CENTRAL UNIVERSITY OF RAJASTHAN

DEPARTMENT OF PUBLIC POLICY, LAW AND GOVERNANCE

PhD (PUBLIC POLICY, LAW AND GOVERNANCE) PROGRAMME

REVISED SYLLABUS W.E.F ACADEMIC YEAR 2022-23

(Approved)

Ph.D Course work Syllabus in Public Policy, Law and Governance

Course Code	Title of the Course	Credits
PPL701	Advance Theories in Public Policy, Law and Governance	4
PPL702	Research Methodology	4
PPL703	Research Trends in Public Policy, Law and Governance	4
	Research and Publication Ethics (RPE)	2
Teaching Pedagogy Domain for Professional Development		
	Pedagogy for Higher Education	3
	Practice based teaching skills	3

Programme Outcomes Frameworks of the Ph.D Programme

Programme Outcomes	Objectives
PO -1	On completion of the course, the learners will have a broad understanding of interdisciplinary nature of public policy, law and governance.
PO- 2	To facilitate the researcher to choose an area of interdisciplinary research problem for their research on any contemporary with qualitative and quantitative application skills will help the students to seek job in teaching and policy research organization.
PO- 3	To understand the application of theory and practice in any specialized area into conducting research on any areas of policy priorities of the Governments at various levels.
PO- 4	To understand and apply various advanced methods of policy analysis and evaluation frameworks in their research work.
PO- 5	To grasps various current debates of policy and governance and study the social problems accordingly.
PO-6	To improve analytical skills in analysis, interpretation and discourse of the research works.

Course: Advance Theories and Concepts in Public Policy and Governance (PPL701)

TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The course is designed as an advanced course on the concepts in Public Policy, Law and Governance. It is tailored to the study public policy while understanding ways of analyzing policy within the governance agenda. Governance in its organic form of networking, provoked within a neoliberal economic framework and the reforming role of the state and its capacities within a multi-actor, multi-level governance setting. What is 'rule of law' and how judicial institutions impact public policy and governance in general.

Course Outcomes: The students will be able to

1	To understand the interdisciplinary areas of Public Policy, Law and Governance.
2	To acquire the knowledge on concepts and theories of Public Policy, Law and Governance.
3	To acquire the skills of conducting research in a systematic way by applying the research methodology.
4	To improve analytical skills in analysis, interpretation and discourse of the research works.

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO 4						

*1: Low, 2: Medium, 3: High

Content of the Syllabus:

Unit-1 : Defining of public policy and analysis, defining policy problem, policy cycles, policy approachesand theories.

Unit- 2: Policy paradoxes within the context of resource constraints. Policy in papers and practice (idio- elect and socio-select). Exclusive and inclusive public policy. Role of pressure groups, civil society movements, political movements and gender dimensions with relevant case studies in the country.

Unit- 3: Evolution of the concept of Governance, horizontal and vertical networks, neo-liberal discourse on good governance and its critique. An inter-state comparison of political movements should be included within the framework of the federal polity.

Unit- 4: State capacities and reforming/reinventing the state. State capacity, adaptability, strength and weakness. The role of the state in economic development (the developmental state, the predatory state, the corporatist state). New Public Management and its critique, Public sector reform, Transparency and Accountability.

Unit- 5: State and actors in Governance (State-Markets), Governing markets and regulations, (State-Civil Society). Social movements, Non-governmental organizations, User Committees, Self-Help Groups, Synergy of public-private partnerships and co-production.

Unit- 6: Sociology of Law, Legal systems as social and cultural institutions, Indian Judiciary System, Practice of Judicial Review and Activism.

Unit- 7: Inter-linkages between Public Policy, Law and Governance. Emerging issues in Governance, Technology and Public Policy, e-governance and changing modes of public service delivery.

Reading List:
1. Amy, Douglas J.(1984), "Why Policy Analysis and Ethics are Incompatible", Journal of Policy Analysis and Management. Vol3, No.4 (summer), Pp.573-591.
2. Anderson, James E 2004, Public Policy Making, Houghton, New York.
3. Anderson, J.E. (1975), Public Policymaking, New York": Praeger, Bachrach, P., and Baratz, M.S (1962). Two faces of power, American Political Science Review, 56(4),

947- 952.

