

# **EXTENDED ORIENTATION PROGRAMME**

## **BHARATI COLLEGE**

- A) Invitation to teach in the EOP**
- B) From the Prospectus**
- C) Activity Sheets**
- D) Session Pictures**
- E) Declaration by Principal**



Shobhana Sinha &lt;shobhanas837@gmail.com&gt;

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## Extended Orientation Programme (EOP) 2015: Materials

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**Mukti Sanyal** <muktisanyal@gmail.com>

Wed, Jul 1, 2015 at 4:29 PM

To: Shivani Sharma <ssharna.smiley@gmail.com>, nisha tiwari <Nishasixteen@gmail.com>, Bhawana Pillai <pillaibhawana@gmail.com>, Shobhana Sinha <shobhanas837@gmail.com>, shobhana sinha <shobbie@rediffmail.com>, Aastha Mitra <aasthamitra@gmail.com>, Poonam Friendly <drpoonam.friendly@gmail.com>, MONIKA ARYA <monikaarya21@gmail.com>, anuj singh <anujdse@gmail.com>, Anuradha Sroha <anuradha.sroha@gmail.com>, Kavithendra Indu <kavitendraindu@gmail.com>

Dear friends,

I invite you to teach at EOP this year: 16th and 17th July, 2015 (9.30 AM- 2 PM).

There will be two teachers in every class: so, it should be fun. Please go through all the materials that we have sent you. Should you have queries, write back to us.

I think it will be a good idea for all of us to meet on 15th July at 11 am in Gavish's lab. We need to ensure that the rooms have laptops/projectors/sound systems.

I am sure you will find it a rewarding experience.

Warmly,  
Mukti Sanyal  
Shivani Sharma

--

Dr. Mukti Sanyal  
Associate Professor  
Bharati College  
University of Delhi  
C4 Janakpuri  
Ph: 011-22725406 (Res)  
011-25547328 (Office)

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### 7 attachments



**EOP2015\_DAY1.doc**  
56K



**EOP2015\_DAY2.docx**  
30K



**QUIZ.doc**  
35K



**1b.birth\_order\_eng.pdf**  
163K



**1a.birth\_order\_hindi.pdf**  
38K



**2b. beauty\_article\_eng.docx**  
20K



**2a.beauty\_article\_hindi.pdf**  
57K



Shobhana Sinha &lt;shobhanas837@gmail.com&gt;

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**FINAL PRE-EXTENDED ORIENTATION MATERIALS 2016**

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**Mukti Sanyal** <muktisanyal@gmail.com>

Fri, Jul 15, 2016 at 3:02 PM

To: Ankur Betageri <ankurbetageri@gmail.com>, Shobhana Sinha <shobhanas837@gmail.com>, chetan saini <chetansain@gmail.com>, bindia\_trivedi@yahoo.co.uk, Kangkana Roy <kangk2689@gmail.com>, Kavindra Indu <kavindraindu@gmail.com>, Bhavna Kale <bhavnakale2000@gmail.com>, archana dicit1@gmail.com, Gavish Chandra <gchandra130@gmail.com>, Jatin Dabas <jatindabass@gmail.com>, Anavisha Banerjee <anavisha.banerjee@gmail.com>, "Dr. Shivani Jha" <drshivanij@gmail.com>, Sonali Jain <sonali.eng@gmail.com>, Vishakha Kardam <vishakha878@gmail.com>, khushee.rnp@gmail.com

Dear All

Thank you for offering to teach at the EOP this year. I am sure you will make it a great success.

Please study the materials that you have to use on 18th and 19th July 2016 from 9:30 am to 2:30 pm (both days.)

The venues are as follows:

Theater Room: BA Sanskrit and Hindi. Kavindraindu, Bindia, Khushee  
Seminar Room: BA Programme + History. Shobhana, Chetan and Kangkana  
P1: BA Eng Hons and B.Com Hons. Ankur, Anavisha,  
P2: B.Com programme. Bhavna Kale, Shivani Jha  
P3: BA Pol Science + B.Com/BA Prog. Archana Dixit. Mukti, Vishakha

Every room will have two student volunteers who will facilitate discussions reading among students.

All the materials will be uploaded in the laptops kept in the principal's room. They can be collected by the teachers at 9.00 am on 18th. There will be light refreshments served during the breaks on both the days.

Should you have any query feel free to ring me up or mail me. All the very best. I hope we all make this a big success!

Many thanks,  
Mukti

--

Dr. Mukti Sanyal  
Associate Professor  
Bharati College  
University of Delhi  
C4 Janakpuri  
Ph: 011-22725406 (Res)  
011-25547328 (Office)

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**3 attachments****EOP2016\_DAY1.doc**  
61K**EOP2016\_DAY2.docx**  
31K**QUIZ (1).doc**  
283K



Shobhana Sinha &lt;shobhanas837@gmail.com&gt;

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## EOP 2017

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**Dr Mukti Sanyal** <principalbc@gmail.com>

Mon, Jul 3, 2017 at 9:14 AM

To: shilpi sahi &lt;shilpysahi@gmail.com&gt;, Sunita Swami &lt;sunitashines@gmail.com&gt;, shailza134@gmail.com, Niraj Thakur &lt;niraj1308@gmail.com&gt;

Cc: shobhanas837 &lt;shobhanas837@gmail.com&gt;

Dear friends,

As we move closer to the beginning of the new academic session, I invite you to be part of the EOP this year: 18th and 19th July, 2017 (9.30 AM- 2 PM).

Entering college marks the threshold of a responsible and liberal life when engagement with the outside world expands and provides for diverse socio-cultural encounters. This rich experience is expected to contribute to the development of the worldview in young adults and facilitate the process of their integration in society.

In Bharati College, as elsewhere in Delhi University there is wide heterogeneity in students entering college: (rural/urban regions, government/state-run/private schools, having privileged/underprivileged upbringing). This poses a challenge for us in providing a fair, flexible environment to accommodate the varied needs and attributes of all students especially when it comes to sensitizing them in dealing with socio-cultural changes that the college curriculum does not deal with. The Extended Orientation Programme(EOP) is our effort to address this lacuna and we have been running it for the last few years.

The EOP endeavours to use a wide variety of different resources and texts in an integrative, eclectic way in order to bridge the gap that school leavers experience between the sheltered environment of school and home and the more liberal life in college and the world at large.

**I now feel that the time has come to take an introspective and analytical look at the programme, the findings of which could be shared in various fora. I am writing to invite you to be part of the *evaluation team* of EOP 2017.**

Please let me know if you would be willing. This year, Ms Shobhana Sinha (who is part of this mail) from the Department of History will be coordinating the execution of EOP 2017. Please CC your response to her as well

Best

--

**Dr. Mukti Sanyal**  
Acting Principal  
Bharati College  
(University of Delhi)



Nisha Tiwari &lt;nishasixteen@gmail.com&gt;

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**IMPORTANT: regarding the EOP Meeting**

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**Dr Mukti Sanyal** <principalbc@gmail.com>

Sun, Jul 8, 2018 at 1:44 PM

To: chitrangda.k@gmail.com, Deepika Dewan <ddeepika1986@gmail.com>, sonali jain <sonalijain111@gmail.com>, Loveleen Gupta <gupta.loveleen@gmail.com>, chetan saini <chetansain@gmail.com>, Kangkana Roy <kangk2689@gmail.com>, Khushee Saroha <khusheernp@gmail.com>, Ankur Betageri <ankurbetageri@gmail.com>, nisha tiwari <nishasixteen@gmail.com>, Kavindra Indu <kavindraindu@gmail.com>, madhuri sharma <madhurisharma.jnu@gmail.com>, "n.r. levin" <nr.levin@gmail.com>, Anubha Bhargava <linktoanubha@yahoo.co.in>, roopali.das10@gmail.com, Nisha Kumari <nishakumari1133@gmail.com>, Ekta chaudhary <EKTA259@gmail.com>

Dear All,

As you are well aware, we have been conducting an extended Orientation Programme (EOP) titled 'Life in College' since 2009 every year in July for the freshers entering our college. We plan to do so this year as well. This EOP along with Earn and Learn have been part of Bharati College initiatives that have been widely appreciated. EOP has, in the past, helped connect freshers to the College ethos and culture.

