaya. "Rebels, Mystics or Housewives? Women in Virasaivism." *India International Centre Quarterly*, Vol. 23, No. 3/4, 1996. pp. 190-203.

Module 3:

6 -The Ghoul and her Lord (6 th Century CE)

Kariakal Ammiyar who was born as the beautiful Punitavati, prayed to *Shiva* to transform her into a ghoul with a gnarled and twisted old body that would repel people. She chose to transcend her body in the quest of *Bhakti* and gave up on a life of matrimony and domesticity.

Essential Readings

Cacivalli, S. Sasivalli. *Karaikkal Ammaiyar* . Charlottsville: International Institute of Tamil. Studies, University of Virginia, 1984.

Craddock, Elaine. "The Anatomy of Devotion: The Life and Poetry of Karaikkal Ammaiyar." (Ed)., Tracy Pintchman. *Women's Lives, Women's Rituals in the Hindu Tradition.* New Delhi: Oxford Academic, 2007. 131–148.

Natarajan, Navia. *Navia Natarajan presents Karaikal Ammaiyar.* n.d. 30 January 2024. <https://www.youtube.com/watch?v=sqcPvAszUVs>.

Module 4: Andal: Passion and Abandon (8th Century CE)

Andal in her poetry talks unabashedly about her passion directed at Lord Vishnu-at the Srirangam Kshetra Temple. Legend has it she mysteriously disappeared into the sanctum sanctorum after a 'marriage ceremony' with her Istha Devata.

Essential Readings

Jayasri, B. (2020). *Bombay Jayashri - Andal's Poem (Official Video).* Retrieved January 30, 2024, from YouTube: https://www.youtube.com/watch?v=RmwNzjkWERs

Somasundaram, O. (2019). Divine Love: The Bridal Mysticism of Andal, Journal of Psychosexual Health. *Journal of Psychosexual Health, 1*(1). doi:10.1177/2631831818823636

Venkatesan, A. (2016). *The Secret Garland: Andal, Tiruppavai and Nacciyar Tirumoli.* New Delhi: Harper Perennial India.

Module 5: Avvaiyar – Respected Grandmother (9 th Century CE)

Avvaiyar - respected grandmother- is known, not only for her extraordinary poetry, but also, as a noble and revered saint. She chose to become a woman of religion and she channelized her musical and literary creativity into devotion to the Lord. She resolved the perennial dilemma of the body and sexuality by transforming herself through prayers into an old and wizened woman who wandered from land to land and shared her wisdom.

Essential Readings

Abhay, K. *The Bloomsbury Book of Great Indian Love Poems*. New Delhi: Bloomsbury India, 2020.

Grammar, Cozy. *A Poem from Avvaiyar's book Moothurai: "To Behold a Good Person" | Ask Cozy Grammar*. n.d. 30 January 2024. <https://www.youtube.com/watch?v=WEKZe_sgerg>.

Pechilis, Karen. "Revisiting the Experiential World of Women's Bhakti Poetry." *Religions* 14.6 (2023): 788.

Pruiksma, Thomas. *Give, Eat, and Live: Poems of Avvaiyar*. Pasadena: Red Hen Press, 2009.

Module 6: Akka Mahadevi -Transcending the Body (12 th Century CE)

Akka Mahadevi lived and wrote and wandered in search of Shiva in the Kannada speaking areas of South India. She spurned her husband to follow unabashedly her passion and love for Shiva.

Essential Readings

Ramaswamy, Vijaya. *Divinity and Deviance: Women in Virasaivism*, New Delhi, Oxford University Press, 1996.

Alka, Tyagi. *Andal and Akka Mahadevi: Feminity to Divinity*. New Delhi: DK Printworld, 2014.

Chaitanya, Vinaya. *Songs for Śiva: Vacanas of Akka Mahadevi By Akkamahādēvi*. New Delhi: AltaMira Press, 2005.

Dhaare, Vachana. *Akka Kelavva - Vachana in Raga Pahadi*. n.d. 30 January 2024. <https://www.youtube.com/watch?v=3S41PIJVsIg>.

Rao, Mukunda. *Sky-Clad (The Extraordinary Life and Times of Akka Mahadevi)*. New Delhi: Westland Publishers, 2018.

Singh, Avadhesh K. *The Voice of Women: Gārgī to Gaṅgāsatī*. New Delhi: DK Printworld, 2008.

