

GOA UNIVERSITY
Taleigao Plateau, Goa 403 206

M I N U T E S

of the 3rd Meeting of the Standing Committee of
X ACADEMIC COUNCIL

Day & Date

13th August, 2021

Time

10.30 a.m.

Venue
Council Hall
Goa University

Prof. H.B Menon, Dean, School of Earth, Ocean & Atmospheric Sciences, Prof. Nina Caldeira, Dean, Faculty of Languages & Literature, Prof. Aparajita Gangopadhyay, Dean, School of International & Area Studies and Prof. Anna Neena George, Dean, Faculty of Education were invited to attend the meeting.

Prof. M. S. Dayanand, Dean, Goa Business School, Goa University sought leave of absence.

The Chairperson (Vice-Chancellor) welcomed the members and thanked them for attending the Third meeting of the Standing Committee of the X Academic Council. He also welcomed Prof. Janet Fernandes e De Souza who was nominated as member in place of Dr. Naguesh Colvalcar who had superannuated. The Chairperson thanked Dr. Colvalcar for his services to the Standing Committee.

The Chairperson (Vice-Chancellor) further informed that since the Registrar, Prof. Radhika S. Nayak could not be present for the meeting, she had requested Shri Donald A.E. Rodrigues, Joint Registrar Academic to function as the Member Secretary.

Thereafter, the agenda was taken up for discussion.

D	DISCUSSION
D 3	BOARD OF STUDIES
D 3.1	<p>Minutes of the Board of Studies in Environmental Studies held on 10th August 2021.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Environmental Studies held on 10th August 2021 with the following observations:</p> <ol style="list-style-type: none"> 1. Chairperson, Board of Studies was requested to standardize the references. 2. The sub-title to Course ESO 355 Environmental Security to be deleted. 3. The Pre-requisite to Course ESO 356 to read as: "No pre-requisite other than interest in the subject of History and willingness to put in sincere efforts to acquire knowledge in this area." <p>It was suggested to change the name of Board of Studies to BoS in Environmental Science.</p> <p style="text-align: center;">(Action: Assistant Registrar Academic-PG)</p>
D 3.2	<p>Minutes of the Board of Studies in International Hospitality Management held on 08th July 2021.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in International Hospitality Management held on 08th July 2021.</p> <p style="text-align: center;">(Action: Assistant Registrar Academic-PG)</p>
D 3.3	<p>Minutes of the Meeting of Board of Studies in International Studies held on 20th July 2021.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in International Studies held on 20th July 2021.</p> <p>The Chairperson was requested to add the Book "The Future History of the Arctic"</p>

	<p>by Charles Emmerson as Reference to the Course IRO-134 The Arctic in Global Politics.</p> <p>It was decided to set up a Committee to discuss regarding the Scheme of Examination for the Online Mode.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.4	<p>Minutes of the Board of Studies in Skill Enhancement meeting held on 26/07/2021</p> <p>After discussion, the Standing Committee of the Academic Council approved the Structure and academic content of the Courses recommended by the Board of Studies.</p> <p>It was resolved to refer the proposals to the Directorate of Higher Education for its concurrence as they have financial implications due to increase/decrease in the workload of the teachers.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.5	<p>Minutes of the Board of Studies in Physical Education meeting.</p> <p>The Standing Committee of the Academic Council referred the minutes along with the three-column format back to the Board of Studies.</p> <p>The Standing Committee of the Academic Council authorized the Vice-Chancellor to approve the same.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.6	<p>Minutes of the Board of Studies in Biotechnology meeting held on 28/07/2021.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Biotechnology meeting held on 28.07.2021.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.7	<p>Minutes of Meeting Board of Studies in Economics held on 10th August, 2021</p> <p>The Standing Committee of the Academic Council approved the minutes of Board of Studies in Economics meeting held on 10.08.2021.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.8	<p>Minutes of the Board of Studies in Konkani meeting held on 9th August 2021 through Online mode.</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Konkani meeting held on 9th August 2021 through Online mode.</p> <p>The Course 'Study of Konkani 'Tiatr'' i.e. KKO – 432 was withdrawn to be placed before the Board of Studies.</p> <p>(Action: Assistant Registrar Academic-PG)</p>
D 3.9	<p>Minutes of the Board of Studies in Commerce (UG)</p> <p>The Standing Committee of the Academic Council approved the minutes of the Board of Studies in Commerce (UG).</p> <p>(Action: Assistant Registrar Academic-PG)</p>

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A G E N D A

For the 3rd Meeting of the Standing Committee of

X ACADEMIC COUNCIL

Day & Date

13th August, 2021

Time

10.30 a.m.

