Ref No. MSC/IQAC/SSR-CR1/1.3.1

Criteria 1.3
Curriculum depicting cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics

I.   **Department of Political Science**

(Feminism: Theory and Practice; Women, Power and Politics; Human Rights, Gender and Environment; Human Rights in a Comparative Perspective)

B.A. (HONS) - Discipline Specific Elective Vth & VIth semester

1. **Human Rights in a Comparative Perspective**

The aim of the course is to make students aware about the different strands in the debates on human rights and its evolution through historical and contemporary times. The course is designed for the students to have a better understanding regarding debates on human rights through a comparative study of human rights concerns in different countries. While keeping India as a common case study in all thematic analyses, it will familiarize students with the historical development of human rights and the theoretical frameworks and core themes that inform the debates on human rights. The course will enhance the students' understanding of state response   to issues and human rights questions pertaining to structural violence, such as torture, terrorism, insecurity of minority communities, caste, race, gender-based violence and rights of adivasis from the human rights perspective.

Unit 1
I. Human Rights: Theory and Institutionalization
a. Understanding Human Rights: Three Generations of Rights
b. Institutionalization: Universal Declaration of Human Rights
c. Rights in National Constitutions: South Africa and India

Unit 2
II. Issues
a. Torture: USA and India
b. Surveillance and Censorship: China and India
c. Terrorism and Insecurity of Minorities: USA and India

Unit 3
III. Structural Violence
a. Caste and Race: South Africa and India

1

b. **Gender and Violence: India and Pakistan**
c. Adivasis/Aboriginals and the Land Question: Australia and India

2. **Feminism: Theory and Practice**

The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The paper focuses on the concept of patriarchy and different approaches of feminism, along with different trajectories of history of feminism as it developed in western, socialist, and Indian contexts and how patriarchy functions within the family.

Unit 1
Feminist Theories, Approaches and Concepts
- Feminist theorizing of the sex/gender distinction. Biologism versus social constructivism
- Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer
- Liberal, Socialist, Marxist, Radical feminism
- New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminism

Unit 2
History of Feminism
- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Social Reform Movements and history of Women's struggle in India

Unit 3
Women's Movement in India
- Women's Movement in Contemporary India (1970s to present)- Issues and Debates
- Women and Society: Family, Property Rights, Personal Laws
- Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender
- and Development
- Women and Politics: Women's Representation and Participation in Democratic Institutions

B.A. (Hons) Generic Elective – Ist & 2nd Year

1.Women, Power and Politics
This course opens the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question

the complicity of social structures and relations in gender inequality. This is extended to cover newforms of precarious work and labour under the new economy.

Unit 1
Patriarchy
a. Sex-Gender Debates
b. Public and Private
c. Power
2. Feminism
3. Family, Community, State
a. Family
b. Community
   c. State

Unit 2
Movements and Issues
1. History of the Women's Movement in India
2. Violence against women
3. Work and Labour
a. Visible and Invisible work
b. Reproductive and care work
c. Sex work

B.A. (Prog.) – Generic Elective – VIth Semester

1.Human Rights, Gender and Environment:
This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

I) Understanding Social Inequality
● Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
● Globalisation and its impact on workers, peasants, dalits, adivasis and women.

II) Human Rights
● Human Rights: Various Meanings
● UN Declarations and Covenants
● Human Rights and Citizenship Rights
● Human Rights and the Indian Constitution

- Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- Human Rights Movement in India.

III) Gender

- Analysing Structures of Patriarchy
- Gender, Culture and History
- Economic Development and Women
- The issue of Women's Political Participation and Representation in India
- Laws, Institutions and Women's Rights in India
- Women's Movements in India
IV) Environment
- Environmental and Sustainable Development
- UN Environment Programme: Rio, Johannesburg and after.
- Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- Environment Policy in India
- Environmental Movement in India

II. **Department of Psychology**
(Development of Psychological Thought; Applied Social Psychology; Organizational Behaviour; Counselling Psychology; Human Resource Management, Community Psychology)

C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT Core Course - (CC) Credit: 6 COURSE LEARNING OUTCOMES • Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline • Identifying and appreciating the diversity of contributions to the contemporary fields of psychology • Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology • Describe the key figures in the history of psychology and their major contributions and perspectives • Provide an introduction to the development of the discipline both from the Indian as well as Western perspective.

UNIT 4 Critical Perspectives: Social Constructionism in Psychology, Feminism and Psychology

C-PSY-10: APPLIED SOCIAL PSYCHOLOGY Core Course - (CC) Credit: 6 COURSE LEARNING OUTCOMES • Understanding the key issues and theoretical concepts related to social

inequalities, especially in the Indian context. • Developing insights into one's own behaviours as a man (or as a woman) through self reflexivity. • Learning to apply theoretical knowledge of social psychology in designing intervention systems. • Developing insights into issues related to groups, environment, and the legal system.

UNIT 2 Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

UNIT 3 Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

C-PSY-13: ORGANIZATIONAL BEHAVIOUR Core Course - (CC) Credit: 6 COURSE LEARNING OUTCOMES • To develop an awareness of the concepts related to organizational behaviour. • Help the students develop a connection between concepts and practices of organizations. • Understanding the evolution of the field of organizational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc. • Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes. • Understanding leadership processes from different theoretical perspectives. UNIT 1 Introduction: Industrial/Organizational Psychology; Historical Antecedents of Organizational Behaviour: Scientific Management and Human Relations Movement; Challenges faced by the field.

UNIT 2 Individual Level Processes: Employee Attitudes: Job Satisfaction (Antecedents and consequences of Job Satisfaction; Measurement of Job Satisfaction), Organizational Citizenship Behaviour; Work Motivation; Early Theories: Maslow, Mcclelland, Two Factor; Contemporary Theories and Applications: Goal Setting, Equity, Expectancy

UNIT 3 Dynamics of Organizational Behaviour: Organizational Culture; Organizational Politics; Sexual Harassment; Positive Organizational Behaviour (Self Efficacy, Optimism)

UNIT 4 Leadership: Basic Approaches: Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership), Challenges to the Leadership Construct (Leadership as attribution, Substitutes & Neutralizers to the Leadership Construct); Indian Perspective on leadership

C-PSY-14: COUNSELLING PSYCHOLOGY Core Course - (CC) Credit: 6 COURSE LEARNING OUTCOMES • To develop an understanding of basic concepts, processes, and techniques of Counseling. • Having a comprehensive understanding of the profession of counselling, particularly in the Indian context. • Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive

regard). • Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring, and objectivity. • Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

UNIT 1 Introduction: Nature and Goals; Counselling as a profession: Professional Ethics (Latest Version of American Counselling Association – ACA); The Effective Counsellor: Personality Characteristics; Status of Counselling Psychology in India

UNIT 2 Therapeutic Process: Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

UNIT 3 Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation UNIT 4 Applications: Child Counselling; Family Therapy; Career Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse.

DSE-PSY-02: HUMAN RESOURCE MANAGEMENT Discipline Specific Elective - (DSE) Credit: 6 COURSE LEARNING OUTCOMES • Developing the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training. • Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system. • Developing multi-cultural understanding of HRM and sensitivity towards diversity. UNIT 1 Introduction to Human Resource Management (HRM): Strategic and traditional HRM; HRM and HRD, Issues in HRM

UNIT 2 Person-Organization Fit: Job analysis; Recruitment and Selection; Performance Appraisal.

UNIT 3 Human Resource Development: Training (Identification of training needs; Techniques of training; Evaluation of training); Organizational Development (any one model and techniques)

UNIT 4 International human resource management (IHRM): The Context of Globalization; Understanding Cultural differences (Hofstede); Policies and Practices in the Multinational Enterprise; Expatriate Failure.

DSE-PSY-04: COMMUNITY PSYCHOLOGY Discipline Specific Elective - (DSE) Credit: 6 COURSE LEARNING OUTCOMES • Understanding the role of Psychology in community development. • Developing an appreciation of the core values that guide community psychology and facilitate community functions. • To understand the link between individuals and communities and deal with social issues more effectively. • Developing insights with respect to health

promotion programs in communities, community program for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies. UNIT 1 Introduction: Definition of Community Psychology; Types of Communities; Models; Methods of Community Psychology Research

UNIT 2 Core Values: Individual and Family Wellness; Sense of Community; Respect for Human Diversity; Social Justice; Empowerment and Citizen Participation; Collaboration and Community Strengths.