4. Bache, Ian and Mathew Flinders, 2004, Multilevel Governance, Oxford: Oxford University Press.

5. Basu, Durga Das, 2004, Introduction to Constitution of India, Twelfth Edition; Prentice Hall of India: New Delhi.

6. Bochel, Hughand Duncan, Sue 2007 Making Policy in Theory and Practice, The Policy Press, Great Britain.

7. Brewer, G and deLeon, P. (1983), The Foundations of Policy Analysis, Monterey, Cal, Brooks.

8. Chahar, S.S (ed) Governance at Grassroots Level in India (New Delhi: Kanishka Publishers, Distributors, 2005).

9. Chandhoke, Neera, 1995, State and Civil Society : Explorations in Political Theory, Sage, New Delhi.

10. Chandhoke, Neera, 2003, The Conceits of Civil Society, Oxford University Press, New Delhi.

11. Cobb, R.W, Ross, J.K and Ross, M.H (1976), Agenda Building as a Comparative Political Process, American Political Science Review, 70(1), 126-38.

12. Cochran, Charles and Malone, Eloisef, 2007 Public Policy: Perspectives and Choice, Viva Books, Pvt. Ltd, New Delhi.

13. Cole, Burstein, P.(1991), Policy Domains : Organization, Culture, and Policy Outcomes, American Review of Sociology, 17: 327-350.

14. Dani, Anis A and Haan Arjan de (ed) 2008 Inclusive States: Social Policy and Structural Inequalities.

15. DeLeon, P (1978) A Theory of Policy Termination. In J.V May and A, Wildavsky (eds), The Policy Cycle, pp 279-300, Berverly Hills: Sage.

16. DeLeon, P.(1999), The Stages Approach to the Policy Process. In P.A, Sabatier(ed), Theories of the Policy Process, pp 19-32, Boulder, CO: Westview Press.

17. Diehl, Paul F. ed, 2005, The Politics of Global Governance: International Organizations in an Interdependent World, New Delhi, Viva Books, 2005.

18. Fernandes Leela, India's New Middle Class: Democratic Politics in an Era of

Economic Reform, University of Minnesota Press, 2006.

19. Fischer, F, (1993), Policy Discourse and Politics of Washington Think Tanks, In F.Fischer and J.Forrester (eds), The Argumentative Turn in Policy Analysis and Planning. Durham and London : Duke University Press, 21-24.

20. Fischer, F. (2003), Reframing Public Policy: Discursive Politics and Deliberative Practices, Oxford: Oxford University Press.

21. Frank Fischer and Gerald Muller (eds) 2007 Hand Book of Public Policy Analysis Theory, Politics and Methods.

Course: Research Methodology (PPL702)

TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The objective of this paper is to train doctoral students in research methodology. It will facilitate the students in understanding the tools and techniques of conducting their thesis. The course aims to augment the aptitude of research among the Ph.D aspirants.

Course Outcomes: The students will be able to

1	To develop the policy research skill in social sciences.
2	To grasp quantitative and qualitative research methods and procedures followed in researches.
3	To acquire the skill of applying research methodology and analyze the data in a systematical way with examples from real social data.

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						

CO3						

*1: Low, 2: Medium, 3: High

Content of the Syllabus:

Unit -1: Research Basics: definition, purpose and types (qualitative, quantitative, cross-sectional, longitudinal, pure, applied, action, evaluation, historical, survey, exploratory and case); Significance of research in applied sciences/arts/social sciences; Process of Research; Objectives and Dimensions of Research.

Unit- 2: Research Problem, Research questions, Research design, Tools of Research: Library, Field, Laboratory; Systematic review of literature in applied sciences / arts / social sciences, Features of good research study ; Preparation of Research Proposal / Synopsis

Unit 3: Research Ethics (Issues relating to referencing and documentation, copyrights, plagiarism etc.), Impact Factor, H-Index, Citation Index, references / bibliography.

Unit- 4: Structuring Ph.D Thesis: chapter format, pagination, identification, using quotations, footnotes, abbreviations, presentation of tables and figures, referencing, documentation, use and format of appendices, indexing.

Unit-5: Data: Types (primary and secondary data), collection methods; presentation (Graphical and diagrammatical); relevance, limitations and cautions.

Unit – 6: Data Processing: checking, editing, coding, transcriptions, classification and tabulation. Data Analysis: meaning and methods; quantitative and qualitative analysis, Organizing Statistical Survey: Introduction, planning and executing

Unit -7: Statistical fallacies: Bias, Faulty generalization, inappropriate comparison, miuse of various tools like mean, median, mode, dispersion, correlation etc., technical errors. Sampling: types, steps; sampling errors.