A copy of the programme used last year is being attached to this email. Ms. Nisha Tiwari, from the Department of English, will be the Convenor for this two-day programme this year, which will be held on **18-19 July 2018 (Wednesday and Thursday) 9 a.m. to 2:30 p.m.**

Each of you will be conducting the session for a batch along with a colleague. Please go through the programme carefully and prepare your questions for the EOP meeting to be held on **10 July 2018 Tuesday at 10:30 a.m.** in the Principal's office.

You will need to take care of the following:

- a well-functioning laptop, internet connection and multimedia equipment for conducting the session in the room allotted to you for both days (*contact Jatin Dabas to ensure this facility by 16 July 2018*)
- finding the approximate strength of students in the batch allotted to you to make copies of the reading material before the session.

Further queries and concerns regarding the EOP can be addressed at the meeting on Tuesday.

Please find a copy.

Looking forward to seeing you all

--  
Regards

Sincerely

**Dr. Mukti Sanyal**  
Officiating Principal  
Bharati College  
(University of Delhi)

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 **EOP DAYS 1and 2 .doc**  
83K



Shobhana Sinha &lt;shobhanas837@gmail.com&gt;

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**Meeting for Extended Orientation Programme (EOP) on 5/07/2019**

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**Dr Mukti Sanyal** <principalbc@gmail.com>

Mon, Jul 1, 2019 at 4:54 PM

To: Kavitendra Indu <kavitendraindu@gmail.com>, Nazish Khan <nazishhkhan@gmail.com>, Namit Hans <namit.hans@gmail.com>, chetan saini <chetansain@gmail.com>, Ankit Gupta <ankitsince1988@yahoo.co.in>, YMEGHA.1991@gmail.com, Kangkana Roy <kangk2689@gmail.com>, Vishakha Kardam <vishakha878@gmail.com>, Devika Mittal <devikamittal31@gmail.com>, Princy Jain <pj1909@gmail.com>, Khushee Saroha <khusheernp@gmail.com>, nitin verma <nitinverma008@gmail.com>, Richa Malhotra <rich.malh2@gmail.com>, vandana yadav <vandanayadav04@gmail.com>, Bindiya Trivedi <bindia\_trivedi@yahoo.co.uk>, nisha tiwari <nishasixteen@gmail.com>, shobhanas837 <shobhanas837@gmail.com>, guptameenakshi111@gmail.com, poojakhemani5@gmail.com

Dear All,

The meeting regarding EOP will be held on 5 July 2019 (Friday) at 1 pm in the Committee Room. Kindly make it convenient to attend.

--

Regards

Sincerely

**Dr. Mukti Sanyal**  
Officiating Principal  
Bharati College  
(University of Delhi)

The College will re-open on Wednesday 20<sup>th</sup> July, 2016 after the summer vacation. An orientation programme is held for all the new entrants. All first year students must attend it.



## College Orientation Schedule

<b>Pre-Orientation Programme</b>	18 <sup>th</sup> and 19 <sup>th</sup> July 2016, Monday and Tuesday, 9.30 a.m. to 2.30 p.m.
<b>Orientation Programme</b>	20 <sup>th</sup> July 2016, Wednesday at 10.00 a.m. Venue: Foyer Welcome Address by Principal Meeting with respective departments for Time- Table etc. Refreshments



## College Orientation Schedule

The new academic session 2017-18 begins on Thursday, 20<sup>th</sup> July 2017. An Extended Orientation Programme (EOP) for all first year students will be held on Tuesday, 18<sup>th</sup> and Wednesday 19<sup>th</sup> July from 9:00 a.m. to 2:00 p.m. All first year students must attend.

## COLLEGE PROFILE

Bharati College, one of the top women's colleges in West Delhi, is a constituent College of the University of Delhi. The College was founded in 1971, with its premises at Karol Bagh. It shifted to its present location in Janakpuri in July 1998. Enriched by a faculty of over 130 qualified and dedicated teachers, the College caters to about 2000 students. Our alumni have excelled as academicians, lawyers, chartered accountants, politicians, actors and administrative staff. We are confident that all those who joined Bharati will reach great heights.

The College is situated in an area of about 8.6 acres of land which has a newly constructed women's hostel, a new academic block, 4 computer labs with over 150 computers with broadband connectivity, a seminar room, a conference room, a theatre room and a large, well equipped library. The library provides access to e-journals, books and other information that can be freely used by students and faculty.

The College offers thirteen programmes of study, including Honours programmes in ten disciplines, and a Master's





## College Orientation Schedule

The new academic session 2018-19 begins on Friday, 20<sup>th</sup> July 2018. An Extended Orientation Programme (EOP) for all first year students will be held on Wednesday, 18<sup>th</sup> and Thursday 19<sup>th</sup> July from 9:00 a.m. to 2:00 p.m. All first year students must attend.

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The College offers thirteen programmes of study, including Honours programmes in ten



## College Orientation Schedule

The new academic session 2019-20 begins on Saturday, 20<sup>th</sup> July 2019. An Extended Orientation Programme (EOP) for all first year students will be held on Saturday, 20<sup>th</sup> and Monday 22<sup>nd</sup> July from 9:00 a.m. to 2:00 p.m. All first year students must attend.

## COLLEGE PROFILE

Bharati College, one of the top women's colleges in West Delhi, is a constituent College of the University of Delhi. The College was founded in 1971 with its premises at Karol Bagh. It shifted to its present location in Janakpuri in July 1998. Enriched by a faculty of over 130 qualified and dedicated teachers, the College caters to 2214 students. Our alumni have excelled as academicians, lawyers, chartered accountants, politicians, actors and administrative staff. We are confident that all those who join Bharati will reach great heights.

The College is situated in an area of about 8.6 acres of land which has a newly constructed women's hostel; a new academic block; 4 computer labs with over 150 computers with broadband connectivity; a seminar room; a conference room; a theatre room and a large, well equipped library. The library provides access to e-journals, books and other information that can be freely used by students and faculty.

The College offers thirteen programmes of study, including Honours programmes in ten disciplines, and a Master's programme in Hindi. It also conducts four self-financing courses: One in foreign languages such as German, Chinese, Russian and French, another in IT at 'O' and 'A' levels from NIELIT and two more in Mass Communication and Digital





**EXTENDED ORIENTATION PROGRAMME****DAY 1****OBJECTIVES:**

5 mins

The Extended Orientation Programme is a unique feature of Bharati College. It has been prepared in-house by its former Principal and some members of its staff and students. It was started in 2009. It aims at:

- Introducing girls to life in college;
- Helping them cope with the demands of Academic Reading and Writing;
- Equipping them with skills and strategies for dealing with their own problems; and
- Helping them recognize their roles in the larger life of the country and the world.

Focus on Academic learning is achieved through:

- Use of articles and audio-visual clips to encourage students to summarize, paraphrase, evaluate, and analyze a given issue or situation.
- Making them use research tools, HOTS (Higher Order Thinking Skills) in order to enhance their reading and writing skills for academic purposes.
- Breaking away from school practices of mugging, learning by rote etc, strategies of integrated learning is demonstrated by presenting concepts/problems/issues via various media: audio, visual, and printed text;
- Students are encouraged to apply the gathered information/ insights in different situations through group activities like role play, dramatization, debate, etc.
- Students are encouraged to be articulate and the attempt is to break the culture of silence, reverence, and hierarchy that has been imposed in many schools and homes. Socially relevant issues are used to encourage students to be vocal, express their

curiosity, doubt, and dissent.

