



## जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

(दिल्ली विश्वविद्यालय)/(University Of Delhi)

सर गंगा राम अस्पताल मार्ग, नई दिल्ली-110060

Sir Ganga Ram Hospital Marg, New Delhi-110060

दूरभाष/Tel. : 49876630, ई-मेल/E-mail : [jdmcollege@hotmail.com](mailto:jdmcollege@hotmail.com), वेबसाइट/Website : <http://jdm.du.ac.in>

आइ एस ओ 21001 : 2018 व आइ एस ओ 9001 : 2015 प्रमाणित एवं NAAC प्रत्यायित A+ महाविद्यालय  
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**1.3.2 Number of courses that include experiential learning  
through project work/field work/internship during the year**



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Sl. No	Program Name	Program Code	Name of the Course that include experiential learning through project work/field work/internship	Course Code	Year of Offering
1	Course Offered to the Students from Different Departments	AEC	Environmental Sciences: Theory into Practice – II	2181002001	2024-25
2	Course Offered to the Students from Different Departments	VAC	Digital Empowerment - Project Based	6967000027	2024-25
3	B.COM	22503	Business Organisation	2414001004	2024-25
4	B.A. (HONS) ECONOMICS	22510	Introductory Econometrics	2772102403	2024-25
5	B.A.(HONS) ECONOMICS	22510	Research Methodology	2273100019	2024-25
6	B.A.(HONS) ENGLISH	22511	Research Methodology	210310018	2024-25
7	B.A. (PROGRAM)	22501	Research Methodology	210310018	2024-25
8	Course Offered to the Students from Different Departments	GE	Digital Communication II	2035002002	2024-25
9	Course Offered to the Students from Different Departments	VAC	Visual Communication and Photography	226000002	2024-25
10	B.A.(HONS) ENGLISH	22511	European Classical Literature	2032101102	2024-25
11	Course Offered to the Students from Different Departments	GE	English Fluency	2035001003	2024-25
12	Course Offered to the Students	SEC	SEC Creative Writing	2036000004	2024-25



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	from Different Department				
13	Course Offered to the Students from Different Departments	VAC	VAC The Art of Being Happy	6967000019	2024-25
14	B.A. (PROGRAM)	22501	Principles of Child Development (Minor)	2202331101	2024-25
15	B.A. (PROGRAM)	22501	Theoretical Foundations in Human Development (Major)	2202331102	2024-25
16	B.A. (PROGRAM)	22501	Introduction to Human Development (Minor)	2202331201	2024-25
17	B.A. (PROGRAM)	22501	Introduction to Human Development (Minor)	2202331202	2024-25
18	B.A. (PROGRAM)	22501	Empowerment of Women and Children -Minor	2202332301	2024-25
19	B.A. (PROGRAM)	22501	Gender and Social Justice in India - Major	2202332302	2024-25
20	B.A. (PROGRAM)	22501	ECCE- Program Planning and Practices (Major)	2202332304	2024-25
21	B.A. (PROGRAM)	22501	Principles & Perspectives on ECCE (Minor)	2202332402	2024-25
22	B.A. (PROGRAM)	22501	Child Rights and Gender Equity (Minor)	2202332401	2024-25
23	B.A. (PROGRAM)	22501	Women Rights and Gender Justice (Major)	2202333501	2024-25
24	B.A. (PROGRAM)	22501	Children in Especially Difficult	2202333502	2024-25



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			Circumstances (DSE)		
25	B.A. (PROGRAM)	22501	Children with Disability in India (Minor)	2203330021	2024-25
26	B.A. (PROGRAM)	22501	Early Intervention and Services for Children with Disability (Major)	2202333601	2024-25
27	Course Offered to the Students from Different Departments	VAC	Tribes of India	6967000028	2024-25
28	Course Offered to the Students from Different Departments	SEC	Museum and Museology	2316000001	2024-25
29	B.A.(HONS.) SOCIOLOGY	22530	Social Stratification	2302101202	2024-25
30	Course Offered to the Students from Different Departments	VAC	Ayurveda and Nutrition	6967000001	2024-25
31	B.A.(HONS) SANSKRIT	22529	Applied Sanskrit	2132101101	2024-25
32	B.A. (HONS) SANSKRIT	22529	Art of Balanced Living	2133102006	2024-25
33	B.A.(HONS) SANSKRIT	22529	Sanskrit Grammar	2132103502	2024-25
34	B.A. (PROGRAM)	22501	Basics of Indian Musicology	2442201201	2024-25
35	B.A. (PROGRAM)	22501	Study of PT V.N. Bhatkhade	2442201202	2024-25
36	B.A. (PROGRAM)	22501	Theory of Indian Music and Contribution of Musicologists	2442202301	2024-25
37	B.A. (PROGRAM)	22501	Theory of Ancient Indian Music	2442202302	2024-25
38	B.A. (PROGRAM)	22501	Musicology & Study of Ragas & Talas	2442203601	2024-25



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39	B.A. (PROGRAM)	22501	Theoretical & Practical Aspects of Hindustani Music	2442203602	2024-25
40	B.A. (PROGRAM)	22501	Research Methodology (Music)	2443100007	2024-25



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### 1.AEC- Environmental Sciences: Theory into Practice – II

#### AEC 1: Environmental Science: Theory into Practice –II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
AEC 1: Environmental Science: Theory into Practice – II	02	01	–	01	All UG Courses	All UG Courses	Department of Environmental Studies/Sciences

#### Learning Objectives

The Ability Enhancement Course on Environmental Science: Theory into Practice (I & II) at Undergraduate level (AEC- I) aims to train students to cater to the need for ecological citizenship through development of a strong foundation on the critical linkages between ecology-society-economy.

The Learning Objectives of this course are as follows:

- **Disciplinary knowledge**  
Enable students to develop a comprehensive understanding of various facets of life forms, ecological processes, and the impacts on them by humans during the Anthropocene era.
- **Critical thinking**  
Build capabilities to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.
- **Moral and ethical awareness/reasoning**  
Develop empathy for all life forms, appreciation for the various ecological linkages within the web of life, awareness and responsibility towards environmental protection and nature preservation.

#### Learning outcomes

The Learning Outcomes of this course are as follows.

After the course the students will be empowered and able to:

- Analyse natural processes and resources that sustain life and govern economy.
- Predict the consequences of human actions on the web of life, global economy, and quality of human life.
- Think critically and develop appropriate strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- Demonstrate values and show compassionate attitudes towards complex environmental-economic-social challenges, and participate at national and



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B.A. English Honours, 2nd Year, 3rd Semester EVS Field Trip Attendance Sheet			
S. No.	Roll No.	Name	Signature
1	4	Sarah Moid <i>Sarah</i>	<i>Sarah</i>
2	12	Seerat	<i>Seerat</i>
3	13	Sadiya Shamim	<i>Sadiya</i>
4	16	Tiya Sharma	<i>Alb sent</i>
5	17	Anyuta Shahi	<i>Anyuta</i>
6	48	Ayushi Yadav	<i>Ayushi</i>
7	150	Khushi Sharma	<i>Khushi</i>
8	189	Nancy Poswal	<i>SAbsent</i>
9	268	Naina	<i>Naina</i>
10	373	Yuvika Aryan	<i>Yuvika</i>
11	402	Anushka Sharma	<i>Anushka Sharma</i>
12	562	Chhavi Meena	<i>Chhavi</i>
13	566	V P Lakshmitha	<i>Lakshitha</i>
14	575	Lakshita Gandhi	<i>Lakshitha</i>
15	628	Rashmi Elangham	<i>Rashmi</i>
16	662	Shradha	<i>Shradha</i>
17	730	Maanya Sachdeva	<i>SAbsent</i>
18	747	Khushi Singhal	<i>Khushi</i>
19	781	Sojnilan Kamodang	<i>Sojnilan</i>
20	859	Pooja Meena	<i>Pooja</i>
21	1277	Primica	<i>Primica</i>
22	1282	Avni	<i>Avni</i>
23	1328	Navya Dua	<i>Navya</i>
24	1352	Priya	<i>Priya</i>
25	1443	Deepali Rajput	<i>Deepali Rajput</i>
26	1445	Aditi Seju	<i>Aditi</i>
27	1490	Shrishti Jaggi	<i>Shrishti</i>
28	1514	Sara Tanwar	<i>Sara</i>
29	1516	Tanmanya	<i>Tanmanya</i>
30	1559	Kumari Khushi Singh	<i>Kumari Khushi Singh</i>
31	1562	Devanshi Dayal	<i>Devanshi</i>
32	1589	Pakhi Tyagi	<i>Pakhi</i>
33	1842	Diksha nautiyal	<i>Diksha</i>
34	1853	Gauri Wadehra	<i>Gauri</i>
35	1945	Sneha Dhaka	<i>Sneha</i>
36	1952	Ananya Shirole	<i>Ananya</i>

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## जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

(दिल्ली विश्वविद्यालय) / (University Of Delhi)

सर गंगा राम अस्पताल मार्ग, नई दिल्ली-110060

Sir Ganga Ram Hospital Marg, New Delhi-110060

दूरभाष/Tel. : 49876630, ई-मेल/E-mail : jdmcollege@hotmail.com, वेबसाइट/Website : <http://jdm.du.ac.in>

आइ एस ओ 21001 : 2018 व आइ एस ओ 9001 : 2015 प्रमाणित एवं NAAC प्रत्यायित A+ महाविद्यालय  
An ISO 21001 : 2018 and ISO 9001 : 2015 Certified and NAAC Accredited 'A+' College



GPS Map Camera



New Delhi, Delhi, India

Aravalli Biodiversity Park, A-33, Air India Colony, Indian Air Lines & Air India Estate, Vasant Vihar,  
New Delhi, Delhi 110057, India

Lat 28.558966°

Long 77.153029°

12/11/24 09:54 AM GMT +05:30



# जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

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## 2. VAC- Project Based -Digital Empowerment - Project Based- Participatory Learning

### VAC I: DIGITAL EMPOWERMENT

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Empowerment	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the digital world and need for digital empowerment
- Create awareness about Digital India.
- Explore, communicate and collaborate in cyberspace.
- Building awareness on cyber safety and security.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Use ICT and digital services in daily life.
- Develop skills to communicate and collaborate in cyberspace using social platforms, teaching/learning tools.
- Understand the significance of security and privacy in the digital world.
- Evaluate ethical issues in the cyber world

#### SYLLABUS OF DIGITAL EMPOWERMENT

##### UNIT – I Digital inclusion and Digital Empowerment (5 Weeks)

- Needs and challenges
- Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, BHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns
- Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax filing, Education

##### UNIT – II Communication and Collaboration in the Cyberspace (4 Weeks)

- Electronic Communication: electronic mail, blogs, social media
- Collaborative Digital platforms
- Tools/platforms for online learning
- Collaboration using file sharing, messaging, video conferencing

##### UNIT – III Towards Safe and Secure Cyberspace (4 Weeks)

- Online security and privacy
- Threats in the digital world: Data breach and Cyber Attacks
- Blockchain Technology
- Security Initiatives by the Govt of India

##### UNIT – IV Ethical Issues in Digital World (2 Weeks)

- Netiquettes
- Ethics in digital communication
- Ethics in Cyberspace

##### Practical component (if any) (15 Weeks)

- The course should be conducted in an interactive mode through demonstration, using appropriate tools.
- Conduct workshops on e-services initiated under Digital India.
- Spread digital literacy/awareness amongst the vulnerable groups and marginalised sections of the society like street vendors, domestic help, security guards, senior citizens.
- Students will take up team activities/ projects exploring digital services in the areas such as education, health, planning, farming, security, cyber security, financial inclusion, and justice, e-Kranti.
- Any other Practical/Practice as decided from time to time.

##### Essential Readings /Online Resources

- Rodney Jones and Christoph Hafner. "Understanding digital literacies: A practical
- Introduction". Routledge Books. 2nd edition. 2021.

- <https://www.digitalindia.gov.in>
- <https://www.digilocker.gov.in>
- <https://www.cybercrime.gov.in>
- <https://www.cybersafeindia.in>
- <https://www.meitv.gov.in/cyber-surakshit-bharat-programme>

#### Suggested Readings

- David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017.
- <https://www.mha.gov.in/document/downloads/cyber-safety-handbook>

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



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## List of students-

JANKI DEVI MEMORIAL COLLEGE			
Attendance 2024-25			
Teacher:			
Class: VAC SEM IV		Subject: DIGITAL EMPOWERMENT	
S.No.	Roll no.	Student's name	COURSE
1	59	JANVI JHAMB	B.A. (PROGRAMME)
2	507	LAISHRAM SHEETAL	B.A. (PROGRAMME)
3	835	MAMINA TAYENG	B.A. (PROGRAMME)
4	84	PRERNA	B.A. (PROGRAMME)
5	303	SUHANI	B.A. (PROGRAMME)
6	1956	VAISHNAVI SINGH CHANDEL	B.A. (PROGRAMME)
7	1135	AAKANSHA	B.A.(HONS.) ECONOMICS
8	1113	KANIKA	B.A.(HONS.) ECONOMICS
9	1121	KUMARI SRUTISRI	B.A.(HONS.) ECONOMICS
10	8	PURVA DHALL	B.A.(HONS.) ECONOMICS
11	1952	ANANYA SHIROLE	B.A.(HONS.) ENGLISH
12	1562	DEVANSHI DAYAL	B.A.(HONS.) ENGLISH
13	391	JAHNVI KHANNA	B.A.(HONS.) ENGLISH
14	1328	NAVYA DUA	B.A.(HONS.) ENGLISH
15	628	RASHMI ELANGBAM	B.A.(HONS.) ENGLISH
16	12	SEERAT KHURANA	B.A.(HONS.) ENGLISH
17	615	VISHNUPRIYA SHARMA	B.A.(HONS.) ENGLISH
18	76	JYOTI KUMARI	B.A.(HONS.) HISTORY
19	1858	ARPITA CHAUHAN	B.A.(HONS.) POLITICAL SCIENCE
20	216	ANGEL AHUJA	B.COM.
21	1573	ANJALI BHATI	B.COM.
22	942	BHUMI AGGARWAL	B.COM.
23	865	LAVANYA	B.COM.
24	1603	ANANYA SINGH	B.COM. (HONS.)
25	861	ANASWARA K NAIR	B.COM. (HONS.)
26	768	BHUMI SINGH	B.COM. (HONS.)
27	86	DIA BHASIN	B.COM. (HONS.)
28	1830	DITYA LAMBA	B.COM. (HONS.)
29	1574	DIYA AGGARWAL	B.COM. (HONS.)
30	467	FARAH AHMED	B.COM. (HONS.)
31	1515	HIMANSHI SHARMA	B.COM. (HONS.)
32	227	HIVA	B.COM. (HONS.)

33	1028	ISHIKA CHOPRA	B.COM. (HONS.)
34	103	JASMIN KATYAL	B.COM. (HONS.)
35	954	JHANAK GARG	B.COM. (HONS.)
36	945	KASHISH	B.COM. (HONS.)
37	203	KHUSHI MAURYA	B.COM. (HONS.)
38	1486	KIRTI RAJ	B.COM. (HONS.)
39	933	MADHVI	B.COM. (HONS.)
40	608	MUSKAN	B.COM. (HONS.)
41	1449	NISHA	B.COM. (HONS.)
42	393	PRIVANKA KUMARI	B.COM. (HONS.)
43	1678	ROYINA BUBNA	B.COM. (HONS.)
44	1893	SHAGUN	B.COM. (HONS.)
45	727	SHIVANGI	B.COM. (HONS.)
46	728	SHREYA MADAN	B.COM. (HONS.)
47	762	SHRISTY CHAUDHRY	B.COM. (HONS.)
48	952	SUHANI PANDA	B.COM. (HONS.)
49	1812	TANVI MASTAL	B.COM. (HONS.)
50	673	VANSHIKA	B.COM. (HONS.)
51	927	VIDHEE	B.COM. (HONS.)
52	937	YAASHVI SINGH	B.COM. (HONS.)
53	1770	ANAMIKA MAURYA	B.SC.(HONS.) MATHEMATICS
54	821	KHUSHBOO	B.SC.(HONS.) MATHEMATICS
55	1481	KHUSHBOO SAUGAT	B.SC.(HONS.) MATHEMATICS
56	1429	KOMAL YADAV	B.SC.(HONS.) MATHEMATICS
57	1931	MADHU KUMARI	B.SC.(HONS.) MATHEMATICS
58	1700	NANCY SHARMA	B.SC.(HONS.) MATHEMATICS
59	427	PARISHA SHARMA	B.SC.(HONS.) MATHEMATICS
60	1696	TAMANNA TOMAR	B.SC.(HONS.) MATHEMATICS



## जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

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Sir Ganga Ram Hospital Marg, New Delhi-110060

दूरभाष/Tel. : 49876630, ई-मेल/E-mail : jdmcollege@hotmail.com, वेबसाइट/Website : http://jdm.du.ac.in

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### 3 B.Com -Business Organisation- Case Study -GE Syllabus-

#### GENERIC ELECTIVES (GE-I): BUSINESS ORGANISATION

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Business Organisation BCH: GE- 1.1	4	3	1	0	Pass in XII	NIL

#### Learning Objectives

The course aims to familiarize the students with the forms of business organisation and contemporary issues.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

1. examine the dynamics of the most suitable form of business organisation in different situations.
2. evaluate the various elements affecting the business environment.
3. analyse business models for different organisations.
4. record and report emerging issues and challenges of business organisations.
5. evaluate changes in the working pattern of modern organisations

#### SYLLABUS OF GE-I

##### Unit 1: Introduction (12 hours)

Business – Concept, nature and scope, business as a system, business objectives, business and environment interface, distinction between business, commerce and trade, Business ethics, social responsibilities of Business

##### Unit 2: Business Enterprises (12 hours)

Forms of Business Organisation: Sole Proprietorship, Partnership firm, Joint Stock Company, One Person Company, Cooperative society; Limited Liability Partnership; Multinational Corporations; Choice of Form of Organisation; Business Combination: Need and Objectives, Forms: Mergers, Takeovers and Acquisitions.

##### Unit 3: Business Environment (12 hours)

Meaning and significance of Business environment, Internal and external environment, Dimensions of Business Environment; Uncertainty and business; Environmental Analysis and Diagnosis, Environment scanning techniques: SWOT and ETOP.

##### Unit 4: Entrepreneurship: Founding the Business (12 hours)

Entrepreneur-Entrepreneurship-Enterprise; entrepreneurial ideas and opportunities in the contemporary business environment; Process of entrepreneurship; Forms of entrepreneurship; Skill India, Start-up India, Make in India, Globalisation.



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### Unit 5: Contemporary Issues of Business Organisations (12 hours)

Emerging Issues and Challenges; Innovation in Organisational Design; Learning Organisations, Workforce Diversity, Franchising, Outsourcing, and E-commerce; Government and business interface; Sustainability; Digitalisation and Technological innovations.

#### Practical Exercise

The learners are required to

1. complete the exercise wherein they are given different situations and scenarios to start their own business (in terms of capital, liability, the scale of operations, etc.) and are asked to select the most suitable form of business and justify the same highlighting the advantages and disadvantages of their choice.
2. identify various elements affecting the business environment and conduct a SWOT analysis for the company identified.
3. visit different enterprises and present a report on business models followed by them through a comparative analysis.
4. record and report their observations regarding the emerging issues and challenges of business organisations.
5. identify changes in the working pattern of modern organisations.

#### Essential/ Recommended Readings:

- Basu, C. (2017). Business Organisation and Management. McGraw Hill Education.
- Chhabra, T. N. (2019). Business Organisation and Management. Sun India Publications. New Delhi.
- Drucker, P. F. (1954). The Practice of Management. New York: Harper & Row.
- Kaul, V. K. (2012). Business Organisation Management. Pearson Education.
- Koontz, H., & Weihrich, H. (2012). Essentials of Management: An International and Leadership Perspective. Paperback.
- Singh, B. P., & Singh, A. K. (2002) Essentials of Management. New Delhi. Excel Books Pvt. Ltd.
- Vasishth, N., & Rajput N. (2019)., Business Organisation & Management. Kitab Mahal. Delhi.

**Note:** Readings will be updated by the Department of Commerce and uploaded on Department's website.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



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List of students-

JANKI DEVI MEMORIAL COLLEGE			
Attendance 2024-25			
Teacher:			
Class: GE SEM6			Subject: BUS ORGANISATION
S.No.	Roll no.	Student's name	COURSE
1	22/102	KOEL JANA	B.A. (PROGRAMME)
2	22/1186	TAMANNA SHRI JAISWAL	B.A. (PROGRAMME)
3	22/1258	SHREYA SINGH	B.A. (PROGRAMME)
4	22/1292	VAISHNAVI KUMARI	B.A. (PROGRAMME)
5	22/1424	NISHITA KUMARI	B.A. (PROGRAMME)
6	22/1430	NYIMA TSOMO	B.A. (PROGRAMME)
7	22/146	PRACHI GUPTA	B.A. (PROGRAMME)
8	22/1465	NANCY	B.A. (PROGRAMME)
9	22/1702	BHOOMIKA BANSAL	B.A. (PROGRAMME)
10	22/1760	NISHA CHAUDHARY	B.A. (PROGRAMME)
11	22/1777	RIDHIMA UPADHYAY	B.A. (PROGRAMME)
12	22/1784	SMRITI CHATURVEDI	B.A. (PROGRAMME)
13	22/192	SASHRIKAA LOOMBA	B.A. (PROGRAMME)
14	22/205	NIYASHA	B.A. (PROGRAMME)
15	22/282	BHOOMI TOMAR	B.A. (PROGRAMME)
16	22/291	VERRONICA VERMA	B.A. (PROGRAMME)
17	22/350	LAXMI AGRAWAL	B.A. (PROGRAMME)
18	22/404	VANSHIKA	B.A. (PROGRAMME)
19	22/71	TANVI	B.A. (PROGRAMME)
20	22/78	LAAVANYA SIKARWAR	B.A. (PROGRAMME)
21	22/781	YASHODA	B.A. (PROGRAMME)
22	22/788	PAYAL	B.A. (PROGRAMME)
23	22/79	SHREE GUPTA	B.A. (PROGRAMME)
24	22/906	GARVIKA JAIN	B.A. (PROGRAMME)



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### 4. BA Hons Economics: Introductory Econometrics DSC

#### 27. Introductory Econometrics

##### SYLLABUS

##### UNIT I: Linear Regression Model

OLS method of Estimation and Properties of estimators, Measures of Fit, Testing of Hypotheses, Prediction, Introduction to econometric software and practical application using econometric software (GRETLEViews/ R/Stata/EXCELEtc.)

##### UNIT II: Multiple Regression Model

OLS method of estimation and Properties of OLS estimators, Testing of Hypotheses, Measures of fit, practical application using econometric software (GRETLEViews/ R/Stata/EXCEL etc.)

##### UNIT III: Functional Forms and Qualitative independent variables

Nonlinear Models and Transformations of Variables, Dummy variables, practical application using econometric software (GRETLEViews/ R/Stata/EXCEL etc.)

##### UNIT IV: Violations of Assumptions

Consequences, Detection, and Remedies: Multicollinearity, Heteroscedasticity, Serial Correlation, practical application using econometric software (GRETLEViews/R/Stata/EXCEL etc.)

##### UNIT V: Specification Bias

Model selection criteria, types of specification errors, omitted variable bias, inclusion of irrelevant variables, incorrect functional form, errors of measurement, practical application using econometric software (GRETLEViews/ R/Stata/EXCEL etc.)



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## List of students-

10:55

2.00 %

80%

INTRODUCTO...

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1	Janki Devi Memorial College						
2	Course Name: BACHELOR OF ARTS (HONOURS COURSE) ECONOMICS						
3	Paper Name: INTRODUCTORY ECONOMETRICS						
4	Paper Code: 22710243						
5	Paper Type: SSC / Semester: 4						
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← Ecotrix Gretl Proje...

*Econometric Analysis of Income and Healthcare Spending of US Citizens*

Software Used: Gretl

*Submitted for*

Introductory Econometrics

B.A. (Hons.) Economics, Semester IV

*To*

Ms. Deepthi Sethi

*By*

Hemakshi Singh Parmar, Roll No. 1290

Shrestha Paul, Roll No. 591

Kumari Smita, Roll No. 1121

Prakriti Takra, Roll No. 188

2024-25

Dependent variable: Health expenditure



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### 5. BA Economics- Research Methodology DSE Syllabus

#### **Minutes of the Meeting**

Course Title:	Research Methodology for Economics (Common DSE)
Course Code:	ECON044
Semester	VI
Credits	4
Duration:	(3 lectures + 1 Tutorial) per week
Date of Meeting:	23.11.2024 at 2.00 p.m.
Venue:	Delhi School of Economics
Chair:	Dibyendu Maiti and Uday Bhanu Sinha

#### Course Objective:

- To build the capacity to conduct research in the fourth year at the undergraduate level.
- To help students in framing research problems, identifying gaps in the literature and proposing and testing hypotheses.
- To help students understand scientific approaches to conduct both theoretical and empirical research.

In the online meeting held on 23 November 2024 at 2 PM, a sub-committee was constituted to make the detailed reading list and deliberate upon the pattern of continuous assessment and end-term examination pattern. The committee consisted of the following teachers:

1. Dr. Swarup Santra, Satyawati College (M)
2. Dr. R. Ahalya, Daulat Ram College
3. Aakriti Saini, Daulat Ram College

#### **Unit 1: Starting a Research Paper (10 hours)**

Chapter 1, 2, 4, 7 (including appendix) from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

Chapter 1 from Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. University of South Florida.