Venue
Council Hall,
Goa University

	<p>Date: 27th July 2021 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Dean</p> <p style="text-align: right;">(Back to Index)</p>
D 3.3	<p>Minutes of the Meeting of Board of Studies in International Studies held on 20th July 2021 at 11:00 A.M.</p> <p>Part A</p> <p>i) Recommendations regarding courses of study in the subject or group of subjects at the under graduate level. NA</p> <p>ii) Recommendations regarding courses of study in the subject or group of subjects at the post graduate level: NA</p> <p>Part B</p> <p>i) Scheme of Examination at undergraduate level NA</p> <p>ii) Panel of examiners for different examinations at the undergraduate level. NA</p> <p>iii) Scheme of Examinations at Post Graduate level Existing Scheme Approved as per the University Ordinance. Discussed OA 18A.5.3 Scheme of Examination for Online Mode.</p> <p>iv) Panel of examiners for different examinations at post graduate level NA</p> <p>Part C</p> <p>Recommendation regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection. NA</p> <p>Part D</p> <p>Recommendation regarding general academic requirements in the Department of University or affiliated colleges.</p> <p>i. The BoS members unanimously accepted the Optional Course IRO 134 The Arctic in Global Politics.</p> <p>ii. The BoS accepted the curriculum of the Certificate of Proficiency in Japanese Language Level Elementary 1-A2 Part-1 (Katsudoo) and Certificate of Proficiency in Japanese Language Level Elementary 1-A2 Part-2 (Rikai).</p> <p>iii. Discussed OA 18A.5.3 Scheme of Examination for the Online Mode.</p> <p>Part E</p> <p>i. Recommendation of the Text books for the course of study at undergraduate level. NA</p> <p>ii. Recommendation of the text book for the course of study at Post graduate level. Reading material as enclosed with the syllabus approved.</p> <p>Part F.</p> <p><u>Important Points for Consideration/Approval of Academic Council</u></p> <p>i) The important points /recommendations of BoS that require consideration/</p>

	<p>approval of Academic Council (Points to be highlighted) as mentioned below.</p> <ol style="list-style-type: none"> Submitted for approval Optional Course IRO 134 The Arctic in Global Politics Annexure I (Refer Page no 156) Submitted for approval for the curriculum of Certificate of Proficiency in Japanese Language Level Elementary 1-A2 Part-1 (Katsudoo) and Certificate of Proficiency in Japanese Language Level Elementary 1-A2 Part-2 (Rikai) in Japanese Language in accordance with the provisions of Goa University Annexure II(Refer Page no 160) Discussed OA 18A.5.3 Scheme of Examination for the Online Mode. <p>“I hereby declare that the minutes of the meeting held on 20th July 2021 at 11.00 am at the School of International and Area Studies, were read out”.</p> <p>Date: 20/07/2021 Place: Goa University</p> <p style="text-align: right;">sd/- Signature of the Chairperson BOS in International Studies</p> <p>Part G</p> <p>The remarks of the Dean, SIAS</p> <ol style="list-style-type: none"> The minutes are in order The minutes may be placed before the Academic Council with remarks if any. May be recommended for approval of Academic Council Special remarks if any. <p>Date: 26/07/2021 Place: Goa University</p> <p style="text-align: right;">sd/- Signature of the Dean School of International and Area Studies</p> <p style="text-align: right;">(Back to Index)</p>
D 3.4	<p>Minutes of the Board of Studies in Skill Enhancement meeting held on 26/07/2021</p> <p>Part A.</p> <ol style="list-style-type: none"> Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: <ol style="list-style-type: none"> B.Voc. Sector Skill Council (SSC) assessment AnnexureI (Refer Page no 174) NCC course work (AnnexureII) (Refer Page no 175) Community Engagement Internship under NSS AnnexureIII (Refer Page no 181). Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level: <ol style="list-style-type: none"> Community Development Internship AnnexureIV (Refer Page no 182) <p>Part B</p> <ol style="list-style-type: none"> Scheme of Examinations at undergraduate level: As per CBCS ordinance.

<p>(ii) When a student acquires more than the required credits for a given Programme, the student shall have the option to include all/ select the additional number of Credits for the CGPA for the award of the Degree. He/she shall intimate the Institution about the Courses that shall be considered for the calculation of the CGPA.</p>		
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D 3.3 Minutes of the Meeting of Board of Studies in International Studies held on 20th July 2021 at 11:00 A.M.

Annexure I

IOR – 134: THE ARCTIC IN GLOBAL POLITICS

Title of the Course: The ARCTIC in Global Politics

Course Code: ISO-XXX

Number of Credits: 04

Total Contact Hours: 48

Effective from AY: 2021-22

Prerequisites for the Course:	Open to all PG enrolled students on Goa University Campus	
Objective:	<p>The Four Credits Course seeks to acquaint and equip students, with the following:</p> <ol style="list-style-type: none"> 1. A rudimentary but holistic understanding of the Arctic region, often obscured in public consciousness and imagination. 2. Vivid description of the geographical contours of the region, proceeding to offer a peek into the physiological attributes, the demographic tenor, and political territoriality reposed within sovereign units. 3. An evolutionary historicity that traces the antecedence of the region in the context of its geopolitics, the emergent strategic dimensions of its geo-economics, as also the international legal regimes that define the Polar region and the governance frameworks inherent in its regulation. 4. An introduction into the geopolitical, geo-economic, governance-driven and legally-conditioned comprehension of the region that explains the rationale for amplified resonance of the region, in the strategic calculus of Major and Middle Powers alike. 	
Content:	<p><u>Unit 1: Primer to the Arctic</u> Physiology; Demography; Territoriality Contours. History of Indigenous Peoples in Comparative Perspective; Rights of Indigenous Peoples; Traditional Cultures and Modernism; Preservation of Arctic Heritage.</p> <p><u>Unit 2: Historicity of the Arctic</u> Significance of 'Region' Construct; Region-Building; Cold War Militarization of the Arctic; Historical Role of Sovereign Powers.</p> <p><u>Unit 3: Geopolitics of the Arctic</u> <u>Hard Security in the Arctic</u>: 21st Century Competition and Cooperation in 21st Century, High Modernism Statecraft of Major Powers <u>Energy Security and the Arctic</u>: Climate Change and Energy in the Arctic; Security and Mineral Resources in the Arctic; Sovereign National Interests in the Arctic; Increasing Interests of Non-Arctic States in the Arctic; Higher Order Geopolitics.</p>	<p>04 hours</p> <p>04 hours</p> <p>10 hours</p>