UNIT 3 Communities as Setting for Health Promotion: Process of Community Organization for Health Promotion, Community Program for Child, and Maternal Health, Physically Challenged and Old Age in the Indian Context.

UNIT 4 Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental and Non-governmental Organizations in Indian Context such as Rural Panchayat Programs, Children's Education, Citizen Right, Self- Help Group, Substance Abuse.

III. B.A. (Hons.) Philosophy
(Applied Ethics; Feminism; Bioethics; Ethical Decision Making)

COURSE   **PAPER NAME**

1. B.A. Hons. (III sems.) (Core Course)   Applied Ethics (Professional Ethics)
2. B.A. Hons. (III sems.) (GE)   Feminism (Gender)
3. B.A. Hons. (IV sems.) (GE)   Bioethics (Professional Ethics)

B.A. (Prog.)
1. B.A. Prog. (V sems.) (DSE)   Applied Ethics (Professional Ethics)
2. B.A. Prog. (III sems.) (SEC)   Ethical Decision Making

B.A. (Hons.)
Applied Ethics (CC (7) Core Course - (CC) Credit:

Course Objective
The course objective is to apply the theoretical tools of Ethics in life situations as well as devise ethical resolutions in moral dilemmas as they come up.
This will gradually generate an ethical acumen amongst the students of philosophy.

Course Learning Outcomes
This course is designed to make students philosophically competent about their own decisions, to achieve clarity, develop comprehension skills and reach precision in arguments

with reasons. A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas, and ongoing philosophical examination of the crisis in the field of artificial intelligence are a part of this course curriculum.

Unit 1
Applied Ethics
An Introduction to Applied Ethics

Essential Reading:

Singer Peter, Applied Ethics, Oxford University Press, 1986

Unit 2
Value of Human Life
1. Human Rights
2.Punishment

Essential Readings:
Motilal Shashi, Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications, London, Anthem Press, 2010
Nuttall Jon, Moral Questions: An Introduction to Ethics, Polity Press, 1993

Unit 3
Environmental Ethics
1. Nature as Means or End.
2. Respect for animals and ecology.

Essential Readings:
Singer Peter, Applied Ethics, Oxford University Press, 1986
Pojman Louis, Pojman Paul, McShane Katie, Environmental Ethics: Readings in Theory and Application, Cengage Learning, 2017

Unit 4
Professional Ethics and Public Policy
1. Medical Ethics- Surrogacy, Doctor-patient relation, Euthanasia, and the concept of Living Will
2. Media Ethics – Privacy
3. Artificial Intelligence

Essential Readings:

1.Stuart Russell, Peter Norwig, Artificial Intelligence: A Modern Approach, Pearson Publication, 2009
2.Frey R.G, Wellman, C.H. A Companion to Applied Ethics, Article Surrogate Motherhood by Tong Rosemary, Blackwell Publishing, 2005, pp369-381.
3.Jecker, N.S. Jonsen, A.R. and Pearlman, R.A. Eds, Bioethics: An Introduction to The History, Method and Practice, New Delhi: Jones and Bartlett, 2010
4. Godkin M.D., Dossetor John. B, Living Will, Living Well: Reflections on Preparing an Advanced Directive, The University of Alberta Press, 2008
5.Archard, David, Privacy, The Public Interest and a Prurient Public in Media Ethics, Ed. Kieran Mathew, Routledge, 1998, pp82-94

References

Godkin M.D., Dossetor John. B, Living Will, Living Well: Reflections on Preparing an Andvanced Directive, The University of Alberta Press, 2008
Motilal Shashi (ed)(2010), Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications. London, Anthem Press
Stuart Russell, Peter Norwig, Artificial Intelligence: A Modern Approach, Pearson Publication, 2009
PojmanP Louis, Pojman Paul, McShane Katie, Environmental Ethics: Readings in Theory and Application, Cengage Learning, 2017
Archard, David, Privacy, The Public Interest and a Prurient Public in Media Ethics, Ed. Kieran Mathew, Routledge, 1998, pp82-94
Jecker, N.S. Jonsen, A.R. and Pearlman, R.A. Eds, Bioethics: An Introduction to The History, Method and Practice, New Delhi: Jones and Bartlett, 2010

Additional Resources:

Cohen I. Cohen and Wellman Christopher Heath, *Contemporary Debates in Applied Ethics,* Wiley Blackwell, 2014
Patterson and Lee Wilkins, Media Ethics: Issues and Cases, Rowman, and Littlefield Publishers, 2018
Rachel James, The Elements of Moral Philosophy, Oxford University Press, 2011

Teaching Learning Process
Interactive teaching, Lectures and Tutorials
Case studies wherever applicable
Power Point presentations
Questionnaires

Assessment Methods
Internal assessment
Presentation

Central examination

B.A. (Hons.)
Feminism (GE (3) Generic Elective - (GE) Credit:6

Course Objectives:

A course in Feminism is needed to sensitize students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitization and develops a wholistic approach towards education. This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

Course Learning Outcomes:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism, and patriarchal dominance. Feminist theory has a social agenda i.e., to initiate transformation in social structures, customs, and practices. Thus, the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class, and color.

Unit I

Patriarchy and the Origin of Feminism

*Lerner, Greda. "The Creation of Patriarchy." In *the Creation of Patriarchy*, 212-229. New York: OUP, 1986.

* Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

Unit II

Feminism and Intersectionality

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

* Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Unit III

Body and Gender

* Nussbaum, Martha C. "Objectification". Philosophy & Public Affairs . 24, no.4(Autumn 1995): 249-291.

* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003): 76-93

Unit IV

Women and Environment

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

*Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

References
Unit I

Patriarchy and the Origin of Feminism

*Lerner, Greda. "The Creation of Patriarchy." In *the Creation of Patriarchy*, 212-229. New York: OUP, 1986.

* Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

Unit II

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*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

* Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Unit III

Body and Gender

*Nussbaum, Martha C. "Objectification". Philosophy & Public Affairs . 24, no.4(Autumn 1995): 249-291.

* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

Unit IV

Women and Environment

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

*Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

Additional Resources:

*Jagger, Alison M. and Iris Marion Young, eds. *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.

*Kemp, Sandra and Judith Squires, eds. *Feminisms.* New York: OUP, 2009.

Teaching Learning Process
Lectures, tutorials, workshops, film-screenings, and interaction with experts in the field.

Assessment Methods
As per the norms of University of Delhi.

Keywords
Sexism, gender, biological determinism, pornography, patriarchy, eco-feminism.

B.A. (Hons.)

Bioethics (GE (5) Generic Elective - (GE) Credit:6

Aim:

The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.

Learning Outcome:

It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes. It sensitizes the minds towards the ongoing ethical dilemmas.

Course Learning Outcomes

The learning outcomes of this course are multidimensional. It forms a strong base in the field of research of ethics and medicine care. It would also increase the student's ability to identify their role in capacity building. It directly enforces student's role in social responsibility.

Unit 1
UNIT 1- DEFINING BIOETHICS

1. Introduction

Khuse, H and P. Singer. "What is Bioethics? A Historical Introduction." In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 3-11. UK: Wiley Blackwell, 2009*.*

2. Human Dignity and Human Rights

Barilan, Yechiel M. *Human Dignity, Human Rights and Responsibility*. Cambridge: MIT Press, 2014

Recommended Readings:

1) Sumner L.W., and Joseph Boyle, eds. *Philosophical Perspectives on Bioethics*. University of Toronto Press, 1996.

2) R.Andorno. "Human Dignity and Human Rights as a common ground for global bioethics", *Journal of medicine and philosophy.* 34 (3): (2009) 223-240.

3) Kuhse, H., and Singer, P, eds. *The Cambridge Textbook of Bioethics.* Cambridge: Cambridge University Press. 2008.