**ACTIVITY 1:** Making Friends: **FIND SOMEONE WHO**

Move around the class and chat up with about 5-6 new persons in the next 15 minutes.  
You may make notes. (25 mins)

Follow these steps:

*Greet the person and introduce yourself. Hi! I'm .... And you are...?*

Circulate in your room to find someone who does any of the following things. Make sure you cover each of the activity:

- 1) Has run a marathon.
- 2) Knows how to sew/knit/weave.
- 3) Has tried some kind of adventure sport.
- 4) Has visited a forest/national reserve.
- 5) Knows how to ride a vehicle.
- 6) Has been/is in a relationship.
- 7) Has participated in a state level competition.
- 8) Plays music.
- 9) Knows a classical form of dance.
- 10) Has been to a pub or discotheque.

Now, allow her to ask you the same questions. Thank her for giving you time and information. Bid her good bye (*"It was really nice talking to you... or nice meeting you or keep in touch"*). Repeat these steps with a new person.

### ACTIVITY 2 & 3:

SUMMARIZE & MAKE OBSERVATIONS

(25 mins)

Share with the class some of the interesting information that you gathered.

What observations can you make? Try to come up with a general statement about young women. Remember, to arrive at a conclusion/observation. To arrive at a conclusion, you have to think deeply and analyze the information that you have gathered. For example: Most girls do not take risks.

### ACTIVITY 4: (How Birth Order affects personality)

READING & SPEAKING:

(20+20= 40 mins)

1. Read the passage silently. Underline words and sentences that appear to be important. Also underline those words you do not understand.
2. Discuss with your partner what you have read. Tell her what you agree with and what you don't.
3. Did you find the reading passage interesting / useful? Discuss your reading in the class.

NOTE: The teacher can emphasize the need for students to



## Extended Orientation Programme 2015

introspect, reflect, articulate issues about themselves. Learning can be more fruitfully done when you have a better understanding of yourself: your aspirations, needs, abilities, strengths and weaknesses.

**ACTIVITY 5:** Understanding how we read

(20 mins)

1. How do you read? Word for word/ in blocks/ read aloud/vocalize/sub-vocalise/read silently
2. Which method according to you is the most efficient? Why?
3. Do you think you read differently at different times? For different purposes?
  - SKIMMING: Reading quickly to get a general idea
  - SCANNING: Looking through text fast to get specific information
  - INTENSIVE READING: Close and detailed reading for study and exams
  - EXTENSIVE READING: Reading widely across different texts types

NOTE: These questions are meant to create awareness about better practices and strategies to be used in reading. The teacher should emphasize the fact that reading extensively is essential to success in higher education. A student should explore a wide variety of sources for in-depth knowledge.

**BREAK: 11.30 am-12 noon****ACTIVITY 6:** (Bombay Talkies)

Read the questions before you watch the clip carefully. Contribute to a class discussion on these issues:

(30+20=50 mins)

1. Comment on the relationship between the father and the children? Does he treat them in the same manner? If not, how is the treatment different?
2. According to this movie, how important is parental approval to a child's choice? Do you agree with the movie's point of view?
3. The movie deals with certain gender stereotypes: a boy should want to be a pilot/ football player, a girl must want to be an airhostess. What types of gender stereotypes have you come across in your personal life?
4. Comment on the father's reaction to his son's cross-dressing in this short film.

## Extended Orientation Programme 2015

5. What are your thoughts on the strategy that the child then employs to deal with his situation at home?

Link:

<http://www.movies2fun.in/2013/05/bombay-talkies-watch-online-full-movie-2013.html>

Go to **part 2** (Start from 16.56)

### ACTIVITY 7: Express yourself

(30 mins)

You have just seen a film and participated in a discussion. Draw a picture; write a poem or pen down your thoughts either in English or Hindi. Work on your own. After you have finished, share and discuss with your partner. The teacher encourages some students to share their work with the rest of the class.

Note: The teacher can briefly talk about learning styles and different kinds of intelligences: verbal; logical; musical; kinesthetic; inter personal; intra personal; natural. Pair and group work is often more desirable than individual study because it brings together people with different strengths.

### ACTIVITY 8: Homework

(5 mins)

1. Announce about the quiz which will take place tomorrow. Ask the students to read the prospectus well. (There are “sweet” prizes to win!!)
2. Ask the students to make a diary entry recording your thoughts about day 1.
3. Ask them to read the article on **beauty** and make notes. List questions/issues that they raise in your mind.

## DAY 2

**ACTIVITY 9:** Review:  
(minutes)

(50

1. Three things you liked about yesterday's session.
2. Three things you DID NOT like about yesterday's session.
3. Summary/ Comment on the article on beauty that you've read.

## Note:

- The teacher should get students who have brought a written summary of the article or an essay with their comments on some aspects of the article read it out in class. Get at least 2 or 3 students to do this. This will help those who have not been able to read understand what the article is about.
- The teacher should be able to tell the difference between summary and essay: A **summary** presents the key concepts briefly. An **essay** includes what the reader feels about some of the ideas presented in the article.

**ACTIVITY 10:** Using discussions to explore issues

(30 minutes)

In pairs, read, discuss and share:

1. What observations can you make?
  2. Do these statements remind you of experiences you have heard or experienced?
- *My boyfriend is very possessive. He constantly phones and emails me when I'm out of the house. He doesn't like me seeing my friends or family and he checks my text messages when he can. He says it's because he cares.*
  - *My husband puts me down and calls me names all of the time. He says, I am a bad mother and that I'm going mad. I'm starting to believe him and I don't think I can cope any more.*

- *My friend and I get into fights but then she's so nice and apologetic afterwards, and I always forgive her. Is this okay to do?*
- *My wife is bossy. She's always telling me what to do. If I'm helping her cook, she'll tell me 2 or 3 things to do, then before I'm done with the first, she gets upset with me that I haven't already done the 2nd or 3rd thing yet. Or if she ask me to stir something, I'll start to stir it, then, she'll just come over and take the spoon from me and start stirring it herself as if I'm not doing it correctly.*

### ACTIVITY 11: Watch videos on Social Responsibility.

(10 mins)

1. Bell bajao  
<https://www.youtube.com/watch?v=-9dKXXriVmo>
2. Rainwater harvesting  
<https://www.youtube.com/watch?v=2Lu3IXpHmWY>
3. Save Electricity (Link will be shared)
4. Sensitivity to Differently-abled (Link will be shared)
5. Emotional abuse  
<https://www.youtube.com/watch?v=1G7nohXboIc>

### Writing slogans for campaigns

(20 mins)

Imagine that you wish to organize a campaign to raise awareness about **any one** of the issues that you have been discussing this morning. Work in groups of 3-4 students to write captions and slogans that you will display in the banners/placards that you may use in your campaign. You may choose to draw some pictures to go with your words.

#### Note:

- The work should be done and displayed after the break.
- Please encourage creativity, imagination and seriousness. Make sure students write their names on their work.

- The teacher may help them put their work on the college notice boards.

### Peer feedback and peer assessment

(15 mins)

- Stop working and go around the class looking and studying what others have done. You may even ask them questions. Make notes while you are doing this about which captions/slogans appealed to you.
- Make a short presentation of your observations and assessment to the class.

### ACTIVITY 12

Time travel scene (Lucy 2015)

[https://www.youtube.com/watch?v=Jf\\_ajrfTrp8](https://www.youtube.com/watch?v=Jf_ajrfTrp8)

(i) If you can travel back in time which age/era would you like to inhabit and why? (ii) What is it that you like about the past (you own and the historical past) and what is it that you find lacking in the present? (iii) Do you think god created us or that we evolved from the great apes? If you believe we have evolved from the apes what is it that distinguishes us from them? Do you think the great apes are similar to us – are we emotionally similar or different? Are our cognitive capacities similar but only superior to their basic capacities, or is it of an entirely different order? (iv) Considering we have evolved from the apes what is it that makes us human--what constitutes human identity? (v) Does culling of animals (like the Indian government is doing with *neelgais* and monkeys) constitute progress? Can human progress be equated with GDP growth, industrialization and compulsive consumption? What according to you constitutes true progress? (vi) Is there any point in being aggressively nationalistic and hating a neighbouring country, or a religious minority, when the fact is that we, distributed in different countries of the world today, have all evolved out of apes and migrated out of the continent of Africa? Why do you think some people are nationalistic and what purpose do you think it serves?