	<p><u>Issues in Arctic Geopolitics</u>: Military-Industrial-Technological Construct, Strategic Policies surrounding Natural Resources Management; Maritime Fault-lines; Soft Security in Ecological Protection.</p> <p><u>Civilian Interests and Power Politics in the High North</u>: Delineating Strategies and National Interests Perspectives of Major & Middle Powers; India and the Arctic (Scientific Plan of Action, Strategic Roadmap for Sustainable Development Framework; Indian Perspective on the Arctic as 'Global Commons' & 'Global Good')</p> <p>Unit 4: <u>The Arctic and its Geo-Economics</u></p> <p><u>Introduction to the 'Arctic Economic Region'</u>: Definition, Configuration, Strategic Dimensions</p> <p><u>The Arctic as Resources Repository</u>: Strategic Resources Configuration & Profile (Fisheries, Whaling, Mineral Ores); Extractive Industries (Oil & Gas) & Economic Communities around Fisheries, Tourism, etc.</p> <p><u>Regional Development Models in the Arctic</u>: Arctic and Sub-Arctic Regional Plans, Cross-border and Trans-regional Cooperation; Circular Economy, Smart City Solutions, Green Financing of Polar Renewable Energy.</p> <p><u>Sustainability in the Arctic</u>: Economic, Social & Cultural Aspects of Sustainability (Post-Colonial Narratives and Geo-Assembling Discourses) & Resource Development (Agro-Production, Biodiversity, Food Security, Trade Routes); Blue Economy-Sustainable Development in the Arctic Ocean.</p> <p>Unit 5: <u>International Legal Dimensions in the Arctic</u></p> <p><u>The Arctic Region and Law of the Seas</u>: Maritime Boundaries (Extended Continental Shelves, Arctic Straits), International Energy Policy, Marine Scientific Research.</p> <p><u>The Arctic and International Relations Laws</u>: Sovereignty, Security & Dispute Settlement Issues, Existing Multilateral Institutions, Instruments & Norm Development in the Arctic; Hard Law-Soft Law Hybridization & Arctic Legal Order.</p> <p><u>Environmental Laws and the Arctic Environment</u>: Climate Change, Ecology and Resources Management, Maritime Environmental, Transportation and Shipping Laws.</p> <p><u>Communities Law and Evolving Indigenous Governance in the Arctic</u>: Human Rights; Rights of Minorities & Indigenous Peoples'; Saami Rights in Nordic Countries; Treaty Interpretations; Power Politics & Politics of Groups; Questions related to Rights over Lands & Waters.</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
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	<p>Unit 6: <u>Governance and Regionalism in the Arctic</u></p> <p><u>'Governance' & 'Governing' in the Arctic Region</u>: Concept; Exceptionalities; Sovereign & Non-State Actors; State & Non-State Stakeholders; Critical Perspectives in Polar Connectivity (East Asian & Indo-Pacific Countries Framework)</p> <p><u>National Territorialised Governance and Internationalism in the Arctic</u>: International Regimes (The International Maritime Organization (IMO); The UN Commission on the Limits of the Continental Shelf, etc.)</p> <p><u>Regionalism(s) and Governance in the Arctic</u>: Regional Frameworks (The Arctic Council, the Northern Forum, Arctic Military Environmental Cooperation Programs, etc); Sub-Regional Jurisdictions for the Arctic (Barents Euro-Arctic Council; The Arctic Five; West Nordic Council; Inuit Circumpolar Council; Saami Council, etc.)</p> <p><u>Sub-National Entities in Arctic Governance</u> – Self-Governing Constituencies (Greenland & Faroe Islands); Territories (Yukon NWT, Nunavut); States (Alaska); Republics (Yakutsk, Komi, Karelia); Provinces (Quebec); Counties (Lapland, Norbotten); Local Governance Mechanisms in the Arctic (Municipal: Barrow, Troms, Akureyri); (Indigenous: Aleutian Pribil of Islands Association, Kativik Regional Government)</p>	
Pedagogy:	Classroom Instruction, Assignments, Audio-Visual Teaching	
References/ Readings	<p>J. Weber (ed.) 'Handbook on Geopolitics and Security in the Arctic: The High North between Cooperation and Confrontation', Springer, 2020.</p> <p>D. Nord, 'Nordic Perspectives on the Responsible Development of the Arctic: Pathways to Action', Springer 2020.</p> <p>U.P. Gad and J. Strandsbjerg (ed.), 'The Politics of Sustainability in the Arctic: Reconfiguring Identity, Space and Time', Routledge, 2020.</p> <p>C.Y. Woon and K. Dodds (ed.) 'Observing' the Arctic: Asia in the Arctic Council and Beyond, Cheltenham, UK and Northampton, Massachusetts: Edward Elgar, 2020.</p> <p>K. Dodds and M. Nuttall, 'The Arctic: What Everyone Needs to Know', Oxford University Press, 2019.</p> <p>V. Erokhinet. al. (eds.), 'International Collaboration, Economic Development and Sustainability in the Arctic', IGI Global, 2018.</p> <p>L. Heininen (ed.), 'Future Security of the Global Arctic: State Policy, Economic Security and Climate', Palgrave MacMillan, 2016.</p> <p>R. Tamnes & C. Offerdal (eds.), 'Geopolitics and Security in the Arctic: Regional Dynamics in a Global World', Routledge, 2016.</p> <p>E. Conde and S. Sanchez (eds.), 'Global Challenges in the Arctic Region: Sovereignty, Environment and Geopolitical Balance', Routledge, 2016.</p>	