\*Chapter 2 from Neugeboren, R. H. (2005). The Student's Guide to Writing Economics. Routledge

#### **Unit 2 Sources of Data and Literature (9 hours)**

Chapter 3 and 6 from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

Rao, Subba K.G.K. (2003), 'Indian Statistical System at Crossroads', Volume 38, issue 14, pp 1421-1424.



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Kumar, Arjun (2023). 'The state of Indian Statistical System: Evolution and Challenges', Impact and Policy Research Review, Policy Perspectives.

World Bank data: [https://dimewiki.worldbank.org/Primary\\_Data\\_Collection](https://dimewiki.worldbank.org/Primary_Data_Collection)

### Unit 3 Creating New Data (8 hours)

Chapter 9 from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

Chapter 1 (till 1.3 pg 40) Deaton, Angus. The analysis of household surveys (reissue edition with a new preface): A microeconomic approach to development policy. World Bank Publications, 2019

Chapter 1 from Duflo, Esther, and Abhijit Banerjee, eds. Handbook of field experiments. Volume 1. Elsevier, 2017.

### Unit 4 Analyzing Data (9 hours)

Chapter 7 from John A. Rice (2007). Mathematical Statistics and Data Analysis, 3rd ed. Thomson Brooks/Cole.

Chapter 2 and 5 from Bhattacharjee, A. (2012). Social Science Research: Principles, methods, and practices. University of South Florida.

\*Chapter 4 (except 4.7), 6, 10 from Huntington-Klein, N. (2021). The effect: An introduction to research design and causality. Chapman and Hall/CRC.

Blazquez, D., & Domenech, J. (2018). **Big Data** sources and methods for social and economic analyses. *Technological Forecasting and Social Change*, 130, 99-113.

### Unit 5 Writing a Research Paper (5 hours)

Chapter 12 from Greenlaw, S. A. (2005). Doing Economics: A guide to understanding and carrying out economic research. Boston: Cengage Learning.

\*Elsevier learning Modules on writing and technical writing skills  
<https://researcheracademy.elsevier.com/writing-research/technical-writing-skills>

### Notes:

The following points were proposed by the sub-committee for enhancing research outcomes in the fourth year.

- The starred (\*) are readings for teachers. No questions will be asked from them in the final end-of-semester exam.
- This paper is designed to help students in conducting scientific research; it is not an econometrics paper.
- Under continuous assessment, teachers should introduce at least two secondary datasets (World Bank, RBI, CSO, PLFS and NSO) to the students.
- Students should be encouraged to visit the **Elsevier website** and study the modules on research design and writing skills.



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- Students should be made aware of research ethics and the consequences of plagiarism.
- Students should be encouraged to read articles from reputed international journals. They should familiarize themselves with the JEL classifications and databases like Google Scholar, JSTOR, SCOPUS, and Web of Science.
- For unit 5, students should be given instructions about abstract writing, footnotes, endnotes, citations, APA reference style, etc.
- College teachers can arrange an orientation after coordinating with the librarian of their respective colleges to help students in accessing JSTOR and other online journals in the field of Economics subscribed by the college library.

### Main Readings for students:

1. Greenlaw (2005): 'Doing Economics: A guide to understanding and carrying out economic research' Boston: Cengage Learning.
2. Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices. University of South Florida.
3. Deaton, Angus. The analysis of household surveys (reissue edition with a new preface): A microeconomic approach to development policy. World Bank Publications, 2019
4. Duflo, Esther, and Abhijit Banerjee, eds. Handbook of field experiments. Volume 1. Elsevier, 2017.
5. John A. Rice (2007). Mathematical Statistics and Data Analysis, 3rd edition Thomson Brooks/Cole.

### Recommended Readings for teachers that can be used for giving assignments/projects:

Duflo, Esther, and Abhijit Banerjee, eds. Handbook of field experiments. Volume 1 and 2. Elsevier, 2017.

Huntington-Klein, N. (2021). The Effect: An introduction to research design and causality. Chapman and Hall/CRC.

Some Suggestive Open-source Database for Assessment:

1. World Bank: <https://data.worldbank.org/>
2. International Monetary Fund Data: <https://www.imf.org/en/Data>
3. Reserve Bank of India database: <https://dbie.rbi.org.in/#/dbie/home>
4. Ministry of Statistics for Program Implementation: [www.mospi.gov.in](http://www.mospi.gov.in)
5. Open Government Data Platform India: <https://data.gov.in/>

### Assessment and End Semester Examination:

Internal Assessment will comprise one test and one assignment.

Continuous Assessment will comprise term papers, research projects and presentations.

The end-semester examination would be of 90 marks.

### Unit wise weightage for End-Semester Examination



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Unit 1 25%

Unit 3 25%

Unit 4 25%

Unit 2 and 5 25%

### List of students-

ECONOMICS DEPARTMENT 2024-25					
Students doing Project Work/ Internship/ Fieldwork/ Field Visit that is a MANDATORY PART OF CURRICULUM					
PROOFS					
Program: B.A.(Hons.) Economics Course: Research Methodology UPC: 73100019 Faculty: Dr. Sakshi Bansal Attach list of students					
S.No	Name	Roll No			
1	KANISHKA KHERWAL	22/114	10	MINAL BANSAL	22/1600
2	NERIN HASSAN T V	22/1179	11	PARI WADHWANI	22/1617
3	VAISHNAVI JAISWAL	22/1223	12	TEENA	22/1618
4	KHUSHI KUMARI	22/1273	13	PRACHI JAIN	22/172
5	MEHAK	22/1416	14	SAANVI SINGLA	22/1754
6	LAXMI	22/1480	15	GEETIKA RAUTELA	22/1762
7	MANISHA SONKAR	22/155	16	PRERNA	22/1818
8	NISHTHA BABERWAL	22/158	17	ARCHITA SRIVASTAVA	22/288
9	RIYA JATAWAT	22/159	18	AKSHITA	22/294
			19	MEHAK ARORA	22/298
			20	SHEFALI SINGH	22/300
			21	DIYA SAREEN	22/304
			22	JEEYA SURI	22/305
			23	HARSHITA SATYAWALI	22/306
			24	CHINMAYEE PANDA	22/314
			25	HIMANSHI ROY	22/317
			26	ZUBIYA	22/36



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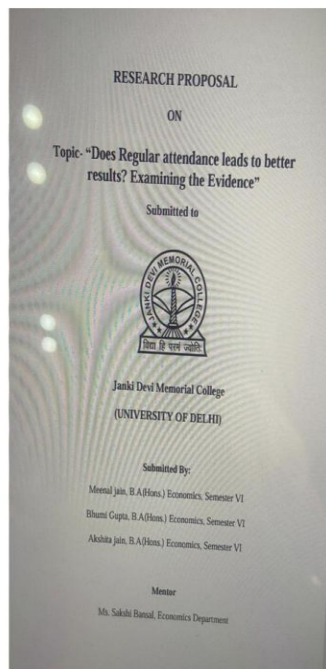
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27	BHUMI GUPTA	22/370
28	RIDHIMA GOGIA	22/379
29	ANUSHKA JOSHI	22/383
30	MEENAL JAIN	22/384
31	AKSHITA JAIN	22/385
32	PARIDHI RUSTOGI	22/811
33	AAYUSHI	22/821
34	AVANI SHARMA	22/832
35	SONAM KUMARI	22/91





## जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

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### 6. BA English- Research Methodology DSE Syllabus

#### DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-13 Research Methodology	4	3	0	1	Passed Class XII	NIL

##### Learning Objectives

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The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

##### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

##### SYLLABUS OF DSE-13:

###### UNIT – I (15 hours)

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

###### UNIT – II (15 hours)

3. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

###### UNIT – III (15 hours)

4. Workshop on Topic Development
5. Workshop on Research Proposal

**Note:** During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

##### Practical component: (30 hours)

Writing a Research Paper (2000 to 2,500 words)



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### Essential/recommended readings:

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1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

### Suggestive Readings:

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2<sup>nd</sup> edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

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JANKI DEVI MEMORIAL COLLEGE

UNIVERSITY OF DELHI

JDMC-IQAC

### Workshop for Students on "Research Methodology, Research Ethics and IPR" from 1<sup>st</sup> to 7<sup>th</sup> April 2025

Name of the event:	Research Methodology Workshop for Students from 1 <sup>st</sup> to 7 <sup>th</sup> April 2025
Name of the organiser:	English Department Association: Ms. Ruchika Bhatia and Mr. Tarun Sharma
Type of event:	Workshop on "Research Methodology, Research Ethics and IPR."
Objectives of the event:	To introduce students to the various areas of research, how to choose a research topic, and what are research ethics
Name and affiliation of the resource person:	Dr. Sanchita Khurana, Dr. Jitender Gill, Dr. Namita Sethi, and Dr. Indu Jain

The English Department Association organized a five-day Research Methodology Workshop for B.A Programme and English Hons. students starting from 1 April, 2025 to 7 April 2025. In the span of 5 days both internal and external resource persons were invited to speak on various areas of research and how to pursue research in a systematic manner. Dr Gill spoke to students on 1<sup>st</sup> and 2<sup>nd</sup> April and introduced them to the idea of "What is a Research Proposal, the pre-writing exercises, and how to create a Bibliography." Dr. Namita Sethi addressed the students on 3<sup>rd</sup> April, third day of the event, and made a presentation titled "Research and Publication: Taking the Plunge." Dr. Indu Jain took a session on 4<sup>th</sup> April and spoke on "Topic Development, how to draft a Research Proposal and What are Research Ethics." Dr. Sanchita Khurana, Assistant Professor from Mata Sundari College, University of Delhi, was invited on 7<sup>th</sup> April, 2025 to present on "IPR, Plagiarism, and Research Methodology." More than 40 students participated in this workshop and made it a huge success. Attendance cum Feedback forms for each session were filled by the students to assess their response and areas of concern which were addressed throughout the workshop. Students were provided with certificates by the IQAC committee of the college for successful completion of the workshop.





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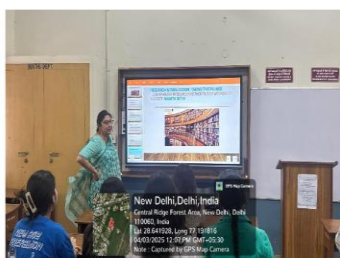
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**Attendance cum Feedback Form:**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV	BW	BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT	CU	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DT	DU	DV	DW	DX	DY	DZ	EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ	EK	EL	EM	EN	EO	EP	EQ	ER	ES	ET	EU	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN	FO	FP	FQ	FR	FS	FT	FU	FV	FW	FX	FY	FZ	GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ	GK	GL	GM	GN	GO	GP	GQ	GR	GS	GT	GU	GV	GW	GX	GY	GZ	HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ	HK	HL	HM	HN	HO	HP	HQ	HR	HS	HT	HU	HV	HW	HX	HY	HZ	IA	IB	IC	ID	IE	IF	IG	IH	II	IJ	IK	IL	IM	IN	IO	IP	IQ	IR	IS	IT	IU	IV	IW	IX	IY	IZ	JA	JB	JC	JD	JE	JF	JG	JH	JI	IJ	JK	JL	JM	JN	JO	JP	JQ	JR	JS	JT	JU	JV	JW	JX	JY	JZ	KA	KB	KC	KD	KE	KF	KG	KH	KI	KJ	KL	KM	KN	KO	KP	KQ	KR	KS	KT	KU	KV	KW	KX	KY	KZ	LA	LB	LC	LD	LE	LF	LG	LH	LI	LJ	LK	LM	LN	LO	LP	LQ	LR	LS	LT	LU	LV	LW	LX	LY	LZ	MA	MB	MC	MD	ME	MF	MG	MH	MI	MJ	MK	ML	MM	MN	MO	MP	MQ	MR	MS	MT	MU	MV	MW	MX	MY	MZ	NA	NB	NC	ND	NE	NF	NG	NH	NI	NJ	NK	NL	NM	NO	NP	NQ	NR	NS	NT	NU	NV	NW	NX	NY	NZ	OA	OB	OC	OD	OE	OF	OG	OH	OI	OJ	OK	OL	OM	ON	OO	OP	OQ	OR	OS	OT	OU	OV	OW	OX	OY	OZ	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ	PK	PL	PM	PN	PO	PP	PQ	PR	PS	PT	PU	PV	PW	PX	PY	PZ	QA	QB	QC	QD	QE	QF	QG	QH	QI	QJ	QK	QL	QM	QN	QO	QP	QQ	QR	QS	QT	QU	QV	QW	QX	QY	QZ	RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RN	RO	RP	RQ	RR	RS	RT	RU	RV	RW	RX	RY	RZ	SA	SB	SC	SD	SE	SF	SG	SH	SI	SJ	SK	SL	SM	SN	SO	SP	SQ	SR	SS	ST	SU	SV	SW	SX	SY	SZ	TA	TB	TC	TD	TE	TF	TG	TH	TI	TJ	TK	TL	TM	TN	TO	TP	TQ	TR	TS	TU	TV	TW	TX	TY	TZ	UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	UL	UM	UN	UO	UP	UQ	UR	US	UT	UU	UV	UW	UX	UY	UZ	VA	VB	VC	VD	VE	VF	VG	VH	VI	VJ	VK	VL	VM	VN	VO	VP	VQ	VR	VS	VT	VU	VV	VW	VX	VY	VZ	WA	WB	WC	WD	WE	WF	WG	WH	WI	WJ	WK	WL	WM	WN	WO	WP	WQ	WR	WS	WT	WU	WV	WW	WX	WY	WZ	XA	XB	XC	XD	XE	XF	XG	XH	XI	XJ	XK	XL	XM	XN	XO	XP	XQ	XR	XS	XT	XU	XV	XW	XX	XY	XZ	YA	YB	YC	YD	YE	YF	YG	YH	YI	YJ	YK	YL	YM	YN	YO	YP	YQ	YR	YS	YT	YU	YV	YW	YX	YZ	ZA	ZB	ZC	ZD	ZE	ZF	ZG	ZH	ZI	ZJ	ZK	ZL	ZM	ZN	ZO	ZP	ZQ	ZR	ZS	ZT	ZU	ZV	ZW	ZX	ZY	ZZ
4:20:10 12:00 Italy 3rd year				1080 8th English 3rd year																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										</																																																																																																																																																																																											

**Day 3: Dr. Namita Sethi**





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## Attendance cum Feedback Form:

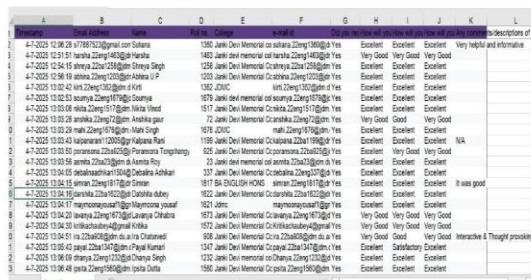
4-3-2023 12:00:38	Sulana	1301 English Honours and 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Very Information
4-3-2023 12:11:20	Sulmanpur Kaur	1807 B.A Honours History 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	NI
4-3-2023 12:11:38	Mahila	1403 BA Honours English 3rd year Janki Devi Memorial College 22/03/2023	Yes	Very good	Very good	Very good	Information and
4-3-2023 12:12:29	Rohini Yadav	1712 B.A programme English Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:17:47	Pooja Kumar	1547 BA programme 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:13	Shreya Singh	227258 BA PROGRAMME 21 Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:28	Saumya	1679 BA Honours English 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:37	Nikita Virel	1517 B.A English (Hons) Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:37	Nikita Virel	1301 BA English 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	1302 B.A. (H) English 3rd year JDMC Kirti 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	22 B.A. English Hons 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	1302 BA English honours and 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	1873 English honours 3rd year Janki Devi Memorial College 22/03/2023	Yes	Very good	Very good	Very good	Information and
4-3-2023 12:02:43	Kirti	1198 B.A. Honours English 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	1547 BA programme 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	1622 BA programme English Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	333 BA Honours English 3rd year Janki Devi Memorial College 22/03/2023	Yes	Very good	Very good	Very good	Information and
4-3-2023 12:02:43	Kirti	1679 English (Honours) 3rd year JDMC Kirti 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	22 3rd year BA prog Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	625 BA programme 3rd year Janki Devi Memorial College 22/03/2023	Yes	Very good	Very good	Very good	Information and
4-3-2023 12:02:43	Kirti	1807 BA Honours History 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and
4-3-2023 12:02:43	Kirti	1621 BA programme 3rd year JDMC Kirti 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and

## Day 4: Dr. Indu Jain



## Attendance cum Feedback Form:

A	B	C	D	E	F	G	H	I	J	K	L
4-3-2023 12:02:38	Sulana	1301 English Honours and 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Very Information				
4-3-2023 12:11:20	Sulmanpur Kaur	1807 B.A Honours History 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and				
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4-3-2023 12:02:43	Kirti	1302 B.A. (H) English 3rd year JDMC Kirti 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and				
4-3-2023 12:02:43	Kirti	22 B.A. English Hons 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and				
4-3-2023 12:02:43	Kirti	1302 BA English honours and 3rd year Janki Devi Memorial College 22/03/2023	Yes	Excellent	Excellent	Excellent	Information and				
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### 7. BA Programme Research Methodology Syllabus-

#### DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-13 Research Methodology	4	3	0	1	Passed Class XII	NIL

##### Learning Objectives

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The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

##### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

##### SYLLABUS OF DSE-13:

##### UNIT – I (15 hours)

- Introduction to Practical Criticism
- Conceptualizing and Drafting of a Research Proposal

##### UNIT – II (15 hours)

- Style Manuals: Notes, References and Bibliography/Annotated Bibliography

##### UNIT – III (15 hours)

- Workshop on Topic Development
- Workshop on Research Proposal

**Note:** During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

##### Practical component: (30 hours)

Writing a Research Paper (2000 to 2,500 words)



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### Essential/recommended readings:

135

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

### Suggestive Readings:

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2<sup>nd</sup> edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

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## जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

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List of students and Proof-



JANKI DEVI MEMORIAL COLLEGE

UNIVERSITY OF DELHI

JDMC-IQAC

### Workshop for Students on "Research Methodology, Research Ethics and IPR" from 1<sup>st</sup> to 7<sup>th</sup> April 2025

Name of the event:	Research Methodology Workshop for Students from 1 <sup>st</sup> to 7 <sup>th</sup> April 2025
Name of the organiser:	English Department Association: Ms. Ruchika Bhatia and Mr. Tarun Sharma
Type of event:	Workshop on "Research Methodology, Research Ethics and IPR."
Objectives of the event:	To introduce students to the various areas of research, how to choose a research topic, and what are research ethics
Name and affiliation of the resource person:	Dr. Sanchita Khurana, Dr. Jitender Gill, Dr. Namita Sethi, and Dr. Indu Jain

The English Department Association organized a five-day Research Methodology Workshop for B.A Programme and English Hons. students starting from 1 April, 2025 to 7 April 2025. In the span of 5 days both internal and external resource persons were invited to speak on various areas of research and how to pursue research in a systematic manner. Dr Gill spoke to students on 1<sup>st</sup> and 2<sup>nd</sup> April and introduced them to the idea of "What is a Research Proposal, the pre-writing exercises, and how to create a Bibliography." Dr. Namita Sethi addressed the students on 3<sup>rd</sup> April, third day of the event, and made a presentation titled "Research and Publication: Taking the Plunge." Dr. Indu Jain took a session on 4<sup>th</sup> April and spoke on "Topic Development, how to draft a Research Proposal and What are Research Ethics." Dr. Sanchita Khurana, Assistant Professor from Mata Sundari College, University of Delhi, was invited on 7<sup>th</sup> April, 2025 to present on "IPR, Plagiarism, and Research Methodology." More than 40 students participated in this workshop and made it a huge success. Attendance cum Feedback forms for each session were filled by the students to assess their response and areas of concern which were addressed throughout the workshop. Students were provided with certificates by the IQAC committee of the college for successful completion of the workshop.







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Day 5: Dr. Sanchita Khurana



Attendance cum Feedback Form:

Sl. No.	Name	Roll No.	College	Branch	Grade	Feedback	Remarks
1	A-2025-12-06-28	178951	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Very helpful and informative
2	A-2025-12-06-11	178952	Janki Devi Memorial College	BA Honors	Very Good	Very Good	Very Good
3	A-2025-12-06-15	178953	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
4	A-2025-12-06-16	178954	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
5	A-2025-12-06-17	178955	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
6	A-2025-12-06-18	178956	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
7	A-2025-12-06-19	178957	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
8	A-2025-12-06-20	178958	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
9	A-2025-12-06-21	178959	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
10	A-2025-12-06-22	178960	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
11	A-2025-12-06-23	178961	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
12	A-2025-12-06-24	178962	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
13	A-2025-12-06-25	178963	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
14	A-2025-12-06-26	178964	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
15	A-2025-12-06-27	178965	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
16	A-2025-12-06-28	178966	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
17	A-2025-12-06-29	178967	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
18	A-2025-12-06-30	178968	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
19	A-2025-12-06-31	178969	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
20	A-2025-12-06-32	178970	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
21	A-2025-12-06-33	178971	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
22	A-2025-12-06-34	178972	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
23	A-2025-12-06-35	178973	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
24	A-2025-12-06-36	178974	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
25	A-2025-12-06-37	178975	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
26	A-2025-12-06-38	178976	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
27	A-2025-12-06-39	178977	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
28	A-2025-12-06-40	178978	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
29	A-2025-12-06-41	178979	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
30	A-2025-12-06-42	178980	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
31	A-2025-12-06-43	178981	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
32	A-2025-12-06-44	178982	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
33	A-2025-12-06-45	178983	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
34	A-2025-12-06-46	178984	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
35	A-2025-12-06-47	178985	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
36	A-2025-12-06-48	178986	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
37	A-2025-12-06-49	178987	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
38	A-2025-12-06-50	178988	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
39	A-2025-12-06-51	178989	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
40	A-2025-12-06-52	178990	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
41	A-2025-12-06-53	178991	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
42	A-2025-12-06-54	178992	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
43	A-2025-12-06-55	178993	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
44	A-2025-12-06-56	178994	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
45	A-2025-12-06-57	178995	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
46	A-2025-12-06-58	178996	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
47	A-2025-12-06-59	178997	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
48	A-2025-12-06-60	178998	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
49	A-2025-12-06-61	178999	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent
50	A-2025-12-06-62	179000	Janki Devi Memorial College	BA Honors	Excellent	Excellent	Excellent



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## 8. GE: Digital Communications II

GE II Digital Communication : As part of their Digital Communications Continuous Assessment component, the students of BA Prog II Semester III, submitted a project on Podcast which was part of Unit 1 in their syllabus. The project consisted of three stages. The first being a draft of their ideas presented as teams. The second part consisted of presentations which involved a discussion and elaboration of their podcast scripts over a period of a month. The final stage consisted of recording their podcasts either on their phones or in the Recording Room of the college. Evidence of all three elements are given below:

### Syllabus:

GENERIC ELECTIVES LANGUAGE-6 (GE Language 6) Digital Communication-II					
No. of hours- 60 (Theory- 45 hrs.+Tutorials 15 hrs.)					
Credit distribution, Eligibility and Pre-requisites of the Course					
Course Code	Course Title & Credits	Credit distribution of the course			Eligibility criteria
		Lecture	Tutorial	Practical/ Practice	Pre-requisite of the course
GE Language 6- Digital Communication-II	4	3	1	0	Passed Class III
Learning Objectives					
The Learning Objectives of this course are as follows:					
• To have skills for online communication and provide interpersonal skills required in the digital world.					
• To effectively present themselves in personal and professional capacities using online mediums.					
Learning outcomes					
The Learning Outcomes of this course are as follows:					
• By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.					
SYLLABUS OF GE LANGUAGE 6-					
UNIT - I (15 weeks 1 hour/week)					
UNIT I: Curating Persons					
1. Maintaining profiles (continuity, coherence, cohesion)					
2. Introducing content (introducing new ideas, opinions, and facts: style and correctness)					
3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)					
UNIT - II (15 weeks 1 hour/week)					
UNIT II: Making Institutional Profiles and networks					
1. Writing about the institution (describing and assessing)					
2. Building networks (compare, contrast, synthesis)					
3. Updating Blogs and Vlogs (discourse markers)					
UNIT - III (15 weeks 1 hour/week)					
UNIT III: Online Interactions and Diversity					
1. Etiquettes for online interactions (chats, meetings, video conferences)					
2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)					
3. Drawing boundaries in communication (discourses, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)					
Practical component (if any) - Nil.					
Essential/recommended readings: as listed in the units					
Suggestive readings- Nil.					