Unit 2

UNIT 2- CORE CONCEPTS

1. Concept of Personhood

Tooley, Michael. "Personhood". In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 129-139 .UK: Wiley Blackwell, 2009.

2. Consent and Informed Consent

Williams, J. R. "Consent". In *Cambridge Textbook of Bioethics,* Edited By P. Singer and A. M. Viens, 11-16. Cambridge: Cambridge University Press, 2008.

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

3. Autonomy, Privacy and Confidentiality

Slowther, Anne and Irwin Kleinman. "Confidentiality" In C*ambridge Textbook of Bioethics,* Edited By P.Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

Jennings, Bruce. "Autonomy." In *the Oxford handbook of Bioethics.* Edited by Steinbock, Bonnie, 72-89. New York: Oxford University Press. 2007.

4. Life and Death: Sanctity of Life, Right to Life, Right to Die

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

Recommended Readings:

1) Kuhse, H., and P. Singer, eds. *The Cambridge Textbook of Bioethics.* Cambridge: Cambridge University Press. 2008.

2) Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics.* New York: Oxford University Press. 2007.

Unit 3

UNIT 3- ETHICAL DILEMMAS

1. Abortion

Marquis, Don. "Why Abortion is Immoral?" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 49-60. UK: Wiley Blackwell, 2015.

Tooley, Michael. "Abortion and Infanticide." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 23-37. UK: Wiley Blackwell, 2015.

Warren, Mary Anne. "Abortion." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 140-148. UK: Wiley Blackwell, 2009.

2. Surrogacy

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

3. Euthanasia

Rachels, James. "Active and Passive Euthanasia." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 248- 251. UK: Wiley Blackwell, 2015.

Nesbitt, Winston. "Is Killing no worse than Letting Die?" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 252- 256. UK: Wiley Blackwell, 2015.

Recommended readings:

1) John D. Arras, Elizabeth Fenton, and Rebecca Kukla, eds. *The Routledge Companion to Bioethics*.New York and Oxon: Routeledge, 2015.
2) Udo Schuklenk, Helga Kuhse and Peter Singer, eds. *Bioethics: An Anthology*, 3rd edition. UK: Wiley Blackwell, 2016.

Unit 4

UNIT 4- PERSONS AND LIVES

1. Value of life

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

2. Cloning

Tooley, Michael. "The Moral Status of the Coning of Humans." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 156-171. UK: Wiley Blackwell, 2015.

Pence, Gregory."Cloning." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 193-203. UK: Wiley Blackwell, 2009.

3. Sex Determination

Purdy, Laura M. "Assisted Reproduction, Prenatal Testing and Sex Selecction." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 178-192 . UK: Wiley Blackwell, 2009.

Recommended readings:

1) Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.
2) Kuhse, H., and P. Singer, eds. *A Companion to Bioethics*, 2nd ed. U.K.: Blackwell Publishing Ltd., 2009

References

1) Kuhse, H., and P. Singer, eds. A Companion to Bioethics, 2nd ed. U.K.: Blackwell Publishing Ltd., 2009.

2) Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics : An Introduction to the history, method and practice.* New Delhi: Jones and Barlett, 2010.

3) Arthur L.Caplan and Robert Arp, eds. *Contemporary debates in Bioethics.* UK: Biackwell Publishing Ltd, 2014.

Additional Resources:

1) Chapple, Christopher Key. "Eternal Life, Death, and dying in Jainism." In *Religion, Death, and Dying: Perspectives on Dying and Death*, vol 1. Edited by Lucy Bregman. Santa Barbera: Praeger, 2009.

2) Crawford, S. Cromwell. *Hindu Bioethics for the Twenty-first Century.* New York: SUNY, 2003.

3) Keown, Damein. *Buddhism and Bioethics*. U.K.: Palgrave Macmillan, 2001.

4) Donaldson, Brianne. "Outlawing the Jain Fast-Unto-Death is a Bioethical issue," *Patheos* 2015. Retrieved on 1 May 2019.
https://www.patheos.com/blogs/religionnow/2015/08/outlawing-the-jain-fast-unto-death-is-a-bioethical-issue/

Teaching Learning Process
Lectures, tutorials, presentations by students. As per the university mandate

Assessment Methods
As per the university mandate

Keywords
Informed Consent, Medically Assisted Suicide, Confidentiality, Right to Die, Cloning

B.A. (Prog.)
Ethical Decision Making (SEC (I) Skill-Enhancement Elective Course - (SEC)

Course Objectives
This course is primarily focused to develop a skill of resolving ethical dilemmas in personal and professional spaces. The paper offers us insight into the process, nature and ethics involved in the larger realm of decision making.

Course Learning Outcomes
This course would enable developing an ability to use theories of standard Ethics and reflective morality to resolve the real-life issues and concerns. In other words, this course would facilitate a skill in addressing issues that ensue moral dilemmas or the 'trolley problems".

Unit 1
Ethical Theories: Traditional and Contemporary
 1. Traditional Ethical Theories: Virtue Ethics, Utilitarian Ethics and Deontology
 2. Contemporary Approaches: Care Ethics and casuistry Ethics
 Recommended Readings:

Rachel, J., The Elements of Moral Philosophy. (Oxford: Oxford University Press, 2011). Pertinent Topics
Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds. Bioethics: An Introduction to the History, Method and Practice (New Delhi: Jones and Bartlett, 2010). Chapters on 'Casuistry Ethics'and 'Care Ethics'.

Unit 2
Moral Reasoning and Addressing Dilemmas, Trolley Problem

1. Values, Dilemma and Choices
2. Responsibility, Justice & Fairness

Recommended Readings:
Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), Chapters 1 and 2 for this Unit.
Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008). Chapter-1 for this Unit.

Unit 3
Ethical Decision Making in Inter-Personal Relations
1. Respect for self and others
2. Creating a Personal code to guide moral decisions in Professional space and Inter- Personal Relations

Recommended Readings:
Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), (p.6-23 and 31-39 for this unit)
Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), (p.155-175 for this unit).

Unit 4
Ethical Models
Case studies and Situational role plays in Inter-personal and community Concerns.

Recommended Readings:
Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics (Springer Brief in Ethics series, 2013).
Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), Chapters4-7.
Contemporary Debates in Bioethics, (Eds) Arthur L. Caplan and Robert Arp, (UK: Wiley-Blackwell, 2014)

Nitishastra(Applied Ethics) by M P Chourasia , (Motilal Banarasidas, New Delhi., 2009). This is an excellent Hindi sourcebook.

Besides these the blogs, movies dealing with cases needing a moral resolution, ted talks, media reports etc. will be useful for deliberating on this issue.

Practical

This course addresses life issues and, hence, is one of the courses that requires a practical interface of theory and real-life situations. Students need to engage with a sensitive issue and work on a project of social/ community care. So, a project work indicating a model/policy for resolving a sensitive concern should be encouraged.

References

Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics by Lisa Newton (Springer Brief in Ethics series, 2013).

Howard, R.A. and Kroger, C.D. Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life (Harvard Business Press: Boston, 2008).

Brown, M. The Quest for Moral Foundations: An Introduction to Ethic. (University Press: Georgetown,1996).

Josephson, M. S. Making Ethical Decisions (Josephson Institute of Ethics, 2002 Arthur

L. Caplan and Robert Arp (eds). Contemporary Debates in Bioethics (Wiley-Blackwell: U.K. ,2014)

 Chourasia, M. P. Nitishastra (Applied Ethics). (Motilal Banarasidas: New Delhi. 2009). (An excellent sourcebook in Hindi).

Additional Resources:

Cohen, Stephen. The Nature of Moral Reasoning: The Framework and Activities of Ethical Deliberations, Arguments and Decision Making, (Oxford University Press,2004).

Teaching Learning Process

This course should enable the students to develop skills to help them take decisions in a morally sticky situation or what is called a dilemma or trolley problem. Students need to be initiated into deliberating upon some viable models/planners to suggest a resolution of these issues. An engagement with other institutions like hospitals, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course.