	<p>T. Johnson and P. Donner, 'The Shipping Industry, Ocean Governance and Environmental Law in the Paradigm Shift: In Search of a Pragmatic Balance for the Arctic', Springer, 2015.</p> <p>S. Kirchner, 'Marine Scientific Research Arctic: Arctic Perspectives on the Law of the Sea Convention', Grin Publishing, 2015.</p> <p>J.N. Larsen and G. Fondahl, 'Arctic Human Development Report: Regional Processes and Global Linkages', Nordic Council of Ministers, 2015.</p> <p>L. Weidemann, 'International Governance of the Arctic Marine Environment: With Particular Emphasis on High Seas Fisheries', No. 27, Hamburg Studies on Maritime Affairs, Springer, 2014.</p> <p>D. Muller et. al. (eds.), 'New Issues in Polar Tourism: Communities, Environments, Politics', Springer, 2013.</p> <p>M. Byers, 'International Law and the Arctic', Cambridge University Press, 2013.</p> <p>N. Aarstaeheret. al. (eds.), 'Practicing Local Governance: Northern Perspectives', UK: Nova Science Publishers Inc., 2008.</p> <p>R. McGhee, 'The Last Imaginary Place: A Human History of the Arctic World', University of Chicago Press, 2007.</p> <p>M. Nordquistet. al., 'International Energy Policy, the Arctic and the Law of the Sea', Vol. 9, Center for Oceans Law and Policy, Brill, 2005.</p>	
Learning Outcomes	<p>Upon completion, the Course shall endeavour to equip students with the following:</p> <ol style="list-style-type: none"> 1. Facilitate a well-rounded understanding of the Arctic region, albeit cursorily, of the physiological, politico-diplomatic and socio-economic aspects of polar politics. 2. Furthermore, to understand the complexities of the multitude of sovereign state dispositions, as also the cross-cutting dimensions of geopolitics and geo-economics, impinging, on the intersection of attendant policy and praxis. 	

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**Course 1: Certificate of Proficiency in Japanese Language Level
Elementary 1- A2 Part-1 (Katsudoo)**

Course 2: Certificate of Proficiency in Japanese Language Level Elementary 1- A2 Part- 2 (Rikai).

Programme: Certificate of Proficiency

Title of the Course: Certificate of Proficiency in Japanese Language Level Elementary 1- A2 Part-1 (Katsudoo)

Effective from AY: 2021-2022

<u>Prerequisites for the course:</u>	Open to all interested in learning Japanese Language and acquiring a certificate of proficiency. Japanese Certificate of Proficiency A-1 or School Level Certificate-Equivalent is required. Minimum qualification - Higher Secondary (Std.XII) examination conducted by the Goa State Board of Secondary and Higher Secondary Education or of any other Board recognized by Goa University as its equivalent.	
<u>Objective:</u>	This course is intended for students who have basic level Japanese knowledge (Japanese A1 Certified) and wants to further continue improving their Japanese language proficiency. Students should be already fluent in reading and writing Hiragana, Katakana characters and basic Kanji characters. In this level of the course Elementary 1-A2 Part-1 the students gain practical ability to communicate in everyday situations. A lot of emphasis will be placed on practicing listening and speaking Japanese in the class. The lessons are based on context and situations which students will face when interacting with Japanese nationals while living abroad or while living and travelling in Japan. This course offers learning in both language and culture. The course helps to deepen intercultural understanding by learning Japanese culture and reflecting on the students own culture in the city or country where they are from. The students who take this course are advised to continue and complete the Part-2 of the course named Elementary 1-A2 Part-2 (Rikai). This course is based on JF Standard for Japanese Language Education.	
<u>Content:</u> Topics 1 - 9	Based on Course Book: Marugoto Elementary 1 A2- Coursebook for Communicative Language Activities (Katsudoo)	100 Hours
Topic 1: わたしと かぞく My family and Myself	Lesson 1: 東京に すんでいます We live in Tokyo Goals: <ol style="list-style-type: none"> 1. かぞくや じぶんが どこに すんでいるか、なにを している か かんたんに 話します Talk briefly about where you/your family live and what you/they do 2. かぞくや ともだちと なにごで 話すか 言います Say what language you speak with your family and friends 	

	<p>Lesson 2: しゅみは クラシックを 聞くことです My hobby is listening to classical music</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. しゅみについて 話します Talk about your hobbies 2. じこしょうかいの サイトの みじかい コメントを 読みます Read short, simple comments about someone's self-introduction on a website 3. じこしょうかいの サイトに みじかい コメントを 書きます Write short, simple comments about someone's self-introduction on a website
<p>Topic 2: きせつと てんき Seasons and weather</p>	<p>Lesson 3: 日本は いま、はるです It's spring now in Japan</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. きせつの へんかについて かんたんに 話します Talk about the change of seasons 2. すきな きせつと その りゆうを かんたんに 話します Say what season you like and why
	<p>Lesson 4: いい てんきですね It's a nice day, isn't it?</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. てんきについて 話して あいさつを します Greet people by talking about the weather 2. でんわの かいわの はじめに てんきについて 話します Start a conversation over the phone by talking about the weather
<p>Topic 3: わたしの まち My town</p>	<p>Lesson 5: この こうえんは ひろくて、きれいです This park is big and beautiful</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. ちずを 見ながら、じぶんの まちの おすすめの ばしょ / ちいきについて ともだちに 言います。 Tell a friend about a place/area of your recommendation, using a map of your town 2. ちずを 見ながら、ともだちが きょうみをもっている ところが どんな ところか、きをつける ことは なにか、言います。 Tell a friend what a place that he/she is interested in is like and what to be careful about, using a map
	<p>Lesson 6: まっすぐ 行って ください Please go straight</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. ちかくの ばしょへの 行きかたを 言います Tell someone how to get to a place nearby