### Attendance:

S. No.	Roll No.	Name of Student
6		Chetanya
23		Vedika
43		Soumya
47		Vidhi
134		Lavani
131		Jasmin
148		Afta Farooq
515		Pankaj Singh
514		Anushka Rani
519		Shweta
540		Hritika Oshi
554		Shweta Jha
561		Sania Sharma
583		Nishi Kishor
584		Akshita Sharma
516		Sakshi Nishad
553		Sakshi Sivakumar
553		Ayushi Pathak
588		Shruti Bhargava
451		Rukhsar Parveen
454		Arya
482		Wardah
485		Anamika Sharma
528		Prerna Bhatia
568		Aastha Anand
611		Anushka Yadav
761		Joshi G. Singh
719		Bhavitika Sekhija
791		Shweta Gupta
837		Amrita Puri
848		Vandana Rastogi
861		Thapli Kishor
942		Bhumi Agarwal
1061		Amrita Singh
1254		Anushika Patel
1284		Kavish Chaudhary
1288		Yash Sharma
630		



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I Deciding Project Titles:

S. No.	R.No.	Name	As
		GE II - Digital Com	
		Inter	
		4th Sem. Group I - 5 members	
		Real vs Real Group II - 4 members	
		The Quest Group III - 5 members	
		Digital Group IV - 4 members	
		Business Group V - 4 members	
		Business Group VI - 4 members	

II Presenting Ideas and elaborating on Script:



Stage III Recording Podcasts:



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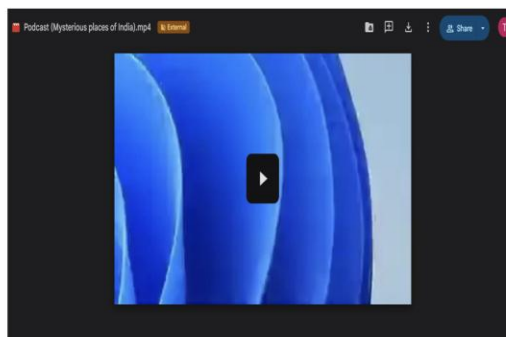
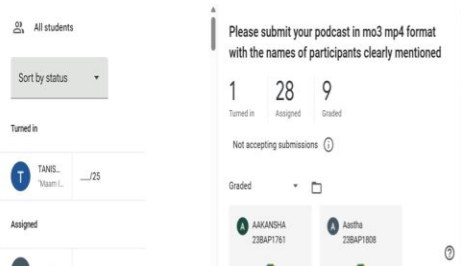
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Submission Photos of G Classroom:





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### 9. SEC: Visual Communication and Photography

#### SEC – 25: VISUAL COMMUNICATION AND PHOTOGRAPHY

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
	2			2		

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To synthesize a comprehensive view of principles involved in Visual Communication.
- To appreciate and express the cultural significance of photography as visual art and understand its evolution and purposes.
- To develop an awareness of compositional and organizational strategies for the effective deployment of formal elements of visual art.
- To read visual texts with a deep knowledge of visual history and theory.
- To create an ability of situating the content and form of the visual representation of thematic context.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to acquire knowledge of the cultural and historical importance of the visual medium.
- After studying this course, students will be able to explore the fundamentals and underlying theories of Visual Communication.
- After studying this course, students will be able to develop a thorough knowledge of concepts, and skills in creating photographs.
- After studying this course, students will be able to learn to identify and analyze semiotics in photographs.
- After studying this course, students will be able to develop a craftsmanship in creating aesthetically pleasing photographs.



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### SEC Visual Communication and Photography: 2 Credits

As part of their two credit course SEC Visual Communication and Photography, students are required to fulfil a number of assignments that are skill based and experiential in nature.

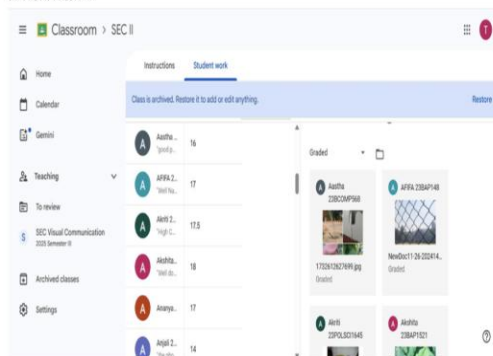
1. They are required to participate in analysing and explaining photographs and paintings using concepts and theories taught under the rubrics of this paper.



2. There is a mandatory interaction with an Expert Photographer usually an Alumna from the Film and Photography Club of JDMC Lumiere who explains parts of the camera and the basics of Photography and Lighting.



3. A submission of a Portfolio of their best photographs and photostories as part of their final submission.





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Classroom

SEC II

Akshita 23BAP1521

Class is archived. Restore it to add or edit anything.

Home

Calendar

Gemini

Teaching

To review

SEC Visual Communication  
2025 Semester II

Archived classes

Settings

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View details



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### 10. BA English Honours- DSC-European Classical Literature-

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2-European Classical Literature	4	3	1	O	Passed Class XII with English	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner.

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies

#### SYLLABUS OF DSC- 2

##### UNIT – I (20 Hours)

- Homer: *The Odyssey*

##### UNIT – II (20 Hours)

- Aristotle: *Poetics*
- Sophocles: *Antigone*

##### UNIT – III (20 Hours)

- Aristophanes: *Lysistrata*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

- Plato, 'Book X', *The Republic*. tr. Desmond Lee, London: Penguin, 2007.
- Horace, 'Ars Poetica', *Horace: Satires, Epistles and Ars Poetica*. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



## जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

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सर गंगा राम अस्पताल मार्ग, नई दिल्ली-110060

Sir Ganga Ram Hospital Marg, New Delhi-110060

दूरभाष/Tel. : 49876630, ई-मेल/E-mail : jdmcollege@hotmail.com, वेबसाइट/Website : http://jdm.du.ac.in

आइ एस ओ 21001 : 2018 व आइ एस ओ 9001 : 2015 प्रमाणित एवं NAAC प्रत्यायित A+ महाविद्यालय  
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### JANKI DEVI MEMORIAL COLLEGE

UNIVERSITY OF DELHI

JDMC-IQAC

#### Foundation Lecture on The Greek Epic by Dr. Jitender Gill

Name of the event:	Foundation Lecture on The Greek Epic by Dr. Jitender Gill
Name of the organiser:	English Department Association, Ms. Ruchika Bhatia, Mr. Tarun Sharma
Type of event:	Departmental foundation lecture
Objectives of the event:	To introduce the first-year students to the Western Classical literature.
Name and affiliation of the resource person:	NIL

#### Report:

The English Department Association of Janki Devi Memorial College, University of Delhi, organised a Foundation Lecture on "The Greek Epic", by Dr Jitendra Gill, for the first-year students on 13th September, 2024 from 12:00 PM to 1:00 PM in room number 13.

Dr. Gill began the lecture by diving into what makes an epic, especially in the Western Homeric context. She utilised visual resources, showing an ancient map to help the students understand the background and setting of the texts they were studying, and explaining how, where, how and why one travelled in Ancient Graeco-Roman times. After explaining the contexts, Dr Gill segued into Homer and his contributions to the format of the Western epic - epic conventions and the techniques of writing an epic that he invented and popularised to the point that we can see them being used to this day.

The event ended with a question-and-answer session where Dr. Gill clarified all remaining doubts of the students attending the lecture and told them about the podcast, she had worked on recently with the 2nd year student, Gauri Wadehra, where they dug deeper into Homer and his contributions to the epic format, which is available on the college website.

#### Posters:



# जानकी देवी मेमोरियल कॉलेज JANKI DEVI MEMORIAL COLLEGE

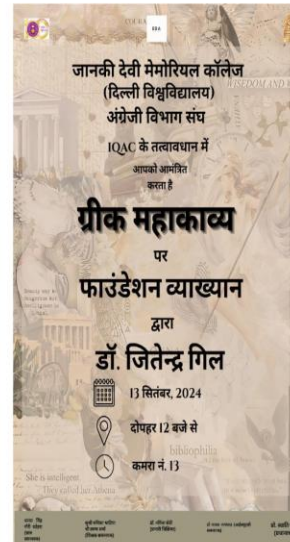
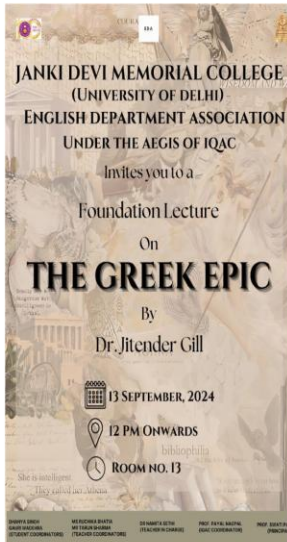
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Pictures:





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Attendance cum Feedback Form:

	F	G	H	I	J
1	Did you receive the poster How will you rate the content How will you rate the presentation How will you rate the overall comments/descriptions of				
2	z Yes	Excellent	Excellent	Excellent	Everything was perfect
3	Yes	Excellent	Excellent	Excellent	
4	Yes	Excellent	Excellent	Excellent	Incredible
5	z No	Excellent	Excellent	Excellent	It's very well and knowledge
6	y Yes	Excellent	Excellent	Excellent	Wonderful teacher, explanation
7	y Yes	Excellent	Excellent	Excellent	Very informative
8	z Yes	Excellent	Excellent	Excellent	
9	Yes	Very Good	Very Good	Very good	
10	g Yes	Excellent	Excellent	Excellent	
11	n Yes	Excellent	Excellent	Excellent	Good
12	z Yes	Very Good	Excellent	Very good	
13	Yes	Excellent	Excellent	Satisfactory	The first lecture I enjoyed with
14	Yes	Very Good	Very Good	Very good	
15	Yes	Excellent	Excellent	Excellent	
16	y Yes	Excellent	Excellent	Excellent	
17	z Yes	Very Good	Very Good	Good	
18	n Yes	Very Good	Very Good	Very good	
19	n Yes	Excellent	Excellent	Excellent	
20	z Yes	Excellent	Excellent	Excellent	
21	z Yes	Excellent	Very Good	Very good	
22	z Yes	Excellent	Excellent	Excellent	N.A.
23	z Yes	Very Good	Very Good	Very good	
24	Yes	Good	Very Good	Very good	
25	z Yes	Excellent	Excellent	Excellent	
26	z Yes	Very Good	Excellent	Excellent	Perfect
27	y Yes	Good	Good	Good	No
28	y Yes	Excellent	Excellent	Very good	I loved how our professor covered
29	n Yes	Excellent	Excellent	Excellent	
30	z Yes	Excellent	Very Good	Very good	It was very helpful
31	y Yes	Very Good	Excellent	Excellent	
32	Yes	Excellent	Excellent	Excellent	
33	z Yes	Excellent	Excellent	Excellent	
34	z Yes	Very Good	Excellent	Excellent	
35	z Yes	Excellent	Excellent	Excellent	
36	n Yes	Very Good	Good	Satisfactory	No
37	z Yes	Excellent	Excellent	Excellent	No
38	z Yes	Very Good	Excellent	Excellent	It was very knowledgeable and I
39	n Yes	Excellent	Excellent	Excellent	
40	Yes	Excellent	Excellent	Excellent	
41	z Yes	Good	Very Good	Excellent	-
42	y Yes	Excellent	Excellent	Excellent	
43	n Yes	Excellent	Excellent	Excellent	
44	z Yes	Excellent	Excellent	Excellent	
45	n Yes	Excellent	Excellent	Excellent	
46	z Yes	Excellent	Excellent	Excellent	
47	z Yes	Satisfactory	Satisfactory	Satisfactory	-
48	z Yes	Excellent	Excellent	Excellent	Very well executed and presented
49	z Yes	Excellent	Excellent	Excellent	The session was extremely engaging
50	z Yes	Very Good	Excellent	Excellent	
51	z Yes	Excellent	Excellent	Excellent	Informative and engaging session
52	z Yes	Very Good	Excellent	Very good	Initially, I felt that it's a tired topic
53	z Yes	Excellent	Excellent	Excellent	
54	Yes	Very Good	Very Good	Excellent	
55	z Yes	Excellent	Excellent	Excellent	
56	z Yes	Excellent	Excellent	Excellent	
57	z Yes	Excellent	Excellent	Excellent	
58	z Yes	Satisfactory	Excellent	Satisfactory	
59	z Yes	Very Good	Excellent	Excellent	
60	z Yes				

List of students-



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A	B	C	D	E	
1	mestamp	Name	Roll No	Course and Year	Email Id Did you
2	9/13/2024 13:02:38	Namra Zafar	1849	BA ENGLISH HONS 1ST	namrazafar0205@gmail.c Yes
3	9/13/2024 13:05:34	Deepika pal	659	Ba hons English 1 year	dpal24894@gmail.com Yes
4	9/13/2024 13:07:24	Prisha	45	English hons 1st year	Ssrishiti.544@gmail.com Yes
5	9/13/2024 13:08:06	Yatika	430	Ba.Hons (english)	yatikasisodiya18@gmail.c No
6	9/13/2024 13:08:26	Harpreet Kaur sainsi	24ENG1526	Ba English Hons	koursainih757@gmail.cor Yes
7	9/13/2024 13:08:26	Dhanya singh	1232	English Honors 3rd year	Dhanya.22eng1232@jdm Yes
8	9/13/2024 13:10:50	Laishram Sheetal	507	B. A. Programme	laishram.23bap507@jdm. Yes
9	9/13/2024 13:11:16	Eshal Ahmed	1352	BA hons. English First Ye	eshxx.06@gmail.com Yes
10	9/13/2024 13:11:29	Sonalika Malhotra	24ENG480	BA English Hons 1st year	sonalikamalhotra2006@g Yes
11	9/13/2024 13:11:39	Manya Chaudhary	956	English honours 2024	Manyachaudhary87@gmi: Yes
12	9/13/2024 13:11:47	Rudrakshi Maurya	202	English Hons 1st year	rudrakshiimaurya@gmail. Yes
13	9/13/2024 13:11:54	Jhanvi	1254	Ba English honours 1year	sjhanvi157@gmail.com Yes
14	9/13/2024 13:11:58	Zakiya iqbal	1327	English(honours)	zakiyaiqbal17@gmail.com Yes
15	9/13/2024 13:12:00	Mizba qureshi	300	English honours	mizbaq715@gmail.com Yes
16	9/13/2024 13:12:02	MAHEE JAIN	24ENG63	English hons ,1 year	Maheejain987@gmail.cor Yes
17	9/13/2024 13:12:03	Saniya	24eng1736	Ba eng honours 1st year	Saniyafaujdard647@gmail. Yes
18	9/13/2024 13:12:03	Suhani Aggarwal	159	B.A English Honours , Fir	aggarwalsuhani1402@gn Yes
19	9/13/2024 13:12:03	Bristi Sarma	24ENG1618	1st Year, BA Hons Englisl	bristisarma06@gmail.com Yes
20	9/13/2024 13:12:05	Barkha	72	2024	m40080396@gmail.com Yes
21	9/13/2024 13:12:13	Kriti Goswami	1141	Ba H English and 1st yeal	Kritigoswami06@gmail.cc Yes
22	9/13/2024 13:12:15	Kripa Pherwani	1510	BA English Honours 1st y	lkrripapherwani@gmail.co Yes
23	9/13/2024 13:12:17	Chanchal gola	1613	Ba English honours 2024	chanchalgola20@gmail.c: Yes
24	9/13/2024 13:12:20	Ira Negi	692	Ba honours English First`	iranegi1411@gmail.com Yes
25	9/13/2024 13:12:27	Srisha Kumar	822	B.A. English honours	srishakumar2007@gmail. Yes
26	9/13/2024 13:12:29	Arpita sinha	1022	Ba eng hons. 1st yr	1212arpitasinha@gmail.c Yes
27	9/13/2024 13:12:37	Akanksha	904	B.A Hons english	akanksharaman2005@gn Yes
28	9/13/2024 13:12:37	Sia Gotthwal	1515	BA English (Hons.) 2024	siagothwal23@gmail.com Yes
29	9/13/2024 13:12:37	Prachi Bhardwaj	24BAP1312	B.A. programme ( English	prachibhardwaj7171@gm Yes
30	9/13/2024 13:12:38	Anjali maurya	1103	English hons 1st year	anjaliimaurya0069@gmail Yes
31	9/13/2024 13:12:41	Kashish Malhotra	1298	BA English Hons	kashishmalhotra115@gm: Yes
32	9/13/2024 13:12:43	Angel	1601	BA English Honours 1st y	angelraj517@gmail.com Yes
33	9/13/2024 13:12:44	Sahreen	1058	BA ENGLISH (HONS.) 1`	sahreenqureshi5@gmail.c Yes
34	9/13/2024 13:12:48	Mamina Tayeng	835	B.A programme 2nd year	Mamina.23bap835@jdm.: Yes
35	9/13/2024 13:12:49	Aditya Kumari	1552	First year	amriteshkumar.prabhatkh Yes
36	9/13/2024 13:13:03	Navya Sharma	24ENG599	B.A ENGLISH HONOURS	bhartisharma151178@gm: Yes
37	9/13/2024 13:13:16	Richa Debbarma	458	Ba English hons	Debbarmaricha5@gmail.c Yes
38	9/13/2024 13:13:22	Shaaranya Bhardwaj	1904	Eng Hons 2024	Shaaranya060@gmail.co: Yes
39	9/13/2024 13:13:32	Yashaswini Kotipalli	24ENG381	BA (H) Eng 1st year	yashaswini2024neet@gm: Yes
40	9/13/2024 13:13:32	Sayasha Atolia	569	Ba English Honours (1st y	Citrasushi@gmail.com Yes
41	9/13/2024 13:13:40	Hifza	908	English honors 1st year	hifzamubeen19@gmail.cc Yes
42	9/13/2024 13:13:46	Asmita	51	BA HONS ENGLISH	asmitapriya28@gmail.cor Yes
43	9/13/2024 13:13:56	Pratishtha	470	BA Programme 2nd year	pratishtha.23bap470@jdn Yes
44	9/13/2024 13:13:59	Muskan Puri	48	English Honours 3rd Year	muskan.22eng48@jdm.d: Yes
45	9/13/2024 13:14:31	Stuti Bhengra	122	English honours	stuti.bhengra403296@gm: Yes
46	9/13/2024 13:14:41	Zaara Amir	1849	BA(Hons) English, 2nd Ye	zaara.23eng1849@jdm.d: Yes
47	9/13/2024 13:15:46	Parul	1794	BA English honours (1st y	kumaarparul2021@gmail. Yes
48	9/13/2024 13:15:51	Ishi Malhotra	746	1st year BA English honoi	Ishimalhotra962@gmail.c Yes
49	9/13/2024 13:16:31	Ira Chaturvedi	908	BA (P) 3rd Year	Ira.22ba908@jdm.du.ac.i: Yes
50	9/13/2024 13:18:06	Anupriya	526	B. A. (P) , 2nd year	anupriyastar15@gmail.co Yes
51	9/13/2024 13:46:48	Gauri Wadehra	1853/23	Ba h english 2nd yr	Gauri.23eng1853@jdm.d: Yes
52	9/13/2024 13:53:29	Nagma malik	1161	Ba English hons, first yea	nagmamalik071@gmail.c: Yes
53	9/13/2024 14:11:57	Anchal Raj	1720	B.A Program , 2nd Year	anchal.23bap1720@jdm.: Yes
54	9/13/2024 14:51:25	Smriti Dogra	54	BA English Hons- 1st yea	smritiilid@gmail.com Yes
55	9/13/2024 15:00:03	Ananya Singhal	1047	Ba eng hons 1 year	ananyasinghal1705@gm: Yes
56	9/13/2024 15:18:15	Anamika Meena	60	English (Hons) 1st year	rdd.anamika@gmail.com Yes
57	9/13/2024 16:07:19	Shreya Singh	34	Ba programme 2nd year	shreya.23bap34@jdm.du. Yes
58	9/13/2024 16:19:08	Kavya Bhatia	24BAP242	BA Programme (english +	Kavyabhatia.nov@gmail.c Yes
59	9/13/2024 20:39:15	Ayat	1537	English honors, 1st year	Ayatstekh008@gmail.cor Yes
60					



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A role play and Theatre Exercise was conducted for students English Hons I on the 21/10/2024 by Mr Ankan Dhar as part of an introduction to Drama. to extend their understanding of theatre from theory to praxis. It was used to demonstrate how skills are built through character creation improvisation physical and vocal warm ups and other elements which add to the totality of the theatrical experience and mediate the dramatic text in a myriad of ways.



1 STUDENTS DEMONSTRATING THEATRE EXERCISES

### Attendance

COLL_ROLLNO	NAME
24ENG2	Krishangee Krishna Das
24ENG45	Prisha Singh
24ENG51	Asmita
24ENG54	Smriti Dogra
24ENG60	Anamika Meena
24ENG63	Mahee Jain
24ENG66	Swadha Khare
24ENG72	Barkha
24ENG76	Himanshi Sharma
24ENG113	Adeela Ali
24ENG122	Stuti Bhengra
24ENG159	Suhani Aggarwal
24ENG202	Rudrakshi Maurya
24ENG300	Mizba Qureshi
24ENG381	Yashaswini Kotipalli
24ENG419	Shivangi Pal
24ENG430	Yatika
24ENG445	Vanshika Gaur
24ENG458	Richa Debbarma
24ENG480	Sonalika Malhotra

24ENG569	Sayesha Atolia
24ENG599	Navya Sharma
24ENG659	Deepika Pal
24ENG692	Ira Negi
24ENG746	Ishi Malhotra
24ENG754	Harshita Tiwari
24ENG822	Srisha Kumar
24ENG904	Akanksha
24ENG908	HIFZA
24ENG956	Manya Chaudhary
24ENG1022	Arpita Sinha
24ENG1047	Ananya Singhal
24ENG1058	Sahreen Sabahat
24ENG1063	Shivangi Singh
24ENG1103	Anjali Maurya
24ENG1141	Kriti Goswami
24ENG1161	Nagma Malik
24ENG1178	Kanishka Dagar
24ENG1254	Jhanvi
24ENG1257	Shatakshi Srivastava
24ENG1298	Kashish Malhotra
24ENG1327	Zakiya Iqbal
24ENG1351	Mansi Gosain
24ENG1352	Eshal Ahmed
24ENG1361	Ritisha
24ENG1386	Kanishka Sinha
24ENG1526	HARPREET KAUR SAINI
24ENG1537	Ayat Sheikh
24ENG1552	Aditya Kumari
24ENG1601	Angel
24ENG1613	Chanchal Gola
24ENG1618	Bristi Sarma
24ENG1736	Saniya Faujdar
24ENG1751	Richa Yadav
24ENG1755	Manya Aggarwal
24ENG1763	Disha
24ENG1794	Parul
24ENG1849	Namra Zafar
24ENG1854	Riddhi Arora
24ENG1904	Shaaranya Bhardwaj
24ENG2037	Manasvi Sinha
24ENG2038	Zoya Israr



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### 11. GE- English Fluency

#### Generic Elective (GE)

#### ENGLISH : ENGLISH FLUENCY- I

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

##### Course objectives:

- This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts.
- The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.

The course will help students to:

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- write formal letters, personal notes, blogs, reports and texts on familiar matters.
- comprehend and analyse texts in English.
- organise and write paragraphs and short essays in a variety of rhetorical styles.

##### Course content:

##### UNIT I: In the domestic sphere

1. Dry
2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

##### Readings:

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

##### UNIT II: In the University

1. Introducing oneself -- Note-making





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The Orell Talk Language Lab orientation sessions were held on 10 May 2024 and 30 November 2024 for B.A. (P) students to enhance their English language skills. The sessions introduced students to the lab software designed to improve listening, speaking, reading, and writing abilities. Participants were guided in creating user accounts and familiarised with the interface. The orientation helped students gain confidence and motivation to use the lab effectively for English Proficiency.





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### 12. SEC: Creative Learning

#### Creative Writing

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Creative Writing	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To build creative writing skills of students in the main modes of creative writing viz poetry, fiction (novel, short stories), non-fiction (life narratives, autobiographies and biographies) and drama.
- To inculcate practical skills in students by mapping their creative talent which is beneficial for employability too.
- To perform hands-on-activities to students to develop their creative skills through practical sessions.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to be sensitive to the texture of literary language.
- After studying this course, students will be able to develop craft in creative writing.
- After studying this course, students will be able to develop sense of expressing themselves through poetry/short story/biography.
- After studying this course, students will be able to induce an understanding of the relationship between an individual and society.
- After studying this course, students will be able to get into different fields and pursue versatile career opportunities.
- After studying this course, students will be able to develop an understanding of theatre and performance through drama will also help them to develop observational and behavioural skills.
- After studying this course, students will be able to develop a critical thought process and a knack in putting it in words. Students may also utilise the learnings of proofreading and editing for their academic and professional growth.
- After studying this course, students will be able to go for publishing their own work.
- After studying this course, students will be able to write a book and submit it to professional bodies & academic organisations.



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### SYLLABUS

#### UNIT 1

(5 Weeks)

- Introduction to Creative Writing- Meaning, Importance
- Imagination & Writing- Peer-interaction, Activities on Imagination
- Tropes, Motifs and Figures- Learning tropes, motifs and figures through videos, Discussion on the findings
- Craft of Writing- Figure of Speech, Word Play, Character Creation
- Character Creation- Dialogue Enaction, Learning Characters through discussion on famous writings, Character Analysis, Writing activities on creating different types of characters (gender/social background/ethnicity etc.)