Assessment Methods
Same as the university mandate of 75% end of semester exam and 25% of Internal Assessment comprising of assignments etc. The assignment in this skill-based course should necessarily include students working on a project that works as a planner or a code or a policy framework on a morally sensitive social or an inter-personal issue.

Keywords
Ethical Theories, Trolley Problem, Dilemmas, Case studies, Ethical Codes,   Moral Reasoning , Social and Inter-Personal Ethics

B.A. (Prog.)

Applied Ethics (DSE (V) Discipline Specific Elective - (DSE)

Course Objective
The objective is to make students aware of Ethical tools that must be used to resolve moral and ethical issues around us. Improving analytical and writing skills.

Course Learning Outcomes
The course shall give a vision that merges the social with ethical understanding of choices. The issues in human lives that touch each one of us must be synergized for all and this course makes that outcome a good possibility.

Unit 1
An Introduction to Moral Philosophy and Applied Ethics.

Essential Readings:

Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011

 Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Unit 2
Issues, Rights and Concerns

1. Issues of life and Death (Euthanasia and Suicide, Theories of Punishment)

2. Organ Transplantation

3. Concerns (Surrogacy, Cloning)

Essential Readings:

Singer, P., Applied Ethics. Oxford: Oxford University Press,1986

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds., Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010

Careless thought costs live: The Ethics of transplant by Janet Radcliffe Richards, Oxford University Press, 2012

Unit 3
Environmental Ethics
1. Nature as Means or End.
2. Respect to animals and ecology

Essential Reading:
Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Unit 4
Media and Cyber Ethics
Media Ethics
Print and Cyber Media

Essential Readings:
Spinello, Richard.A., The Internet, and Ethical Values, In Cyber Ethics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp.1-28
Spinello, Richard.A., Intellectual Property in Cyberspace, In Cyber Ethics: Morality and Law in Cyberspace, Jones and Barlett Publishers, 2003, pp. 91-104.

References
Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011
Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986
Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds., Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010
Richards, J R Careless thought costs lives: The Ethics of transplant, Oxford University Press, 2012

Spinello, Richard.A., CyberEthics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp 1-28, pp 91-104.

Additional Resources:
Dower, N., World Ethics: The New Agenda. Edinburgh: Edinburgh University Press,2007

Teaching Learning Process
Lectures
Tutorials
Power Point Presentations

Assessment Methods
Internal assessment
University examination
Presentation

Keywords
Applied Ethics, Media Ethics, Cyber Ethics, Environmental Ethics, Organ Transplantation

IV.   DEPARTMENT OF ENVIRONMENTAL STUDIES

AECC
PAPER NAME: ENVIRONMENTAL SCIENCE
PAPER CODE: 72182801

Unit 1 Introduction to Environmental Studies
- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere.
- Scope and importance; **Concept of sustainability and sustainable development**; Brief history of environmentalism.

Unit 6: Global Environmental Issues and Policies
- Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture.
- International agreements and programs: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity (CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc.
- **Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions.**
- Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention &

Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006.

V. **DEPARTMENT OF ELEMENTARY EDUCATION**
    (Child Development; Contemporary India; Core Social Science; Human Relations and Communications, Liberal Option; Observing Children; Gender and Schooling; Pedagogy papers; Self Development Workshops; Basic Concepts in Education; School Planning and Management; Internship practicum; Project)

Gender

I Year

F 1.1   CHILD DEVELOPMENT

Unit 1   **Concept, Issues and Theories of Human Development** : what is development and why should we study it; developmental principles; influences of heredity and environment; methods for studying development; concepts of socialisation, education and acculturation in the context of development; theories of Erikson, Piaget and Kohlberg; significant developmental periods in the human life span.

Unit 2   **Birth and Infancy** : importance of conception; pre-natal development and birth; physical and mental development of infants; emotions in infancy; the infant in the family and implications for personality development.

Unit 3   **The Pre-school Child** : physical growth and motor development; intellectual characteristics; development of personality with special reference to identification and child-rearing techniques; gender-stereotyping; morality; play patterns of pre-school children.

Unit 4   **The Elementary School Child** : physical growth and development; the developing mind – intelligence; language and thought; the social world of the child, parents and children, friends, school and media, play; moral attitudes and behavior; development of self identity, self-concept; gender roles; play, interests and activities of the elementary school child.

Unit 5   **Children with Special Needs** : concept of special children - talented, creative, gifted children; slow learners and under achievers; emotionally disturbed children; culturally and socially disadvantaged children.

F 1.2 CONTEMPORARY INDIA

Unit 1 India as 'society'; 'civilization'; 'nation-state'; India's emergence from the freedom struggle as a nation-state.

Unit 2 The Constitution : its framework and scope; major social policies enshrined in the Constitution; provision related to childhood and education; concurrent status of education; National Policy on Education (1986).

Unit 3 Economic Issues : poverty and inequality; employment; private and public sector; new economic policy.

Unit 4 Political Issues : main features of the democratic system; central, state-level and local systems of government.

Unit 5 Social and Cultural Issues : major characteristics of India's pluralist make-up; gender-related issues; family and child-rearing in India (to be studied with the help of a project based on locally done field work).

Unit 6 Major Issues in Contemporary India (to be studied by class-room and individual projects) : childhood in India; environment and development; reservation as an egalitarian policy; social conflict.

C 1.4 CORE SOCIAL SCIENCE

Unit 1 **Nature of Social Science :** data, method and evidence to be discussed in the context of history, geography, civics, sociology and economics. Role of social science discipline in the learner's development. Significance of perspective and context in the study of social sciences. (Exemplars: 1857, Secularism/ Communalism).

Unit 2 **Relationship between human experience and the growth of institutions** (to be studied in the context of the following concepts): monarchy, aristocracy, imperialism, fascism, nationalism, democracy and citizenship. (These concepts could be taught with examples from a content area which may be thought fit-the emphasis however, should be on the teaching of concepts).

Unit 3 **Relationship between human life, space and resources** (to be studied in the context of the following) : movement from a subsistent economy to a surplus economy; demography and the distribution of wealth in society; spatial interaction (to be taught in the Indian context).

Unit 4 **Study of the relationships and interactions of people in groups :** culture, social stratification and social change.

Unit 5 **Project work :** interconnections are to be drawn between the various disciplines that fall within social sciences through project work, e.g.

(a) Study of a slum setting in terms of economics, subsistence, politics, historical memories.

(b) Take two products available to you as a consumer. Try and trace the process by which it is made available to you from its raw form to a finished product. Study the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.

II Year

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F 2.5 HUMAN RELATIONS AND COMMUNICATION

Unit 1 **Personal development :** self, identity and human relationships; psychoanalytic and humanistic perspectives, perspectives from women.

Unit 2 **Communication :** the adult-child gap, assumptions and attitudes; channels of communication; the hidden curriculum.

Unit 3 **Human relations in education :** Behaviourist versus Humanistic perspectives; peer learning constructs and dimensions; community involvement.

The course is to be designed as a series of workshops on concepts and processes with a debrief on theory and building connections in each unit. The course content should be contextualized to an Indian milieu.

O 2.8 POLITICAL SCIENCE I

100 Marks

Political Studies : Concepts in Theory and Practice

Unit 1 **Introduction to the study of Politics**
1. *Perspectives on :*
   a. Power relations, conflicts and conflict resolution;
   b. Social change and social movements.

2. *Methods of the study of politics :*
   a. Ethics and philosophy - Aristotle and Hegel;
   b. Institutions and legality - Mill;
   c. Materialist interpretation of history - Marx and Mao;
   d. Behaviouralism;
   e. Comparative politics - Almond, Frank and Wallerstein.

Unit 2 **Important theoretical concepts**
Rights, liberty, equality and justice- in the light of the following :
   a. conflict between nature and law in ancient and modern thought;
   b. human rights;
   c. the feminist critique of theories of justice and rights.

Unit 3 **Society, community and politics**
   a. polis and the nature of the state in Greek antiquity;
   b. monarchy and changing notions of the state;
   c. civil society and the modern nation-state;
   d. the state in post-colonial societies.