Unit- 8: Hypothesis Testing: fundamentals of hypothesis testing in applied sciences / arts / social sciences. Interviewing: Theory and Practices. Observations: Objectivity, prejudice and biasness. Group Discussion: Introduction, Planning and Execution.

Reading List:

Jay L Devore: Probability and Statistics for Engineering and Sciences: CENAGAGE Learning, Pvt.Ltd.

Rice, J.A(2007): Mathematical Statistics and Data Analysis : CENAGAGE Learning Pvt.Ltd.Spiegel M.R and Stephens J.L (2010), Statistics, Tata McGraw Hill.

Das N.G (2011) : Statistical Methods, Tata McGraw Hill.

Bernard A.Rosner (2011), Fundamentals of Biostatistics, 7th Edn, CENAGAGE Learning Pvt. Ltd. Doing Qualitative Research: A practical Handbook by David Silverman, 2000, Sage Publication

An Introduction to Qualitative Research, Uwe Flick, Sage Publications, London, New Delhi.

Focus Group, by David L. Morgan.Annual Rev. of Sociology, Vol 22. 1996. Pp 129-152

The Case Study Method in Social Inquiry by Robert E. Stake. Educational Researcher, Vol. 7, No,2 (Feb., 1978), pp.5-8

Policy Domains: organization, Culture, and Policy Outcomes by Paul Burstein Annual Review ofSociology, Vol. 17 (1991), pp.327-350

Elites, Bureaucrats, Ostiches, and Pussycats: Managing Research in Policy Settings by CatherineMarshall. Anthropology & Education Quarterly, Vol. 15, No. 3,

Research Dilemmas in Administration and Policy Setting (Autumn, 1984), pp. 235-251

Research Methodology: Methods and Techniques, C.R. Kothari, New Age International Publishers, New Delhi

Deborah A. Stone, Policy Paradox: The Art of Political Decision Making. Chapter 7: Numbers.(Norton, 1988).

Diez, D., Barr, C., & Cetinkaya. M Open Intro Statistics. (DBC) Available a Jeffrey M. Woolridge. Econometrics. India Edition. Cengage Learning.

Chapter 6.Pannerselvam R, Research Methodology, PHI Learning Private Ltd, New Delhi.

S.P Gupta, Statistical Methods, 43rdEdn, Sultan Chand and Sons, Delhi.

Course: Research Trends in Public Policy, Law and Governance (PPL703)		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

This course is to be taught through tutorials and seminars. This course will help students to make a firm standing in their respective research areas. It is designed as an open ended course with the readings determined by the research interest of the student followed by the tutorial and seminar on the topic. An integrated learning methodology is adopted for the course where in, a student is allowed to take individual course topic related to their research areas and prepare two papers from their topics of interest. Students will come out with a synopsis in the beginning of the next semester.

Course Outcomes: The students will be able to

1	To understand current scenario of research in social sciences.
2	To understand the developments in conducting the research.
3	To acquire the skills of research as per contemporary requirements.
4	To train the scholars to prepare the synopsis based on the research trends and research methodology

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						

*1: Low, 2: Medium, 3: High

Contents of the Syllabus:

Unit -1: Theories of policy analysis systems theory for policy making elitist theory, rationalist

theory for policy making- public choice theory and its criticism,critical policy rationalists- introduction, simon's rationality theory, concept of bounded rationality and constraints to rationality. approaches to public policy process approach logical positivist approach phenomenological approach

Unit- 2: Models of public policy: wilfred pareto- optimality and improvement, almond gabriel: interest aggregation & interest articulation, amartya sen: concept of development as freedom.

Unit- 3: Economy & public policy economy- meaning and types liberalism and neo-liberalism a case study of economic policy.

Unit- 4: Administration & public policy accountability delegated legislation a case study of citizen charters

Unit- 5: development & public policy meaning of development, relationship between development and public policy, models of measuring governance- procedural measure, capacity measure and output measure

Unit- 6: corruptions- causes and measures to combat corruption- right to information, redressal of citizens' grievances protection of whistle blowers, local bodies ombudsmen. measuring governance agencies: undp human development report: hdi transparency international- corruption perceptions index.