#### UNIT 2

(5 Weeks)

- Close Reading
- Analysis and Interpretation- Reading different works in Literature, Discussion in small groups, Practice Writing Session
- Proofreading & Editing- Practice sessions on Proofreading & Editing of different types of writing

#### UNIT 3

(5 Weeks)

- Steps of Creative Writing- Pre-Writing, Writing, Post-Writing/Final Draft
- Types of Creative Writing- Poetry, Fiction, Non-Fiction (Life Narratives), Drama
- Creative Writing & Media- Film Review, Book Review, Other Writings in Media, Submission, Publication
- Learning to write Poetry- Reading & understanding Poetry; Practising tone, rhyme, metre, verses; Writing sessions
- Learning to write Fiction- Reading & understanding Fiction; Practicing different elements of fiction (Short story, Novella, Novel); Writing sessions
- Learning to write Non-Fiction- Reading & understanding Non-Fiction (Biographies & Autobiographies); Practicing different elements of non-fiction; Writing sessions
- Learning to write Drama- Reading & understanding Drama; Practicing different elements (plot, character, climax, verbal & non-verbal cues) of Drama; Writing sessions
- Submission & Publication (in Print & Digital) - Discussions over how & where to submit and publish (online/offline), Hands-on activities

#### Suggested Readings

- *Creative Writing: A Beginners' Manual* by Anjana Neira Dev et al. for The Department of English, University of Delhi (New Delhi: Pearson, 2008).

#### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



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### Creative Writing SEC

A Short Story Writing Workshop was conducted on 23rd October 2024 by Ms. Jayanti Sahu, a published poet, novelist, and alumna of the Department of English, JDMC. She shared valuable tips on storytelling and guided students in shaping their ideas into engaging, well-structured narratives. Ms. Sahu was specially invited to inspire current students to learn from and aspire to the achievements of their alumna

### List of Students

Apoorva Roy  
Zubia Naaz  
Mahee Jain  
Meha Dubey  
Riya Barala  
Preety Ojha  
Debalina Adhikari  
Kiran  
Palak  
Palak Saini  
Manaswi Sinha  
Ridhi Aggarwal  
Chandrika Kiran  
Dakshita Sharm  
Gauri Wadhera  
Vaishnavi Snigdha  
Naina  
Eshita Singh  
Drishti Sharma





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### 13. VAC- The Art of Being Happy

#### VAC 1: THE ART OF BEING HAPPY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
The Art of Being Happy	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

#### Learning Objectives

- To synthesize the insights developed by Human Development experts, Psychologists, Anthropologists on one hand, and the intellectual traditions of Vedantic Philosophy and Indology on the other towards the experience of happiness.
- To illustrate various factors that determine the subjective experience of happiness in a cross cultural context.

#### Learning outcomes

- The students shall be able to evaluate the factors contributing to the phenomenon of happiness in the personal, familial and community life of an individual in different cultures in the Indian context.
- They will be able to develop healthy interpersonal relationships and wellbeing cherishing the values of Indian culture and philosophy.
- They will be able to relate to the global phenomenon of sustainable development and become sensitive to the needs of the planet.
- They will be able to apply the experience of *Aananda* at a personal level.

#### SYLLABUS OF THE ART OF BEING HAPPY

##### UNIT – I Human Ecology and Happiness Lectures

(3 Weeks)

- Definitions/Factors of Happiness: Environmental and Social

- Physical, emotional and psychological well-being for happiness
- Physiological and hormonal basis of happiness



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Experiential Learning For the VAC paper The Art of Being Happy, B Com Programme students were given an assignment to document their hobbies. The purpose was to connect theoretical learning with lived experience. Documenting a joyful hobby enabled students to learn through reflection and action, linking happiness to self-awareness and well-being.

Due May 4, 11:59 PM

### Documenting A Hobby

50 points

For this assignment, document a hobby that brings you joy by following the instructions below:

#### 1. Introduction

- Briefly introduce your chosen hobby.
- Explain how and when you developed an interest in it.

#### 2. Visual Documentation

- Include pictures of yourself engaging in the hobby.
- Ensure the images clearly showcase different aspects of your hobby (e.g., process, tools used, final outcome).

#### 3. Personal Connection and Experience

- Describe how practicing this hobby makes you feel.
- Share any memorable experiences related to this hobby.

#### 4. Impact on Happiness and Well-being

- Analyze how this hobby contributes to your happiness and mental well-being.

Ensure that your response is detailed and personal, making connections between your hobby and your happiness.

### 1 ASSIGNMENT ON EXPERIENTIAL LEARNING FOR VAC

B-com	1296	Gauri Sharma
(P)	1320	Srishti
	1324	Diksha K.R
	1356	Vidhi
	1396	Gunjan T.
	1434	Prasiddhi A.
	1482	Tamara G.
	1610	Ranishka M.
	1611	Piyanshi B.
	1628	Diya Gool
	1833	Michael
	197	Juhi Juneja
	711	Simran Ks.

### 2 STUDENT ATTENDANCE FOR VAC ART OF BEING HAPPY



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## 14. BA Program: DSC- Principles of Child Development (Minor)

### DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC-1) –: PRINCIPLES OF CHILD DEVELOPMENT

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PRINCIPLES OF CHILD DEVELOPMENT	4	3	-	1	Class XII pass	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To familiarize students with the concept of child development as a field of study.
2. To introduce students to various methods of child study
3. To create an understanding of prenatal development

#### Learning outcomes

The Learning Outcomes of this course are as follows:

The students will be able:

1. Get familiarized with the concept of child development as a field of study.
2. Develop an understanding of prenatal development.
3. Learn about the basics of techniques of data collection.

#### SYLLABUS OF DSC-1

##### UNIT – I Introduction to Child Development (3 Week)

This unit will help students to understand child development as a field of study. It also will provide insights into the historical perspective regarding development of children.

##### Subtopics:

- Definition, Scope and importance of child development as a field of study
- Historical foundation of child development

##### UNIT – II Introduction to methods of Child Study (4 Weeks)

Students will get acquainted with the methods of child study through the examples of well framed interviews, questionnaires.

##### Subtopics:

- Observation
- Interview

- Questionnaire
- Case study



##### UNIT – III Aspects of Development

(4 Weeks)

Students will get aware about the aspects of development through discussion on the principles of development, developmental norms



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## Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Minor)

UPC - 2202331101

Name of the Paper -Principles of Child Development

Sem - 1

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501		24BAP31	Varsha
2	22501		24BAP80	Bhavika Kakkar
3	22501		24BAP171	Palak Mishra
4	22501		24BAP196	Aryata
5	22501		24BAP198	Aarushi Trivedi
6	22501		24BAP289	Srishti Mishra
7	22501		24BAP402	Mahak Rawat
8	22501		24BAP422	Pawani Saran
9	22501		24BAP488	Kritika Singh
10	22501		24BAP568	Ayushi Singh
11	22501		24BAP606	Khushi Gupta
12	22501		24BAP613	Ananya Kumari
13	22501		24BAP618	Neha
14	22501		24BAP624	Rhythm Bhatia
15	22501		24BAP632	Sanjana
16	22501		24BAP712	TASHU GAUTAM
17	22501		24BAP715	Shristi Singh
18	22501		24BAP780	Radrika Bhoj
19	22501		24BAP808	Vani Dehiya
20	22501		24BAP939	Tisha Kathuria
21	22501		24BAP1170	Thota Geetha
22	22501		24BAP1223	Himani Pratap Singh Deora
23	22501		24BAP1233	Ishika Kumari
24	22501		24BAP1237	Deepali
25	22501		24BAP1244	Anushka Sehgal
26	22501		24BAP1256	Alisha Mev
27	22501		24BAP1276	Purnima Chatterjee
28	22501		24BAP1290	Nikita Sachdeva
29	22501		24BAP1292	Tanushi Sethi
30	22501		24BAP1317	Anubhuti Bhatia
31	22501		24BAP1345	Ritika
32	22501		24BAP1348	Mehak Goel
33	22501		24BAP1376	Mansi Suhag
34	22501		24BAP1381	Vandana Gupta
35	22501		24BAP1427	Manal Kamwal
36	22501		24BAP1434	Zoya Gul
37	22501		24BAP1449	Pihu Rani
38	22501		24BAP1690	Kavya
39	22501		24BAP1735	Muskan Shrivastava
40	22501		24BAP1858	Kowsalya M
41	22501		24BAP1887	Monika Saini
42	22501		24BAP1931	Diksha Pali
43	22501		24BAP1944	Kriti Anand
44	22501		24BAP1947	Rishika Kasana
45	22501		24BAP2036	Rakhi



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Topic	Date
<h1>Movie Review</h1>	
<p>The documentary film <i>Life Before Birth</i> - In the womb, explores the development of the growing fetus from conception to delivery. Details of the movie are:-</p>	
Duration : 01:42:35	
Language : English	
Video Source : YouTube	
Provided by : Naked Science	
Published on : 09-09-2015	
Rating : 4.00	
Category : Children	
Nation	
People	

Movie Review



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## 15. BA Program DSC- Theoretical Foundations in Human Development (Major)

### Syllabus

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-1-HDFE: THEORETICAL FOUNDATIONS IN HUMAN DEVELOPMENT

#### Credit distribution, Eligibility and Pre-requisite of the Course

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Theoretical Foundations in Human Development</b>	4	3	-	1	Class XII Pass	NIL

#### Learning Objectives:

1. To enable an understanding of the significance of the theoretical basis of Human Development.
2. To gain an in-depth understanding of selected theories in Human Development.

#### Learning Outcomes:

After completing this course, the students will be able to:

1. Gain an insight into the importance and role of theories in Human Development.
2. Develop an understanding of selected theories in Human Development.
3. Become aware of the concepts and perspectives related to Human Development.

#### THEORY (Credits: 3, Periods: 45)

#### Unit I: Introduction to theories in Human Development (6 hours)

- *Unit Description:* The unit will introduce themes in the area of human development covering nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities.
- *Subtopics:*
  - Key themes in the study of Human Development- Nature/nurture, heredity/environment, continuity/discontinuity, individual differences and similarities.

#### Unit II: Psycho-analytic perspectives on Human Development (13 hours)

- *Unit Description:* The unit will introduce the Psycho-analytical perspectives on Human Development by Sigmund Freud and Eric H. Erikson.
- *Subtopics:*
  - Psycho-sexual theory by Sigmund Freud



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- Psycho-social theory by Eric H. Erikson

### Unit III: Theories on Cognitive Development (13 hours)

- *Unit Description:* The unit will introduce the theoretical perspective with regard to cognitive development. This unit will be covering theories by Jean Piaget and Lev Vygotsky.
- *Subtopics:*
  - Theory of Cognitive Development by Jean Piaget
  - Socio-cultural theory of Cognitive Development by Lev Vygotsky

### Unit IV: Selected Theories in Child Development (13 hours)

- *Unit Description:* The unit will introduce theories in the area of child development. This unit will be covering theories by Urie Bronfenbrenner, Albert Bandura, John Bowlby and so on.
- *Subtopics:*
  - Ecological Systems Theory by Urie Bronfenbrenner
  - Social Learning Theory by Albert Bandura
  - Attachment Theories (John Bowlby, Mary Ainsworth, Harry Harlow)

### PRACTICAL (Credit: 1; Periods: 30)

- Unit 1: Biography of any one theorist of human development (15 hours)
- Unit 2: Application of any one theory in real life situations (15 hours)

### Essential / recommended readings:

1. Newman, P.R., & Newman, B.M. (2015). Theories of Human Development. New York: Routledge
2. Rice, P. (2000). Human Development: A Lifespan Approach (4th edition). (and all further editions). New Jersey, Prentice-Hall Inc
3. Srivastava, V.N., Srivastava D.N. (2020). *Adhunik vikasatmak manovigyan*. Shi Vinod Pustak Mandir.
4. Allen, B.P. (2006). Personality theories: Development, growth and diversity (5th ed.) Needham Heights, MA: Allyn and Bacon

### Suggested Readings:

1. Berk, L. E. (2000). Child development. New Delhi: Prentice Hall.
2. Berk, L. E. (2017). Exploring Lifespan Development. New York: Pearson
3. Berger, J.M. (2010). Personality (8th ed.). Belmont, CA: Thomson/Wadsworth. Journal of Developmental Psychology
4. Santrock, J.W. (2007). Lifespan Development (2nd ed.). New Delhi: Tata McGraw-Hill



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## Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Major)

UPC - 2202331102

Name of the Paper - Theoretical Foundations in Human Development

Sem - 1

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501		24BAP31	Yashika
2	22501		24BAP195	Aryata
3	22501		24BAP402	Mahak Rawat
4	22501		24BAP422	Pawani Saran
5	22501		24BAP488	Kritika Singh
6	22501		24BAP568	Ayushi Singh
7	22501		24BAP606	Khushi Gupta
8	22501		24BAP618	Neha
9	22501		24BAP624	Rhythm Bhatia
10	22501		24BAP790	Rachika Bhoj
11	22501		24BAP808	Vani Dahiya
12	22501		24BAP939	Tisha Kathuria
13	22501		24BAP1233	Ishika Kumari
14	22501		24BAP1237	Deepali
15	22501		24BAP1244	Anushka Sehgal
16	22501		24BAP1290	Nikita Sachdeva
17	22501		24BAP1376	Manasi Suhag
18	22501		24BAP1427	Manasi Kamal
19	22501		24BAP1449	Pihu Rani
20	22501		24BAP1931	Olaksha Pati

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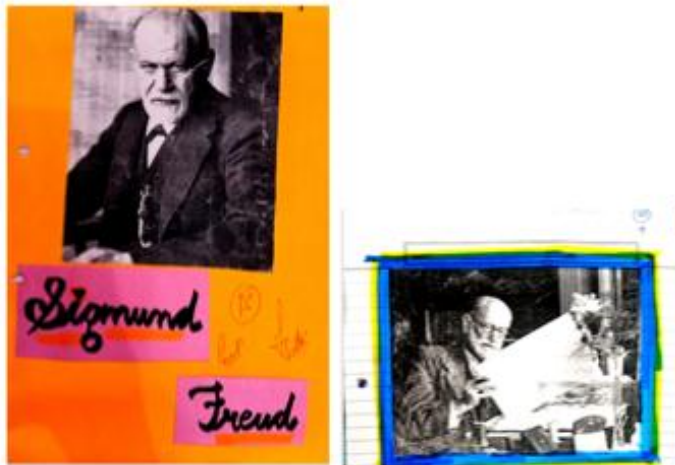
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### Presentation by students



Biography of any one theorist of Human development



Application of any one theory in real life situations (Conservation Task)



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### 16. BA Program- DSC- Introduction to Human Development (Minor)

#### DSC-HDFE-02: INTRODUCTION TO HUMAN DEVELOPMENT (CREDITS: THEORY-4, PRACTICAL-2)

##### COURSE OBJECTIVES:

- To understand the significance and importance of the field of human development.
- To understand childhood years, adolescence and adulthood

##### COURSE LEARNING OUTCOMES

- Understand the field of human development and its significance.
- Understand developmental changes occurring during the lifespan with respect to childhood, adolescence and adulthood.
- Understand various stages of lifespan development with respect to conflicts and ways to deal with it.
- Learn the basic skills of research and documentation and apply the knowledge of methods of data collection in real life situation.

##### THEORY:

##### CONTENTS

PERIODS: 60 (Credits-4)

##### UNIT I: Importance of Human Development

15

- Meaning, definition, scope of human development
- Growth and development and principles of development
- Developmental tasks across life span

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 1

Sapra, R. (2007). *Manav vikas: Ek parichaya*. New Delhi: Vishwa Bharti Publications. Chapter 1, pg 1-6

##### UNIT II: Childhood- Early & Middle

15

- Developmental milestones, physical, social, emotional, cognitive and language development.

Berk, L. E. (2017). *Development through the lifespan (7<sup>th</sup> edition)*. US: Pearson Education. Chapter 7, 8, 9 & 10, pg 214-328.

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 4 & 5.

##### UNIT III: Adolescence

15

- Definition, characteristics, developmental milestones, physical changes; psychological implications of physical changes, male and female body clock, sequence of change; social, emotional, cognitive development.

Berk, L. E. (2017). *Development through the lifespan (7<sup>th</sup> edition)*. US: Pearson Education. Chapter 11 & 12, pg 360-400.

Singh, A. (2015). *Foundation of human development: a lifespan approach*. Hyderabad: Orient Longman. Chapter 6.



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## Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Minor)

UPC - 2202331201

Name of the Paper - Introduction to Human Development (Minor)

Sem - 2

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501		24BAP31	Varsha
2	22501		24BAP60	Bhavika Kakkar
3	22501		24BAP171	Patak Mishra
4	22501		24BAP195	Aryata
5	22501		24BAP198	Aarushi Trivedi
6	22501		24BAP289	Srishti Mishra
7	22501		24BAP402	Mahak Rawat
8	22501		24BAP422	Pawani Saran
9	22501		24BAP488	Kritika Singh
10	22501		24BAP568	Ayushi Singh
11	22501		24BAP606	Khushi Gupta
12	22501		24BAP613	Ananya Kumari
13	22501		24BAP618	Neha
14	22501		24BAP624	Rhythm Bhatia
15	22501		24BAP632	Sanjana
16	22501		24BAP712	TASHU GAUTAM
17	22501		24BAP715	Shristi Singh
18	22501		24BAP780	Radhika Bhoj
19	22501		24BAP808	Vani Dahiya
20	22501		24BAP939	Tisha Kathuria
21	22501		24BAP1170	Thota Geetha
22	22501		24BAP1223	Himani Pratap Singh Deora
23	22501		24BAP1233	Ishika Kumari
24	22501		24BAP1237	Deepali
25	22501		24BAP1244	Anushka Sehgal
26	22501		24BAP1256	Alsha Mev
27	22501		24BAP1276	Purnima Chatterjee
28	22501		24BAP1290	Nikita Sachdeva
29	22501		24BAP1292	Tanushi Sethi
30	22501		24BAP1317	Anubhuti Bhatia
31	22501		24BAP1345	Ritika
32	22501		24BAP1348	Mehak Goel
33	22501		24BAP1376	Mansi Suhag
34	22501		24BAP1381	Vandana Gupta
35	22501		24BAP1427	Manal Kamwal
36	22501		24BAP1434	Zoya Gul
37	22501		24BAP1449	Pihu Rani
38	22501		24BAP1690	Kavya
39	22501		24BAP1735	Muskan Shrivastava
40	22501		24BAP1858	Kowsalya M
41	22501		24BAP1887	Monika Saini
42	22501		24BAP1931	Diksha Pari
43	22501		24BAP1944	Kriti Anand
44	22501		24BAP1947	Rashika Kasana
45	22501		24BAP2036	Rakhi



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### Proof



### Presentation by students

**OBSERVATION**

date : To observe a child's language development  
at : (S. S. Nani)

Background Information :  
Name : [redacted]  
Age : 3 years  
Sex : Male

Family Background

S. No	Name	Sex	Age	Relationship with subject	Occupation
01.	[redacted]	Male	17	Father	Businessman
02.	[redacted]	Female	21	Mother	Homemaker
03.	[redacted]	Male	18	Young Brother	Student
04.	[redacted]	Female	15	Young Sister	Student

Date of observation : 10<sup>th</sup> March 2025  
Place of observation : [redacted] garden  
Duration of observation : 25 minutes  
Time : 11.15 AM to 11.40 AM

### Observation



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### 17. BA Program- DSC- Adulthood and Ageing: Through a Lifespan Perspective

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-3-HDFE: ADULTHOOD AND AGEING THROUGH A LIFE SPAN PERSPECTIVE

##### Credit distribution, Eligibility and Pre-requisite of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Adulthood and Ageing through a Lifespan perspective	4	2	--	2	Class XII Pass	DSC-1-HDFE and DSC-2-HDFE (both as Major)

##### Learning Objectives:

1. To understand the developmental patterns in early, middle and late adulthood.
2. To understand the needs and challenges of the older adults.
3. To use research tools to investigate the ageing process and develop critical thinking skills, necessary to do research in the field of ageing.

##### Learning Outcomes:

After completion of the course, the students will be able to:

1. Understand the characteristics of Adulthood and old age.
2. Understand the challenges of adulthood and ageing and the coping strategies.
3. Students will develop awareness about the developmental patterns in adulthood.
4. Sensitizing students towards the concerns of adulthood and ageing.

#### THEORY

(Credits:2, Periods: 30)

##### Unit 1: Adulthood and Ageing

(10 hours)

- *Unit Description:* This unit will introduce the concept of adulthood and ageing
- *Subtopics:*
  - Understand definition
  - Concept and scope of ageing as a field of study
  - Theoretical perspectives on ageing
  - Developmental Tasks of Adulthood



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### Department of Human Development and Family Empowerment

#### Student-centric Methods

(2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Major)

UPC - 2202331202

Name of the Paper -Adulthood and Ageing: Through a Lifespan Perspective (Major)

Sem - 2

#### List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501		24BAP31	Varsha
2	22501		24BAP195	Aryata
3	22501		24BAP402	Mahak Rawat
4	22501		24BAP422	Pawani Saran
5	22501		24BAP488	Kritika Singh
6	22501		24BAP568	Ayushi Singh
7	22501		24BAP606	Khushi Gupta
8	22501		24BAP618	Neha
9	22501		24BAP624	Rhythm Bhatia
10	22501		24BAP780	Radhika Bhoj
11	22501		24BAP808	Vani Dahiya
12	22501		24BAP939	Tisha Kathuria
13	22501		24BAP1233	Ishika Kumari
14	22501		24BAP1237	Deepali
15	22501		24BAP1244	Anushka Sehgal
16	22501		24BAP1290	Nikita Sachdeva
17	22501		24BAP1376	Mansi Suhag
18	22501		24BAP1427	Manal Karmwal
19	22501		24BAP1449	Pihu Rani
20	22501		24BAP1931	Diksha Pali

Proof



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Presentation by students



Visit to Senior Citizen's Home



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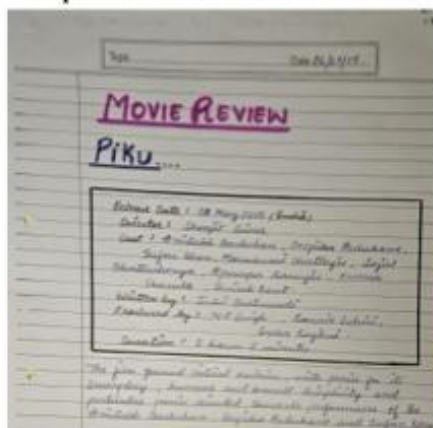
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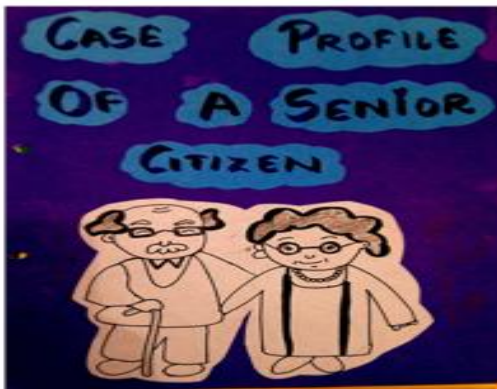
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Report - Visit to Senior Citizen's Home



Movie Review



Case Profile of a Senior citizen



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### 18. BA Program DSC: Empowerment of Women and Children -Minor

#### DSC-HDFE-03: EMPOWERMENT OF WOMEN AND CHILDREN (CREDITS: THEORY-4, PRACTICAL-2)

##### COURSE OBJECTIVES:

- To develop an understanding of women and children related issues in India.
- To create awareness among students about the Government programme, policies and legal provisions as well as Non-governmental efforts made to improve the status of women and children in India.
- To provide significant information related to health and education of women and children.

##### COURSE LEARNING OUTCOMES:

- Get aware with the situation of women and children in the country.
- Acquire knowledge and skills to work with women and children.
- Evoke competencies in the area of empowerment through knowledge of various programmes and policies.
- Develop an understanding of maternal health and education in order to work with community.
- Enhance research related skills and scientific temperament through experiential learning.

##### THEORY

##### CONTENTS

PERIODS: 60 (Credits-4)

##### UNIT I: Status of Women and Children

15

- Demographic profile of women and children in India
- Issues related to women and children
- Sex Ratio, Infant Mortality- Statistics, causes, prevention and steps taken
- National Policy for Children-2013
- National Policy for Empowerment of Women-2001
- The Sexual harassment of Women at Workplace Act-2013

Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers. Chapter 1 & 6, Pg no: 9-25 & 110-130.

##### UNIT II: Programmes and Services for Women and Children

15

- Need for services
  - Programmes: Swayam- Siddha, SEWA, ICDS, Balwadi, Mobile Crèches
  - Programmes for girl child: Any three
- Vasudev, K. (2009). *Welfare programme*. New Delhi: Vishva Bharti Publications.