**Break: 11.30 am-12 noon**

**ACTIVITY 14:** Read the questions before watching the film clips. Have a discussion subsequently. (Queen)

(30+20 mins)

1. What situations are being depicted in these scenes?
2. Rani dances in two of these scenes. Are the two dance sequences similar or different? What do they tell us about how people dance and why?



## Extended Orientation Programme 2015

3. How do you view the girl's behaviour? Would you have acted differently?
4. What do these scenes tell us about our contemporary life?
5. What do these scenes tell us parent-child relationship?
6. Is it good to take decisions for oneself? Or, should one's life be controlled by parents and friends?

Film link: <https://www.youtube.com/watch?v=6WUogMXc9mU>

**ACTIVITY 15:** Quiz on prospectus  
mins)

(30

**ACTIVITY 16:** Feedback

Write a short paragraph sharing your experience of the EOP. You may or may not write your name.

(20 mins)

**\*THE END\***

**OBJECTIVES:**

5 mins

The Extended Orientation Programme is a unique feature of Bharati College. It has been prepared in-house by its former Principal and some members of its staff and students. It was started in 2009. It aims at:

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- 10) Has been to a pub or discotheque.

Now, allow her to ask you the same questions. Thank her for giving you time and information. Bid her good bye (*"It was really nice talking to you... or nice meeting you or keep in touch"*). Repeat these steps with a new person.

### ACTIVITY 2 & 3:

SUMMARIZE & MAKE OBSERVATIONS

(25 mins)

Share with the class some of the interesting information that you gathered.

What observations can you make? Try to come up with a general statement about young women. Remember, to arrive at a conclusion/observation. To arrive at a conclusion, you have to think deeply and analyze the information that you have gathered. For example: Most girls do not take risks.

### ACTIVITY 4: (How Birth Order affects personality)

READING & SPEAKING:

(20+20= 40 mins)

1. Read the passage silently. Underline words and sentences that appear to be important. Also underline those words you do not understand.

2. Discuss with your partner what you have read. Tell her what you agree with and what you don't.
3. Did you find the reading passage interesting / useful? Discuss your reading in the class.

NOTE: The teacher can emphasize the need for students to introspect, reflect, articulate issues about themselves. Learning can be more fruitfully done when you have a better understanding of yourself: your aspirations, needs, abilities, strengths and weaknesses.

### ACTIVITY 5: Understanding how we read

(20 mins)

1. How do you read? Word for word/ in blocks/ read aloud/vocalize/sub-vocalise/read silently
2. Which method according to you is the most efficient? Why?
3. Do you think you read differently at different times? For different purposes?
  - SKIMMING: Reading quickly to get a general idea
  - SCANNING: Looking through text fast to get specific information
  - INTENSIVE READING: Close and detailed reading for study and exams
  - EXTENSIVE READING: Reading widely across different texts types

NOTE: These questions are meant to create awareness about better practices and strategies to be used in reading. The teacher should emphasize the fact that reading extensively is essential to success in higher education. A student should explore a wide variety of sources for in-depth knowledge.

**BREAK: 11.30 am-12 noon**

### ACTIVITY 6: Response

(30+20=50 mins)

1. Pakistani school girls on India-Pakistan relationship  
An excerpt from Anand Patwardhan's documentary film *War and Peace* (2002)  
<https://www.youtube.com/watch?v=51cGb2uHbwc>

You have just seen a film. Now participate in a discussion.

1. What makes a nation—is it the geographical space or the people who live in it?
2. The political theorist Benedict Anderson calls nations “imagined communities.” Are nations really “imagined” communities?
3. Modern warfare is described as MAD—causing “Mutually Assured Destruction. Considering the destruction wrecked by atomic bombs cannot be contained within national boundaries do you think there is a point in waging nuclear war?
4. Is debating only for the sake of winning prizes? What is the role of debate in a democracy?

**ACTIVITY 7: Express yourself**

(30 mins)

2. *My Tree* by Sara Siadatnejad.

<https://www.youtube.com/watch?v=JHnGq6FQK2g>

1. What do you make of this film? What do you think it trying to say?
2. What is the role of art in capturing everyday experience?
3. What do you know about climate change? How can it be prevented?
4. Does Delhi need more green spaces?

Draw a picture; write a poem or pen down your thoughts either in English or Hindi. Work on your own. After you have finished, share and discuss with your partner. The teacher encourages some students to share their work with the rest of the class.

Note: The teacher can briefly talk about learning styles and different kinds of intelligences: verbal; logical; musical; kinesthetic; inter personal; intra personal; natural. Pair and group work is often more desirable than individual study because it brings together people with different strengths.

**ACTIVITY 8: Homework**

(5 mins)

1. Announce about the quiz which will take place tomorrow. Ask the students to read the prospectus well. (There are “sweet” prizes to win!!)
2. Ask the students to make a diary entry recording your thoughts about day 1.
3. Ask them to read the article on **beauty** and make notes. List questions/issues that they raise in your mind.



**ACTIVITY 9:** Review:  
(minutes)

(50

1. Three things you liked about yesterday's session.
2. Three things you DID NOT like about yesterday's session.
3. Summary/ Comment on the article on beauty that you've read.

**Note:**

- The teacher should get students who have brought a written summary of the article or an essay with their comments on some aspects of the article read it out in class. Get at least 2 or 3 students to do this. This will help those who have not been able to read understand what the article is about.
- The teacher should be able to tell the difference between summary and essay: A **summary** presents the key concepts briefly. An **essay** includes what the reader feels about some of the ideas presented in the article.

**ACTIVITY 10:** Using discussions to explore issues

(30 minutes)

In pairs, read, discuss and share:

1. Do these situations remind you of experiences you have heard or experienced?
  2. What observations can you make?
  3. Why do you think these situations arise?
- *My mother puts me down and calls me names all of the time. He says, I am a bad mother and that I'm going mad. I'm starting to believe him and I don't think I can cope any more.*
  - *My boyfriend is very possessive. He constantly phones and emails me when I'm out of the house. He doesn't like me seeing my*

*friends or family and he checks my text messages when he can. He says it's because he cares.*

- 
- *My friend and I get into fights but then she's so nice and apologetic afterwards, and I always forgive her. Is this okay to do?*
- *My wife is bossy. She's always telling me what to do. If I'm helping her cook, she'll tell me 2 or 3 things to do, then before I'm done with the first, she gets upset with me that I haven't already done the 2nd or 3rd thing yet. Or if she ask me to stir something, I'll start to stir it, then, she'll just come over and take the spoon from me and start stirring it herself as if I'm not doing it correctly.*

**ACTIVITY 11:** Watch videos on Social Responsibility. (OPTIONAL)

(10 mins)

1. Bell bajao  
<https://www.youtube.com/watch?v=-9dKXXriVmo>
2. Rainwater harvesting  
<https://www.youtube.com/watch?v=2Lu3IXpHmWY>
3. Emotional abuse  
<https://www.youtube.com/watch?v=1G7nohXboIc>

**Writing slogans for campaigns** (OPTIONAL)

(20

mins)

Imagine that you wish to organize a campaign to raise awareness about **any one** of the issues that you have been discussing this morning. Work in groups of 3-4 students to write captions and slogans that you will display in the banners/placards that you may use in your campaign. You may choose to draw some pictures to go with your words.

Note:

- The work should be done and displayed after the break.

- Please encourage creativity, imagination and seriousness. Make sure students write their names on their work.
- The teacher may help them put their work on the college notice boards.

### Peer feedback and peer assessment

(15 mins)

- Stop working and go around the class looking and studying what others have done. You may even ask them questions. Make notes while you are doing this about which captions/slogans appealed to you.
- Make a short presentation of your observations and assessment to the class.

### ACTIVITY 12

Time travel scene (*Lucy* 2015)

[https://www.youtube.com/watch?v=Jf\\_ajrfTrp8](https://www.youtube.com/watch?v=Jf_ajrfTrp8)

- (i) If you can travel back in time which age/era would you like to live in? Why?
- (ii) What is it that you like about the past –your own and the historical past? What do you find lacking in the present?
- (iii) Do you think the great apes are similar to us? Are we emotionally similar or different? Are our cognitive capacities similar but only superior to their basic capacities, or is it of an entirely different order?
- (iv) Does culling of animals (like the Indian government is doing with *neelgais* and monkeys) constitute progress?
- (v) There is DNA evidence that we have all evolved out of apes and migrated out of the continent of Africa. Then, do you think aggressive nationalism makes sense?