Unit -7: citizen- heart of governance and public policy citizens: a perspective from new public administration, new public management and new public service. evolution of e- governance e- governance issues and challenges e governance initiatives: a case study of sakala

Unit-8: Emerging Policy issues: Water, Environment, Climate Change, Digitalisation, Air Pollution, Agriculture, Cyber Security, Data Privacy, etc.

Reading List:

Bellamy Christine and John Taylor (1998), Governing in the Information Age, Buckingham Open University Press.

Bhatnagar S.C (2004) E- Government From vision to Implementation: A practical guide with

case studies, Sage publications New Delhi.

Michael.E. Milkovich (2012), Digital Governance- New Technologies for improving public service a participation Routledge, Taylor and Francis group New York.

Bowler and T. Donovan (2002), Democracy, Institutions and Attitudes about Citizen influence on government, British Journal of Political Science, Vol. 32.

Ali Farazamand (2004) Sound Governance: Policy and Administrative Innovations Praeger publishers, West Port.

Bevier Mark (2013), The Sage Handbook of Governance Sage publications London.

Katherine Berscha and Sandra Botero (2014), Measuring Governance: Implications of conceptual choices, European journal of Development and Research, Vol. 26.

Shantanan Devarajan (2008), Two comments on Governance Indicators: Where are we, where we should we be going? The world Bank research Observer, Vol. 23.

Francis Fukuyama (2013) What is Governance, Working Paper Centre for Global development, New York Washington.

Kathe Callahan (2007), Elements of Effective Governance: Measurement, Accountability and Participation CRC, press, Taylor and Francis group Boca Raton.

Research and Publication Ethics (RPE)

As per the UGC guidelines, a two credit course, Research and Publication Ethics (RPE) is a mandatory for PhD Scholars, as a part of their Pre-PhD Course Work. The students may opt for any one of the following SWAYAM courses, which is matching or similar to prescribed RPE syllabus.

https://swayam.gov.in/explorer?searchText=Researc

       (Dr. Samir Roy, NITTTR)

https://swayam.gov.in/explorer?searchText=ethic(Dr.

       Manoj Kumar, CUHP)

Central University of Rajasthan

Implementing NEP 2020

New Proposed Framework for PhD Coursework

Extract from NEP 2020

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

"15.9. All fresh PhD entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen PhD subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. PhD programmes at universities around the country will be reoriented for this purpose."

In order to implement the NEP2020 and the UGC circular to incorporate a two credits course Research and Publication Ethics (RPE) a framework for the compulsory courses for the PhD programmes of all disciplines is proposed as under:

S. No.	Compulsory Courses	Credits	Norms	Remarks
Knowledge Domain, Research Aptitude and Publication Ethics				
1.	Research Methodology (Compulsory Course to be offered through SWAYAM/NPTEL or by respective Schools) may be Common to All	4	Ordinance 09	Courses to be completed as per the provisions of the ordinance 9 clause 2.iii
2.	Discipline Specific Course(s) as may be recommended by the DRC and approved by the BoS/SB and AC	6-8	Ordinance 09	
3.	Research and Publication Ethics (RPE). (The detailed curriculum is given by the UGC vide circular in August 2019 and and also accepted by the Univ)	2	Ordinance 09 and UGC directives	This course may be completed with the PhD coursework preferably in the first two semester but not later than the maximum of 4 semesters as per provisions of the ordinance 9 clause 2.iii
Teaching / Pedagogy Domain for Professional development*				
1.	**Pedagogy for Higher Education** (The School of Education will facilitate this course with the help of internal faculty and a few external	3	NEP2020 (15.9)	Scholar may take this course anytime during his/her PhD programme.

	experts. A similar course if available on SWAYAM could also be approved by the Dean SoE and offered to the scholars)			However, it is recommended that the RS registers for this course any time between second and third semester of the PhD programme.
2.	**Practice Based Teaching Skills** (Respective Department will facilitate this course. The Research Scholar will facilitate teaching / practical sessions for part of one or more courses course as may be approved by the HoD on recommendation of the DRC. The RS will prepare detailed lesson plans, design learning events, develop contents and facilitate the lecture / practical sessions under supervision of the guide / course instructor.)	3	NEP2020 (15.9)	This course can be taken after successful completion of the basic course 'Pedagogy for higher Education'. This course would be a **non-graded** course. There is no fixed time/ duration for completion of this course. It may be done anytime during the period of stay of the scholar preferably from the second to six semesters of the PhD programme in the extended period of time.