Unit 4 **Nationalism**
1. *In Europe :*
   a. emerging identities in the nineteenth century;
   b. the rise of fascism in the 1920s and 1930s;
   c. the debates of the second International on the right of nationalities to self
      - determination;
   d. new trends in nationalism in the 1980s and 1990s.

2. *In the colonies, emerging from different anti-colonial struggles :*
   a. Peaceful transfer of power -India, Nigeria;
   b. Violent revolutionary struggles - Angola, Algeria;
   c. Political visions - Gandhi, Fanon, Cabral, examples from South-East Asia.

PR 2.3   OBSERVING CHILDREN

Objectives

- To acquire an understanding of children's development within given socio-cultural, political, economic, familial and personal contexts.
- To establish links between developmental constructs and principles, and psycho-social realities of growing children.
- To develop skills in observing and interviewing children, recording and reflective analysis.

Assignments

Students are expected to undertake three assignments over the academic year. Each assignment is designed to give very specific opportunities of generating knowledge from the field, testing given theories and developing skills of interviewing children.

Assignment I : Children at Play

Objectives

- To understand the nature of children's play at different age-levels.
- To gain insight into the various dimensions of children's play, such as comprehension of rules, rule-making, development of social roles and skills, relationship between language and play, issues of gender.

Task and Time Frame

Students are required to observe a minimum of 4-5 children in each of the following age-groups : 3-5 years and 6-8 years.

Children can be observed in naturalistic settings such as a play-ground or park in the neigbourhood. Observations at each given time would be for about one hour, adding up to a total of 10 hours for each age-group. The hours of observation may spread over a period of 5-6 weeks.

Record Keeping

Students are required to keep detailed records of their observations. Students must learn to discuss the difference between raw data and the observations and interpretations thereof. It is expected that discussions amongst peer group and with faculty supervisors during the time allotted for this, would enable students to evolve frameworks of analysing the observational data. Supervisors will facilitate the process of analysis and interpretation and help establish links with theory.

READINGS

1. Bettelheim, Bruno. *The Importance of Play*, The Atlantic Monthly, March, 1987.
2. Erikson, Eric, H. *Play and Development*, W.W. Norton: New York, 1972.

III Year

O 3.8 POLITICAL SCIENCE II

100 Marks

Some New Issues in Politics

Introduction : A Reappraisal of the Concerns of Politics.

1. From institutional and state-centered conceptions of politics to politics as a study of relations of power in society.
2. The entry of hitherto marginal groups and issues into the political mainstream.
3. The transformation of the global balance of power in the late twentieth century.

Unit 1   Gender

1. The challenge of political theory from the concept of gender.
2. Major issues in feminist politics: women's access to employment, property and other resources-capitalist development in post colonial societies and their impact on women-issues relating to "body politics" (sexual violence, access to abortion, intrusive and harmful contraceptive method purveyed in the south by multinational companies)- sexism in legal discourse- feminism and the labour movement.
3. The Indian Women's movement: central issues, ideological differences within the movement, relationship with other social movements.

Unit 2   Environment and Development

1. The challenge to the dominant development paradigms from the perspective of the environment : critique of Post-Enlightenment rationality and instrumental reason (Frankfurt school, Gandhi and postmodernist thought).
2. The debates on appropriate technology, sustainable development, traditional systems/practices of medicine, indigenous systems of management of water, soil, forests.
3. The ecology movement- history and context of emergence of western movements (e.g. Greenpeace, Friends of the Earth, CND) and non-western movements (Chipko, Silent Valley, NBA and other examples from Latin America and South-East Asia). Relationship of these movements with the State, mainstream political parties and other social movements (e.g trade unions, women's and civil rights movements)
4. The contradictions of the dominant international economic order and the agenda of the environment-the use of environment concerns by the industrialized North as a weapon against the South.

Unit 3   The changing character of socialism

1. The main features of socialist thought upto the 1980s.
2. Characteristics of socialist countries upto the 1980s.

IV Year

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F 4.9   GENDER AND SCHOOLING

Unit 1   Sex and Gender : psychological and sociological perspectives (Radical Feminist, Socialist - Feminist, Psychoanalytic and other Perspectives) and recent debates.

Unit 2   Social construction of Gender : socializaion, family and gender identity; the media, gender roles and stereotypes; caste, class, community and gender relations.

Unit 3   Gender inequalities in schooling : organisation of schooling; gender bias in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom interaction and peer culture).

Unit 4   Gender and schooling : case studies of interventions in school education; reflections from the field and strategies for change.

OP 4.4 PEDAGOGY OF SOCIAL SCIENCE

Unit 1 Social Science and Social Studies: defining its scope and nature; rationale for a social studies programme at the elementary school.

Unit 2 Developing concepts, skills and attitudes through the teaching of social studies. Understanding change and continuity, cause and effect, time perspective and chronology, empathy, spatial interaction - to be taught through the following (i) Society : personality, social structure, groups, community, (ii) Civilization: history, culture, (iii) State : authority, citizen (iv) Region: resource, space (v) Market: exchange.

Unit 3 Methods and materials : inquiry and evidence based teaching: (i) identification of problems and questions (themes and issues) (ii) importance of empirical evidence (iii) assessment of example as evidence.

Developing critical thinking : (i) Search for facts with respect to problems or questions at hand, distinguishing fact from opinion, recognising bias (text books, news editorials, hidden curriculum) (ii) Concept of Data (iii) Sources of data collection-primary (direct observation/experience), secondary (other people's works in different media), (iv) Handling and analysing data.

Teaching Methods : Application of the heuristic/discovery method in social science; Project -(i) secondary source (ii) field work. Integrating text based knowledge with the social context, personal/experiential knowledge as a base for critical thinking.

Unit 4 Application

1) Critique a historical film, serial or a novel from the view point of authenticity.

2) An oral history project. Establish its reliablitity by comparing with data from other sources.

3) Map a locality and its position in the city, keeping in mind the distance and directional relationship to your school or college, mark out institutions and points of interest-eg. Historical Monuments, Reserve Bank, Local Stock Exchange, Parliament House, etc.

4) Study the transport related needs of a community, analyse different vehicles people own and use and their reflection on gender and socio-economic groups in society; assess the economic and environmental aspects of various forms of transport used.

PROJECT

- Every student is required to take up project work in specific areas of interest. Project work is designed to initiate students into a process of scientific enquiry, through classroom-based research. Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken up.

- Each student is expected to undertake two or three small projects. These could be related to pedagogic studies specific to language, maths and environmental sciences, or be based on any of the foundation or specialised courses of fourth year.

- Student interns may use their experiences of teaching in identifying project themes, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.

- It is expected that the research undertaken will enable students to cultivate skills of systematic observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes, with the objective of improving classroom practices. Students will be expected to submit a short report on each project. Each project will be assessed by the supervisors using the following basis and criteria :

Basis	Criteria
Introduction of the concept undertaken for research	• Theoretical and research status
Data collection	• Methodology
	• Authenticity
	• Richness and detail in records
Analysis and Interpretation	• Framework used
	• Link with theory
	• Presentation
	• Comprehensiveness
	• Use of examples from raw-data
Implications	• Inferences
	• How do the research findings inform practice ?

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Environment and Sustainability
III Year

P 3.3 PEDAGOGY OF ENVIRONMENTAL STUDIES

Unit 1 **Concept of Environmental Studies (EVS)**, its evolution and significance as a curricular area at primary level; EVS - an approach, a discipline or both; environmental studies and environmental education; its scope-integration related to the physical, social, historical and cultural aspects of the environments.

Unit 2 **Basic considerations in developing curriculum in EVS**: relating cognitive growth of children to the development of concepts; alternative frameworks; differences in approaches to the construction and transaction of curriculum at classes I and II and classes III to V; a review of different sets of curricular materials including text books.

Unit 3 **Understanding the method of science**: process approach in EVS; planning for and organisation of teaching-learning activities; unit and lesson planning; role of inquiry, experiment, discussion, drama etc; evaluation and testing.