##### UNIT III: Maternal Health Education and Child Development

15

- Importance of maternal health and impact on child development

16

- Importance of maternal education
  - Maternal Mortality: Statistics, causes, prevention and steps taken
  - School Enrolment and School Dropout: Statistics, causes, prevention and steps taken
- Sobti, S (2009). *Women and children: Issues & suggestions*. New Delhi: Rajiv Publishers. Chapter 3 & 9, Pg. no: 61-74, 75-86 & 173-194



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## Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Minor)

UPC - 2202332301

Name of the Paper -Empowerment of Women and Children (Minor)

Sem - 3

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	23031501048	23/6	CHETRANGDA ANTAHAL
2	22501	23031501147	23/9	NIDHI MAURYA
3	22501	23031501199	23/39	SANSKRITI RANJAN
4	22501	23031501157	23/118	PINKY
5	22501	23031501204	23/137	SAVANI YADAV
6	22501	23031501027	23/217	ANUSHKA RANI
7	22501	23031501122	23/234	MANSI YADAV
8	22501	23031501090	23/295	DURVESULA JYOTHI
9	22501	23031501131	23/354	MOULSHREE SINGH CHOUHAN
10	22501	23031501200	23/440	SANYA KHANNA
11	22501	23031501170	23/537	ANWESHA KAPOOR
12	22501	23031501088	23/560	PUJA CHAUBEY
13	22501	23031501088	23/670	KAMINI KUMARI
14	22501	23031501080	23/791	ISHITA GUPTA
15	22501	23031501103	23/827	KOUSER KHAN
16	22501	23031501172	23/830	RACHNA KUMARI
17	22501	23031501099	23/832	KHYATI UPADHYAY
18	22501	23031501030	23/855	ARPIA MISHRA
19	22501	23031501133	23/1301	DEVIKA
20	22501	23031501094	23/1039	KHUSHI
21	22501	23031501118	23/1271	MANPREET KAUR
22	22501	23031501200	23/1272	SANYA KHANNA
23	22501	23031501066	23/1321	GAYATRI KAR
24	22501	23031501008	23/1322	AINA MALIK
25	22501	23031501146	23/1337	NIDHI
26	22501	23031501081	23/1350	ISHITA SINGH
27	22501	23031501063	23/1368	ESHKA
28	22501	23031501107	23/1451	KUMARI SIMRAN
29	22501	23031501124	23/1531	MANYA TRIPATHI
30	22501	23031501211	23/1552	SHIVANYA MAURYA
31	22501	23031501152	23/1585	PALAK
32	22501	23031501238	23/1614	TANU SHREE
33	22501	23031501136	23/1625	MUSKAN KUMARI SAH
34	22501	23031501257	23/1679	ZUBIA NAAZ
35	22501	23031501216	23/1698	SHRIYA RAJ
36	22501	23031501087	23/1956	KAJAL
37	22501	23031501248	23/1992	VANSHIKA GARG
38	22501	23031501096	23/1994	DIKSHA



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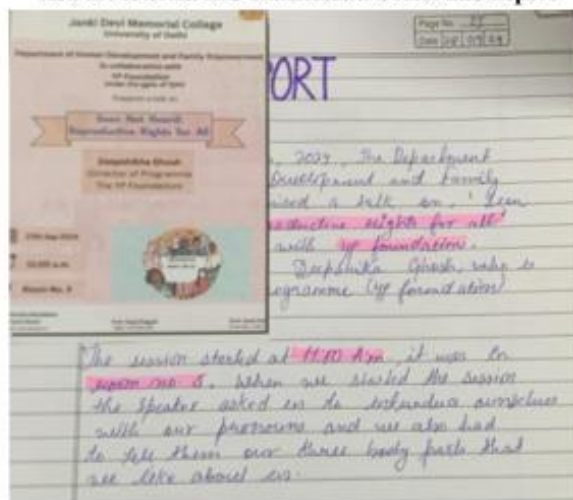
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Visit to Maternal and Child Health Center and Report



Report (Talk organised for students)



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### Proof



### Presentation by students



INTERVIEW

Topic: Importance of maternal education and its impact on child's health and education.

Age: 25

Sex: Female

Educational Qualification: Graduate

Background Information:

Name	Age	Sex	Education
<u>[Redacted]</u>	<u>25</u>	<u>F</u>	<u>Graduate</u>
<u>[Redacted]</u>	<u>25</u>	<u>F</u>	<u>Graduate</u>
<u>[Redacted]</u>	<u>25</u>	<u>F</u>	<u>Graduate</u>

Q.1: Do you agree that mother's education is important for raising a child if yes, how?

Ans: Yes, I agree. Mother's education is an important aspect for raising a child and better. Educated mother is likely to know what is best for her child.

### Interview Schedule



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## 19. BA Program DSC: Gender and Social Justice in India – Major Syllabus

### B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major Category-II

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-5-HDFE: GENDER AND SOCIAL JUSTICE IN INDIA

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Gender and Social Justice in India	4	2	0	2	Class XII	Nil

#### LEARNING OBJECTIVES:

- To understand the different terms used to discuss gender.
- To understand about the social construction of gender.
- To understand the situation of gender justice in India.

#### LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Understand the different terms used to discuss gender.
- Understand about the social construction of gender
- Understand the situation of gender justice in India.

#### THEORY

(Credits 2: 30 Hours)

#### Unit 1: Understanding Gender

(10 Hours)

- Unit Description:* Student will get aware about different terms related to gender
- Subtopics:*
  - Defining terms- Sex and Gender, Masculinity v/s Femininity, Feminism
  - Gender Identity and Gender Fluidity: LGBTQ+ Communities

#### Unit 2: Social Construction of Gender

(10 Hours)

- Unit Description:* The emphasis of this unit will be on patriarchy and violence against women and children.



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दूरभाष / Tel. : 49876630, ई-मेल / E-mail : jdmcollege@hotmail.com, वेबसाइट / Website : http://jdm.du.ac.in

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- **Subtopics:**
  - Gender Stereotypes and Patriarchy
  - Violence against girl child and women

### Unit 3: Gender Justice in India

(10 Hours)

- **Unit Description:** This unit will introduce regarding Constitutional provisions for Women
- **Subtopics:**
  - Constitutional provisions for Women
  - Laws and policies for Women

### PRACTICAL (Credits 2: 60 Hours)

**Unit 1:** Visit to any one organisation working in the area of Women's Rights

**Unit 2:** Seminar / Webinar/ Talk by professional working in the area of Women empowerment and the girl child.

**Unit 3:** Initiatives by the Government in the area of Gender Justice in the last 5 years- Discussion and Documentation.

### ESSENTIAL / RECOMMENDED READINGS:

1. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
2. Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
3. Kataria, K. and Parihar, M. (2017) Women Empowerment Gender Equality and Social Justice. [Books Treasure](#).
4. Monica, C. (2022). Gender Justice: Women and Law in India. Deep & Deep Publications.

### SUGGESTED READINGS:

1. Seidman, Steven 1996, (ed), 'Queer Theory/Sociology', Blackwell & V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
2. Lips, Hilary M., 2015, Gender the basics, Routledge, London
3. Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, Family and Gender, Sage, New Delhi
4. Oberoi, Patricia, 2006, Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
5. Rege, Sharmila. 2003. Sociology of Gender, New Delhi: Sage.



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### Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Major)

UPC - 2202332302

Name of the Paper - Gender and Social Justice in India (Major)

Sem - 3

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	23031501122	23/234	MANSI YADAV
2	22501	23031501170	23/560	PUJA CHAUBEY
3	22501	23031501103	23/827	KOUSER KHAN
4	22501	23031501099	23/832	KHYATI UPADHYAY
5	22501	23031501030	23/855	ARPITA MISHRA
6	22501	22031501133	22/1301	DEVIKA
7	22501	23031501008	23/1322	AINA MALIK
8	22501	23031501081	23/1350	ISHITA SINGH
9	22501	23031501063	23/1368	ESHIKA
10	22501	23031501107	23/1451	KUMARI SIMRAN
11	22501	23031501124	23/1531	MANYA TRIPATHI
12	22501	23031501136	23/1825	MUSKAN KUMARI SAH
13	22501	23031501257	23/1879	ZUBIA NAAZ
14	22501	23031501216	23/1898	SHRIYA RAI
15	22501	23031501056	23/1994	DIKSHA



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### Proof



Visit to an organisation working for Women



Presentation by students



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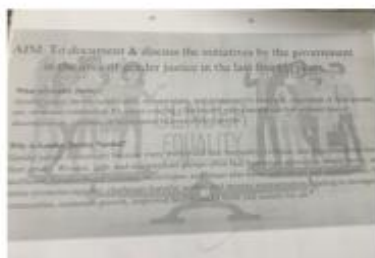
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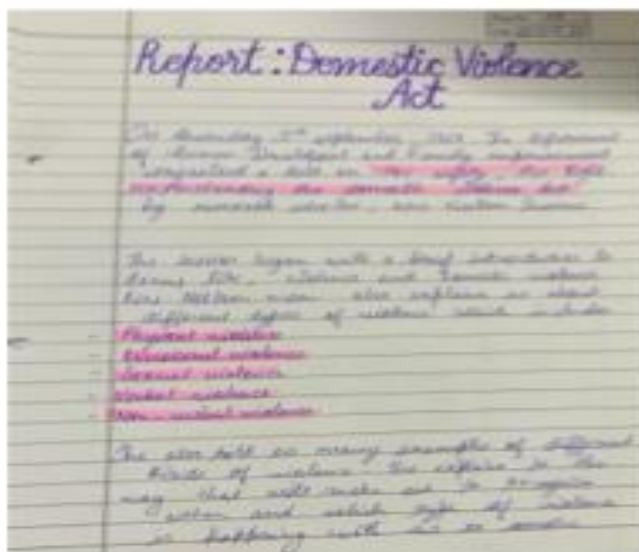
आइ एस ओ 21001 : 2018 व आइ एस ओ 9001 : 2015 प्रमाणित एवं NAAC प्रत्यायित A+ महाविद्यालय  
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Workshop Report



Initiatives by the Government in the area of Gender Justice in the last 5 years



Report (Session organised for students)



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### 20. BA Program-ECCE- Program Planning and Practices (Major) Syllabus

#### DEPARTMENT OF HOME SCIENCE

##### Semester – IV

B.A (Prog.) with Human Development and Family Empowerment (HDFE)

B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major

Category-II

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-7-HDFE: ECCE- PROGRAM PLANNING AND PRACTICES

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
ECCE- Program Planning and Practices	4	2	-	2	Class XII	NIL

#### Learning Objectives:

1. To understand various aspects of planning and evaluation of ECCE centers.
2. To understand views of various philosophers in the area of ECCE
3. To develop skills and methods required for planning.

#### Learning Outcomes:

After completion of the course, the students will be able to:

1. Develop skills and methods required for planning.
2. Understand the importance of planning in an ECCE program
3. Develop an effective curriculum based on the principles of program planning

#### THEORY

(Credits 2, Hours 30)

UNIT I: Understanding the need and importance of program planning

(12 hours)

Unit Description:

This unit provides a basic understanding about the aspects of planning in ECCE.

Subtopics:

- Program planning in ECCE: Definition and Principles
- Important considerations while planning programs for preschoolers (long term and short term goals)



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### UNIT II: Contribution of Indian and Western Philosophers in the field of ECCE (8 hours)

Unit Description:

This unit focuses on the contribution by various philosophers in the field of Early childhood Care and Education

#### Subtopics:

- Indian Philosophers: Gijubhai Badheka, Tarabai Modak, Rabindranath Tagore, Mahatma Gandhi (Any two)
- Western Philosophers: F. Froebel, M. Montessori

### UNIT III: Components of a successful ECCE program.

(10 hours)

Unit Description:

This unit focuses on various important components of ECCE program.

#### Subtopics:

- Planning space and equipment in an ECCE centre
- Roles and qualities of an ECCE worker
- Importance of community involvement.

### PRACTICAL

(Credits 2; Hours 60)

- Visit to an ECCE program/centre
- Interview with an ECCE worker
- Designing one-week Teaching Plan for an ECCE centre.

### ESSENTIAL READINGS:

- Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- Gupta, M. S. (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
- IGNOU. Organizing Child Care Services: DECE-1. New Delhi: IGNOU
- Mohanty, J., & Mohanty, B. (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.
- Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.

### SUGGESTED READINGS:

- Kaul, V. and Bhatnagar, R. (2009). *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
- Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.
- Roopnarine, J. L., & Johnson, J. E. (2012). *Approaches to Early Childhood Education* (5th ed.). Pearson.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**



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### Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Major)

UPC - 2202332402

Name of the Paper -ECCE- Program Planning and Practices (Major)

Sem - 4

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	23031501122	23/234	MANSI YADAV
2	22501	23031501170	23/560	PUJA CHAUBEY
3	22501	23031501103	23/827	KOUSER KHAN
4	22501	23031501099	23/832	KHYATI UPADHYAY
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### Proof



Presentation by students



Visit to an ECCE Centre



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**INTERVIEW**

Aim: To conduct and conduct an interview with an ECCE worker.

BACKGROUND INFORMATION

Name: [REDACTED]  
Age: 25 years  
Sex: Female  
Educational Qualification: B.A. Eng. (Intermediate)  
Occupation: Teacher  
Name of Play School: [REDACTED]  
Working experience: 2 years  
Date of Interview: 18.11.2020  
Duration: 30-45 minutes

Interview Schedule

**OBSERVATION REPORT**

Aim: To visit a play school and observe daily routine.

Name of the school: [REDACTED]  
Address: Building 225, School Lane, Sector 14, Gurgaon Road, Block A, 2nd Floor, New Delhi-65  
Timing of the school: 8:30 AM to 12:30 PM  
(The student - 9:00 AM to 10:30 AM (3 hours))  
Date of the visit: 20<sup>th</sup> February, 2021  
Name of the Observer: [REDACTED]

No. of teachers for class: Two  
Language spoken in class: Hinglish  
Teacher Student ratio: 1:20  
No. of students: 20-25 per class  
No. of child with special needs: 01

**About Play School**

located in Gurgaon Road, S-14  
specialized in providing high quality early education, focusing on the holistic development of preschoolers.  
The institution emphasizes a nurturing and stimulating environment where children can explore, learn and grow with confidence.

Visit to an ECCE Centre (Report)

Aim: To design theme based one week teaching plan for an ECCE Centre.

**THEME**

**“VEGETABLES”**



Teaching Plan (One week)



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### 21. BA Program Principles and Perspectives on ECCE (Minor)

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-8-HDFE PRINCIPLES AND PERSPECTIVES ON ECCE

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Principles & Perspectives on ECCE	4	2	-	2	Class XII	NIL

#### LEARNING OBJECTIVES:

1. To understand the need and significance of early childhood care and education.
2. To understand the policy perspectives on ECCE in India and world.
3. To develop skills to make low-cost Teaching-Learning Material (TLM).

#### LEARNING OUTCOMES:

After completion of the course, the students will be able to:

1. Become sensitized on the significance of focusing on early years.
2. Understand the policy perspectives of ECCE in India.
3. Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

#### THEORY

(30 hours)

#### Unit 1: Introduction to Early Childhood Care and Education (ECCE)

(10 Hours)

- Unit Description:

This unit gives an overview of ECCE while focusing on the importance of early years.

#### Subtopics:

- Definition and Objectives of ECCE
- Significance of investing in early childhood
- National ECCE Policy 2013

#### Unit 2: Developmental needs in Preschool years

(10 Hours)

- Unit Description:

This unit focuses on the developmental needs of preschoolers and making of the activities related to the different domains of development using play material



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### Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Minor)

UPC - 2202332401

Name of the Paper - Principles & Perspectives on ECCE (Minor)

Sem - 4

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	23031501048	23/6	CHETRANGDA ANTAHAL
2	22501	23031501147	23/9	NIDHI MAURYA
3	22501	23031501199	23/39	SANSKRITI RANJAN
4	22501	23031501157	23/118	PINKY
5	22501	23031501204	23/137	SAVANI YADAV
6	22501	23031501027	23/217	ANUSHKA RANI
7	22501	23031501122	23/234	MANSI YADAV
8	22501	23031501090	23/295	DURVESULA JYOTHI
9	22501	23031501131	23/354	MOULSHREE SINGH CHOUHAN
10	22501	23031501200	23/440	SANYA KHANNA
11	22501	23031501170	23/537	ANWESHA KAPOOR
12	22501	23031501088	23/560	PUJA CHAUBEY
13	22501	23031501088	23/670	KAMINI KUMARI
14	22501	23031501080	23/791	ISHITA GUPTA
15	22501	23031501103	23/827	KOUSER KHAN
16	22501	23031501172	23/830	RACHNA KUMARI
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18	22501	23031501030	23/855	ARPIA MISHRA
19	22501	23031501133	23/1301	DEVIKA
20	22501	23031501094	23/1039	KHUSHI
21	22501	23031501118	23/1271	MANPREET KAUR
22	22501	23031501200	23/1272	SANYA KHANNA
23	22501	23031501066	23/1321	GAYATRI KAR
24	22501	23031501008	23/1322	AINA MALIK
25	22501	23031501146	23/1337	NIDHI
26	22501	23031501081	23/1350	ISHITA SINGH
27	22501	23031501063	23/1368	ESHKA
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31	22501	23031501152	23/1585	PALAK
32	22501	23031501238	23/1614	TANU SHREE
33	22501	23031501136	23/1625	MUSKAN KUMARI SAH
34	22501	23031501257	23/1679	ZUBIA NAAZ
35	22501	23031501216	23/1698	SHRIYA RAJ
36	22501	23031501087	23/1956	KAJAL
37	22501	23031501248	23/1992	VANSHIKA GARG
38	22501	23031501096	23/1994	DIKSHA



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### Proof

#### Principles and Perspectives on ECCE (Sem 4 - Minor)



Teaching-Learning material developed by the students



Workshop organised for the students





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### 22. BA Program- Child Rights and Gender Equity (Minor)

#### Syllabus

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-10-HDFE: CHILD RIGHTS AND GENDER EQUITY

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Child Rights and Gender Equity	4	2	-	2	Class XII	NIL

#### LEARNING OBJECTIVES:

- To understand the various definitions of child and child rights
- To learn about various dimensions of vulnerability with regard to children
- To understand contemporary gender issues

#### LEARNING OUTCOMES:

After completion of the course, the students will be able to:

- Acquire knowledge about child rights in India.
- Be sensitized to various dimensions of challenges faced by children.
- Develop insight on contemporary gender issues.

#### THEORY (Credits 2; Hours 30)

#### UNIT I: Vulnerable Children- Need for Child Rights (12 hours)

##### Unit Description:

This unit focuses and gives students awareness about various groups of disadvantaged children.

##### Subtopics:

- Understanding Exclusion and Vulnerability in Childhood
- Vulnerable Children-Magnitude and Classification

#### UNIT II: Concept of Child Rights (8 hours)

##### Unit Description:

This unit focuses on providing basic knowledge about rights for children in India and the role played by important stakeholders in protecting these rights.

##### Subtopics:

- Definition of Child and Child Rights



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- Protecting Child Rights-Laws and Policies for Children in India

### UNIT III: Gender Equity- The way Ahead

(10 hours)

#### Unit Description:

This unit focuses on the difference between equality and equity and process of socialization involved in constructing these perspectives.

#### Subtopics:

- Gender Equity v/s Gender Equality-Concept and Scope
- Socialization for Gender Equity

#### PRACTICAL (Credits 2; Hours 60)

1. Case Profile of a child in difficult circumstances
2. Poster making on Gender related issues
3. Portrayal of Gender (males and females) in school books/text-books/story books and magazines to identify the scope of gender equity.

#### ESSENTIAL READINGS:

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep & Deep Publishers.
- Kataria, K. and Parihar, M. (2017) Women Empowerment Gender Equality and Social Justice. [Books Treasure](#).
- Monica, C. (2022). Gender Justice: Women and Law in India. Deep & Deep Publications.

#### SUGGESTED READINGS:

- Seidman, Steven (1996), (ed), 'Queer Theory/Sociology', Blackwell & V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
- Lips, Hilary M., (2015), Gender the basics, Routledge, London
- Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, (2003), Family and Gender, Sage, New Delhi
- Oberoi, Patricia, (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
- Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as**



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### Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Minor)

UPC - 2202333501

Name of the Paper - Child Rights and Gender Equity (Minor)

Sem - 5

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	22031501103	22/26	JIGMET DOLMA
2	22501	22031501114	22/51	sruti sanyal
3	22501	22031501086	22/52	RIDDHIMA SINGH
4	22501	22031501087	22/63	Khushi
5	22501	22031501075	22/75	TANISHI ANAND
6	22501	22031501060	22/95	Sweta
7	22501	22031501039	22/195	Sania naaz
8	22501	22031501019	22/225	Aditi Kumari
9	22501	22031501066	22/424	DEVYANSHI NEGI
10	22501	22031501032	22/430	Jiya simar
11	22501	22031501030	22/431	Saisha Makker
12	22501	22031501049	22/589	Bhumika Baisla
13	22501	22031501073	22/834	PRERNA KUMARI
14	22501	22031501057	22/840	Hrika Grover
15	22501	22031501029	22/910	RITIKA RATAWAL
16	22501	22031501120	22/1080	Tamanna ghaite
17	22501	22031501018	22/1115	Ridhima Adhikari
18	22501	22031501171	22/1183	SONIA CHOUDHARY
19	22501	22031501166	22/1197	ANJALI KUMARI
20	22501	22031501158	22/1206	Prachi Singh
21	22501	22031501147	22/1240	Harshita Sharma
22	22501	22031501138	22/1261	AFTYA PARVEZ
23	22501	22031501194	22/1455	Mamita Gogoi
24	22501	22031501193	22/1457	VAISHNAVI PANDEY
25	22501	22031501192	22/1462	KHUSHI
26	22501	22031501177	22/1516	RAUNIKA NEGI
27	22501	22031501180	22/1529	YASHITA SHOKEEN
28	22501	22031501196	22/1570	GANGIREDDY CHAITANYA SAI
29	22501	22031501207	22/1613	Diya Chaudhary
30	22501	22031501204	22/1615	SHAGUN MITTAL
31	22501	22031501218	22/1708	ADEEBA SHEHZAN
32	22501	22031501238	22/1761	ANISHA MISHRA
33	22501	22031501230	22/1777	RIDHIMA UPADHYAY
34	22501	22007501049	22/1801	SNEHA SINGH
35	22501	22075501390	22/1805	RAAJNANDINEE



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### Proof

#### Child Rights and Gender Equity (Sem 5 Minor)



Visit to Bal Sahyog



Visit Report



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Presentation by students



Workshop report



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Movie Review



Slogan



Workshop report



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## 23. BA Program Women Rights and Gender Justice (Major) Syllabus

### **DEPARTMENT OF HOME SCIENCE SEMESTER V**

**B.A (Prog.) with Human Development and Family Empowerment (HDFE)**  
**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major**  
**Category-II**

#### **DISCIPLINE SPECIFIC CORE COURSE – DSC-9-HDFE: WOMEN RIGHTS AND GENDER JUSTICE**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Women Rights and Gender Justice</b>	4	2	-	2	Class XII	NIL

#### **LEARNING OBJECTIVES:**

- To understand women's rights and movements in India.
- To recognize gender issues prevailing in Indian society.
- To understand the legal frameworks for women in India.

#### **LEARNING OUTCOMES:**

After completion of the course, the students will be able to:

- Identify gender issues existing in Indian society.
- Understand women laws, acts and movements in India.
- Comprehend the women's rights of India.

#### **THEORY (Credits 2; Hours 30)**

#### **UNIT I: Women Rights as Human Rights**

**(12 hours)**

##### **Unit Description:**

This unit provides awareness regarding women rights and movements in India.

##### **Subtopics:**

- Concept of women rights: Reproductive rights, Health education right, Employment and Legal rights.
- Women's movement in India: Chipko movement, Narmada Bachao Andolan, SEWA, SHGs etc.



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### UNIT II: Perspectives on Women Rights

(8 hours)

#### Unit Description:

This unit focuses on the concept of Feminism and the role of UN agencies in promoting Gender Justice.

#### Subtopics:

- Feminism – 3 waves of Feminism
- Role of UN in promoting Gender Justice

### UNIT III: Laws for Women in India: Path to Gender Justice

(10 hours)

#### Unit Description:

This unit focuses on generating awareness regarding laws for women in India.

#### Subtopics:

- Protection of Women from Domestic Violence Act 2005
- Sexual Harassment of Women at workplace Act 2013
- The Maternity Benefit Act 1961

### PRACTICAL (Credits 2; Hours 60)

4. Case study of any one law/movement related to Women's Right
5. Review of one documentary/book/video based on gender justice
6. Workshop/ talk/webinar on the topic of Gender sensitization

#### ESSENTIAL READINGS:

- Chawla, M. (2013). Gender Justice: Women and Law in India, New Delhi
- Bhasin, K. (2000). Understanding Gender. New Delhi. Kaali for Women.
- Bhasin, K. (1986). Some questions on feminism. Jagori
- Chopra, G. (2015). Child Rights in India. Springer
- Vij, M. et.al (2014). Women's Studies in India, A journey of 25 years, Rawat Publication

#### SUGGESTED READINGS:

- Brizendine, L. (2008). The Female Brain. Bantam books.
- Lips, Hilary M., (2015), Gender the basics, Routledge, London
- Rege, Sharmila. (2003). Sociology of Gender, New Delhi: Sage.
- Oberoi, P. (2006), Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press

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### Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Major)

UPC - 2202333502

Name of the Paper - Women Rights and Gender Justice (Major)

Sem - 5

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	22031501103	22/26	JIGMET DOLMA
2	22501	22031501087	22/63	Khushi
3	22501	22031501075	22/75	TANISHI ANAND
4	22501	22031501039	22/195	Sania naaz
5	22501	22031501066	22/424	DEVYANSHI NEGI
6	22501	22031501032	22/430	jiya simar
7	22501	22031501030	22/431	Saisha Makker
8	22501	22031501049	22/589	Bhumika Baisla
9	22501	22031501057	22/840	Hitika Grover
10	22501	22031501158	22/1206	Prachi Singh
11	22501	22031501147	22/1240	Harshita Sharma
12	22501	22031501138	22/1261	AFIYA PARVEZ
13	22501	22031501194	22/1455	Mamita Gogoi
14	22501	22031501193	22/1457	VAISHNAVI PANDEY
15	22501	22031501204	22/1615	SHAGUN MITTAL
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### Proof



Presentation by students



Visit to an organisation working for Women



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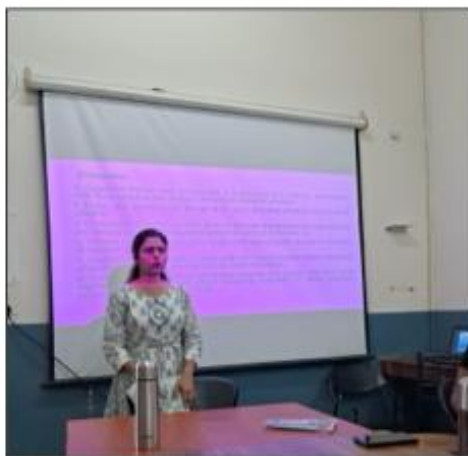
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Workshop organised for students - Domestic Violence Act



Movie Review



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Workshop Report (Workshop organised for students)



Case Profile



Workshop Report



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## 24. BA Program - Children in Especially Difficult Circumstances (DSE)

### DISCIPLINE SPECIFIC ELECTIVE – DSE-HDFE –CHILDREN IN ESPECIALLY DIFFICULT CIRCUMSTANCES

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Children in Especially Difficult Circumstances	4	2	0	2	Class XII	NIL

#### LEARNING OBJECTIVES:

1. To learn about various dimensions of vulnerability with regard to children
2. To create awareness about various groups of disadvantaged children
3. To create understanding about the organizations and services available for disadvantaged children

#### LEARNING OUTCOMES:

After completion of the course, students will be able to:

1. Become aware and acquire knowledge about child rights in India.
2. Be sensitized to the various dimensions of challenges faced by children.
3. Become aware about the organizations, institutions and services for disadvantaged children.