Course code: EDU 705

Pedagogy for Higher Education *(prepared by Dr Anjali Sharma)*

Credits:03 (About 45 hours of interactive learning events that will include lectures, discussions with practice sessions and additional off the class self-learning activities)

Aim and Outline of the course:

The course is designed for the research scholars (may call the prospective teacher of higher education or PhD Entrants) to join higher education institutes as professionals. A researcher generally engages in the teaching-learning process after completing their research and sometimes participates in teaching-learning during their research period as a teacher assistant. Therefore, it is required to give them exposure to the teaching-learning process for conceptual understanding and skill development.

This course will help them understand the teaching-learning process basics, curriculum and assessment, and classroom management. This course will also help scholars be more effective while presenting in seminars and conferences.

Besides developing conceptual knowledge of pedagogy skills this course covers contemporary higher education issues like choice-based credit system, online learning, open-book examination, web-based and research-based pedagogical tools and MOOCs etc.

The scholars would develop insight into the significance of pedagogical knowledge and its implication in their professional life on completing the course. Thus the scholars who complete this course will be fully equipped to teach well immediately as they join any educational institute.

Learning Outcomes

On successful completion of this course the participants will be able to:

- Describe teaching-learning processes especially in context of higher education
- Develop an instructional plan as per the teaching strategy needed.
- Design learning events using different teaching methods
- Use activities and exercises as per the required teaching approach
- Develop web based and research-based pedagogical tool
- Explore the ways to handle diverse group of learners in the classroom
- Use technology effectively to facilitate and support e-learning
- Prepare assessment rubric for achievement testing of students and portfolio
- Demonstrate enhanced competency in communication with students
- Use visual aids and technology in offline and online classes.
- Make effective presentations in seminars and conferences.
- Deliver lectures and facilitate discussions and other activities in the classroom situation.

Target Audiences

The course is designed as a compulsory course for the research scholars of all disciplines. However it may be useful for students of the masters programmes who may be taking this course as an elective to enhance their employability.

Prerequisite

The prerequisite for the course is a bachelor's degree in any discipline.

Course Content

1. **Overview of Teaching and Learning (6 hours)**
   a. Concept of Pedagogy, Andragogy and Heutagogy
   b. Understanding Teaching and related terms, the relationship with learning
   c. Understanding learner and learning cycle
   d. Taxonomy of teaching objectives (Revised Bloom's taxonomy),
   e. Writing learning outcomes

2. **Curriculum and Instruction (8 hours)**
   a. Curriculum: Concept and Facets,
   b. Credit Framework and Choice-based Credit System
   c. Instruction: Concept, Design and instructional media
   d. Developing Instructional Plans

3. **Teaching Strategies and Approaches (9 hours)**
   a. Expository vs Inquiry Strategy (shifting from behaviourism to constructivism)
   b. Individualized to small group/ large group Approaches,
   c. Scenario-Based, Online and Blended Approach, Introduction of MOOCs
   d. Designing Learning Events and Activities for Student Engagement
   e. Component of effective lectures delivery

4. **Pedagogical skills and tools (8 hours)**
   a. Concept of TPACK
   b. Pedagogical Skills - Scanning the class, starting a session, skill of achieving closure skills, skills to lead session, Skill to secure attention (switch over), scaffolding skills, time management, skill to handle challenging situations.
   c. Technological Skills- Using different apps and platforms for teaching, Use of Open Educational resources (OER), developing assignments and learning material using different apps and software
   d. Communication skills - Presenting in Public, Participating in Discussions and Formal Meetings

5. **Assessment and Evaluation (8 hours)**
   a. Concept of Assessment, Assessment for learning, of learning, as learning,
   b. Receiving and Giving Feedback
   c. Assessment rubrics, Assessment Portfolio, Reflective journal

d. Designing an Achievement test - Objective and Descriptive / Open book question paper
   e. Grading System (Absolute, Relative, CGPA, Conversion of grades to percentage etc)
   f. Conducting Examination, - Face to Face, Online Exams (Proctored and non-Proctored Exams)
   g. Project Reviews and Viva-Voce Examinations

6. **Classroom Management (6 hours)**
   a. Organizing the Physical environment
   b. Managing learner's behaviour through action research
   c. Counselling, Guidance and Mentoring
   d. Effective Academic leadership
   e. Resource Management

Mode of Transaction

The content will transact through interactive lectures, activities, web lectures, assignments, discussions and seminars and practice sessions (video recorded to provide feedback).