	<p>2. あいてが 聞きまちがえた ことを なおします Correct some information misunderstood by someone</p> <p>3. とおくに 見える たてものの とくちょうを 言います Describe the features of buildings seen in the distance</p>
<p>Topic 4: でかける Going out</p>	<p>Lesson 7: 10 時でも いいですか Is ten o'clock OK?</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. ともだちと まちあわせの じかんと ばしょについて 話しま す Talk with a friend about the time and place you will meet 2. まちあわせにおくれるという Eメールを 読みます Read an E-mail from a friend saying he/she will be late 3. おくれた りゆうを 言って あやまります Apologise for being late and give a reason
	<p>Lesson 8: もう やけいを見に 行きましたか Have you been to see the night view yet?</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. おすすめの ばしょに ともだちを さそいます / さそいに こたえます Invite a friend to visit a place of your recommendation / Respond to an invitation 2. ともだちによりみちを したいと 言います Say that you would like to drop by somewhere
<p>Topic 5: がいこくご と がいこくぶ んか Languages and cultures of other countries</p>	<p>Lesson 9: 日本語は はつおんが かんたんです Japanese is easy to pronounce</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. いつ、なにごを べんきょうしたか 話しま す Say what languages you have studied and when 2. いままでに べんきょうした がいこくごについて 話しま す Talk about foreign languages you have studied 3. いつ、なにごを べんきょうしたか きろくを 書きます Write down what languages you have studied and when 4. がいこくごや がいこくごの べんきょうについて こまったとき、だれかに たのみます / たのまれて こたえます Ask someone for help to understand or to learn a foreign language / Respond to a request for help
	<p>Lesson 10: いつか 日本に 行きたいです I'd like to go to Japan some day</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. がいこくの ぶんかと じぶんとの かかわりについて 話しま す Talk about your

	<p>involvement in the culture of another country</p> <p>2. こまっている ひとに たすけを もうしでます / もうしでを うけます Offer help to someone with a problem / Accept an offer of help</p> <p>3. イベントの プログラムを 読みます Read the program of an event</p>
<p>Topic 6: そとで 食べる Eating outdoors</p>	<p>Lesson 11: なにを もっていきますか What are you going to take to the picnic?</p> <p>Goals:</p> <p>1. ピクニックに もっていく ものについて 話します Discuss what to take for a picnic</p> <p>2. ピクニックに だれが なにを もっていくか メモを 書きます Write a memo to say who is taking what for a picnic</p> <p>3. ピクニックの 食べものや 飲みものの きぼうを ぐたいてきに 聞きます / 言います Ask/Say what specific food or drinks your friend/you would prefer for a picnic</p>
	<p>Lesson 12: おいしそうですね It looks delicious</p> <p>Goals:</p> <p>1. よく しらない 食べものについて 話します Talk about food you don't know much about</p> <p>2. あじについて かんたんに コメントします Comment briefly on the taste of food</p> <p>ともだちに 食べものを すすすめます / すすめに こたえます Offer a dish to your friends / Respond to an offer</p>
<p>Topic 7: しゅっちょ う Business trips</p>	<p>Lesson 13: たなかさんに 会ったことが あります I have met Mr. Tanaka before</p> <p>Goals:</p> <p>1. でむかえの ために、しゅっちょうで 来る ひとや 来る 日について 話します Talk about someone visiting your office on a business trip and the date of his/her visit</p> <p>2. でむかえの あいさつを します Greet a visitor arriving at the airport</p> <p>3. ホテルの へやを チェックして、だいじょうぶか 言います Check the hotel room and tell your visitor if it is OK</p> <p>しゅっちょうの スケジュールを 読みます Read a business trip schedule</p>
	<p>Lesson 14: これ、つかっても いいですか May I use this?</p> <p>Goals:</p> <p>1. かいしゃの スタッフを しょうかいします Introduce your colleagues to a visitor</p>

	<p>2. オフィスのものをつかっていいか聞きます Ask to use things in the office</p> <p>3. みおくりのあいさつをします See a visitor off at the airport with some parting phrases</p> <p>4. かいがいしゅっちょうからかえるときにもらった、オフィスのひとからのメッセージを読みます Read a message from a colleague in the overseas office when you return home from a business trip</p>
<p>Topic 8: けんこう Staying healthy</p>	<p>Lesson 15: たいそうするといいですよ How about doing some exercise?</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. ともだちにからだのぐあいを聞きます / こたえます Ask a friend how he/she is feeling / Answer how you are feeling 2. かんたんなたいそうのしかたを聞きます / 言います Listen to/Say how to do some easy exercises <p>からだにいいことをすすめます Suggest something good for the health</p>
	<p>Lesson 16: はしったり、およいだりしています I go running and swimming</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. けんこうのためにしていることをかんたんに話します Talk briefly about what you usually do to stay healthy 2. けんこうについてのかんたんなアンケートを読んでこたえます Read and answer a simple questionnaire on health <p>アンケートのけっかをかんたんなことばで はっぴょうします Make a simple presentation about the results of a questionnaire</p>
<p>Topic 9: おいおい Celebrations</p>	<p>Lesson 17: たんじょう日にもらったんです I got this for my birthday</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. ともだちのもちものをほめます Compliment a friend on his/her things 2. じぶんのもちものについて、いつ、だれにもらったかななどをかんたんに話します Talk about your things, saying when and from whom you got them <p>じぶんのくにのプレゼントのしゅうかんについてかんたんに話します Talk briefly about the custom of presentgiving in your country</p>
	<p>Lesson 18: パーティーがいいとおもいます I think a party is a good idea</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. ともだちのおいおいをなんにするか話します Discuss what to do for a friend's