**Break: 11.30 am-12 noon**

**ACTIVITY 14:** Read the questions before watching the film clips. Have a discussion subsequently. (Queen) (OPTIONAL)

(30+20 mins)

1. What situations are being depicted in these scenes?
2. Rani dances in two of these scenes. Are the two dance sequences similar or different? What do they tell us about how people dance and why?
3. How do you view the girl's behaviour? Would you have acted differently?
4. What do these scenes tell us about our contemporary life?

5. What do these scenes tell us parent-child relationship?
6. Is it good to take decisions for oneself? Or, should one's life be controlled by parents and friends?

Film link: <https://www.youtube.com/watch?v=6WUogMXc9mU>

**ACTIVITY 15:** Quiz on prospectus  
mins)

(30

**ACTIVITY 16:** Feedback

Write a short paragraph sharing your experience of the EOP. You may or may not write your name.  
(20 mins)

**\*THE END\***

**OBJECTIVES:**

5 mins

The Extended Orientation Programme is a unique feature of Bharati College. It has been prepared in-house by its former Principal and some members of its staff and students. It was started in 2009. It aims at:

- Introducing girls to life in college;
- Helping them cope with the demands of Academic Reading and Writing;
- Equipping them with skills and strategies for dealing with their own problems; and
- Helping them recognize their roles in the larger life of the country and the world.

Focus on Academic learning is achieved through:

- Use of articles and audio-visual clips to encourage students to summarize, paraphrase, evaluate, and analyze a given issue or situation.
- Making them use research tools, HOTS (Higher Order Thinking Skills) in order to enhance their reading and writing skills for academic purposes.
- Breaking away from school practices of mugging, learning by rote etc, strategies of integrated learning is demonstrated by presenting concepts/problems/issues via various media: audio, visual, and printed text;
- Students are encouraged to apply the gathered information/ insights in different situations through group activities like role play, dramatization, debate, etc.
- Students are encouraged to be articulate and the attempt is to break the culture of silence, reverence, and hierarchy that has been imposed in many schools and homes. Socially relevant issues are used to encourage students to be vocal, express their curiosity, doubt, and dissent.



## DAY 1

### ACTIVITY 1

#### Making Friends: FIND SOMEONE WHO

Move around the class and chat up with about 5-6 new persons in the next 15 minutes.

Follow these steps:

*Greet the person and introduce yourself. Hi! I'm .... And you are...?*

Circulate in your room to find someone who does any of the following things. Make sure you cover each of the activity:

- 1) Has run a marathon.
- 2) Knows how to sew/knit/weave.
- 3) Has tried some kind of adventure sport.
- 4) Has visited a forest/national reserve.
- 5) Knows how to ride a vehicle.
- 6) Has been/is in a relationship.
- 7) Has participated in a state level competition.
- 8) Plays music.
- 9) Knows a classical form of dance.
- 10) Has been to a pub or discotheque.

Now, allow her to ask you the same questions. Thank her for giving you time and

information. Bid her good bye (*"It was really nice talking to you... or nice meeting you*

*or keep in touch"*). Repeat these steps with a new person.

**ACTIVITY 2 & 3:****SUMMARIZE & MAKE OBSERVATIONS**

Share with the class some of the interesting information that you gathered.

What observations can you make? Try to come up with a general statement about young women. Remember, to arrive at a conclusion/observation. To arrive at a conclusion, you have to think deeply and analyze the information that you have gathered. For example: Most girls do not take risks.

**ACTIVITY 4:** (Reading Activity: Dangers of Internet)**READING & SPEAKING:**

1. Read the passage silently. Underline words and sentences that appear to be important. Also underline those words you do not understand.
2. Discuss with your partner what you have read. Tell her what you agree with and what you don't.
3. Did you find the reading passage interesting / useful? Discuss your reading in the class.
4. Can you think of other kinds of misuse of the internet?
5. In March this year, Virender Sehwag was accused of bullying Gurmehar Kaur, a student of Delhi University on the basis of his tweet below. What do you think?



NOTE: The teacher can emphasize the need for students to introspect, reflect, articulate issues about themselves. Learning can be more fruitfully done when you have a better understanding of yourself: your aspirations, needs, abilities, strengths and weaknesses.

#### ACTIVITY 5: Understanding how we read

1. How do you read? Word for word/ in blocks/ read aloud/vocalize/sub-vocalise/read silently
2. Which method according to you is the most efficient? Why?
3. Do you think you read differently at different times? For different purposes?
  - SKIMMING: Reading quickly to get a general idea
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  - INTENSIVE READING: Close and detailed reading for study and exams
  - EXTENSIVE READING: Reading widely across different texts types

NOTE: These questions are meant to create awareness about better practices and strategies to be used in reading. The teacher should emphasize the fact that reading extensively is essential to success in higher education. A student should explore a wide variety of sources for in-depth knowledge.

#### ACTIVITY 6: *I MATTER* (Activity on self esteem)

#### ACTIVITY 7: Response

##### 1. Pakistani school girls on India-Pakistan relationship

An excerpt from Anand Patwardhan's documentary film *War and Peace* (2002)

<https://www.youtube.com/watch?v=51cGb2uHbwc>

You have just seen a film. Now participate in a discussion. The following "trigger words" can help you in your discussion.

MAD

democracy

*Nation*

GEOGRAPHY

Community

Nuclear War

Debate

**ACTIVITY 8:** Express yourself

(30 mins)

*My Tree* by Sara Siadatnejad.

<https://www.youtube.com/watch?v=JHnGq6FQK2g>

1. What do you make of this film? What do you think it trying to say?
2. What is the role of art in capturing everyday experience?
3. What do you know about climate change? How can it be prevented?
4. Does Delhi need more green spaces?

Draw a picture; write a poem or pen down your thoughts either in English or Hindi. Work on your own. After you have finished, share and discuss with your partner. The teacher encourages some students to share their work with the rest of the class.

Note: The teacher can briefly talk about learning styles and different kinds of intelligences: verbal; logical; musical; kinesthetic; inter personal; intra personal; natural. Pair and group work is often more desirable than individual study because it brings together people with different strengths.

**ACTIVITY 9:**

1. Announce about the quiz which will take place tomorrow. Ask the students to read the prospectus well. (There are “sweet” prizes to win!!)
2. Ask them to read the article on **beauty** and make notes. List questions/issues that they raise in your mind.

**DAY 2****ACTIVITY 9:** Review: (50 minutes)

1. Three things you liked about yesterday's session.
2. Three things you DID NOT like about yesterday's session.
3. Summary/ Comment on the article on beauty that you've read.

**Note:**

- The teacher should get students who have brought a written summary of the article or an essay with their comments on some aspects of the article read it out in class. Get at least 2 or 3 students to do this. This will help those who have not been able to read understand what the article is about.
- The teacher should be able to tell the difference between summary and essay: A **summary** presents the key concepts briefly. An **essay** includes what the reader feels about some of the ideas presented in the article.

**ACTIVITY 10:** Using discussions to explore issues

(30 minutes)

In pairs, read, discuss and share:

1. Do these situations remind you of experiences you have heard or experienced?
2. What observations can you make?
3. Why do you think these situations arise?



- My mother puts me down and calls me names all of the time. She says, I am a bad mother and that I'm going mad. I'm starting to believe her and I don't think I can cope any more.
- My boyfriend is very possessive. He constantly phones and emails me when I'm out of the house. He doesn't like me seeing my friends or family and he checks my text messages when he can. He says it's because he cares.
- My friend and I get into fights but then she's so nice and apologetic afterwards, and I always forgive her. Is this okay to do?
- My wife is bossy. She's always telling me what to do. If I'm helping her cook, she'll tell me 2 or 3 things to do, then before I'm done with the first, she gets upset with me that I haven't already done the 2nd or 3rd thing yet. Or if she ask me to stir something, I'll start to stir it, then, she'll just come over and take the spoon from me and start stirring it herself as if I'm not doing it correctly.