#### THEORY

(30 Hours)

#### UNIT 1: Overview of Children in Especially Difficult Circumstances (CEDC)

(6 Hours)

Unit Description:

This unit provides a basic understanding about all the aspects of CEDC.

##### Subtopics:

- Definition of CEDC
- Classification of CEDC
- Magnitude and Causes

#### UNIT 2: Categories of CEDC: Issues and Challenges

(12 Hours)

Unit Description:

This unit focuses on various categories of disadvantaged children and challenges faced by them.

##### Subtopics:

- Children in conflict with law
- Street children
- Child labour
- Child trafficking



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### Unit 3: Provisions for child protection in India

(12 Hours)

#### Unit Description:

This unit focuses on providing information about the various organizations, laws and programs available in India for children in especially difficult circumstances

#### Subtopics:

- Concept of child protection: NCPCR, Childline
- Protection of Children from Sexual Offences Act (POCSO, 2012)
- Child Labour (Prohibition and Regulation) Amendment Act, 2016
- Juvenile Justice (Care and Protection of Children) Act, 2015
- Organizations working for Child protection: Prayas, Butterflies, Bachpan Bachao Andolan

### PRACTICAL

(Credits 2; 60 Hours)

- Poster making/ News articles collection on the issue of child abuse
- Film review/Visit to an organization working for child protection
- Case profile of a working child/ Street child

#### ESSENTIAL READINGS:

- Bajpai, A. (2006). *Child rights in India: law, policy and practice*. New Delhi: Oxford University Press.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer.
- सेतिया. ए. (2012). बच्चों के कानूनी हक। उत्तराखंड: राज्य बाल अधिकार संरक्षण आयोग  
E-book retrieved from <http://wecd.uk.gov.in/files/book.pdf>

#### SUGGESTED READINGS:

- Children in Difficult Circumstances. Retrieved from <https://www.planindia.org/wp-content/uploads/2019/09/CIDC-Report-compressed.pdf>
- NIPCCD (2002). Children in difficult circumstances: Summaries of research. New Delhi: Resource Centre on Children.
- Sathpathy, C. (2013). Child welfare policies and programme in India. Insights of India, Issues concerning children. <https://www.insightsonindia.com/wp-content/uploads/2013/09/child-welfare-policies-and-programmes-in-india.pdf>
- भारत में बाल संरक्षण कानूनों का सारांश. SATYARTHI: Kailash Satyarthi Children's Foundation  
Retrieved from [https://satyarthi.org.in/wp-content/uploads/BondedLabor/Hindi/Summary%20of%20Child%20Protection%20Laws\\_Hindi.pdf](https://satyarthi.org.in/wp-content/uploads/BondedLabor/Hindi/Summary%20of%20Child%20Protection%20Laws_Hindi.pdf)

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## Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSE

UPC - 2203330021

Name of the Paper - Children in Especially Difficult Circumstances (DSE)

Sem - 5

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	22031501103	22/26	JIGMET DOLMA
2	22501	22031501086	22/52	RIDDHIMA SINGH
3	22501	22031501087	22/63	Khushi
4	22501	22031501075	22/75	TANISHI ANAND
5	22501	22031501060	22/95	Sweeta
6	22501	22031501039	22/195	Sania nasir
7	22501	22031501019	22/225	Aditi Kumari
8	22501	22031501066	22/424	DEVYANSHI NEGI
9	22501	22031501032	22/430	Jiya simar
10	22501	22031501030	22/431	Sansha Makkar
11	22501	22031501049	22/569	Bhumiika Baisla
12	22501	22031501057	22/840	Hika Grover
13	22501	22031501029	22/910	RITIKA RATAWAL
14	22501	22031501158	22/1206	Prachi Singh
15	22501	22031501147	22/1240	Harshita Sharma
16	22501	22031501138	22/1261	AFTYA PARVEZ
17	22501	22031501194	22/1455	Mamita Gogoi
18	22501	22031501193	22/1457	VAISHNAVI PANDEY
19	22501	22031501177	22/1516	RAUNIKA NEGI
20	22501	22031501204	22/1615	SHAGUN MITTAL
21	22501	22031501218	22/1708	ADEEBA SHEHZAN
22	22501	22031501238	22/1761	ANISHA MISHRA
23	22501	22031501230	22/1777	RIDHIMA UPADHYAY
24	22501	22007501049	22/1801	SNEHA SINGH



Poster



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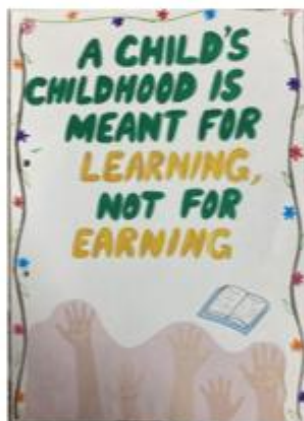
(दिल्ली विश्वविद्यालय)/(University Of Delhi)

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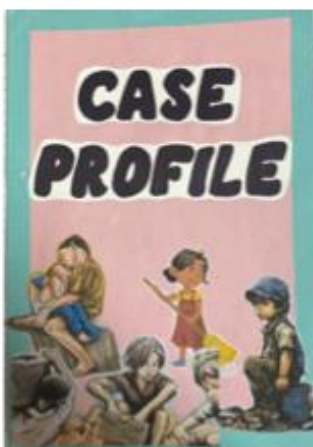
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**Proof**



**Slogan**



Type	Date	Page No. / 2
Aim:- To write a case profile of a working child		
<b>Background Information</b>		
NAME :- [REDACTED]		
AGE :- 16 years		
SEX :- FEMALE		
OCCUPATION :- DOMESTIC HELP		
EDUCATIONAL QUALIFICATION :- 8 <sup>th</sup> class drop out		
		

**Case Profile**



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### 25. BA Program- Children with Disabilities (Minor) Syllabus

#### DISCIPLINE SPECIFIC ELECTIVE DSE HH 5A1: Children with Disabilities

##### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Children with Disabilities	4	2	0	2	XII Pass	Appeared in Human development II: Middle Childhood and Adolescence

##### Learning Objectives

- To understand the varied perspectives on disability.
- To know major types of disabilities, the causes, prevention, characteristics of the disabilities and barriers which persons with disability face.
- To understand importance of early identification and early intervention, and inclusion.

##### Learning Outcomes

- Students will be able to understand various perspectives on disability and ways of preventing disability.
- Students will acquire skills in Early identification of childhood disability and etiology of a wide range of disabilities.
- Student will understand inclusive practices for including children with disability in classrooms.

##### SYLLABUS OF HH 5A1

##### THEORY (Credits 2; Hours 30)

##### UNIT I: Understanding Disability\ 6 Hours

- Definition and concept of disability
- Perspectives and models of Disability
- Linking disability to milestones
- Prevention of Disability

##### UNIT II: Types of Disability

14 Hours

Etiology and types and early identification of following disabilities

- Locomotor Disabilities
- Intellectual Disability
- Sensory disability-Visual and auditory



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- Learning Disability
- Autism Spectrum Disorder

### UNIT III: Disability and Society

10 Hours

- Understanding inclusive practices
- Significance of early intervention
- Role of families of children with disability
- Legal provisions

### PRACTICAL (Credits 2; Hours 60)

1. Focus Group discussion on the listing of disabilities and innovations for PwD in community and school teaching
2. Visit to organizations working with and for children with disabilities (CGC, Inclusive Schools, Resource Rooms, NGOs, Hospitals)
3. Observation of children with disability in classrooms
4. Exploring audio visual resources with reference to children with disability and their families
5. Survey of public space to gauge accessibility for PwD
6. Preparing pamphlets/posters to create awareness about rights of PwD
7. Preparing developmental checklists for assessing developmental delays
8. Case profile of a child with disability/of an organization working with children with disability
9. Planning developmentally appropriate material for children with disabilities.
10. Select psychometric tests- Disability screening schedule, Portage guide for early intervention, Tests for Learning Disability

### Essential Readings:

- Chopra, G. (2015). Child rights in India: Challenges and social action. New Delhi: Springer (India) Pvt. Ltd.
- Chopra, G. (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications
- Chopra, G. (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- Chopra, G. (2011). *Mother and child care: Promoting health, preventing disabilities*. New Delhi: Engage publications
- Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc.
- Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
- Sharma, N. (Ed) (2010). *The Social Ecology of Disability-Technical Series - 3*, Lady Irwin College. Delhi: Academic Excellence
- The Rights of Persons with Disabilities Act, 2016.  
<http://scpdodisha.nic.in/sites/default/files/Gazette%20Notification%20%20of%20PwD%20Act%202016.pdf>

### Suggested Readings:

- Draft National policy for Persons with Disability (2022)  
<https://disabilityaffairs.gov.in/upload/uploadfiles/files/Draft%20Copy%20New%20National%20Policy%20May%202022%20.pdf>. Accessed in March 2023.



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## Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Minor)

UPC - 2202333601

Name of the Paper - Children with Disability in India (Minor)

Sem - 6

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	22031501103	22/26	JIGMET DOLMA
2	22501	22031501114	22/51	sruti sanyal
3	22501	22031501086	22/52	RIDDHIMA SINGH
4	22501	22031501087	22/63	Khushi
5	22501	22031501075	22/75	TANISHI ANAND
6	22501	22031501080	22/95	Sweta
7	22501	22031501039	22/195	Sania naaz
8	22501	22031501019	22/225	Aditi Kumari
9	22501	22031501066	22/424	DEVYANSHI NEGI
10	22501	22031501032	22/430	Jiya simar
11	22501	22031501030	22/431	Saisha Makker
12	22501	22031501049	22/589	Bhumika Baisla
13	22501	22031501073	22/834	PRERNA KUMARI
14	22501	22031501057	22/840	Hilika Grover
15	22501	22031501029	22/910	RITIKA RATAWAL
16	22501	22031501120	22/1080	Tamanna ghate
17	22501	22031501018	22/1115	Ridhima Adhikari
18	22501	22031501171	22/1183	SONIA CHOUDHARY
19	22501	22031501166	22/1197	ANJALI KUMARI
20	22501	22031501158	22/1206	Prachi Singh
21	22501	22031501147	22/1240	Harshita Sharma
22	22501	22031501138	22/1261	AFTYA PARVEZ
23	22501	22031501194	22/1455	Mamita Gogoi
24	22501	22031501193	22/1457	VAISHNAVI PANDEY
25	22501	22031501192	22/1462	KHUSHI
26	22501	22031501177	22/1516	RAUNIKA NEGI
27	22501	22031501180	22/1529	YASHITA SHOKEEN
28	22501	22031501196	22/1570	GANGIREDDY CHAITANYA SAI
29	22501	22031501207	22/1613	Diya Chaudhary
30	22501	22031501204	22/1615	SHAGUN MITTAL
31	22501	22031501218	22/1708	ADEEBA SHEHZAN
32	22501	22031501238	22/1761	ANISHA MISHRA
33	22501	22031501230	22/1777	RIDHIMA UPADHYAY
34	22501	22007501049	22/1801	SNEHA SINGH
35	22501	22075501390	22/1805	RAAJNANDIINEE



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### Proof

#### Children with Disability in India (Sem 6 Minor)



Visit



Presentation by students



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**Institution Accessibility Report**



**Organisational Report**



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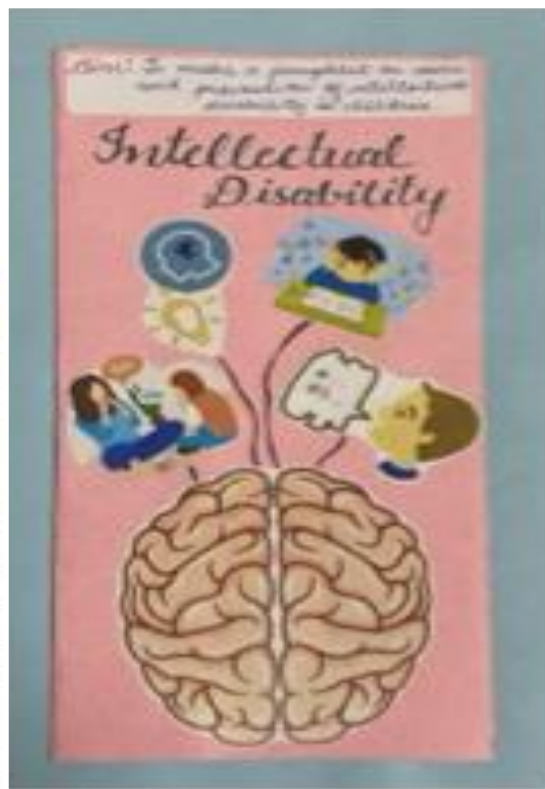
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**Institution Accessibility Report**



**Organisational Report**



**Pamphlet**



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## 26. BA Program- Early Intervention and Services for Children with Disability (Major) Syllabus

### DEPARTMENT OF HOME SCIENCE SEMESTER – VI

B.A (Prog.) with Human Development and Family Empowerment (HDFE)

B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major

Category-II

#### DISCIPLINE SPECIFIC CORE COURSE – DSC-HDFE-11: EARLY INTERVENTION AND SERVICES FOR CHILDREN WITH DISABILITY

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Early Intervention and Services for Children with Disability	4	2	0	2	Class XII	NIL

#### LEARNING OBJECTIVES:

- To introduce students regarding the concept and significance of Early Intervention.
- To make students aware regarding the issues and challenges in Early Intervention
- To equip students regarding the services for Children with Disability

#### LEARNING OUTCOMES:

After completion of the course:

- Students will gain an insight regarding the concept and significance of Early Intervention.
- Students will develop an understanding regarding the issues and challenges in Early Intervention
- Students will become aware regarding the services for Children with Disability

#### THEORY

(Credits 2; Hours 30)

#### UNIT 1: Understanding Early Intervention

(10 Hours)

*Unit Description:* This unit will introduce the students regarding the concept and significance of Early Intervention.

#### Subtopics

- Meaning, Significance and Need of Early Intervention
- Principles, Screening and Assessment Tools in Early Intervention



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### UNIT 2: Early Intervention in practice – Opportunities and Challenges (10 Hours)

*Unit Description:* This unit will introduce the students with issues and challenges in Early Intervention.

#### *Subtopics:*

- Issues and challenges in Early Intervention
- Working with families: Role of parents

### UNIT 3: Services for Children with Disability (10 Hours)

*Unit Description:* This unit will introduce students regarding the services for Children with Disability

#### *Subtopics:*

- Educational Approaches for Children with Disability (Inclusive, Integrated, Segregated, and Home based education)
- Need and importance of Individualized Education Plans (IEPs) in education of children with disability

#### PRACTICAL

(Credits 2; Hours 60)

1. Interview of a caregiver providing services to a child/person with disability
2. Identification of any one Standardized Assessment Tool for children with disability and preparation of a checklist for early detection of disability.
3. Documentation of any two IEPs for children with disability

#### ESSENTIAL READINGS:

- Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning
- National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
- NCERT (2014). *Including children with special needs*. New Delhi: NCERT
- Ramesh, R. (2011). *Disability Towards Inclusive India*. Pentagon Press
- Pal, C. and Viswakarma, V (2011). *Vishesh shiksha - shikshan*. New Delhi: Kanishka Publishers, Distributors
- Nair, R. (2013). Development and Validation of Trivandrum Development Screening Chart for children aged 0-6 years, *The Indian Journal of Pediatrics*. DOI:10.1007/s12098-013-1144-2

#### SUGGESTED READINGS:

- NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
- NCERT (2010). *Towards inclusive education*. New Delhi: NCERT
- Sharma, Y.K. (2009). *Sharireki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.
- Werner, D. (1994). *Disabled Village Children (2022 Edition)*. Voluntary Health Association of India

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### Department of Human Development and Family Empowerment Student-centric Methods (2024-2025)

Program Name – B.A (Prog)

Prog. Code – 22501

Nature of the Paper – DSC (Major)

UPC - 2202333602

Name of the Paper - Early Intervention and Services for Children with Disability (Major)

Sem - 6

List of students

Sr. No.	Course Code	Univ. Rollno	College Rollno	Student Name
1	22501	22031501103	22/26	JIGMET DOLMA
2	22501	22031501087	22/63	Khushi
3	22501	22031501075	22/75	TANISHI ANAND
4	22501	22031501039	22/195	Sania naaz
5	22501	22031501066	22/424	DEVYANSHI NEGI
6	22501	22031501032	22/430	jiya simar
7	22501	22031501030	22/431	Saisha Makker
8	22501	22031501049	22/589	Bhumika Baisla
9	22501	22031501057	22/840	Hitika Grover
10	22501	22031501158	22/1206	Prachi Singh
11	22501	22031501147	22/1240	Harshita Sharma
12	22501	22031501138	22/1261	AFIYA PARVEZ
13	22501	22031501194	22/1455	Mamita Gogoi
14	22501	22031501193	22/1457	VAISHNAVI PANDEY
15	22501	22031501204	22/1615	SHAGUN MITTAL
16	22501	22031501218	22/1708	ADEEBA SHEHZAN
17	22501	22031501230	22/1777	RIDHIMA UPADHYAY



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### Proof

#### Early Intervention and Services for Children with Disability (Sem 6 Major)



Presentation by students



Visits



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Topic \_\_\_\_\_ Date 18/8/20  
Page \_\_\_\_\_

### Organizational Profile

Aim:- To do a profile of an organization working for children with disability



NAME OF THE ORGANIZATION:  
**Crafting Lives**

ADDRESS:- T-1, Noida, Ghaziabad, Uttar Pradesh  
110013, India

DATE OF START:- 1 January 2015

FOUNDER:- Mr. Jyoti K. Jaiswal

#### Organizational Profile

Topic \_\_\_\_\_ Date 24/8/20

### Prashast

Aim:- To identify a standardized assessment tool for children with disability

NAME:- **PRASHAST**  
(Pre Assessment Holistic Screening Tool)

### About PRASHAST

PRASHAST is a mobile app and "Assessing Learning Checklist for Schools" developed by NCERT to facilitate early identification and screening of students with disabilities, aligning with the Right to Education and Samagra Shiksha guidelines. It was launched in 2021 and was designed to support teachers, special educators and school heads in the initial screening of children with disabilities.

It is a mobile app and has a corresponding booklet covering all disabilities and is available in 23 languages. It has 3 parts: Part-1 for first-level screening of students for potential disabilities and Part-2 for second-level screening and detailed listing of disabilities based on the observations from Part-1.

#### Assessment Tool (Standardised)



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Page No. \_\_\_\_\_ Date: 24/5/21  
Page: 01

### Interview

Aim: To conduct and conduct an interview of a child providing service to the child with disability.

#### Background Information

Name of the child: \_\_\_\_\_  
Age: 15 years  
Sex: Female  
Residence of the child: Village, Government  
Name of the caregiver: \_\_\_\_\_  
Age: 45 years  
Sex: Female  
Education Qualification: B.A. 10th class  
Occupation: Domestic worker  
Relation with the child: Mother  
Duration of the interview: 45 minutes

#### Interview Schedule

Page No. \_\_\_\_\_ Date: 24/5/21

### Checklist

(Intellectual Disability)

Aim: To prepare a checklist for early detection of a disability (Intellectual Disability)

#### What is a Checklist?

A checklist is a tool used to assess, track and measure students' skills, behaviours, or learning progress. It helps teachers, special educators, and other specific workers in learning education in more systematically.

#### Procedure

- The class was divided into different groups, with each group focusing on a specific disability.
- The PREPARED screening tool (Part-2 checklist) was sent as a reference for the assigned disability.
- The groups carefully examined the signs and symptoms associated with each chosen disability.

#### Checklist for Early detection



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### 27. VAC: Tribes of India Syllabus

#### **UNIT- I On the Concept of Tribe in India (4 hours)**

- Concept of Tribe
- Distribution and classification
- Features of tribes in India
- Tribes as a significant component of Indian Civilisation

#### **UNIT- II Tribal Social Institutions (5 hours)**

- Systems of Kinship
- Family and its types
- Gender relations
- Rules of marriage
- Tribal Polity and Indigenous governance

#### **UNIT- III Tribal Worldview (3 hours)**

- Tribal religion and symbolism
- Folklore, myths and legends among tribes
- Cosmogony and schemas of living
- Oral history and tribal poetry
- Change and Continuity

#### **UNIT - IV Tribes and National Freedom Movement (3 hours)**

- Tribal movements and protests during colonial rule
- Cultural, social, and political impact of Tribal movement
- Role of tribes in India's freedom Struggle



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S.No	Name	Roll No	Course	BAP Combination	Section	Sem
1	ESHA GUPTA	23/1357	B.A. (PROGRAMME)	B.A Program (Economics + Political Science)		4
2	KUMARI SIMRAN	23/1451	B.A. (PROGRAMME)	B.A Program (Economics + HDEF)		4
3	RADHIKA AGGARWAL	23/1474	B.A. (PROGRAMME)	B.A Program (Sanskrit + History)		4
4	NISHA MAVI	23/1556	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
5	RAMA MISHRA	23/1594	B.A. (PROGRAMME)	B.A Program (English + History)		4
6	MONIKA	23/1595	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
7	RIYA KAGRA	23/1954	B.A. (PROGRAMME)	B.A Program (English + Philosophy)		4
8	KHUSHBOO	23/1959	B.A. (PROGRAMME)	B.A Program (Philosophy + Political Science)		4
9	SAUMYA KANDWAL	23/229	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
10	AKSHATA SHARMA	23/284	B.A. (PROGRAMME)	B.A Program (History + Music)		4
11	NANDINI CHOUDHARY	23/404	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
12	SAKSHI RAO	23/488	B.A. (PROGRAMME)	B.A Program (English + History)		4
13	KUMARI SWATI	23/554	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
14	VEDANTI	23/556	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
15	MAHAK SHARMA	23/557	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
16	PRIYANSHI MIGLANI	23/57	B.A. (PROGRAMME)	B.A Program (Economics + Philosophy)		4
17	PALLAVI	23/660	B.A. (PROGRAMME)	B.A Program (Philosophy + Political Science)		4
18	TANNU	23/692	B.A. (PROGRAMME)	B.A Program (History + Political Science)		4
19	NIHARIKA	23/1419	B.COM.	A		4
20	ISHA BAISLA	23/1648	B.COM.	A		4
21	JAYA CHOUDHARY	23/1655	B.COM.	A		4
22	MANYA AGARWAL	23/596	B.COM.	B		4
23	ANSHIKA	23/1345	B.COM. (HONS.)	B		4
24	KASHISH	23/1821	B.COM. (HONS.)	B		4
25	AMRITA SWAMI	23/545	B.COM. (HONS.)	C		4
26	ISHIKA	23/1164	B.A.(HONS.) ECONOMICS			4
27	NEETI TIWARI	23/1292	B.A.(HONS.) ECONOMICS			4
28	ASHNA CHAUDHARY	23/1636	B.A.(HONS.) ECONOMICS			4
29	AVNI	23/1282	B.A.(HONS.) ENGLISH			4
30	CHHAVI MEENA	23/562	B.A.(HONS.) ENGLISH			4
31	HARSHI	23/1410	B.A.(HONS.) HINDI			4
32	GAURJI JOSHI	23/1934	B.A.(HONS.) HINDI			4
33	HIMANSHI	23/1070	B.A.(HONS.) HISTORY			4
34	SABINA YASMIN	23/1153	B.A.(HONS.) HISTORY			4
35	KRITI JAIN	23/1156	B.A.(HONS.) HISTORY			4
36	SONAL	23/1351	B.A.(HONS.) HISTORY			4
37	KHUSHI JAYANT	23/176	B.A.(HONS.) HISTORY			4
38	LAKSHITA BHATT	23/1438	B.A.(HONS.) PHILOSOPHY			4
39	SUHANII SONIKAR	23/1447	B.A.(HONS.) PHILOSOPHY			4
40	GAYUR AKHTAR	23/267	B.A.(HONS.) PHILOSOPHY			4
41	SHIVANGI SRIVASTAVA	23/1032	B.A.(HONS.) POLITICAL SCIENCE			4



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42	RISHIKA VERMA	23/1034	B.A.(HONS.) POLITICAL SCIENCE	4
43	APOORVA ROY	23/1067	B.A.(HONS.) POLITICAL SCIENCE	4
44	MANISHA	23/1083	B.A.(HONS.) POLITICAL SCIENCE	4
45	JULIE SOREN	23/1093	B.A.(HONS.) POLITICAL SCIENCE	4
46	DEPA GARAM	23/1136	B.A.(HONS.) POLITICAL SCIENCE	4
47	LANDY KHUNDRAKPA	23/1657	B.A.(HONS.) POLITICAL SCIENCE	4
48	MAMTA	23/1785	B.A.(HONS.) POLITICAL SCIENCE	4
49	TANISHA	23/91	B.A.(HONS.) POLITICAL SCIENCE	4
50	AQSA ABBASI SMRUTI SWADIPIA	23/2000	B.A.(HONS.) SANSKRIT	4
51	SAHOO	23/1101	B.A.(HONS.) SOCIOLOGY	4
52	ARUNIMA PAL	23/1141	B.A.(HONS.) SOCIOLOGY	4
53	RHYTHM BHAR	23/1635	B.A.(HONS.) SOCIOLOGY	4
54	SHAIK REHANA	23/1838	B.A.(HONS.) SOCIOLOGY	4
55	ADITI VERMA	23/322	B.A.(HONS.) SOCIOLOGY	4
56	ANANYA	23/381	B.A.(HONS.) SOCIOLOGY	4
57	VANSHIKA GUSAIN	23/1257	B.SC.(HONS.) MATHEMATICS	A 4
58	JASMIN	23/1710	B.SC.(HONS.) MATHEMATICS	B 4
59	KASHISH YADAV	23/1715	B.SC.(HONS.) MATHEMATICS	B 4
60	CHATEK	23/405	B.SC.(HONS.) MATHEMATICS	B 4





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### 28. SEC: Museum and Museology

#### SEC Museum and Museology

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Museum and Museology	2	1	0	1	XII Class	NA

#### Learning Objectives

The objective of this paper is to introduce and provide basic understanding about Museum and Museology as a discipline. Through this paper the students will be exposed to various aspects of museum history- (museum movement in India, particularly), its functioning, types and purpose. It will highlight the role of the museum as an important centre for preservation and dissemination of knowledge. This paper is of particular value to those who are seeking careers as curators, art collectors, researchers and conservators.