Examples of practical work to be undertaken :

(i) Organising and planning for an excursion; learning how to make observations and recording them; conducting surveys.

(ii) Using equipment and materials : films, reports, documents, newspapers, local maps, atlas, wall charts; map drawing and reading weather charts; making charts, diagrams and models.

(iii) Collection and presentation of specimens : leaves, rocks, stamps, flags, news items etc. (classifying the material collected and maintaining a museum).

(iv) Undertaking a project e.g. planting and nurturing a tree (in science) and an oral history project (in social studies).

READINGS

1. Centre for Cultural Resource and Training, *Environmental Education and Art Activities*, CCRT: New Delhi, 1983.
2. Centre for Environmental Education. *The Green Teacher : Ideas, Experiences and Learnings in Educating for the Environment*, CEE: Ahmedabad, 1997.
3. CEE. *Joy of Learning, Handbook of Environmental Educational Activities*, CEE : Ahmedabad.
4. Collette, A.T. and E.L. Chiapetta. *Science Instruction in Middle and Secondary Schools*, Times Mirror/Mosky College Publishing : St. Louis, 1984.
5. Driver, R., E Guesne and Tiberghien. *Children's Ideas in Science*, Open University Press : Milton Keynes, 1985.
6. Hardeovik, S.W. and Hottgreive, D.E. *Geography for Educators : Students, Themes and Concepts*, Prentice Hall: UK, 1996.
7. Harlan, J. *Science Experience for the Early Childhood Years*, Mc Millan: New York, 1995.
8. Martin R et.al, *Science for All Children*, Allyn and Bacon: New York, 1998.
9. NCERT. *National Curricular Framework for Elementary and Secondary Schools*, NCERT : New Delhi, 1988 and 2001.

O 3.8 POLITICAL SCIENCE II

100 Marks

Some New Issues in Politics

Introduction : A Reappraisal of the Concerns of Politics.

1. From institutional and state-centered conceptions of politics to politics as a study of relations of power in society.
2. The entry of hitherto marginal groups and issues into the political mainstream.
3. The transformation of the global balance of power in the late twentieth century.

Unit 1 **Gender**

1. The challenge of political theory from the concept of gender.
2. Major issues in feminist politics: women's access to employment, property and other resources-capitalist development in post colonial societies and their impact on women-issues relating to "body politics" (sexual violence, access to abortion, intrusive and harmful contraceptive method purveyed in the south by multinational companies)- sexism in legal discourse- feminism and the labour movement.
3. The Indian Women's movement: central issues, ideological differences within the movement, relationship with other social movements.

Unit 2 **Environment and Development**

1. The challenge to the dominant development paradigms from the perspective of the environment : critique of Post-Enlightenment rationality and instrumental reason (Frankfurt school, Gandhi and postmodernist thought).
2. The debates on appropriate technology, sustainable development, traditional systems/practices of medicine, indigenous systems of management of water, soil, forests.
3. The ecology movement- history and context of emergence of western movements (e.g. Greenpeace, Friends of the Earth, CND) and non-western movements (Chipko, Silent Valley, NBA and other examples from Latin America and South-East Asia). Relationship of these movements with the State, mainstream political parties and other social movements (e.g trade unions, women's and civil rights movements)
4. The contradictions of the dominant international economic order and the agenda of the environment-the use of environment concerns by the industrialized North as a weapon against the South.

Unit 3 **The changing character of socialism**

1. The main features of socialist thought upto the 1980s.
2. Characteristics of socialist countries upto the 1980s.

IV Year

OP 4.4 PEDAGOGY OF SOCIAL SCIENCE

Unit 1 Social Science and Social Studies: defining its scope and nature; rationale for a social studies programme at the elementary school.

Unit 2 Developing concepts, skills and attitudes through the teaching of social studies. Understanding change and continuity, cause and effect, time perspective and chronology, empathy, spatial interaction - to be taught through the following (i) Society : personality, social structure, groups, community, (ii) Civilization: history, culture, (iii) State : authority, citizen (iv) Region: resource, space (v) Market: exchange.

Unit 3 Methods and materials : inquiry and evidence based teaching: (i) identification of problems and questions (themes and issues) (ii) importance of empirical evidence (iii) assessment of example as evidence.

Developing critical thinking : (i) Search for facts with respect to problems or questions at hand, distinguishing fact from opinion, recognising bias (text books, news editorials, hidden curriculum) (ii) Concept of Data (iii) Sources of data collection-primary (direct observation/experience), secondary (other people's works in different media), (iv) Handling and analysing data.

Teaching Methods : Application of the heuristic/discovery method in social science; Project -(i) secondary source (ii) field work. Integrating text based knowledge with the social context, personal/experiential knowledge as a base for critical thinking.

Unit 4 Application

1) Critique a historical film, serial or a novel from the view point of authenticity.

2) An oral history project. Establish its reliablitity by comparing with data from other sources.

3) Map a locality and its position in the city, keeping in mind the distance and directional relationship to your school or college, mark out institutions and points of interest-eg. Historical Monuments, Reserve Bank, Local Stock Exchange, Parliament House, etc.

4) Study the transport related needs of a community, analyse different vehicles people own and use and their reflection on gender and socio-economic groups in society; assess the economic and environmental aspects of various forms of transport used.

Human Values

I Year

F 1.1 CHILD DEVELOPMENT

Unit 1 **Concept, Issues and Theories of Human Development** : what is development and why should we study it; developmental principles; influences of heredity and environment; methods for studying development; concepts of socialisation, education and acculturation in the context of development; theories of Erikson, Piaget and Kohlberg; significant developmental periods in the human life span.

Unit 2 **Birth and Infancy :** importance of conception; pre-natal development and birth; physical and mental development of infants; emotions in infancy; the infant in the family and implications for personality development.

Unit 3 **The Pre-school Child :** physical growth and motor development; intellectual characteristics; development of personality with special reference to identification and child-rearing techniques; gender-stereotyping; morality; play patterns of pre-school children.

Unit 4 **The Elementary School Child :** physical growth and development; the developing mind – intelligence; language and thought; the social world of the child, parents and children, friends, school and media, play; moral attitudes and behavior; development of self identity, self-concept; gender roles; play, interests and activities of the elementary school child.

Unit 5 **Children with Special Needs :** concept of special children - talented, creative, gifted children; slow learners and under achievers; emotionally disturbed children; culturally and socially disadvantaged children.

F 1.2 CONTEMPORARY INDIA

Unit 1   India as 'society'; 'civilization'; 'nation-state'; India's emergence from the freedom struggle as a nation-state.

Unit 2   The Constitution : its framework and scope; major social policies enshrined in the Constitution; provision related to childhood and education; concurrent status of education; National Policy on Education (1986).

Unit 3   Economic Issues : poverty and inequality; employment; private and public sector; new economic policy.

Unit 4   Political Issues : main features of the democratic system; central, state-level and local systems of government.

Unit 5   Social and Cultural Issues : major characteristics of India's pluralist make-up; gender-related issues; family and child-rearing in India (to be studied with the help of a project based on locally done field work).

Unit 6   Major Issues in Contemporary India (to be studied by class-room and individual projects) : childhood in India; environment and development; reservation as an egalitarian policy; social conflict.

C 1.4 CORE SOCIAL SCIENCE

Unit 1   **Nature of Social Science :** data, method and evidence to be discussed in the context of history, geography, civics, sociology and economics. Role of social science discipline in the learner's development. Significance of perspective and context in the study of social sciences. (Exemplars: 1857, Secularism/ Communalism).

Unit 2   **Relationship between human experience and the growth of institutions** (to be studied in the context of the following concepts): monarchy, aristocracy, imperialism, fascism, nationalism, democracy and citizenship. (These concepts could be taught with examples from a content area which may be thought fit-the emphasis however, should be on the teaching of concepts).

Unit 3   **Relationship between human life, space and resources** (to be studied in the context of the following) : movement from a subsistent economy to a surplus economy; demography and the distribution of wealth in society; spatial interaction (to be taught in the Indian context).

Unit 4   **Study of the relationships and interactions of people in groups :** culture, social stratification and social change.