**ACTIVITY 11:** Watch videos on Social Responsibility. (OPTIONAL) (10 mins)

1. Bell bajao  
<https://www.youtube.com/watch?v=-9dKXXriVmo>
2. Rainwater harvesting  
<https://www.youtube.com/watch?v=2Lu3IXpHmWY>
3. Emotional abuse  
<https://www.youtube.com/watch?v=1G7nohXbolc>
4. Streetlight video

In this session, a discussion on sensitivity can be initiated. A sense of social responsibility begins with being sensitive to different realities.

Imagine that you wish to organize a campaign to raise awareness about **any one** of the issues that you have been discussing this morning. Work in groups of 3-4 students to write captions and slogans that you will display in the banners/placards that you may use in your campaign. You may choose to draw some pictures to go with your words.

Note:

- The work should be done and displayed after the break.
- Please encourage creativity, imagination and seriousness. Make sure students write their names on their work.
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Peer feedback and peer assessment(15mins)

- Stop working and go around the class looking and studying what others have done. You may even ask them questions. Make notes while you are doing this about which captions/slogans appealed to you.
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ACTIVITY 12

Time travel scene (*Lucy* 2015)

[https://www.youtube.com/watch?v=Jf\\_ajrfTrp8](https://www.youtube.com/watch?v=Jf_ajrfTrp8)

- (i) If you can travel back in time which age/era would you like to live in? Why?
- (ii) What is it that you like about the past –your own and the historical past? What do you find lacking in the present?
- (iii) Do you think the great apes are similar to us? Are we emotionally similar or different? Are our cognitive capacities similar but only superior to their basic capacities, or is it of an entirely different order?
- (iv) Does culling of animals (like the Indian government is doing with *neelgais* and monkeys) constitute progress?
- (v) There is DNA evidence that we have all evolved out of apes and migrated out of the continent of Africa. Then, do you think aggressive nationalism makes sense?

**ACTIVITY : I MATTER (Activity on self esteem)** 11.30 am-12 noon

BREAK

**ACTIVITY 14:** Read the questions before watching the film clips. Have a discussion subsequently. (Queen)  
(OPTIONAL)

(30+20 mins)

1. What situations are being depicted in these scenes?
2. Rani dances in two of these scenes. Are the two dance sequences similar or different? What do they tell us about how people dance and why?
3. How do you view the girl's behaviour? Would you have acted differently?
4. What do these scenes tell us about our contemporary life?
5. What do these scenes tell us parent-child relationship?
6. Is it good to take decisions for oneself? Or, should one's life be controlled by parents and friends?

Film link: <https://www.youtube.com/watch?v=6WUogMXc9mU>

**ACTIVITY 15:** Quiz on prospectus (30mins)

**ACTIVITY 16:** Feedback

Write a short paragraph sharing your experience of the EOP. You may or may not write your name.  
(20mins)

**\*THE END\***



## **OBJECTIVES:**

The Extended Orientation Programme is a unique feature of Bharati College. It has been prepared in-house by its former Principal and some members of its staff and students. It was started in 2009. It aims at:

- Introducing girls to life in college;
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- Students are encouraged to be articulate and the attempt is to break the culture of silence, reverence, and hierarchy that has been imposed in many schools and homes. Socially relevant issues are used to encourage students to be vocal, express their curiosity, doubt, and dissent.

## ACTIVITY 1: Making Friends: FIND SOMEONE WHO

Move around the class and chat up with about 10-15 new girls in the next 15 minutes. You may make notes. (25 mins)

Follow these steps:

*Greet the person and introduce yourself. Hi! I'm □. And you are□?*

Circulate in your room to find someone who does any of the following things. Make sure you cover each of the activity:

- 1) Has run a marathon.
- 2) Knows how to sew/knit/weave.
- 3) Has tried some kind of adventure sport.
- 4) Has visited a forest/national reserve.
- 5) Knows how to ride a vehicle.
- 6) Has been/is in a relationship.
- 7) Has participated in a state level competition.
- 8) Plays music.
- 9) Knows a classical form of dance.
- 10) Has been to a pub or discotheque.
- 11) Loves Maggi!

Now, allow her to ask you the same questions. Thank her for giving you time and information. Bid her good bye (□'It was really nice talking to you or nice meeting you.' or 'keep in touch□'). Repeat these steps with a new person.

## ACTIVITY 2 & 3:

SUMMARIZE & MAKE OBSERVATIONS

(25 mins)

Share with the class some of the interesting information that you gathered.

What observations can you make? Try to come up with a general statement about young women. Remember, to arrive at a conclusion/observation. To arrive at a conclusion, you have to think deeply and analyze the information that you have gathered. For example: Most girls do not take risks.

ACTIVITY 4: Read the questions before watching the clip. Have a discussion subsequently.

(5+35 mins)

1. What is the situation depicted in this sketch?
2. How would you describe the relationship between the three girls? Which one do you identify the most with? Why?
3. What appears to be unusual/strange about the situation? Is this being shown on purpose? Why?
4. How do **you** view the girls' behaviour? Would you have acted differently? How?
5. What does this sketch tell us about dealing with harassment in today's time?

Link: [https://www.youtube.com/watch?v=q\\_Tw62JPijg&t=11s](https://www.youtube.com/watch?v=q_Tw62JPijg&t=11s)

## ACTIVITY 5: (Reading Activity: Forms of Harassment)

READING & SPEAKING:

(20+20= 40 mins)

1. Read the passage silently. Underline words and sentences that appear to be important. Also underline those words you do not understand.
2. Discuss with your partner what you have read. Tell her what you agree with and what you don't.
3. Did you find the reading passage interesting / useful? Discuss your reading in the class.
4. Trolling has become a common phenomenon taking in powerful targets and perpetrators like political leaders and celebrities. [Sushma Swaraj, the external Affairs Minister was

bullying Gurmehar Kaur, a student of Delhi University on the basis of his tweet below. In the light of the text you've just read. Share your response on this issue.

5. React to the following statement:

***Trolling is an act of conscious/unconscious harrassment.***



NOTE: The teacher can emphasize the need for students to introspect, reflect, articulate issues about themselves. Learning can be more fruitfully done when you have a better understanding of yourself: your aspirations, needs, abilities, strengths and weaknesses.

### ACTIVITY 5: Understanding how we read

(20 mins)

1. How do you read? Word for word/ in blocks/ read aloud/vocalize/sub-vocalise/read silently
2. Which method according to you is the most efficient? Why?
3. Do you think you read differently at different times? For different purposes?
  - SKIMMING: Reading quickly to get a general idea
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  - INTENSIVE READING: Close and detailed reading for study and exams



NOTE: These questions are meant to create awareness about better practices and strategies to be used in reading. The teacher should emphasize the fact that reading extensively is essential to success in higher education. A student should explore a wide variety of sources for in-depth knowledge.

**BREAK (12:00-12:30)**

**ACTIVITY 7: Response**

(30+20=50 mins)

1. Pakistani school girls on India-Pakistan relationship  
An excerpt from Anand Patwardhan's documentary film *War and Peace* (2002)  
<https://www.youtube.com/watch?v=51cGb2uHbwc>

You have just seen a film. Now participate in a discussion. The following "trigger words" can help you in your discussion.

**MAD**

**democracy**

*NATION*

**GEOGRAPHY**

**Community**

Nuclear War

**Debate**

**ACTIVITY 8: Express yourself**

(30 mins)

2. *My Tree* by Sara Siadatnejad.  
<https://www.youtube.com/watch?v=JHnGq6FQK2g>

1. What do you make of this film? What do you think it trying to say?

3. What do you know about climate change? How can it be prevented?
4. Does Delhi need more green spaces?

Draw a picture; write a poem or pen down your thoughts either in English or Hindi. Work on your own. After you have finished, share and discuss with your partner. The teacher encourages some students to share their work with the rest of the class.