#### Learning outcomes

Upon completion of this course the student shall be able to:

- Understand museum as a resource center.
- Understand the historical process of institutionalization of archaeology and culture through museums.
- Develop an insight into the various roles of museum as an organizer, preserver and manager of artifacts.
- And how museum is an effective center for dissemination of knowledge and information, and space for dialogue and interaction.
- Also develop some understanding about new museums.
- A student having studied this course will be skilled in culture and tourism based industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in art galleries, museums, auction houses, researchers in NGOs and other institutions, culture and art based writing and journalism and on social media



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Sr. No.	Exam Type	Course Code	Course Name	Part	Sem	Rollno	Name	College Rollno
1	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501096	Hala Pandey	22/34
2	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501099	RIDDHIMA SINGH	22/52
3	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501013	Khushi pandey	22/237
4	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501110	KRITIKA GUPTA	22/293
5	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501064	ANSHIKA	22/367
6	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501059	MAMTA	22/372
7	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501047	ABHEET BHATIA	22/387
8	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501082	Shoonya Raghu	22/1142
9	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501158	Prachi Singh	22/1206
10	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501194	Manita Gogoi	22/1455
11	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501182	MAMTA BHARTI	22/1557
12	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501218	ADEEBA SHEHZAN	22/1708
13	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501213	Rishma Yadav	22/1712
14	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501210	SACHINI AATREY	22/1716
15	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501211	SIMRAN	22/1733
16	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501236	PRASHANTA	22/1765
17	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501232	KHUSHI GOIT	22/1775
18	CBCS_NEP	22501	NEP:BA (PROGRAMME)	III	V	22031501227	ARCHITA GUPTA	22/1781
19	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503038	Priya Yadav	22/554
20	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503035	KUMUDINI	22/557
21	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503085	SARIKA	22/568
22	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503064	APOORVA	22/591
23	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503057	Nisha Kumari	22/571
24	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503051	PRAGYA KUMARI SINGH	22/576
25	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503036	Jasmeet Mehra	22/592
26	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503008	KHUSHBOO	22/1162
27	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503072	Kapana singh	22/1267
28	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503071	JAGRATI DAYAL	22/1338
29	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503105	CHANDINI	22/1704
30	CBCS_NEP	22503	NEP:BA (CON PROGRAMME)	III	V	22031503108	ANUSHKA SARRAF	22/1787
31	CBCS_NEP	22510	NEP:BA (HONC) ECONOMICS	III	V	22031510002	CHINIKI	22/250
32	CBCS_NEP	22516	NEP:BA (HONC) HINDI	III	V	22031516008	MAMTA KUMARI	22/427
33	CBCS_NEP	22518	NEP:BA (HONC) HISTORY	III	V	22031518012	MANISHA SHARMA	22/1133
34	CBCS_NEP	22526	NEP:BA (HONC) PHILOSOPHY	III	V	22031526009	Nishi	22/256
35	CBCS_NEP	22526	NEP:BA (HONC) PHILOSOPHY	III	V	22031526005	Shreya Rawat	22/278
36	CBCS_NEP	22526	NEP:BA (HONC) PHILOSOPHY	III	V	22031526004	SHRUTI	22/819
37	CBCS_NEP	22526	NEP:BA (HONC) PHILOSOPHY	III	V	22031526017	Anuska Yadav	22/1195
38	CBCS_NEP	22526	NEP:BA (HONC) PHILOSOPHY	III	V	22031526016	Manvi mbaurya	22/1267
39	CBCS_NEP	22527	NEP:BA (HONC) POLITICAL SCIENCE	III	V	22031527082	Sonia	22/663
40	CBCS_NEP	22527	NEP:BA (HONC) POLITICAL SCIENCE	III	V	22031527002	SALONI	22/774
41	CBCS_NEP	22527	NEP:BA (HONC) POLITICAL SCIENCE	III	V	22031527047	Sonam	22/1887
42	CBCS_NEP	22543	NEP:BA (HONC) MATHEMATICS	III	V	22031543007	UJYOTI	22/162
43	CBCS_NEP	22543	NEP:BA (HONC) MATHEMATICS	III	V	22031543067	KALPANA SINGH	22/1502
44	CBCS_NEP	22543	NEP:BA (HONC) MATHEMATICS	III	V	22031543082	ANJALI GUPTA	22/1635
45	CBCS_NEP	22543	NEP:BA (HONC) MATHEMATICS	III	V	22031543079	Rahana	22/1654
46	CBCS_NEP	22543	NEP:BA (HONC) MATHEMATICS	III	V	22031543090	Sneha Kumari	22/1773



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### 29. BA Sociology-DSC- Social Stratification Syllabus

#### Core Course 10 Social Stratification

##### Course Objectives:

1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

##### Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

##### Course Outline:

##### Unit 1. Introducing Stratification (2 Weeks)

##### Unit 2. Theories of Stratification (5 Weeks)

##### 2.1. Marx, Weber and Class

##### 2.2. Functionalism

##### Unit 3. Identities and Inequalities (5 Weeks)

##### 3.1. Caste, Race and Ethnicity

##### 3.2. Feminism and Gendered Stratification

##### Unit 4. Social Mobility: Forms and Patterns (2 Weeks)



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### Student Centric Methods

#### Paper Social Stratification Class List

Roll No.	Name of Student	Roll No.	Name of Student
223	G Varshika	1342	Palak Raj
224	Aamirza	1355	Jemta
231	Khanika	1360	Shahar Pandey
237	Arushi Singh	1505	Nidhi Kumari
248	Alka Kumari	1509	Ashfa
250	Muskan Fatin	1512	Shruti Singh
251	Nandini Kanda	1513	Pari
313	Apurva Singh	1523	Deepanshi
324	Janya Khanna	1532	Paryal Sharma
333	Gurbi	1536	Yashika
367	Kaabit	1585	Naraya Verma
393	Kashish	1680	Karan Solanki
394	Gargee	1691	Sacha Kumari
397	Varshika	1704	Nisha Kumari
461	Kajal Divedi	1721	Aamisha Raj
493	Jesya Anand	1729	Kashish Tupta
495	Jasika Divedi	1769	Ashika Kaur
546	Akanksha Poon	1809	Jasika
581	Saurav Kumar	1810	Ujjwal Tshu
593	Himanshi	1850	Iqbal
679	Lisha	2017	Himanshi A
721	Nakita	2040	Zoya
735	Prachi		
790	Ragika		
994	Naraya Karna		
1002	Vishu Bansal		
1010	Laxmi Jaiswal		
1032	Shamika		
1045	Jasika Khanna		
1080	Aamisha Raj		
1093	Loopam Gant		
1173	Devanshi		
1181	Teetu		
1297	Saurav Pali		
312	Aamisha		
325	Lukhi Yadav		
330	Laxmi		

The class was actively engaged by adopting various student centric tools. These included documentary making and skit-based activities on topics in the syllabus. In addition students were also engaged in project related activities.



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Classroom > Social Stratification 2024-25

Home Calendar Gemini Teaching To review

Introduction to Sociological R...  
Environmental Sociology Sem...  
Understanding Development 2...  
Gender, Power and Violence20...  
**Social Stratification 2024-25**  
Ge Sociology of Climate Chan...  
Sociology of India I 2024-25  
Social Stratification 2023-24  
H SM 2023-24  
Ge 2 Gender Power and Vioen...  
VNC Social & Emot Learning ~...  
Sociology and Everyday Life 2...

Kanan Solanki May 15  
ASSIGNMENT OF RACISM DONE BY GROUP A  
Drive file Unknown

Kanan Solanki May 15  
RACISM SKIT PRESENTED BY GROUP A  
Drive file Unknown

Kanan Solanki May 15  
GROUP A REPORT & PRESENTATION  
Drive file Unknown



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Classroom > Social Stratification 2024-25

Stream Classwork People Grades

Home Calendar Gemini Teaching To review

Introduction to Sociological R...  
Environmental Sociology Sem...  
Understanding Development 2...  
Gender, Power and Violence20...  
**S Social Stratification 2024-25**  
Ge Sociology of Climate Chan...  
S Sociology of India II 2024-25  
S Social Stratification 2023-24  
H H 6M 2023-24  
Ge 2 Gender Power and Vioen...  
V VAC Social & Emotl Learning ~...  
S Sociology and Everyday Life 2...

Drive file Unknown

Add class comment...

Kanan Solanki  
May 11  
GROUP A REPORT & PRESENTATION

Drive file Unknown Drive file Unknown

Add class comment...

Gervi 245OC333  
May 11  
GROUP B PRESENTATION AND SKIT (Untouchability)

The Untouchables of Indi...  
<https://www.canva.com/design/1...>

Group B : Untouchability...  
<https://www.canva.com/design/1...>

Add class comment...



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THIS IS NOT A STORY OF THE PAST. IT IS THE REALITY OF TODAY

From the water they can't drink to the gods they can't worship

12:00 13:08

12:00 42.4s

1



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### SKIT CHARACTERS

#### Lower Caste Family

Aanchal as Kala ( Daughter )

Muskan as Hansa ( Mother )

Chahat as Harish ( Father )

Navya karnani as Teacher

Vishu as Student

#### Upper Caste Family

Lisha as Lokesh ( Son )

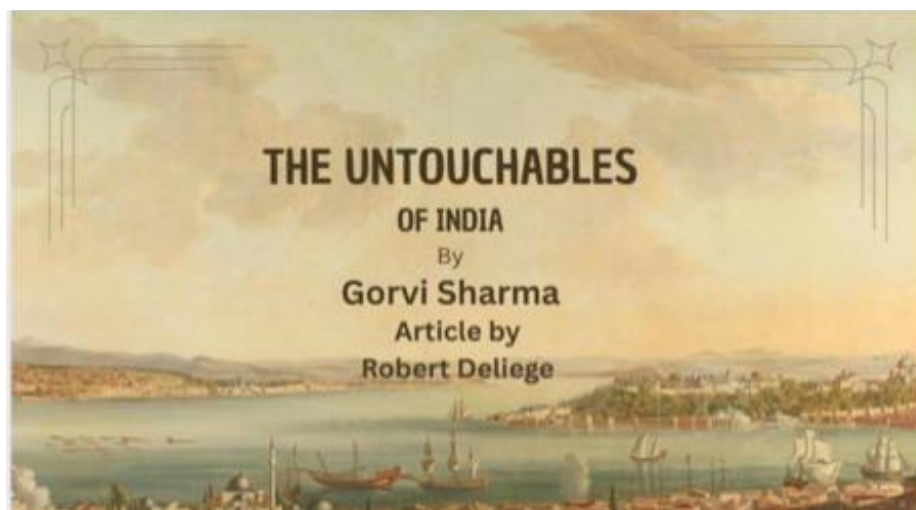
Nidhi as Madan ( Son )

Gorvi as Bhagwati ( Mother )

Devanshi as Bhaskar ( Father )

Shooting by Navya and Kashish

Project Work (Sample)





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### 30. VAC: Ayurveda and Nutrition

#### VAC 1: AYURVEDA AND NUTRITION

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ayurveda and Nutrition	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

#### Learning Objectives

The Learning Objectives of the course are:

- To introduce the basic principles of nutrition in Ayurveda
- To link the Ayurvedic nutrition with modern dietary practices for health
- To analyse basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life

#### Learning outcomes

The Learning outcomes of the Course are:

- Awareness of traditional food cultures of India
- Evaluate changing food patterns and lifestyle over the years
- Understand Indian Knowledge Systems (IKS) and key Vedic principles with respect to Food and Nutrition
- Apply basic tenets of traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

#### SYLLABUS OF AYURVEDA AND NUTRITION

##### UNIT – I Introduction to Ayurvedic Nutrition

(4 Weeks)

- Ayurveda and Indian food cultures
- Nutrition and lifestyle transition over the years
- Regional Food Traditions of India



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### UNIT – II Basic principles of Food and Nutrition and Ayurveda (6 Weeks)

- Understanding rich sources of nutrients
- Concept of Doshas & assessment
- Ayurvedic Principles of food habits and factors determining quality of food (Ahara vidhi visheshaayatana)
- FSSAI regulations on Ayurvedic Aahar

### UNIT – III Ayurvedic Diets (5 Weeks)

- Principles of Diet: Aharavidhi vidhan, Sattvic, Rajasi, Tamasic foods
- Incompatible food (Viruddha Ahara), Pathya; Apathya; Viprita Ahaar
- Lifestyle Management with Dincharya and Ritucharya
- Application of Ayurvedic diets to stress linked food behaviour

### Practical component (if any) – (15 Weeks)

- Visit your local market and classify the available food items according to Sattvic, Rajasi, Tamasic foods
- Conduct a survey of 10-15 households in your locality:
  - i. to study food behaviour and analyse them in light of Ayurvedic dietary principles of Sattvic, Rajasi, Tamasic
  - ii. to study the food consumption patterns and intake of incompatible food: Viruddha Ahara, Pathya; Apathya; Viprita Ahaar
  - iii To know about their adopted lifestyle Dincharya and Ritucharya
- Students are required to visit available e-resources of University of Delhi, Ministry of Ayush with regard to Ayurveda and Nutrition.
- If required, students can share their experiences in the form of a Project Report.
- The students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

### Essential Readings

- Rastogi S (2014) Ayurvedic Science of Food and Nutrition. ASIN: BOOHWMV094, Springer: ISBN-13:978-1461496274
- Rastogi S (2010) Building bridges between Ayurveda and modern science. Int J Ayurveda Res. 1(1):41-46.
- FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 16, 1944.
- Frawley D (2012) Ayurvedic healing: A comprehensive guide. Lotus Press, India.
- <https://iksindia.org/>: Indian Knowledge Systems



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Ayurveda and Nutrition			
S.No	Roll No	Name	
1	118	PINKY	
2	1346	MANNAT SHARMA	
3	1357	ESHA GUPTA	
4	1402	SONAM LOHIA	
5	1451	KUMARI SIMRAN	
6	1595	MONIKA	
7	1720	ANCHAL RAJ	
8	1901	SNEHA	
9	1959	KHUSHBOO	
10	229	SAUMYA KANDWAL	
11	326	MUSKAN	
12	404	NANDNI CHOUDHARY	
13	419	DIYA SANTRA	
14	497	RIYA GAUR	
15	588	KUMARI PRERNA	
16	827	KOUSER KHAN	
17	830	RACHNA KUMARI	
18	837	KIRAN KUMARI	
19	874	CHUNCHUN KUMARI	
20	1648	ISHA BAISLA	
21	489	AAYUSHI VERMA	
22	499	CHETNA	
23	1028	ISHIKA CHOPRA	
24	103	JASMIN KATYAL	
25	1059	SNEHA RAJ	
26	167	ANKITA SAH	
27	379	ADITI	
28	384	CHAHAL GUPTA	
29	410	MOHINI MADHOKI	
30	609	VAISHNAVI J	
31	897	BHARTI	
32	1189	KALPANA BANGARWA	
33	1625	SAKSHI ROHILLA	
34	1745	PRIYANSHI YADAV	
35	1562	DEVANSHI DAYAL	
36	48	AYUSHI YADAV	
37	1612	DEEPIKA KUMARI	
38	1861	RIDHI SAINI	
39	339	OSHIMA MADAN	
40	395	MANSI TANWAR	
41	558	RAKHI SINGH	
42	685	PRAGATI SHREYA	
43	76	JYOTI KUMARI	
44	810	ANJALI KUMARI	
45	845	ANUSHKA BHOWMIK	
46	1792	NISHTHA	
47	1835	NITIKA	
48	1837	PREETI	
49	1962	AYUSHI SHARMA	
50	1123	ANURADHA	
51	1258	ANUSHKA DEV	
52	1633	SRISHTI SRI MUKUND	
53	1838	SHAIK REHANA	
54	1485	NANDNI	
55	1692	SONAL	
56	1719	NAYANTARA	
57	1740	ANSHU KUMARI	



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### Experiential learning

(B.A Prog and Hons. IInd year, Paper VAC- Ayurveda and Nutrition )





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### Project-Based Learning:

Students work on a project and are able to develop skills and ideas.



**Personalized Learning:** Provides flexible learning paths that respond to student differences





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### 31. BA Sanskrit- Applied Sanskrit DSC

#### DSC 1: Applied Sanskrit

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Applied Sanskrit	04	3	1	0	Class XII Pass	Nil	Sanskrit

#### Learning Objectives

- To generate interest in Sanskrit language among the students.
- To impart knowledge of the structure of Sanskrit language.
- To impart general skills of communication and writing in Sanskrit.

#### Learning outcomes

- The students will be able to understand the general structure of Sanskrit language.
- The students will be able to write and communicate in Sanskrit.
- Students will become more interested in Sanskrit language.
- Students will be better equipped to comprehend the Hons. syllabus.

#### SYLLABUS OF DSC-1

##### Unit 1: विभक्ति एवं लट् व लृट् लकार

1 Credit

- विभक्तियाँ व उनके सामान्य अर्थ- छात्र, कवि, शिशु, पितृ, कर्तृ, आत्मन्, भवत्, लता, मति, नदी, वाक्, मनस् ( तृतीया द्विवचन भ्याम् से सप्तमी बहुवचन सु)
- अकारान्त पुल्लिङ्ग व नपुंसक लिंग- प्रथमा व द्वितीया विभक्ति व भ्वादि, तुदादि, दिवादि एवं चुरादि लट् लकार प्रथमपुरुष में वाक्य रचना
- अकारान्त पुल्लिङ्ग व नपुंसकलिंग शब्दों की सारी विभक्तियों में एकवचन के रूप व वाक्य रचना
- प्रतिनिधि धातुओं के आधार पर गण एवं विकरण परिचय – (अदादिगण) अस्, (जुहोत्यादिगण) दा, (स्वादि) श्रु, (क्र्यादि) ज्ञा, ग्रह, (तनादि) कृ धातुओं के प्रथमपुरुष के प्रयोग एवं वाक्य रचना
- सर्वनाम पुल्लिङ्ग शब्द- तत्, एतत्, किम्, यत् के शब्दों के साथ तुमुन्, क्त्वा व ल्यप् से वाक्य रचना
- अस्मद् के प्रथमा एवं द्वितीया के प्रयोग- विविध धातुओं के उत्तम पुरुष के प्रयोग
- युष्मद् के प्रथमा एवं द्वितीया के प्रयोग- विविध धातुओं के मध्यम पुरुष के प्रयोग



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		November	1
1.	1942	AASTHA	1
2.	1946	SHOONIKA	
3.	1939	DOLLY	
4.	1965	ARPITA	
5.	1958	UTRITA KUMARI	
6.	2015	PREETI MAUTANI	
7.	2025	NISHI MISHRA	



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### Sanskrit Department

#### Student Centric Methods (2024-2025)

##### Flipped Class Room

(B.A Hons. 1st year -Paper 1- Applied Sanskrit )





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### 32. BA Sanskrit (HONS) - Art of Balanced Living DSE

#### DSE-6: Art of Balanced Living

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Art of Balanced Living	04	3	1	0	Semester II Passed	Nil

#### Learning Objectives

This course aims at getting the students acquainted with the Art of living as found in Sanskrit literature. It also intends to make the students work on human resource management for being more effective and productive in day to day life situations.

#### Learning outcomes

After the completion of this course, the learners will be well informed about the various concepts, components and issues propounded by the philosophical and religious literature in Sanskrit

#### Detailed Syllabus

##### Unit I

Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) - (Bṛhadāraṇyakopaniṣad, 2.4.5) and Vedantasara  
Concentration: Concept of Yoga: (Yogasūtra, 1.2); Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya) : (Yogasūtra, 1.12-16)

##### Unit II

Eight aids to Yoga (aṣṭāṅgayoga): (Yogasūtra - 2.29, 30, 32, 46, 49, 50; 3.1-4).  
Yoga of action (kriyāyoga): (Yogasūtra, 2.1)  
Four distinct means of mental purity (cittaprasādana) leading to oneness: (Yogasūtra - 1.33)

##### Unit III

Refinement of Behaviour : Means of improving behaviour:  
Jñāna-yoga – Gita Ch. II – 14,15,16,19, Ch XIII- 11,12,14,15,16,19,20,21,23,29,31,32  
dhyāna-yoga – VI – 24 to 27, 30, 32,

##### Unit IV

Bhakti-yoga – Gita Ch. IX – 17,22,23,27,29,34 ; Ch XI – 10,11,12, 13; Ch. - XII – 4, 6 to 12, 20 Karma : A natural impulse, essentials for life journey, harmony with the universe, an ideal duty and a metaphysical dictate - Gītā, Ch. – III 5, 8, 10-16, 20 & 21

#### Essential/recommended readings



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Class & Section III P DSE

S. No.	Roll No.	Name of Student
1	42	Pinki Kumari
2	67	Diksha Pandey
→ 3	213	<del>Khushboo Mishra</del>
4	334	Sakshi
5	890	Adya Singh
6	1196	Simran Singh
→ 7	1455	Mamita Gogoi
8	1457	Vaishnavi Pandey
9	1388	Monika Sokal
10	86	Vijeta
11	1770	Priyanka Pandey



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### Paper Presentation

#### Paper DSE – Art of Balanced Living





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### 33 BA Sanskrit- Sanskrit Grammar-DSC Syllabus

#### DSC-14: Sanskrit Grammar: Laghusiddhāntkaumudī

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Grammar: Laghusiddhāntkaumudī	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

##### Learning Objectives

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the the Laghusiddhantakaumudi , the premier text of Sanskrit grammar by Varadraj.