Module7: Women and Bhakti in the Contemporary World

The *UGC guidelines on Indian Knowledge System* urge us to do the following : "Sharing the life and work of contemporary scholars and innovators who have made seminal contributions in their fields using IKS , in order to motivate teachers to explore various dimensions of IKS" (UGC, guidelines, page 9). In keeping with this recommendation, this module seeks to engage with a more contemporary setting and determine whether *Bhakti* has continued to animate women's lives and experiences in India.

Historians have pointed out that the contemporary is always part of any look at the past since often, a historical impulse is steered by present concerns and thus all modules so far also deals with the contemporary. Yet, this module particularly looks at some of the transmogrifications of *Bhakti* in the contemporary world. Bhakti continues to be a source of inspiration for many individuals, including women. Bhakti practices and gatherings provide a space where women can express their devotion, share religious experiences, and contribute to the broader discourse on spirituality. This module will focus on Sister Nivedita - one of the pioneers of the Sarada Math and a close associate of Swami Vivekananda, and Mata Amritanandamayi who is known both for her intense Bhakti and Seva.

Essential Readings

Harris, Ruth. *Guru to the World: The Life and Legacy of Vivekananda*. New York: Harvard University Press, 2022.

Warrier, Maya. "Processes of Secularization in Contemporary India: Guru Faith in the Mata Amritanandamayi Mission." *Modern Asian Studies* (2003): 213-253.

Suggested Readings

Chakravarti, Uma. "The World of the Bhaktin in South Indian Tradition: The Body and Beyond." *Manushi* (1989): 50-52.

Chandel, Samarth Singh. *Feminism in India*. 10 March 2022. <https://feminisminindia.com/2022/03/10/the-complex-reality-of-women-devotees-in-the-bhakti-movement/>.

Hawley, John Stratton, Christian Lee Novetzke, Swapna Sharma. *Bhakti and Power: Debating India's Religion of the Heart* . Washington: University of Washington, 2019.

King, Anna S & John Brockington (Eds.). *Intimate Other: Love Divine In Indic Religions*. Hyderabad: Orient Blackswan, 2005.

Menon, Nivedita. *Misdirections of Secularism*. New Delhi: Permanent Black, 2024.

Muthukumaraswamy, M.D. *Sahapedia*. 16 November 2016. <https://www.sahapedia.org/the-dynamics-of-bhakti>.

Nagaraj, D R. *Flaming Feet*. London: Seagull Books, 2011.

Namakkal, Jessica . "European Dreams, Tamil Land: Auroville and the Paradox of a Postcolonial Utopia." *Journal for the Study of Radicalism*. 6: 1, 2012. pp. 59-

88https://www.jstor.org/stable/41955483

Pintchman, Tracy (Ed.) *Women's Lives, Women's Rituals in the Hindu Tradition*. OUP, 2007.

Ramaswamy, Vijaya. *Walking Naked: Women, Society, Spirituality in South India*. Shimla: Indian Institute Of Advanced Study, 2007.

Sangari, Kumkum. "Mirabai and the Spiritual Economy of Bhakt." Economic and Political Weekly 25.27 (1990): 28-32.

Sen., Anandaroop. "J Sai Deepak's India that is Bharat: Coloniality, Civilisation, Constitution. ." *Social Dynamics A journal of African studies* (2021).

Mignolo, Walter D., Catherine E. Walsh. *On Decoloniality: Concepts, Analytics, Praxis*. Durham: Duke University, 2018.

Yocum, Glenn E. "Shrines, Shamanism, and Love Poetry: Elements in the Emergence of Popular Tamil Bhakti." *Journal of the American Academy of Religion* (1973): 3-17.

ii. Assessment Plan (Weight, Mode, Scheduling):

Mid Term Assessment: 50%

End Term Assessment (Summative Examination): 50% (mode and scheduling will be determined by the individual faculty member).

8. Pedagogy

a. Instructional design: Classroom teaching, visual texts and research, attending *Bhakti* music and dance concerts.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom.

c. Expertise in AUD faculty or outside : Within AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): N.A.

Krishna Menon

Signature of Course Coordinator(s)

Note:

i. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

ii. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

iii. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ....8th.....meeting held on....22-3-2024.....and has been approved in the present form.

Signature of the Dean of the School

Appendix-23(B)

19.05.2024

Action Taken on the Changes Following Comments from the Committee for Deliberation on Indian Knowledge Systems

Course Title: Self and Psychology in the Indian Knowledge Traditions

Observation by the Committee

The link between the various modules of the course need to be stated more clearly.