Assessment: CIA and EoSE as per provisions of the university ordinances

NEW COURSE on Pedagogy for Higher Education DESIGNED by Dr Anjali Sharma and reviewed by following five experts from Education Domain:

Prof Saroj Sharma
Professor, School of Education,
Chairperson National Institute of Open School,new Delhi
Guru Govind Singh Indraprasth University, New Delhi

Prof. Gopal Krishna Thakur
Professor & Head
Department of Education
Department of Psychology
Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya
(A Central University), Wardha – 442001, Maharashtra

Prof Amruth G Kumar
School of Education
Central University of Kerela

Prof. B. N. Panda
Professor of Education and Dean of Research
Dept. of Education
Regional Institute of Education (NCERT)
(A Govt. of India Autonomous Organization)
Bhubaneswar-751022,Odisha,India

Course Title: Practice-Based Teaching *(original draft prepared by Dr Anjali Sharma)*

Course code: (to be confirmed as per the department)

Credits:03 (About 60 hours of practical teaching sessions and additional preparatory work to support the teaching)

Aim and Outline of the course:

The course is designed for the research scholars in the continuation of the foundation course of Pedagogy for higher education. As per the expectation of National Education Policy 2020, researchers need to be professionally equipped along with conceptual knowledge and understanding of Pedagogy. Developing teaching skills during the PhD will be a good value addition to a scholar's profile and will help them develop essential pedagogical /teaching skills required for their professional life.

This course is a practice-based course where a scholar is expected to be formally involved in various aspects of delivering a course and will include formal teaching sessions under the guidance of a supervisor.

Learning Outcomes: On completion of the course the participants will be able to:

- Prepare the Instructional plans for the given course
- Write Learning Outcomes for the planned learning event
- Design Learning Events as per the LO
- Deliver Lectures
- Formally speak in Public and make formal presentations
- Support the course instructors / teachers in various aspects of teaching, learning and assessment
- Give effective feedback and provide support to students

Pre-requisites: Successful completion of the course 'Pedagogy for Higher Education'

Contents:

The course contents will depend on the teaching requirement of subject specific discipline. The participant expected to be involved in the whole cycle of delivery of a course for which the following is suggested.

1. Developing Instructional Plans,
2. Writing Learning Outcomes for each session
3. Designing learning activities as per the Instructional Plan and LO
4. Design Cooperative and Collaborative Activities for the students.
5. Delivering Lectures and organizing Seminars,
6. Preparing Handouts / Learning Course Readers
7. Moderating Panel Discussions, Facilitating Group Discussions
8. Facilitating Practicals / Field Visits / Project work / Studio (as per the need)
9. Assessment - developing rubrics, preparing question papers of different types, and assessing answer scripts with written feedback, preparing results etc (for one formative and one summative Assessment)

10. Giving written and verbal feedback on presentations, assessment, reports etc (one-time only)
11. Writing Project Review Report (2 Reports)
12. Develop Open Educational Resources pool in the specific discipline
13. Conduct Seminar /conference and group discussions for the students. (3 Seminars/conference and 2 group discussions)
14. Writing and delivering formal public speeches like welcome notes, introducing speakers, vote of thanks etc. (2 in number from the mentioned activities)
15. Mentoring and Counselling students (5 students only)

Assessment: This will be a non-graded course. The participant will be awarded 'S' for satisfactory performance and 'NS' for non-satisfactory performance on completion of around 60 hours of practical teaching which may be a mix of classroom lectures, formal seminars, facilitating laboratory/studio/field sessions.

Note:

1. The 60 hours of practical teaching and the work on associated activities should ideally be done in one semester. However, these may be spread over two semesters also.
2. The contents listed above are representative in nature and will be balanced by the supervisor in a manner that the scholar is able to accomplish the tasks without feeling overburdened. It is suggested that the department and guide/instructor may take 60% of those activities (specifically designing learning course/hangouts, Instructional plan and Assessment) and may decide about the remaining 40 % of activities on their own. The teaching practice sessions may be spread over one or more courses.
3. The teaching practice should cover theoretical as well practical/studio classes. The allocation of the courses should be connected with the area of research being undertaken by the scholar and must be only a small part of a given course. It is not meant to replace the 'teaching load' of the supervisor.