##### Learning Outcomes

After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental samdhi and compounding patterns. They will also understand some most important primary and secondary suffixes of Sanskrit. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

##### Detailed Syllabus

##### Unit I

10 hrs

##### संज्ञा-प्रकरण

माहेश्वरसूत्र ।

प्रत्याहार बनाने की विधि ।

संज्ञाविधायक-सूत्रः हलन्त्यम्, अदर्शनं लोपः, तस्य लोपः, आदिरन्येन सहेता,

अकालोऽङ्गस्वदीर्घप्लुतः, तुल्यास्यप्रयत्नं सवर्णम्, अणुदित् सवर्णस्य चाप्रत्ययः,

मुखनासिकावधनौऽनुनासिकः, हलोऽनन्तराः संयोगः, सुप्तिङन्तं पदम्

##### Unit II

##### अच्-सन्धि

10 hrs

यण् सन्धि - इको यणचि, परः सन्निकर्षः संहिता, तस्मिन्निति निर्दिष्टे पूर्वस्य, स्थानेऽन्तरतमः ।

दीर्घ सन्धि - अकः सवर्णे दीर्घः ।



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अयादिसन्धि - एचोयवायावः, यथासंख्यमनुदेशः समानाम् ।

गुणसन्धि - अदेइ गुणः, आदगुणः, उरण् रपरः ।

वृद्धि सन्धि - वृद्धिप्रादेच, वृद्धिपरेचि, भूवादयो धातवः, उपसर्गाः क्रियायोगे ।

पूर्वरूप सन्धि - एङः पदान्तादति ।

पररूप सन्धि - एङि पररूपम् ।

Unit III हन् सन्धि एवं विसर्ग सन्धि

10 hrs

हन् सन्धि:-

श्चुत्व - स्तोः श्चुना श्चुः ।

ष्टुत्व - ष्टुना ष्टुः ।

अनुनासिक - यरोऽनुनासिकेऽनुनासिको वा ।

छत्व - शश्छोऽटि ।

जश्त्व - झलां जशोऽन्ते ।

अनुस्वार - मोऽनुस्वारः ।

विसर्ग सन्धि:-

सत्व - विसर्जनीयस्य सः ।

उत्त्व - ससञ्जुषो रुः ।

अतो रोरप्लुतादप्लुते, हशि च ।

लोप - श्लेभगोअघोअपूर्वस्य योऽशि, हलि सर्वेषाम्, ढ्रलोपे पूर्वस्य दीर्घोऽणः, रो रि ।

Unit IV समास प्रकरण

15 hrs

अव्ययीभाव समास - समर्थः पदविधिः, अव्ययं

विभक्तिसमीपसम्बन्धिव्युद्ध्यर्थभावात्ययासम्प्रतिशब्दप्रादुर्भावपश्चादयथानुपूर्व्ययौगपदयसाह

श्यसम्प्रतिसाकल्यान्तवचनेषु, प्रथमानिर्दिष्टे समास उपसर्जनम्, उपसर्जनं पूर्वम्,

नोऽव्ययीभावादतोऽन्त्वपञ्चम्याः, नदीभिशच ।

तत्पुरुष समास - - द्वितीया श्रितातीतपतितगत्यस्तप्राप्तापन्नैः, तृतीया तत्कृत्यैर्न

गुणवचनेन, चतुर्थी तदर्थार्थं बलिहितसुखरक्षितैः, पंचमी भयेन, षष्ठी, सप्तमी

शौण्डैः ।

तत्पुरुष के अन्य भेद - विशेषणं विशेष्येण बहुलम्, नञ्, नलोपो नञः, तस्मान्नुडचि

EC (1267) - 25.08.2023

बहुव्रीहि समास - अनेकमन्यपदार्थे, सप्तमीविशेषणे बहुव्रीहौ

द्वन्द्व समास - चार्थे द्वन्द्वः

### Essential/Recommended Readings

#### Compulsory Readings:

1. ध्यानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या) भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय) भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. स्वयम्पाल सिंह) संपा. (लघुसिद्धान्तकौमुदी :प्रकाशिका हिन्दी व्याख्या सहित, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. Kamsirram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.

#### Additional Resources:

1. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>
2. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
3. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).



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Proof

B' A (Hons) Sanskrit Sanskrit Grammar	
<u>Roll No.</u>	<u>Name</u>
456	Kashish
1217	Sabahat Ahmed
1682	Megha
1776	Heme Singh
1792	Nishtha
1835	Nikita
1837	Preeti
1982	Alpana Kumari
2000	Aqsa Abbasi



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### Active Learning:

Students engage in activities like discussions, and debates during class rather than passively listening.



### Group Learning-





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### 34. BA Program- DSC Basics of Indian Musicology Syllabus

#### B.A. (PROG.) MUSIC – HINDUSTANI MUSIC (VOCAL/INSTRUMENTAL)

##### DSC-1(A/B): Basics of Indian Musicology

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
			L	T	P	
BASICS OF INDIAN MUSICOLOGY	DSC-1(A/B) –CORE (NON MAJOR)	4	2	0	2	Class XII Pass

**Paper Name: Basics of Indian musicology**

**Theory : Component-1**

**Credit:2**

#### Learning Objectives

- The prime intent of the course is to establish better.
- Understanding of the various terms of musicology.
- Understanding of Ragas, Talas and one prescribed instrument with sketch.
- Biographies of some great musicians and their contributions.

#### Learning Outcome (LO)

- The students will be able to comprehend and ably illustrate the terminology of the rudimentary principles of musicology.
- The students will be able to acquire knowledge of the lives of illustrious musicians, eventually gaining inspiration from their musical journeys.
- With the study of the specified Ragas and Talas, the students will be able to gain optimum knowledge and skill over them.
- The students will gain fundamental knowledge of the Harmonium and Tabla and clearly sketch and label the instruments.

#### Contents:- Lectures – 30 Hours

- Discussion and study of the following terms:
- Unit I- Swarnmalika, LakshanGeet, Thaata definition, TenThats with their swaras, (4 Hours)
- Unit II- Poorwang-Uttarang, Poorva and Uttar Raga, (2 Hours)
- Unit III- VakraSwara, Varjit-Swara, Alaap, Jod, Jhala, (2 Hours)
- Unit IV- Taan Definition and its various types (2 Hours)
- Unit V- Mela, Raga, Ashraya Raga (2 Hours)
- Unit VI- Varna and its types, Alankars definition and its types (2 Hours)
- Unit VII- Gamak- Definition and various types. (2 Hours)
- Unit VIII -Biographies & contributions of the following: (6 Hours)
- -Jayadeva, Mansingh Tomar, Abdul Kareem Khan, Pt. Bhatkhande, Allaaddin

54 / 63

21

Khan, Tyagaraja, Pt. Ravi Shankar.

- Unit IX- Study of the following Ragas (2 Hours)
- Ragas -Yaman, Ramkali, Kafi.
- Unit X- Comparative study of Ragas- (2 Hours)
- Bhairav & Ramkali,
- Kafi & Khamaj
- Unit XI- Study of the following Talas: (2 Hours)
- Talas- Ektala, Jhaptala, Teentala, Kaharwa Tala with Dugun.
- Unit XII- Basic knowledge of the following instruments with diagram and labeling: (2 Hours)
- Tabla, Harmonium.

#### References

- Matang, (1994), Brihaddeshi, Delhi, Indra Gandhi National Centre for the Arts.
- Paranjapey, S.S. (1972), Sangeet Bodh, Bhopal, MP, Madhya Pradesh Hindi Academy.
- Mishra, Lalmani, (2nd Edition: 2002) Bhartiya Sangeet Vadya, New Delhi,
- Delhi, Bhartiya Gyanpeeth.

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BASICS

Lecture /

Teacher DR. PRERNA ARORA

Class & Section B.A(P) PART-I

S. No.	Roll No.	Name of Student
1	34	SAMRIDDHI
2	84	BHUMIKA JHA
3	124	BHUMIKA
4	134	RASHMI
5	142	MUSKAN
6	434	JYOTI DAS
7	717	ANJALI SINGH
8	1155	ANSHIKA SINGH
9	1220	KRITIKA SOTI
10	1227	RISHIKA
11	1242	VEDANSHI
12	1271	NEHA KUMARI
13	1370	DIPTI
14	1459	NAZIYA SHAH
15	1470	SHRISTI TEWARI
16	1477	NAVITA DHINGRA
17	1599	MUSKAN KUMARI
18	1945	LAXMI
19	1970	TANYA
20	1975	AKANKSHA KESHARI
21	2022	ANUJA
22	2055	AANCHAL CHOWDHARY



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## 35. BA Program- DSC- Major- Study of PT V.N. Bhatkhade

### Syllabus

- Part-III/2009, Part-IV/14th Edition: 2008) RagaParichaya, Allahabad, Sangeet SadanPrakashan.
- Mishra, Chhotelal (2012) TalaPrasoon, New Delhi, Delhi, Kanishka Publishers.

**DSC-I-C** Study of selected works of Pt. V.N. Bhatkhade.

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
			L	T	P	
Study of selected works of Pt. V.N. Bhatkhade.	DSC-I-C-CORE (MAJOR)	4	2	0	2	Class XII Pass

**Course : DSC -2-C**

**Paper Name : Study of selected Works of Pt. V. N. Bhatkhande**

**Theory : Component -1**

**Credit: 2**

**Learning Objectives**

- The prime intent of the course is to establish better understanding of various Works of Pt. V.N. Bhatkhande .
- Understanding of Notation system of Pt. Bhatkhande.
- Comparison of Talas with relevance to practical use.

**Learning Outcome(LO)**

- The students will be able to acquire knowledge from the works of Pt. Bhatkhande and eventually gain inspiration from his musical pursuits.
- With the study of the specified Ragas and Talas, the students will be able to gain optimum knowledge and skill over them.
- The students will gain fundamental knowledge of Pt. Bhatkhande's Swarlipi Paddhati.

**Content:**

Study of following Works :

- Unit I – Bhatkhande Sargam Geet Sangrah (Swar-malika) (4 Hours)
- Unit II – Uttar Bharatiya Sangeet ka sankshipt Itihas (4 Hours)
- Unit III – Shrimallakshyasangeetam (4 Hours)
- Unit IV - Kramik Pustak Malika (4 Hours)
- Unit V - Sangeet paddhatiyon ka tulanatmak Adhyayan (4 Hours)
- Unit VI - Bhatkhande Sangeet Shastra (4 Hours)
- Unit VII - Pt. Bhatkhande Notation System (2 Hours)

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Unit VIII- Notation writing of compositions in the prescribed Ragas (2 Hours)

Unit IX - Comparison of Talas with relevance to practical use: (2 Hours)

- Ektala- Choutala
- Teentala- Tilwada

**Reference:**

- Bhatkhande, V.N., (Part I-Part VI) Kramik Pustak Malika, Hathras, U.P., Sangeet Karyalya
- Bhatkhande, V.N., (5th Edition: 1999), Bhatkhande Sargam Geet Sangrah, Hathras, U.P., Sangeet Karyalya
- Bhatkhande V.N. (2 Edition :1974) Uttar Bhartiya Sangeet ka sankshipt Itihas, Hathras, U.P., Sangeet Karyalya
- Bhatkhande V.N. Shreemallakshyasangeetam , Hathras, U.P., Sangeet Karyalya
- Bhatkhande V.N. (Edition: June 2015) Sangeet Paddhatiyon ka Tulnatmak Adhyayan, Hathras, U.P., Sangeet Karyalya.
- Bhatkhande V.N., Bhatkhande Sangeet Shastra, Hathras, U.P., Sangeet Karyalya.

**Course : - DSC :2-C**



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- Part-III2009, Part-IV14thEdition: 2008) RagaParichaya, Allahabad, Sangeet SadanPrakashan.
- Mishra,Chhotelal(2012)TalaPrasoon,NewDelhi,Delhi,KanishkaPublishers.

## DSC-1-C Study of selected works of Pt. V.N. Bhatkhade.

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/Prerequisite
			L	T	P	
Study of selected works of Pt. V.N. Bhatkhade.	DSC-1-C-CORE (MAJOR)	4	2	0	2	Class XII Pass

**Course : DSC -2-C**

**Paper Name : Study of selected Works of Pt. V. N. Bhatkhade**

**Theory : Component -1**

**Credit: 2**

### Learning Objectives

- The prime intent of the course is to establish better understanding of various Works of Pt. V.N. Bhatkhade .
- Understanding of Notation system of Pt. Bhatkhade.
- Comparison of Talas with relevance to practical use.

### Learning Outcome(LO)

- The students will be able to acquire knowledge from the works of Pt. Bhatkhade and eventually gain inspiration from his musical pursuits.
- With the study of the specified Ragas and Talas, the students will be able to gain optimum knowledge and skill over them.
- The students will gain fundamental knowledge of Pt. Bhatkhade's Swarlipi Paddhati.

### Content:

Study of following Works :

Unit I – Bhatkhade Sargam Geet Sangrah (Swar-malika) (4 Hours)

Unit II – Uttar Bharatiya Sangeet ka sankshipt Itihas (4 Hours)

Unit III – Shrimallakshyasangeetam (4 Hours)

Unit IV - Kramik Pustak Malika (4 Hours)

Unit V - Sangeet paddhatiyon ka tulanatmak Adhyayan (4 Hours)

Unit VI - Bhatkhade Sangeet Shastra (4 Hours)

Unit VII - Pt. Bhatkhade Notation System (2 Hours)

57 / 63

24

Unit VIII- Notation writing of compositions in the prescribed Ragas (2 Hours)

Unit IX - Comparison of Talas with relevance to practical use: (2 Hours)

1. Ektala- Choutala
2. Teentala- Tilwada

### Referance:

- Bhatkhade,V.N.,(Part I-Part VI)KramikPustakMalika,Hathras,U.P., SangeetKaryalya
- Bhatkhade, V.N., (5th Edition: 1999), Bhatkhade Sargam Geet Sangrah, Hathras,U.P.,Sangeet Karyalya
- Bhatkhade V.N. (2 Edition :1974) Uttar Bhartiya Sangeet ka sankshipt Itihas, Hathras,U.P.,Sangeet Karyalya
- Bhatkhade V.N. Shreemallakshyasangeetam , Hathras,U.P.,Sangeet Karyalya
- Bhatkhade V.N.(Edition: June 2015) Sangeet Paddhatiyon ka Tulnatmak Adhyayan, Hathras,U.P.,Sangeet Karyalya.
- Bhatkhade V.N., Bhatkhade Sangeet Shastra, Hathras,U.P.,Sangeet Karyalya.

**Course : - DSC :2-C**



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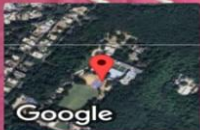
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MAJOR - STUDY OF			
			4/11/18
1	127	BHUMIKA	P P
2	142	MUSKAN	P P
3	434	JYOTI DAS	P P
4	1227	RISHIKA	P P
5	1370	DIPTI	P P
6	1470	SHRISTI TEWARI	P P
7	1477	NAVITA DHINGRA	P P
8	1599	MUSKAN KUMARI	P P
9	2022	ANUJA	P P
10	2055	ANKHAL CHOWDHARY	P P



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### 36. BA Program- Theory of Indian Music and Contribution of Musicologists-DSC

Part II Sem III DSC 3 A/B  
Theory of Indian Music & Contribution of Musicologists  
(Non-Major)

**Contents**

General discussion and study of the following:-

Unit I (5 hrs.)

- Dhruvad- Dhamar,
- Khayal-Vilambit Khayal, Drut Khayal,
- Maseetkhani Gat, Razakhani Gat.

Unit II (3 hrs.)

- Tala- Definition and its Ten Pranas.

Unit III (3 hrs.)

- Meend, Soot, Murki, Khatka, Kan, Krintan.

Unit IV (3 hrs.)

- Knowledge of Pt. Bhatkhande Swarlipi Paddhati.

Unit V (3 hrs.)

- Writing of Talas in notation with their Vibhags, Matras, Bols, Sam, Tali and Khali with Dugun and Chaugun:
- Chautala, Jhaptala, Teentala, Ektala, Dadra.

Unit VI (3 hrs.)

- Vedic Swara- Udatta, Anudatta, Swarita
- Vedic evam Laukik Scales,

Unit VII (2 hrs.)

- General study of Natyashastra

Unit VIII (2 hrs.)

- Detailed study of the following Ragas :  
Bihag, Vrindavani Sarang, Malkauns.

Unit IX (3 hrs.)

- Life & Contribution of the following musicians and musicologists:  
Pt. V. D. Paluskar,  
Sourindra Mohan Tagore,  
Mozart,  
Shyama Shastri.

Unit X (3 hrs.)

- Writing of compositions in notation of Vilambit Khayal, Drut Khayal (For Vocal students).

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S. No.	Roll No.	Name of Student
1	84	Prerna
2	111	Lakshita
3	148	Ashita
4	251	Ritika
5	284	Akshata
6	485	Chhavi
7	664	Anshika
8	767	Tejal
9	848	Vrinda
10	1629	Parvi
11	1779	Mansi
12	1787	Aadya Vivek
13	1818	Sweety
14	1912	Vishakha
15	1957	B. Saadhya
16	1960	Meenakshi
17	1962	Sneha
18	1993	Daniya Zahed



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### 37 BA Program Music- DSC- Theory of Ancient Indian Music Syllabus

Part II Sem III DSC 3 (C)
'Theory of Ancient Indian Music' (Major)
Contents:
Unit I (8 hrs.)
Detailed study of the following –
<ul style="list-style-type: none"><li>• Vedic Music-with special reference to Samavedic Music</li><li>• Gramgeya Gana –Aranya Gana</li><li>• Panchvidha Sama, Saptvidha Sam</li><li>• Sama Vikar</li></ul>
Unit II (3 hrs.)
<ul style="list-style-type: none"><li>• Vedic Instrument</li></ul>
Unit III (4 hrs.)
General study of following Granthas-
<ul style="list-style-type: none"><li>• Natya Shastra</li><li>• Brihddeshi</li></ul>
Unit IV (3 hrs.)
<ul style="list-style-type: none"><li>• Gram with reference to Natya Shastra</li></ul>
Unit V (6 hrs.)
Alapti :
<ul style="list-style-type: none"><li>• Ragalapti</li><li>• Roopakalapti</li></ul>
Unit VI (3 hrs.)
<ul style="list-style-type: none"><li>• Study of the following talas in detail – Dhamar &amp; Roopak</li><li>• Ability to write the notation of the talas in dugun, tigun and chaugun</li></ul>
Unit VII (3 hrs.)
<ul style="list-style-type: none"><li>• Study of the ragas – Malkauns , Deshkar, Bhairav</li><li>• Ability to write the notation of compositions in prescribed ragas</li></ul>



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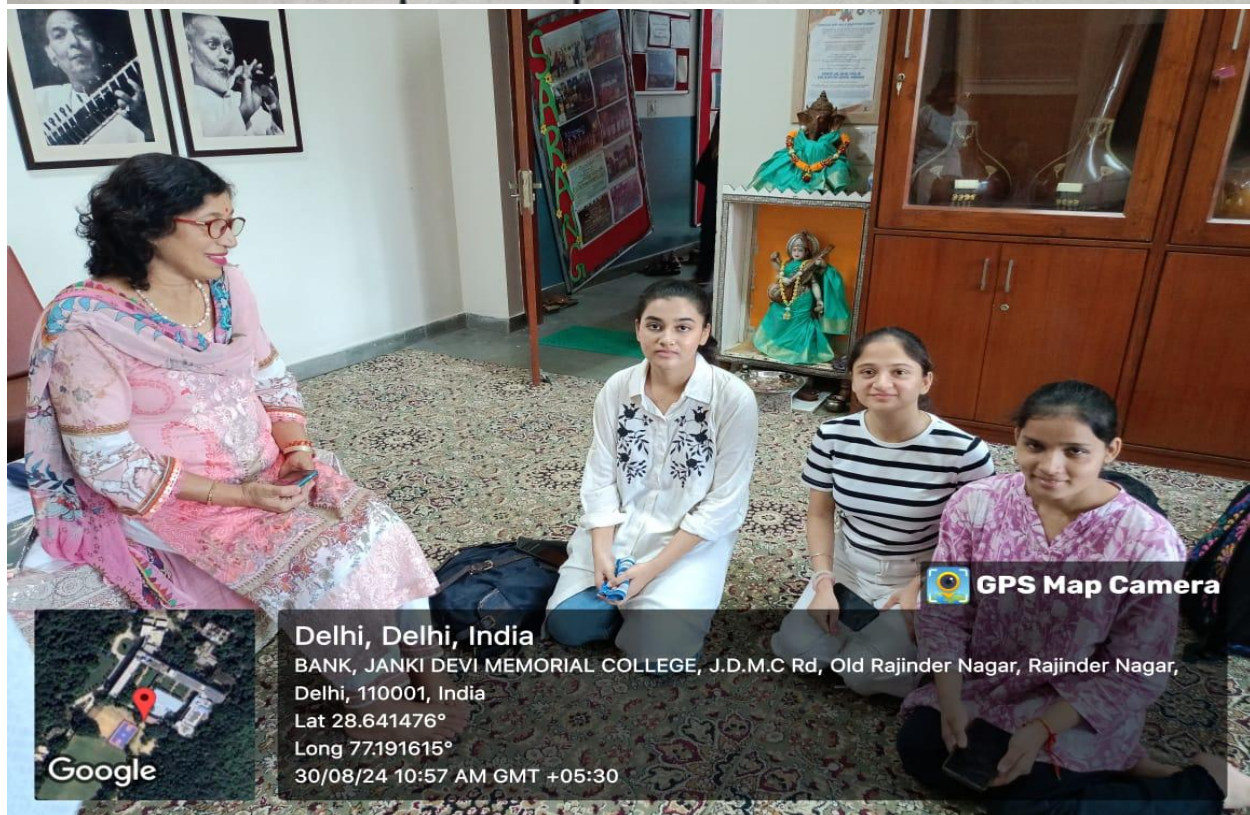
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1	148	Ashika
2	664	Anshika
3	848	Vinoda
4	1993	Daniya Zahid





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### 38. BA Program- Musicology & Study of Ragas & Talas Syllabus

#### Unit I

Musical references in the following text

- The Mahabharata

#### Unit II

- Comparative study of notation system of Pt. Vishnu Narayan Bhatkhande and Pt. Vishnu Digamber Paluskar.
- Harmony and Melody
- Gayak ke Gun- Avagun

#### Unit III

Study of the following musical forms:

- Tarana
- Chaturang
- Trivat
- Sadra

#### Unit IV

Classification of musical instruments:

- Tata Vadya

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- Avanaddha Vadya
- Sushir Vadya
- Ghan Vadya

#### Unit V

Definition of Gharana and study of the following khyal Gharanas:

- Gwalior Gharana
- Dilli Gharana
- Kirana Gharana

#### Unit VI

- Writing of Talas in notation with their Vibhags, Matras, Bols, Sam, Tali and Khali with Dugun, Tigun and Chaugun:
- TilwadaTala, Dhamar tala, Choutala, Jhaptala, Teentala,Ektala, Dadra.

#### Unit VII

Comparative study of Talas:

- Ektala –Choutala
- Teentala - Tilwada

#### Unit VIII

Comparative study of the following Ragas:

- Kedar - Hameer
- Bageshree - Bhimpalasi

#### Unit IX

Detailed study of the following Ragas:

- Todi
- Jajjivanti

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### Unit IX

Detailed study of the following Ragas:

- Todi
- Jaijaivanti

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- Hameer

### Unit X

Writing of compositions in notation:

- Vilambit Khayal, Drut Khayal, Dhrupad, Dhamar (For Vocal students),
- Maseetkhani Gat, Razakhani Gat (For Instrumental students).

Or

Only Visually challenged students have the option of attempting either notation or an essay on the following topics:

- Bhartiya Sangeet ke vividh roop
- Vyaktitva nirman mein sangeet ki bhoomika
- Rashtriya ekta mein Sangeet ka yogdaan

### References

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S. No.	Roll No.	Name of Student
1	407	Manomati
2	433	Pallavi
3	438	Alisha
4	896	Aspan
5	1098	Kiran
6	1131	Pankhuri
7	1142	Bhoomi
8	1200	Khushi
9	1234	Komal
10	1343	Rajni
11	1484	Kritika
12	1524	Chanchal
13	1542	Vaishnavi
14	1695	Fatima
15	1745	Radhika
16	1746	Kumkum
17	1760	Nisha
18	1781	Archita
19	1784	Smriti
20	1808	Ganima



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### 39. BA Program- Theoretical & Practical Aspects of Hindustani Music, DSC,

#### Content.

##### Unit I

Study of the following text :

- Swar Mela Kalanidhi of Pt. Ramamatya

##### Unit II

Guru Shishya Parampara and Gharanas in Indian Music. Study of the following Gharanas:

- Rampur Gharana
- Jaipur Gharana
- Agra Gharana
- Indore Gharana

##### Unit III

- Vibration
- Forced Vibration
- Free Vibration
- Equal tempered scale
- Just Intonation

##### Unit IV

- Swasthan Niyam

##### Unit V

115 / 128

42

- Sarna Chatustayi

##### Unit VI

Placement of Swaras on Veenas strings as described by Pt. Ahobal in Sangeet Parijaat and Pt. Shrinivasa in Rag Tatva Vibodh.

##### Unit VII

Comparative study of Ragas studied in previous semester:

- Kedar - Hameer
- Todi – Multani
- Bageshree - Bhimpalasi

##### Unit VIII

Writing of compositions in notation:

- Vilambit Khayal, Drut Khayal, Dhrupad, Dhamar (For Vocal students),
- Maseetkhani Gat, Razakhani Gat (For Instrumental students).
- Writing of Talas in notation - Chautala, Jhaptala, Teentala, Ektala, Adachautala, Jhoomra tala.

##### Unit IX

Detailed study of the following Ragas:

- Multani
- Gaud Sarang
- Jaijaiwanti



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<u>MAJOR</u>		
1	1131	Pankhuri
2	1142	Bhoomi
3	1524	Chanchal
4	1592	Vaishnavi





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### 40. BA Program-Research Methodology (Music)- DSE

× Seme...B.A. P



#### Unit I: (15 hours)

Understanding Research and its components -

- Definition, Aims and objectives
- Varieties
- Methodology
- Process.

#### Unit II: (15hours)

Research topic and Synopsis in Research-

- Selection of the research topic
- Importance of Synopsis in Research -
- Definition of Synopsis
- Making a synopsis

#### Unit III:(15 hrs.)

Study of Primary and Secondary sources of information and their importance in research-

- Manuscripts, Books, Journals and Magazines;
- Archaeological findings- Sculpture, Paintings & Frescoes, Inscriptions, Musical Pillars and Stones; ,Museums and Coins

Study of the following sources of information related to Music:

- Musical compositions, Oral traditions, Music performances – live and recorded
- Media - Print and electronic, Academic councils.

#### Unit IV: (15 hours)

Methods of data collection and Report Writing

- Questionnaire, Interview,
- Observation, Case study, Experimental Schedule

Report writing and its aspects –

- Appendix, Index
- References, Footnotes, Bibliography



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