	<p>celebrations</p> <p>2. けっこんの おいわいの カードを 読みます Read a congratulatory message for a wedding</p> <p>3. けっこんの おいわいの カードを 書きます Write a congratulatory message for a wedding</p> <p>4. プレゼントを もらって おれいを 言います Thank someone for a present you receive</p>
<u>Pedagogy:</u>	Extensive Listening and Speaking Activities, Oral Expression Activities, Limited Writing, Participation throughout the Course, Progress Test, Final Test.
<u>References/Readings</u>	<p>1. Marugoto Japanese Language and Culture, Elementary 1 A2- Coursebook for Communicative Language Activities, Japan Foundation, 2017</p> <p>2. JF Standard for Japanese Language Education, User Guide Book, 2nd edition, 2010</p>
<u>Learning Outcomes</u>	<p>1. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>2. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>3. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Programme: Certificate of Proficiency

Title of the Course: Certificate of Proficiency in Japanese Language Level Elementary 1- A2 Part-2 (Rikai)

Effective from AY: 2021-2022

<u>Prerequisites for the Course:</u>	Open to all interested in learning Japanese Language and acquiring a certificate of proficiency. Japanese Certificate of Proficiency A-1 or School Level Certificate-Equivalent is required. Minimum qualification - Higher Secondary (Std.XII) examination conducted by the Goa State Board of Secondary and Higher Secondary Education or of any other Board recognized by Goa University as its equivalent. Japanese Certificate of Proficiency Elementary 1-A2 Part-1 (Katsudoo) is mandatory for this course.
	This course is intended for students who have basic level Japanese knowledge (Japanese A1 Certified) and wants to further continue improving their Japanese language proficiency. Students should be already fluent in reading and writing

Objective:	Hiragana, Katakana characters and basic Kanji characters. In this level of the course Elementary 1-A2 Part-2 the students gain practical ability to communicate in everyday situations. A lot of emphasis will be placed on reading, vocabulary, grammar and writing Japanese. The lessons are based on context and situations which students will face when interacting with Japanese nationals while living abroad or while living and travelling in Japan. This course offers learning in both language and culture. The course helps to deepen intercultural understanding by learning Japanese culture and reflecting on the students own culture in the city or country where they are from. The students who take this course should have completed Elementary 1-A2 Part-1 (Katsudoo) course. This is a compulsory prerequisite for this course. This course is based on JF Standard for Japanese Language Education.		
Content: Topics 1 - 9	Based on Course Book: Marugoto Elementary 1 A2- Coursebook for Communicative Language Competences (Rikai)		100 Hours
Topic 1: わたしと かぞく My family and Myself	Lesson 1: 東京に すんでいます We live in Tokyo Goals: 3. かぞくや じぶんが どこに すんでいるか、なにを している か かんたんに 話します Talk briefly about where you/your family live and what you/they do 4. かぞくや ともだちと なにごで 話すか 言います Say what language you speak with your family and friends	Reading: An email from my grand child	Writing: My family
		Vocabulary : Family and Relatives Examples: おとうさん、つま、むすめ、おにいさん	
		Kanji : 私、父、母、子ども、男、女、人、お父さん、お母さん、何人 Grammar: sunde imasu, hataraitte imasu, ni, de	
		Reading: My hobby	Writing: My hobby*
	Lesson 2: しゅみは クラシックを 聞くことです My hobby is listening to classical music Goals: 4. しゅみについて 話します Talk about your hobbies 5. じこしょうかいの サイトの みじかい コメントを読みます Read short, simple comments about someone's self-introduction on a website 6. じこしょうかいの サイトに みじかい	Vocabulary : Hobbies Examples: つくります、べんきょうします、おかし、コイン	
		Kanji : 国、外国、日本語、英語、中国語、日本人、	

	コメントを 書きます Write short, simple comments about someone's self-introduction on a website	好き、本、読書、何 Grammar: kiku koto, kodomo no toki, Wakai toki, Himana toki
Topic 2: きせつと てんき Seasons and weather	Lesson 3: 日本は いま、はるです It's spring now in Japan Goals: 3. きせつの へんかについて かんたんに 話します Talk about the change of seasons 4. すきな きせつと その りゆうを かんたんに 話します Say what season you like and why	Reading: What season is it now?
		Writing: My favourite season
		Vocabulary : Seasons, Nature Examples: はる、なつ、あき、ふゆ、さくら、はなみ
		Kanji : 春、夏、秋、冬、今、花、海、山、川 Grammar: haru ni narimasu, atatakaku narimasu, ga suki desu
	Lesson 4: いい てんきですね It's a nice day, isn't it? Goals: 3. てんきについて 話して あいさつを します Greet people by talking about the weather 4. でんわの かいわの はじめに てんきについて 話します Start a conversation over the phone by talking about the weather	Reading: Postcards from Kyoto
		Writing: Expressions used in the beginning of a letter
		Vocabulary : Weather Examples: はれ、あめ、くもり、ゆき、そら、つき、かぜ、ほし
Topic 3: わたしの まち My town	Lesson 5: この こうえんは ひろくて、きれいです This park is big and beautiful Goals: 3. ちずを 見ながら、じぶんの まちの	Reading: Exploring Tokyo on foot – Kichijooji-
		Writing: My town
		Vocabulary: What's the town like?