Action Taken

The observation of the expert committee has been carefully considered. The internal links and continuity across different modules has been re-examined and incorporated in the course document as follows:

Based on the *Guidelines for Incorporating Indian Knowledge in Higher Education Curricula,* the course invites reflection on the nature of mind, mental life, self and human development based on the Indian psycho-philosophical tradition, its contact with diverse psycho- philosophical currents and their contemporaneous visions of the human. This course aims to underscore and interrogate "the psychic" from an Eastern perspective towards a postcolonial appreciation of knowledge systems that have guided indigenous or local cultures. The course directly links with the vision of the university to recover marginal voices and experience through knowledge frameworks that connect psycho- social and personal/clinical realms of social life. The course also aims to make bridges and encourage dialogue between psychological knowledge emanating from different cultural contexts, while foregrounding *the Indian* perspective.

The different modules are organized such that a continuity runs across them. Each module builds on the previous one and links up with the subsequent module. Beginning with an introduction to the concept of self in Indian philosophical tradition, the course gradually sets up the problematics of the psyche through aesthetic practices and contemplations on cultural perspectives on experiences of separation, individuation, love, death and aging. The course therefore begins with what constitutes psychic life or the theory of the mind and psyche to later

connect to human development across the lifespan.

Observation by the Committee

The number of readings enlisted in the course are too many

Action Taken

Care has been taken to reduce the readings and divide them between Essential Readings and Suggested Readings. The overall list of readings has been edited substantially. The required changes reflect in the revised course document

Observation by the Committee

The course is largely theoretical in nature. The course should introduce some practical elements as well

Action Taken

Practical elements are highlighted by adding Paragraph E

> "The teaching of this course would draw both from texts and field visits where students will get an opportunity to interact with real life contexts and practice based domains of Indian knowledge systems. Field visits to culturally sensitive sites and healings traditions in the area of mental health would be facilitated. The uses of diverse religious philosophies and cultures in the making of the psychological human subject would be understood through engagement with cinema, documentaries, narratives, literature, music and related art forms. The student would be encouraged to think of one's lived life as a reflective text. The course facilitator will also encourage workshop based experiential reflections in which the student will draw upon one's lived life and its socio-cultural resonances".

Dr. B.R. Ambedkar University Delhi

Proposal for Launch of a Course

School/Centre proposing the course	School of Human Sciences
Programme(s)	MA Psychology (Psychosocial Clinical Studies)
Course title	Self and Psychology in the Indian Knowledge Traditions
Course code	SHS2011754
Credits	4
Course type (core/compulsory/optional/a ny other – please specify)	Open Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Predoctoral/MA/PG Diploma/Certificate
Proposed date of launch	As per AUD Norms
Course Team	inator and team Honey Oberoi, Shifa Haq, Mamatha umita Pandey

1. How does the course link with the vision of AUD?

Based on the *Guidelines for Incorporating Indian Knowledge in Higher Education Curricula,* the course invites reflection on the nature of mind, mental life, self and human development based on the Indian psycho-philosophical tradition, its contact with diverse psycho- philosophical currents and their contemporaneous visions of the human. This course aims to underscore and interrogate „the psychic" from an Eastern perspective towards a postcolonial appreciation of knowledge systems that have guided indigenous or local cultures. The course directly links with the vision of the university to recover marginal voices and experience through knowledge frameworks that connect psycho- social and personal/clinical realms of social life. The course also aims to make bridges and encourage dialogue between psychological knowledge emanating from different cultural contexts, while foregrounding *the Indian* perspective.

2. How does the course link with the specific programme(s) where it is being offered?

The course is offered in the Master programme in Psychology. The programme attempts to inculcate in students a capacity for clinical and critical thinking that will facilitate a nuanced sensitivity to diverse states of emotional experience, a regard for the margins of 'Indian' society and a capacity to theorize the same. Through this course we hope that the students will be able to engage with culturally relevant and context dependent forms of clinical thinking and research processes to respond to the psychological needs of persons in contexts such as counselling and psychotherapy, which require engagement with human subjectivity made and unmade by socio-historical realities of individuals and groups.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is situated within the framework of B.R. Ambedkar University Delhi's endeavour to explore and embrace Indian knowledge systems in its diverse forms. It is linked to courses

in History, Sociology, Literary Studies, Gender Studies and allied fields where training in cultural psychological lens might be beneficial.