Note: The teacher can briefly talk about learning styles and different kinds of intelligences: verbal; logical; musical; kinesthetic; inter personal; intra personal; natural. Pair and group work is often more desirable than individual study because it brings together people with different strengths.

### ACTIVITY 9:

(5 mins)

1. Announce about the quiz which will take place tomorrow. Ask the students to read the prospectus well. (There are ☐sweet☐ prizes to win!!)
2. Ask them to read the article on **beauty** and make notes. List questions/issues that they raise in your mind.

## DAY 2

**ACTIVITY 9:** Review: (50 minutes)

Three things you liked about yesterday's session.

Three things you DID NOT like about yesterday's session.

Summary/ Comment on the article on beauty that you've read.

Note:

The teacher should get students who have brought a written summary of the article or an essay with their comments on some aspects of the article read it out in class. Get at least 2 or 3 students to do this. This will help those who have not been able to read understand what the article is about.

The teacher should be able to tell the difference between summary and essay: A **summary** presents the key concepts briefly. An **essay** includes what the reader feels about some of the ideas presented in the article.

**ACTIVITY 10 a : *I MATTER* (Self Esteem and the world)**

**(25 minutes)**

PPT on self-esteem

**ACTIVITY 10 b: *I MATTER* (Self Esteem and the world)**

**(40 minutes)**

LINK: <https://www.youtube.com/watch?v=ICCXq9aQURg>

1. Summarise the important points that Sarayu Chityala makes in her talk.
2. How would you describe Chityala's relationship with herself? Compared to her, how would you describe your relationship with yourself?
3. To what extent and how does the outside world impact a person's confidence and esteem? Why?
4. Apart from social media, list at least 3 other factors which affect a person's self-esteem and confidence.
5. State and explain, with the help of examples, your response to the following statement:

***Self-esteem is a sign of loving oneself.***

**ACTIVITY 11: Using discussions to explore issues**

**(30 minutes)**

**In pairs, read, discuss and share:**

What observations can you make?

Why do you think these situations arise?

My mother puts me down and calls me names all of the time. She says, I am a bad mother and that I'm going mad. I'm starting to believe her and I don't think I can cope any more.

My boyfriend is very possessive. He constantly phones and emails me when I'm out of the house. He doesn't like me seeing my friends or family and he checks my text messages when he can. He says it's because he cares.

My friend and I get into fights but then she's so nice and apologetic afterwards, and I always forgive her. Is this okay to do?

My wife is bossy. She's always telling me what to do. If I'm helping her cook, she'll tell me 2 or 3 things to do, then before I'm done with the first, she gets upset with me that I haven't already done the 2nd or 3rd thing yet. Or if she ask me to stir something, I'll start to stir it, then, she'll just come over and take the spoon from me and start stirring it herself as if I'm not doing it correctly.

BREAK

**ACTIVITY 12:** Watch videos on Social Responsibility. (OPTIONAL) (10 mins)

1. Domestic Abuse: Bell bajao

<https://www.youtube.com/watch?v=-9dKXXriVmo>

2. Rainwater harvesting

<https://www.youtube.com/watch?v=2Lu3IXpHmWY>

3. Civic responsibility

<https://www.youtube.com/watch?v=kjR1QxzK-p0>

4. Emotional abuse

<https://www.youtube.com/watch?v=1G7nohXboIc>

In this session, a discussion on sensitivity can be initiated. A sense of social responsibility begins with being sensitive to different realities.

Imagine that you wish to organize a campaign to raise awareness about **any one** of the issues that you have been discussing this morning. Work in groups of 3-4 students to write captions and slogans that you will display in the banners/placards that you may use in your campaign. You may choose to draw some pictures to go with your words.

Note:

The work should be done and displayed after the break.

Please encourage creativity, imagination and seriousness. Make sure students write their names on their work.

The teacher may help them put their work on the college notice boards.

**Peer feedback and peer assessment**(15mins)

Stop working and go around the class looking and studying what others have done. You may even ask them questions. Make notes while you are doing this about which captions/slogans appealed to you.

Make a short presentation of your observations and assessment to the class.

**ACTIVITY 15:** Quiz on prospectus (30mins)

**ACTIVITY 16:** **Feedback**

Write a short paragraph sharing your experience of the EOP. You may or may not write your name. (20mins)

**\*THE END\***

**OBJECTIVES:**

5 mins

The Extended Orientation Programme is a unique feature of Bharati College. It has been prepared in-house by its former Principal and some members of its staff and students. It was started in 2009. It aims at:

- Introducing girls to life in college;
- Helping them cope with the demands of Academic Reading and Writing;
- Equipping them with skills and strategies for dealing with their own problems; and
- Helping them recognize their roles in the larger life of the country and the world.

Focus on Academic learning is achieved through:

- Use of articles and audio-visual clips to encourage students to summarize, paraphrase, evaluate, and analyze a given issue or situation.
- Making them use research tools, HOTS (Higher Order Thinking Skills) in order to enhance their reading and writing skills for academic purposes.
- Breaking away from school practices of mugging, learning by rote etc, strategies of integrated learning is demonstrated by presenting concepts/problems/issues via various media: audio, visual, and printed text;
- Students are encouraged to apply the gathered information/ insights in different situations through group activities like role play, dramatization, debate, etc.
- Students are encouraged to be articulate and the attempt is to break the culture of silence, reverence, and hierarchy that has been imposed in many schools and homes. Socially relevant issues are used to encourage students to be vocal, express their curiosity, doubt, and dissent.

**ACTIVITY 1:** Making Friends: **FIND SOMEONE WHO**

Move around the class and chat up with about 5-6 new persons in the next 15 minutes. You may make notes. (25 mins)

Follow these steps:

*Greet the person and introduce yourself. Hi! I'm .... And you are...?*

Circulate in your room to find someone who does any of the following things. Make sure you cover each of the activity:

- 1) Has run a marathon.
- 2) Knows how to sew/knit/weave.
- 3) Has tried some kind of adventure sport.
- 4) Has visited a forest/national reserve.
- 5) Knows how to ride a vehicle.
- 6) Has been/is in a relationship.
- 7) Has participated in a state level competition.
- 8) Plays music.
- 9) Knows a classical form of dance.
- 10) Has been to a pub or discotheque.
- 11) Loves Maggi!

Now, allow her to ask you the same questions. Thank her for giving you time and information. Bid her good bye (*"It was really nice talking to you... or nice meeting you or keep in touch"*). Repeat these steps with a new person.

## ACTIVITY 2 & 3:

SUMMARIZE & MAKE OBSERVATIONS

(25 mins)

Share with the class some of the interesting information that you gathered.

What observations can you make? Try to come up with a general statement about young women. Remember, to arrive at a conclusion/observation. To arrive at a conclusion, you have to think deeply and analyze the information that you have gathered. For example: Most girls do not take risks.



## ACTIVITY 4: CHOICE BASED CREDIT SYSTEM (CBCS)

- The CBCS provides an opportunity to the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses.
- The courses are evaluated following the grading system, which is considered to be better than the conventional marks system.
- ❖ **Core Course:** A course, which should compulsorily be studied
- ❖ **Elective Courses:**
  - a) Elective courses offered by the main subject of study is referred to as **Discipline Specific Elective**
  - b) An elective course from an unrelated discipline/subject is called a **Generic Elective**.
  - c) An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work is called **Dissertation/project**. The candidate studies such a course on his own with advisory support by a teacher/faculty member.
- ❖ **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds:
  - a) **Ability Enhancement Compulsory Courses (AECC)** –These are i. **Environmental Science** and ii. **English/MIL Communication**. These are mandatory for all disciplines.
  - b) **Skill Enhancement Courses (SEC).**

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## SCHEMA

### HONOURS COURSES

## IN THE FIRST YEAR (SEMESTER 1 and 2)

- You will study **two core courses** in each of your semesters in the first year. (2x2=4)
- You will study **one AECC course** per semester in the first year(1 in each semester)(1x2= 2)

- You will study **one Generic Elective course** per semester in the first year. (1x2=2)

#### PROGRAM COURSES

#### **IN THE FIRST YEAR (SEMESTER 1 and 2)**

- You will study **two Discipline Specific courses** and a Language course (either English or a Modern Indian Language) in each of your semesters in the first year. These are your **Core courses**. (3x2=6)
- You will study one AECC course in each of your semesters which will be English or Environmental science alternately(1x2=2)

#### **Attendance**

According to Ordinance VII of the Delhi University Calendar, a candidate will be allowed to take the semester examinations only if she has attended at least 66% of the total lectures delivered in that semester. The Principal and Monitoring Committee of the College have the power to strike off the name of a student who is grossly irregular in attendance despite warning, or when the absence of the student is for such a long period that she cannot put in requisite percentage of attendance. 5 % weightage in Internal Assessment will be given for regularity in attending lectures and tutorials.