	<p>おすすめのばしょ / ちいきについて ともだちに 言います。 Tell a friend about a place/area of your recommendation, using a map of your town</p> <p>4. ちずを見ながら、ともだちがきょうみをもっているところがどんなところか、きをつけることはなにか、言います。 Tell a friend what a place that he/she is interested in is like and what to be careful about, using a map</p>	<p>Shops etc. Examples: たのしいです、にぎやかです、ひろいです、こうえん</p> <p>Kanji : 町、店、人気、多い、少ない、高い、安い、広い Grammar: yasukute, nigayakade, machi de, tanoshii kedo</p>
	<p>Lesson 6: まっすぐ 行って ください Please go straight Goals:</p> <p>4. ちかくのばしょへの行きかたを言います Tell someone how to get to a place nearby 5. あいてが聞きまちがえたことをなおします Correct some information misunderstood by someone 6. とおくに見える たてもののとくちょうを言います Describe the features of buildings seen in the distance</p>	<p>Reading: A lovely little shop</p> <p>Writing: My favourite place</p> <p>Vocabulary : Things found in the street. What buildings looks like Examples: みち、はし、かど、しんごう、こうさてん、たかいです</p> <p>Kanji : 道、通り、右、左、一つ、二つ、赤い、青い、黒い、白い Grammar: itte kudasai, magatte kudasai, ookiku shiroi biru, janakutte</p>
	<p>Topic 4: 4: Lesson 7: 10 時でも いいですか Is ten o'clock OK? Goals:</p> <p>4. ともだちと まちあわせのじかんとばしょについて 話します Talk with a friend about the time and place you will meet 5. まちあわせにおくれるという Eメールを読みます Read an E-mail from a friend saying he/she will be late 6. おくれたりゆうを言ってあやまります Apologise for being late and give a reason</p>	<p>Reading: Meeting a friend</p> <p>Writing: Email to say you'll be late</p> <p>Vocabulary : Things people do when they meet someone, Places where people meet, Reasons for being late Examples: おくれます、でかけます、つきます、れんらくします</p> <p>Kanji : 時間、場所、駅、日、出かけます、待ちます、止まります</p>
	<p>Topic 4: 4: Lesson 7: 10 時でも いいですか Is ten o'clock OK? Goals:</p> <p>4. ともだちと まちあわせのじかんとばしょについて 話します Talk with a friend about the time and place you will meet 5. まちあわせにおくれるという Eメールを読みます Read an E-mail from a friend saying he/she will be late 6. おくれたりゆうを言ってあやまります Apologise for being late and give a reason</p>	<p>Reading: Meeting a friend</p> <p>Writing: Email to say you'll be late</p> <p>Vocabulary : Things people do when they meet someone, Places where people meet, Reasons for being late Examples: おくれます、でかけます、つきます、れんらくします</p> <p>Kanji : 時間、場所、駅、日、出かけます、待ちます、止まります</p>

		Grammar: demo ii desu ka, de, mayotte
	Lesson 8: もう やけいを見に 行きましたか Have you been to see the night view yet? Goals: 3. おすすめのばしょに ともだちを さそいます / さそいに こたえます Invite a friend to visit a place of your recommendation / Respond to an invitation 4. ともだちによりみちを したいと 言います Say that you would like to drop by somewhere	Reading: I've eaten Sushi already
		Writing: E-mail to invite a friend on an outing
		Vocabulary : Things to do when you go out, Things displayed in public facilities Examples: かいます、あいます、のります、わかります、たべます Kanji : 食事、仕事、前、後、朝、昼、夜、乗ります Grammar: moo ikimashitaa, mada desu, ni ikimasu, mini ikimasu
Topic 5: がいこくごと がいこくぶ んか Languages and cultures of other countries	Lesson 9: 日本語は はつおんが かんたんです Japanese is easy to pronounce Goals: 5. いつ、なにごを べんきょうしたか 話します Say what languages you have studied and when 6. いままでに べんきょうした がいこくごについて 話します Talk about foreign languages you have studied 7. いつ、なにごを べんきょうしたか きろくを書きます Write down what languages you have studied and when 8. がいこくごや がいこくごの べんきょうについて こまったとき、だれかに たのみます / たのまれて こたえます Ask someone for help to understand or to learn a foreign language / Respond to a request for help	Reading: Could you do me a favour?
		Writing: My experience of learning foreign languages
		Vocabulary : Language study, School Examples: もじ、しつもん、たんご、ぶんぽう、いみ、かんじ Kanji : 学校、小学校、中学校、高校、大学、先生、学生、年生、勉強 Grammar: ga kantan desu, ga omoshiroi desu, oshiete kudasai masenka
	Lesson 10: いつか 日本に 行きたいです I'd like to go to Japan some day Goals:	Reading: The culture of other countries in my town Writing: The cultures of other