4. **Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)**

As per AUD norms on prerequisites

5. **No. of students to be admitted (with justification if lower than usual cohort size is roposed):**

As per AUD norms

6. **Course scheduling: (summer/winter course; semester-long course; half semester course; workshop mode; seminar mode; any other – please specify):** Monsoon - Semester in keeping with the M.A. Psychology programme.

7. Course Details:

A. **Summary**:

Based on the *Guidelines for Incorporating Indian Knowledge in Higher Education Curricula,* the course is an introductory level course for students of psychology to inaugurate a critical appreciation of the concept of the mind, self and psyche in the Indian psychological and philosophical traditions. While in the western psychological terrain, the mind becomes the subject and the object of knowing, capable of emerging from ignorance, in the Indian psycho-philosophical traditions, knowing is deeply interlinked with becoming or being. This difference between the two notions of the mind, have a bearing on the personal and cultural imaginations of the psychic task before an individual. So far the dominant theories in psychology have focused on the self as a reliable unit of experience in the world. This course enables an entry into another way of 'contemplating lived life as a paradoxical play of reality and illusion'; of the self as being grounded and at the same time transient and illusory. The course hopes to open conversations between fundamental concepts and ideas such as mind, self, identity, death and dying across

civilizational currents of thought and knowledge. It hopes to invite the student to a dialogical from of thinking and knowing. The premise of this dialogue is mutual respect for multiple ways of engaging with certain enigmatic questions of lived life, while zooming in the Indian knowledge system. The attempt is to imagine the contours of the discipline of psychology for a modern, post-colonial India as it engages with the cultural continuities from antiquity on the one hand and its intimate and fruitful dialogue with the traditions beyond its terrain, on the other. The course foregrounds the question of Indianness and related concepts as they contribute to the human life cycle.

B. **Objectives**:

1. To engage and reflect on the Indian Knowledge Systems in their traditional and modern constructions
2. To recover Eastern philosophical traditions and their unique psychological perspectives.
3. To construct critically a theory of the mind, self and life that is culturally relevant and responsive in addressing psychological states of being.

C. **Upon successful completion, students will be able to**:

1. Critically examine the notion of the self and consciousness in Indian psycho-philosophical and cultural context
2. Develop an appreciation of the changing notion of the „self", the „human", and „consciousness" in Eastern traditions and modern and contemporary thought.
3. Engage with Indian philosophical and psychological system of thought in health & healing practices
4. View interconnections and divergences between diverse philosophical knowledge towards a multicultural Indian sensibility.

D. **Overall structure**:

This is a 4 credit course. The different modules are organized such that beginning with an introduction to the concept of self in Indian philosophical tradition, the course gradually sets up the problematics of the psyche through aesthetic practices and contemplations on cultural perspectives on experiences of separation, individuation, love, death and aging. The course

therefore begins with what constitutes psychic life or the theory of the mind and psyche to later
connect to human development across the lifespan.

E. Experiential and Practical aspects of the course

"The teaching of this course would draw both from texts and field visits where students will get an opportunity to interact with real life contexts and practice based domains of Indian knowledge systems. Field visits to culturally sensitive sites and healings traditions in the area of mental health would be facilitated. The uses of diverse religious philosophies and cultures in the making of the psychological human subject would be understood through engagement with cinema, documentaries, narratives, literature, music and related art forms. The student would be encouraged to think of one's lived life as a reflective text. The course facilitator will also encourage workshop based experiential reflections in which the student will draw upon one's lived life and its socio-cultural resonances".

F. Module wise format

Module 1: Self and Consciousness in Indian Knowledge Systems

Opening multiple trajectories of thought, this module will critically revisit the notion of Indian, Indianness and knowledge systems The question of self and consciousness in Indian systems of thought would be engaged with. The emphasis on plurality and porosity of experience and self as an open receptive process in Indian psycho-philosophical systems of thought will be highlighted. The question of consciousness and its value to a witnessing-self merits consideration. Significant cultural and religious frameworks will be consulted.

