

**School of Undergraduate Studies
Ambedkar University Delhi
Course Outline**

Time Slot- 2-4 pm (Thursday)

Course Code: SES 201 312

Title: Self Development

Type of Course: Core course in workshop mode

Cohort for which it is compulsory: MA Education-2nd semester

Cohort for which it is elective: None

No of Credits: 2

Semester and Year Offered: 2nd Semester (Winter Semester 2018)

Course Coordinator: Shivani Nag

Email of course coordinator: shivani@aud.ac.n

Pre-requisites: -

Aim: To enable the participants in the process of listening and also reflection of one's own self over a period of time. It will essentially try to give importance to team building and group work rather than individual sense of academic achievement. This journey would then necessitate meeting with and relating to diverse groups outside the school setting and also field visits to remote areas of the country where innovative practices in education and the engagement with marginalized groups.

Brief description of modules/ Main modules:

1. Teachers' personal self affects professional self which in turn affects commitment towards teaching- dynamics of inter-personal relationships in staffroom, classroom space, understanding group dynamics is a significant component of teachers' experience in school—difficulties incumbent in understanding conflicts in inter-personal relationships vis-à-vis teachers, students, and parents.
2. Teachers' sense of collective: here we get students to do tasks together, organising seminar, 'self' analysis, introspection, relating to others , role playing in order to address inter-group dynamics.

3. Relationship of Life with marginalised: Students would be encouraged to engage with children who have dropped out of school system; work with non-school going children; as part of course requirement students would be encouraged to visit orphanages, or night shelter for instance; visits to different families from various socio-economic backgrounds.
4. Teachers in the Gendered context: life at home, life at work, interaction with the opposite sex, schooling as a gendered space. Critical sensitivity to gender issues would be addressed through the course.
5. Political Self of the Teacher—How do they become active mobiliser towards collective action, by their participation in social movements, grass-root movements, by at least engaging with the popular debates on Education, Environment and Development among others.

Assessment Details with weights:

Assessment would be based on engaged participation in the course (regularity and participation in workshop activities), maintenance and submission of a reflective journal and a viva-voce carrying weightage of 40+40+20 percent respectively.

Course transaction:

The course will be transacted through participation in the following:

- Visiting different field sites such as – educational institutions, community settlements, museums etc., to encourage students collect and engage with narratives emerging from the field.
- Discussions and reflections on different documentaries/movies and selected texts.