Unit 5   **Project work :** interconnections are to be drawn between the various disciplines that fall within social sciences through project work, e.g.

(a)   Study of a slum setting in terms of economics, subsistence, politics, historical memories.

(b)   Take two products available to you as a consumer. Try and trace the process by which it is made available to you from its raw form to a finished product. Study the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.

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II Year

O 2.8   POLITICAL SCIENCE I

100 Marks

Political Studies : Concepts in Theory and Practice

Unit 1   **Introduction to the study of Politics**

1.   *Perspectives on :*
   a.   Power relations, conflicts and conflict resolution;
   b.   Social change and social movements.

2.   *Methods of the study of politics :*
   a.   Ethics and philosophy - Aristotle and Hegel;
   b.   Institutions and legality - Mill;
   c.   Materialist interpretation of history - Marx and Mao;
   d.   Behaviouralism;
   e.   Comparative politics - Almond, Frank and Wallerstein.

Unit 2   **Important theoretical concepts**

Rights, liberty, equality and justice- in the light of the following :
   a.   conflict between nature and law in ancient and modern thought;
   b.   human rights;
   c.   the feminist critique of theories of justice and rights.

Unit 3   **Society, community and politics**
   a.   polis and the nature of the state in Greek antiquity;
   b.   monarchy and changing notions of the state;
   c.   civil society and the modern nation-state;
   d.   the state in post-colonial societies.

Unit 4   **Nationalism**

1.   *In Europe :*
   a.   emerging identities in the nineteenth century;
   b.   the rise of fascism in the 1920s and 1930s;
   c.   the debates of the second International on the right of nationalities to self
         - determination;
   d.   new trends in nationalism in the 1980s and 1990s.

2.   *In the colonies, emerging from different anti-colonial struggles :*
   a.   Peaceful transfer of power -India, Nigeria;
   b.   Violent revolutionary struggles - Angola, Algeria;
   c.   Political visions - Gandhi, Fanon, Cabral, examples from South-East Asia.

Professional Ethics

II Year

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F 2.5 HUMAN RELATIONS AND COMMUNICATION

Unit 1 **Personal development :** self, identity and human relationships; psychoanalytic and humanistic perspectives, perspectives from women.

Unit 2 **Communication :** the adult-child gap, assumptions and attitudes; channels of communication; the hidden curriculum.

Unit 3 **Human relations in education :** Behaviourist versus Humanistic perspectives; peer learning constructs and dimensions; community involvement.

The course is to be designed as a series of workshops on concepts and processes with a debrief on theory and building connections in each unit. The course content should be contextualized to an Indian milieu.

PR 2.4 SELF DEVELOPMENT WORKSHOPS

Objectives

- To explore the self for greater awareness, personal growth and reflective thinking.
- To develop insight into the various dimensions of the self — perceptions and assumptions about and attitude towards: people, children in particular; and social issues.
- To learn to be self-critical, questioning and reflective about our thoughts, actions and reactions.
- To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.
- To cultivate positive attitudes and sensitivity towards each other, towards children and towards education.
- To develop skills for effective communication and the capacity to listen, empathise and relate.
- To facilitate and stir the process of attitudinal change, creativity and life-long learning in each student.

Workshops

A series of workshops should be conducted over a year, under the supervision and guidance of professionals, trained for the purpose. Broadly, these workshops should address the following :

Exploring the self

Ability to listen and observe; dreams and fantasy; personal and professional aspirations; factors influencing identity formation; views on gender issues; personal, familial and social conflict; understanding social issues; projecting and building images; exploring ethics and values, developing empathy.

Understanding our own childhood

Articulating childhood memories and experiences — fantasy, longing, hurt, joy, recognition; major influences in childhood; visualising the limitations and potential of one's own childhood; listening to and empathising with other childhood experiences, discovering similarity in needs and feelings, discovering differences in nature and experiences; getting in touch with childhood feelings.

Understanding the gap in perception between child and adult

Evoking insight into children's perception, attitude and imagination; observing adult thoughts, perceptions, ideas and prejudices; observing differences and similarities in child and adult approaches in everyday life; exploring sensitivity towards children; challenging adult assumptions and attitudes; recreating and understanding responsible and sensitive adult intervention.

Creativity

Understanding and facilitating self-expression; realising one's own creative potential; comprehending the child's learning processes; understanding the significance of self-expression through humour, art, music; relating and linking the creative potential between

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III Year

F 3.6 BASIC CONCEPTS IN EDUCATION

Unit 1 **Philosophical and sociological perspectives :** basic assumptions about human nature, knowledge and learning.

Unit 2 **Knowledge :** distinction between 'body of knowledge' and the child's construction of knowledge. Knowledge in the context of curriculum, syllabus and textbooks; school knowledge and children's experiential knowledge; universal and local facets of knowledge.

Unit 3 **The learner :** the child as learner; the individual child and the age-group; home and school; socialisation and learning; activity and experience.

Unit 4 **The teacher :** teaching as a professional activity; teacher and parents; teacher and the curriculum; teacher and society.

Unit 5 **General introduction to progressive thought in education :** the tradition of Rousseau - Pestalozzi, Montessori, Dewey and Susan Isaacs. Progressive educational thought in the Indian context : Tagore, Gandhi, Gijubhai and Krishnamurty. Detailed study of Tagore's essay 'My School' and Dewey's essay 'My Pedagogic Creed'.

Unit 6 **Societal context of education :** equality, authority, conflict and change.

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F 3.7 SCHOOL PLANNING AND MANAGEMENT

Unit 1 **Organisation and management of school education :** role of Centre, State and local bodies; sources of funding.

Unit 2 **The school as a system I :** induction, training and teacher support programmes; planning the school curriculum-academic, co-curricular and sports; community involvement.

Unit 3 **The school as a system II :** types of schools. The management committee and its functions; school administration; staffing pattern; the school budget; annual planning; documentation and information systems; physical infrastructure requirements; selection of materials and equipment for the school and selection of suppliers.

Unit 4 **Maintaining standards :** physical and psychological needs of children, teaching and non-teaching staff in a school; developing a collaborative perspective. Staff supervision- models and application : evaluation and feedback; establishing accountability.

Project :

(A) Case study of an "Existing School" or "Planning for a New School" (i) objectives (ii) vision of the school (iii) strategic population (its needs, whether first or second generation learners, socio- economic background etc.); achieving targets realistically.

(B) A group project on the status of education in a particular area (collating and interpreting data about school enrolment, retention, availability of facilities etc.)

READINGS

1. Abbott, Lesley. and Rosemary Rodger. (eds.) *Quality Education in the Early Years*, Open University Press : Buckingham, USA, 1994.
2. Aitken, Robert and Charles Handy. *Understanding Schools as Organisations*, Penguin Books : England, 1990.
3. Austin, Lucille N. Basic Principles of Supervision, *Social Casework* 33, December, 1952,

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SC 3.1 CLASSROOM MANAGEMENT
SC3.2 MATERIAL DEVELOPMENT AND EVALUATION

Objectives

- To develop a comprehensive understanding of exisiting classroom practices.
- To develop a critical understanding of textbook lessons of individual subjects and their suitability for learning.
- To draw lessons from innovative classroom practices of alternative or progressive schools.
- To draw linkages between various pedagogy courses and classroom practices.
- To critically review policy and state documents on education and seek to effect ideas into classroom practices.
- To develop and design alternative teaching-learning materials.
- To assess factors that contribute to a classroom culture, its creation and maintenance.
- To explore possibilities of innovations and create space for alternative practices.
- To design, choose, organise and conduct individual and group activities.
- To reflect on personal experiences of classroom management in terms of students' involvement, interest, discipline, communication, time management, organisation of materials, design and choice of activities.

Tasks

Students will take up the following tasks in the given sequence, over the academic year.

Task I : Observation of classrooms

Students in groups of 4-6 will visit select schools and conduct classroom observations, individually. Each classroom is to be observed by a single student only. The objectives would be:

(a) to document and reflect on actual classroom practices of teachers engaged in teaching language, mathematics and environmental sciences with a view to understand the kind of learning such practices engender.