Essential Readings:

Devy, G.N. (2017) The Crisis Within: On Knowledge and Education in India. Aleph Book Company ISBN 9789383064106

Nandy, Ashis (1974) The non-paradigmatic crisis in Indian Psychology: Reflection on a recipient culture of science. Indian Journal of Psychology, 17(2), 147-157

Ramanujan, A.K. (1990). Is there an Indian way of thinking? An informal essay. In M. Marriot (Ed.), Indian thought through Hindu categories (pp. 41-58). New Delhi: Sage

Akhtar, S. (2005) Freud along the Ganges: Psychoanalytic reflections on the people and culture of India, (p.3-25) New York: Other Press

Kakar, Sudhir (1978) The Inner World: A Psychoanalytic Study of Childhood and Society in India, New Delhi: Oxford University Press

Sinha, D and Naidu, R.K. (1994) Multilayered hierarchical structure of self and not-self: The Indian perspective. In A.M. Bouvy, F.J.R. van de Vijver, P. Boski and P. Schmitz (Eds.). *Journey into cross-cultural psychology* (pp. 41-49). Lisse: Swets and Zeitlinger

Suggested Readings:

Paranjpe, A.C. (1998) Self and identity in modern psychology and Indian thought. New York: Plenum Press

Dalal AK, eds. *Handbook of Indian Psychology*. Foundation Books; 2008:186-216.

Premasiri PD. Varieties of Cognition in Early Buddhism. In: Rao KR, Paranjpe A, Dalal AK, eds. *Handbook of Indian Psychology*. Foundation Books; 2008:85-104.

Module 2: 'Self' through Aesthetic Experiences

The unit explores the nature of aesthetic experience. It brings forth important writings and reflections from an engagement with the Aesthetic domain in India. Opening up aesthetic notions like *'bhava'* and *'rasa'*, their evolution and critique, the module goes on to explore the notion of play and in-dwelling of the psyche in aesthetic moments such as through music, dance and other art forms to understand the links between mind-body and spiritual consciousness. Using archival material for group viewing of Indian classical dance traditions, bhakti music, plays and poetry such as Kalidasa"s „Shakuntala" and „Meghadutam", Khandekar"s „Yayati" to develop an experiential understanding of the theory of rasa, myths, folklores and immersive narrative art, the module explores how these encounters can enhance one"s capacity for creative

living.

Essential Readings:

Chettur, P. (2016). The body laboratory. In A.E. Cherian (Ed.), *Tilt pause shift: Dance ecologies in India* (pp. 155 – 168). New Delhi, ND: Tulika Books

Lath, M. (2016). Thoughts on *svara* and *rasa:* Music as thinking/Thinking as music. In A. Chakrabarti (Ed.), *The Bloomsbury research handbook of Indian aesthetics and the philosophy of art* (pp. 93-106). New York, NY: Bloomsbury

Limbale, S. (2004). Towards an aesthetic of Dalit literature: History, controversies and considerations (A. Mukherjee, Ed. & Trans.). New Delhi, ND: Orient Longman. (Original work published 1996)

Shulman, D. (2012). *More than real: A history of the imagination in South India.* Massachusetts,CA: Harvard University Press

Sundarajan, L and Raina M (2016). Mind and Creativity: Insights from Rasa Theory with special Focus on Sahrdaya (the appreciative critic). *Theory in Psychology*, Vol 26-6, pp 788-809.

Shabnam Virmani, (2008). The Kabir Project. Srishti School of Design, Bangalore: India (Films such as Koi Sunta Hain, Had Anhad India, Bangalore)

Suggested Readings:

Reddy, S. (2017). Meghadutam - The Cloud Messenger. Penguin, India: New

Pollock, S. (Ed. & Trans.) (2018). *A rasa reader: Classical Indian aesthetics.* New York, NY: Columbia University Press

Sarukkai, S. (2016). The contemporary: Between time and art or time as art? In A.E. Cherian (Ed.), *Tilt pause shift: Dance ecologies in India.* New Delhi, ND: Tulika Books

Module 3: On becoming a Person in India: On reaching singularity via connectedness

The module will enable students to appreciate the conceptual meanings and differences between psychological concepts such as 'individual', 'individualism', individuation, singularity

and separateness-via-connectedness. The discussion would enable thinking around the possibilities and problematic of the living self in a collectivist culture. The purpose remaining to reflect on self- other relatedness and boundaries in the quest of attaining psychological personhood in Indian society. The special predicament of women as desiring subjects in our contemporary context will merit attention.

Essential Readings:

Kakar, Sudhir (1997) *Culture and Psyche: Selected Essays* Delhi: Oxford University Press

Kanwal, S, Gurmeet (2022) Integrative Individuation as an alternative to the separation Individuation Model Japa 419-444 DOI: 10, 1177/00030651231182316

Roland, Alan (1988) In Search of Self in India and Japan: Towards a cross cultural psychology. New Jersey: Princeton University Press

Narayanan Amrita (2022) Women's Sexuality and Modern India: In a Rapture of Distress. Delhi: Oxford University Press

Suggested Readings:

Spivak, G. C. (2010) Can the subaltern speak? In R.C. Morris (Ed.), *Reflections on the history of an idea: Can the Subaltern Speak?* (pp. 21- 78). New York, NY: Columbia University Press. Tagore, R. (2018). *Sadhana: The realisation of life*. New Delhi, ND: Niyogi Books.