#### **Attendance Marks Break Up:**

More than 67% but less than 70% – 1 mark

70% or more but less than 75% – 2 marks

75% or more but less than 80% – 3 marks

80% or more but less than 85% – 4 marks

85% and above – 5 marks

#### **ACTIVITY 5**

## THE MARKETING OF FRUGALITY

Santosh Desai

26 December 2016

Discussions about sustainability more often than not look upon consumption as the enemy. With good reason. The idea that the world has enough for our need but not for our greed is one that strikes a resonant chord with many of us. As the market economy grows and as many more countries begin their journeys towards becoming economically developed, it is feared that the ecological impact of progress will be devastating. Since perpetual growth is market economy's central purpose, and since perpetual growth can be imagined only in a context where consumption is forever rising, consumerism becomes a necessary condition of our times. The more we consume, the more we grow, and the more developed we can claim to be.

The economies that are already developed are consumption and energy intensive in character, and those that are emerging now want to experience the same pleasures. There is a sense that the developed world, after having consumed without restraint is now lecturing to the others who are just beginning to follow in their footsteps about the need to cut back consumption.

This is one of the defining fault lines of our time, as the world tries to formulate strategies to reverse what is otherwise an inexorable force that will inevitably put intolerable pressure on the planet's resources.

Faced with a daunting, and indeed potentially overwhelming challenge of this kind, something fundamental needs to change. While consciousness about cutting back consumption is on the rise, and while some progress has certainly been made in limiting the ill-effects of unchecked consumption, there is a long way to go. The world is locked into a discourse of growth, and however well-intentioned the effort to challenge this, it is too powerful a force to be reversed so easily.

Is it possible then to turn the market against itself? Can a concept that fuels the greater exploitation of resources be reframed so that it serves the opposite purpose? Can we reimagine the role marketing plays and get it to serve the interests of the planet? The idea of brands is today part of a system that propels aspirations and makes us want more -can this concept now point in another direction?

Brands are the engines of desire in a market economy. At a fundamental level, brands are nothing but devices that produce meaning. They are structures that add abstract value to products and services, which make us covet these. A cola is sugared carbonated water, while Coca-Cola and Pepsi are so much more. They deliver complex meanings that we consume in the guise of consuming a soft drink. Strong brands offer us desirable versions of ourselves in the form of a product service -we have an inexhaustible appetite for consumption, not because we need it at a material level, but because we cannot have enough of ourselves.

There is little difference in what is functionally delivered by the most expensive car in the world as against the cheapest product on offer. We pay up to 200 times more for what is essentially the same function, because of the extra meaning that the expensive car delivers. To be sure, the fancy car moves a little faster, looks nicer on the inside, and cushions us really well from the world outside -but in pricing the car, we overvalue these advantages. The real benefit lies in how the car makes us feel, and what it says about us. This is true across product categories -we buy meaning in the guise of things.

If this is so, why should we not be able to deliver this meaning without using up too much of a material product? Why not buy the meaning and drop the disguise of the thing it comes wrapped in? Why not deliver meaning using as little material resource as possible?

We know how to do this -traditionally cultural symbols served the same purpose; they were material-poor meaning-rich devices. Take for example, the *rakhi*, the little piece of string that binds together brother and sister in a powerful way. Or the wedding ring, which at its heart conveys extremely rich meaning compressed into a little band of metal. With time, the money spent on the ring has become a powerful signifier, but at its heart, a ring is a ring, making the promise of a lifelong intention.

Going forward, the real contribution of marketing would be to give us ever richer, nuanced meaning that make us value ourselves even more, but do so without using up too many material resources. The return to a simpler world could well be packaged in the language of consumption. If the value shifts from the cost of the material that goes into a product towards the idea that it brings to life, then surely it becomes possible to valorise frugality. Think of the selfie -the much-disdained sign of our times. It is a relatively cheap way of getting what we really, truly want -a world full of versions of ourselves. Every additional selfie comes at very little extra cost, but it delivers meaning that we cannot seem to do without.

We need a new set of symbols that lead us away from the path that we are currently on. If the world today is increasingly being driven by ideas rather than by material resource, then consumption too should be about the power of the idea rather than the quality of the physical resource. We should pay more for finer ideas, rather than softer cloth. Luxury should mean a rarefied consciousness and not just a rarefied product or experience.

Consumption is a system of organised illusion. The more we consume outside of ourselves, the more in fact we are consuming of ourselves. The meaning-rich resource-poor brand represents the ultimate form of creativity -to make something valuable out of virtually nothing. We might not be able to cut back on consumption entirely, but perhaps we can modify its meaning.

Read the article 'The Marketing of Frugality' to complete the tasks that follow in your groups:

- 1) Make four questions on the passage and share these with the class. Share a standard response to the question, if possible.
- 2) Discuss the following questions in your group:
  - a) Identify the issue being explored in this passage.
  - b) Does the author take an objective (everyone feels the same) or a subjective (this is a personal opinion) point of view?
  - c) Find the following:
    - i) Two facts mentioned in this article.
    - ii) Two opinions expressed in this article
    - iii) A part in the article which combines fact with opinion
- 3) What, according to you, could have made the article a better reading experience for you as a reader (language, personal examples, etc.)? Give reasons.
- 4) Compare and contrast the questions made by you to the questions listed above. Comment on the impression it makes of the process of reading expected at college.

## ACTIVITY 6

### DEPARTMENTAL ORIENTATIONS

### DAY 2

**ACTIVITY: TO BEGIN WITH:**

1. Three things you liked about yesterday's session.
2. Three things you DID NOT like about yesterday's session.

**ACTIVITY:** Distribute the Beauty article after 10-15 mts of discussion on the above.

Once the class has settled, please play the Radhika Apte clip and the Self Esteem PPT.

Discussion

**ACTIVITY: Video on Caste**

In groups, discuss and share:

1. How relevant is caste in the modern Indian society?
2. Do you think caste is the identity marker for people? If yes, is it the only marker of identity?
3. People's perception about you changes when your caste is revealed. True or false? Why?
4. Should inter caste marriages be encouraged?

**You can bring in a discussion of other kinds of discrimination as part of this activity too**

- PLEASE ALSO TALK BRIEFLY ABOUT THE DIFFERENT KINDS OF GRIEVANCE REDRESSAL MECHANISMS AVAILABLE TO STUDENTS INCLUDING:

THE COUNSELLING CENTRE

INTERNAL COMPLAINTS COMMITTEE

THE PRINCIPAL

- In Rooms where no discussion on societies has taken place, you can have a brief session on that too.

**ACTIVITY: QUIZ or Discussion on Prospectus**

**\*THE END\***



































भारती कालेज

दिल्ली विश्वविद्यालय

**BHARATI COLLEGE**

University of Delhi

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**TO THE ASSESSORS OF NAAC**

This is to certify, that Bharati College has been conducting Extended Orientation Program(EOP) for the new entrants to the college since 2009.

The college has shared the documentary evidence of EOP, college prospectus, activity sheets, pictures, e- mail correspondence with attachments along with relevant information.

The college did not keep record of attendance for the same ,as it is mandatory for all to attend the EOP.

**Dr. Rekha Sapra**

Officiating Principal

Bharati College

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