(b) to study lessons from textbook and plans (if any) in order to understand the objectives of the concerned topics, the design and presentation of the lesson, and to critically evaluate their suitability for learning.

Task II : Visits to Centres of Innovation in Elementary School Education

Students in groups of 4-6 will visit one centre of innovative practice in elementary school education in or outside Delhi. The aim is to expose students to the practice of innovation in diverse settings: rural, urban, formal, nonformal etc. This could include detailed observations of alternative practices as well as trying innovative approaches with children.

IV Year

SCHOOL INTERNSHIP PROGRAMME

Objectives

- To experience the school in its entirety, inclusive of classroom teaching, organisation of activities outside the classroom and parent interaction.
- To learn to set realistic goals in terms of children's learning, classroom culture and managment, curricular form and content and pedagogic practices.
- To develop the ability to innovate within existing frameworks thereby creating space for alternative practices.
- To learn to choose, design, organise and conduct meaningful classroom (and other) activities.
- To learn to critically reflect upon one's own classroom practices to institutionalise innovations.
- To develop strategies for evaluating children's learning both as a process and a product.
- To purposefully use the skills of systematic observations, record keeping and analysis for reflection on teaching-learning processes.
- To establish and sustain structural mechanisms such as a teacher resource room for continued efforts towards innovations.

Tasks

The School Internship programme starts with a week-long period of intense classroom observations. It is expected that an analytical and reflective understanding of existing practices will equip the intern to translate innovative pedagogical theory into meaningful practice. The specific tasks divided in two phases will be as follows : (Phase I & II)

Phase I

Reflection on Classroom Observations

Observe classroom to understand children's needs and levels of learning, classroom practices and the classroom culture. Interns are expected to observe the classroom they will teach in during internship.

Rapport Building with Teachers

Establish rapport with the regular staff of the school in order to sustain a positive and professional work culture during internship.

Classroom observations

Interact with B.El.Ed. faculty to reflect upon experiences in the school during observations and rapport building. This is to facilitate the interns to make sense of existing work and learning conditions. This in turn will help the process of translating ideas of teaching-learning into practice.

Developing Units Plans

Study select readings, discuss and analyse with supervisors and peers with the aim to develop plans to teach during internship.

Phase II

Teaching in primary classes will involve teaching of all subjects, while middle level will involve teaching of specific subjects.

Teaching

- Develop unit plans of the curriculum to be transacted. These may vary in format for individual students.
- Choose and design activities for the transaction of unit plans. This may require out of classroom activities as well.
- Transact the planned activities and critically assess the developments that take place during the teaching-learning process.
- Identify and make available materials and teaching aids for curriculum transaction. This will serve towards developing a resource centre in the school.
- Identify needs of individual children including mentally and physically challenged, children 'labelled' as failures and children with specific learning and other difficulties.
- Keep detailed records of individual children's learning for improving classroom practices. This will serve towards projects that the interns are expected to undertake.

Developing Resources

- Develop and sustain for continuity, a teacher's resource centre in the school. This is expected to be a team activity for all the interns in a given school. The resource centre will comprise of material support for regular teachers and future interns.
- Identify infrastructural problems within the school such as poor blackboard surface, broken furniture, inadequacy of space, drinking water etc. and attempt to find appropriate individual and school level solutions.

Record Keeping

1. Maintain regular written records of the units plans. This will include monthly and daily plans. While maintaining individual creativity in designing plans, the intern is expected to include the following:
   - Subject or topic of the unit,
   - Rationale for choosing it
   - Methods of introduction
   - Organisation of activity chosen and designed, and
   - The materials required.

2. Maintain regular reflective daily journals which would include: a reflection of the activities transacted, their success or failure, issues in the process of transaction, appropriateness of material and activities, children's involvement and learning, time-management, discipline in the classroom and cooperation amongst children. The journal should include the intern's reflection on choice of activity in terms of children's levels of learning and interest. Reflections should also express the linkages that the intern draws between pedagogy and theory courses and their appropriate integration with skills of teaching.

The journal must project the lessons that the intern draws out of her own classroom, the experience and suggestions for future practices.

Time Frame

Each intern is expected to spend 17 weeks in the internship programme. Of these, one week is expected to be spent on classroom observations at the beginning of the internship. The subsequent 16 weeks are to be divided into two blocks for regular teaching. The first block of 11-12 weeks is to be spent in teaching a primary class (I-V). In the second block of 4-5 weeks, the interns will teach middle level (VI-VIII) classes.

The intern is expected to teach a minimum of four days per week, adding up to a total of 64 days. It is expected that the internship programme will be considered complete only after an intern has satisfied the requirement of one week of observations and a minimum of 55 days of teaching.

Supervisory Support

Interns will work under the professional guidance and facilitation of faculty supervisors. Supervision will be provided at two levels.

a) General in terms of teaching- learning processes, classroom organisation management and planning.

b) Subject supervision in terms of language, maths and environmental science at the primary level and the required subjects at the middle level.

Supervision visits need to be worked out amongst the faculty. A minimum of two supervisory visits per week are recommended. The supervisors would follow agreed upon, appropriate formats for recording observations of interns and evaluation parameters and criteria. More specifically, the supervisors will:

- act as a mediator between the intern and the B.El.Ed. vision and curriculum.
- help liaise between the intern and the cooperating (regular) teacher of the school.
- facilitate the intern to reflect on her classroom practices, her struggle with unconventional practices, matters of classroom discipline, translating ideas / plans into effective practice, and clarifying concepts to be taught.

Assessment

Each intern will be assessed internally by the supervisors on the following basis and criteria. The basis and criteria suggested below may be used for evaluating the intern at the primary and middle level of teaching. The weightage of a total of 250 marks per school internship could be divided in the following manner: 100 marks for classroom observation, 75 marks for Reflective Journals and 75 marks for Unit Plans. A peer review exercises could be undertaken amongst colleges for greater objectivity in assessment.

Basis	Criteria
Classroom observations *Regular supervision and Rotatory supervision*	• Knowledge-base • Oral and written communication • Culture of learning • Choice of activities and materials • Sensitivity towards needs of children • Classroom management

Reflective journals	• Descriptions of classroom practices • Analysis and reflection of experiences • Quality of development in the intern's reflection. • Conceptual clarity and an understanding of the linkages between classroom practice and theory • Summative report
Unit Plans	• Appropriateness of the activities and materials used • Organisation and time allotment • Method of introduction and summing up • Use of various skills
Number of teaching days	• Deduction in marks (maximum: 5) if less than 55

PROJECT

- Every student is required to take up project work in specific areas of interest. Project work is designed to initiate students into a process of scientific enquiry, through classroom-based research. Small projects on specific themes such as miscue analysis, gender stereotypes, error analysis, children's understanding of specific concepts and so on can be taken up.

- Each student is expected to undertake two or three small projects. These could be related to pedagogic studies specific to language, maths and environmental sciences, or be based on any of the foundation or specialised courses of fourth year.

- Student interns may use their experiences of teaching in identifying project themes, and undertake the task of data-collection during internship. Each individual project will be conducted under the guidance of a faculty member.

- It is expected that the research undertaken will enable students to cultivate skills of systematic observation, documentation, critical analysis and interpretation. This will create a teacher oriented towards probing into children's learning processes, with the objective of improving classroom practices. Students will be expected to submit a short report on each project. Each project will be assessed by the supervisors using the following basis and criteria :

Basis	Criteria
Introduction of the concept undertaken for research	• Theoretical and research status
Data collection	• Methodology • Authenticity • Richness and detail in records
Analysis and Interpretation	• Framework used • Link with theory • Presentation • Comprehensiveness • Use of examples from raw-data
Implications	• Inferences • How do the research findings inform practice ?

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Section Officer (Accounts)
Mata Sundri College for Women
Mata Sundri Lane,
New Delhi-110002

Coordinator
Internal Quality Assurance Cell
Mata Sundri College for Women
(University of Delhi)
New Delhi-110002

Principal
Mata Sundri College For Women
University of Delhi