Roland, Alan (1984) Psychoanalysis in Civilizational Perspective: Self in India, Japan and America. *Psychoanalytic Review* 71- 569-590

Module 4: Body, Health and 'Good Life'

The module will engage with the imagination of corporeal reality of the body and its implicit potential as a subtle body, spirit and consciousness in selected Indian texts and traditions. Through the route of the body- mind continuum, the module will interrogate the notion of „good life", ethics, askesis and the interplay between actualization and/or transcendence in Hindu, Buddhist and Islamic traditions. Further, pathways of addressing questions around the meaning of life and the actualization of its purpose will be discussed. The relationship between the embodied self and its lived expression through manual labour and work would be explored.

Essential Readings:

Kakar, S and Kakar, K (2007) "Health and Healing, Dying and Death" In *The Indians: kPortrait of a People.* New Delhi: Viking (Pages: 107-128).

Menon S. Transpersonal Psychology in the Bhagavad-Gītā: Reflections on Consciousness, Meditation, Work and Love. In: Rao KR, Paranjpe A, Dalal AK, eds. *Handbook of Indian Psychology*. Foundation Books; 2008:163-185.

Epstein, M. (2001). Going to Pieces without Falling Apart: A Buddhist perspective on wholeness. New York: Harper Collins

Pondolfo, S (2018). Knots in the Soul- Madness, Psychoanalysis, Islam. Chicago University Press: Chicago

Saritoprak, S.N., Abu-Raiya, H. (2023). Living the Good Life: An Islamic Perspective on Positive Psychology. In: Davis, E.B., Worthington Jr., E.L., Schnitker, S.A. (eds) Handbook of Positive Psychology, Religion, and Spirituality. Springer, Cham. https://doi.org/10.1007/978-3-031-10274-5_12

Suggested Reading:

Koenig, H.G., Al Shohaib, S.S. (2019). Religiosity and Mental Health in Islam. In: Moffic, H., Peteet, J., Hankir, A., Awaad, R. (eds) Islamophobia and Psychiatry. Springer, Cham. https://doi.org/10.1007/978-3-030-00512-2_5

Module 5: Ideas and beliefs about Death, Dying and Notion of the Afterlife

The module will reflect on imaginations of loss, mourning and death from Indian cultural perspectives. Eastern psycho-philosophical perspectives retain a belief in the cyclical imagination of life and death and after life and propose an alternative view on grief, mourning and cultural practices. The module will focus on the meaning of loss and grief, cultural considerations and its import for psychological practices.

Essential Readings :

Blamberger, G and Kakar, S (2018). Imaginations of Death and the Beyond in India and Europe. Singapore: Springer Nature.

Helminski Kabir (2001) The Rumi Collection. Jalal ad-Din Mohammad Rumi. Colorado: Shambala Classics.

Kakar, S. (2009) (Ed.) Seriously Strange. London:Routledge

Madavan, J. (2011) Kabir the Weaver Bird. New Delhi: Tulika Books

Sogyal Rinpoche (1992) The Tibetan Book of Living and Dying. USA: Rider ISBN 0-7126-5437-2 Sharstri, J.L. (2010) Garuda Mahapurana. Delhi: Motilalal Banarsidass

Suggested Reading:

Tagore, Rabindranath (1914, 2023) One hundred Poems of Kabir. New Delhi: Gyan Publishing House

*In any given semester, four of the five modules will be transacted.

ii. Assessment Plan (Weight, Mode, Scheduling):

Mid Term Assessment: 50% Project/viva/Presentation

End Term Assessment (Summative Examination): Take Home written assignment. 50% (mode and scheduling will be determined by the individual faculty member).

8. Pedagogy

a. Instructional design: Classroom teaching, visual texts and group processes and field visits.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom, field visits and spaces facilitative for experiential workshops

c. Expertise in AUD faculty or outside : Within AUD and/or External Experts

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):

Honey Oberoi Vahab

11

Signature of Course Coordinator(s)

Note:

i.Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

ii.Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools. iii.In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....Sixth.....meeting held on....22-3-2024.....and has been approved in the present form.

Signature of the Dean of the School 10