	<p>4. がいこくの ぶんかと じぶんとの かかわりについて 話します Talk about your involvement in the culture of another country</p> <p>5. こまっている ひとに たすけを もうしでます / もうしでを うけます Offer help to someone with a problem / Accept an offer of help</p> <p>6. イベントの プログラムを 読みます Read the program of an event</p>	countries which I am interested in
		Vocabulary : Cultural activities Examples: つうやく、きょうみ、しゅ っちょう、ほんやく
		Kanji : 文化、音楽、旅行、留 学、友だち、楽しい、 週、回、 Grammar: shitai desu, Shuu ni ikkai, hanashite mimasu, ikimashoo ka
Topic 6: そとで 食べる Eating outdoors	Lesson 11: なにを もっていきますか What are you going to take to the picnic? Goals: <p>4. ピクニックに もっていく ものについて 話します Discuss what to take for a picnic</p> <p>5. ピクニックに だれが なにを もっていくか メモを 書きます Write a memo to say who is taking what for a picnic</p> <p>6. ピクニックの 食べものや 飲みもの きぼうを ぐたいてきに 聞きます / 言います Ask/Say what specific food or drinks your friend/you would prefer for a picnic</p>	Reading: Email about a picnic
		Writing: Email about a barbecue
		Vocabulary : Eating outdoors. Food, drinks and tableware for a picnic Examples: はなみ、バーベキュー、カ ラオケ、ピクニック
	Lesson 12: おいしそうですね It looks delicious Goals: <p>3. よく知らない 食べものについて 話します Talk about food you don't know much about</p> <p>4. あじについて かんたんに コメントします Comment briefly on the taste of food</p> <p>5. ともだちに 食べものを おすすめ / おすすめに こたえます Offer a dish to your friends / Respond to an offer</p>	Kanji : 食べ物、飲み物、お茶 、お酒、作ります、持 っていきます、お願い します Grammar: tsukutte ikimasu, tsukutte kimashita, nan demo, ga ii desu
		Reading: Quiz: 'World Foods'
		Writing: Food I recommend
		Vocabulary : Food Tastes. Food Ingredients Examples: ケーキ、レモン、キムチ、 つけもの、チリ、あまい
		Kanji : 料理、味、色、野菜、 少し、中、入っていま

		す Grammar: oishisoo desu, benrisoona naifu, Atatakakute oishii desu
Topic 7: しゅっちょう Business trips	Lesson 13: たなかさんに 会ったことがあります I have met Mr. Tanaka before Goals: 4. でむかえのために、しゅっちょうで来る ひとや来る日について話します Talk about someone visiting your office on a business trip and the date of his/her visit 5. でむかえのあいさつをします Greet a visitor arriving at the airport 6. ホテルのへやを チェックして、だいじょうぶか言います Check the hotel room and tell your visitor if it is OK 7. しゅっちょうのスケジュールを読みます Read a business trip schedule	Reading: Email to a visitor coming on a business trip
		Writing: Email from a visitor coming on a business trip
		Vocabulary : Business trips Examples: ほんしゃ、ししゃ、もかえに いきます、もらいます
		Kanji : 会社、本社、支社、出張、航空、出発、到着、午前、午後 Grammar: itta koto ga arimasu, samusugimasu, shizukasugimasu
	Lesson 14: これ、つかっても いいですか May I use this? Goals: 5. かいしゃのスタッフをしょうかいします Introduce your colleagues to a visitor 6. オフィスのものをつかっても いいか 聞きます Ask to use things in the office 7. みおくりのあいさつをします See a visitor off at the airport with some parting phrases 8. かいがいしゅっちょうからかえるときに もらった、オフィスのひとからの メッセージを読みます Read a message from a colleague in the overseas office when you return home from a business trip	Reading: There was a phone call for you
		Writing: Email to say thank you
		Vocabulary : Things found in an office. Staff Examples: オフィス、ドア、でんき、まど、コンピューター
		Kanji : 自分、電話、電気、電車、車、送ります、使います、借ります Grammar: haitte juu-nen ni narimasu, karitemo ii desu ka
Topic 8: けんこう Staying	Lesson 15: たいそうすると いいですよ How about doing some exercise? Goals:	Reading: For your health
		Writing: Health consultation

healthy	<p>3. ともだちに からだの ぐあいを 聞きます / こたえます Ask a friend how he/she is feeling / Answer how you are feeling</p> <p>4. かんたんな たいそうの しかたを 聞きます / 言います Listen to/Say how to do some easy exercises</p> <p>5. からだに いいことを すすすめます Suggest something good for the health</p>	<p>Vocabulary : Parts of the body. Physical conditions Examples: あたま、くち、め、みみ、はな、くび、うで、せなか</p> <p>Kanji : 体、頭、目、口、耳、手、足、上、下 Grammar: Neru mae ni, hairu to ii desu yo, mawasanaide kudasai</p>
	<p>Lesson 16: はしったり、およいだり しています I go running and swimming Goals:</p> <p>3. けんこうの ために している ことを かんたんに 話します Talk briefly about what you usually do to stay healthy</p> <p>4. けんこうについての かんたんな アンケートを 読んで こたえます Read and answer a simple questionnaire on health</p> <p>5. アンケートの けっかを かんたんな ことばで はっぴょうします Make a simple presentation about the results of a questionnaire</p>	Reading: How to use the gym
		Writing: How to stay healthy
		<p>Vocabulary : Exercises to stay healthy. Degree and frequency Examples: ジョギング、ヨガ、ストレッチ、トレーニング</p> <p>Kanji : 毎（毎朝、毎日）、週末、元気、外、起きます、歩きます、走ります、泳ぎます Grammar: shitari, hashitari shitte imasu, taberu hito, tabenai hito</p>
Topic 9: おいawaii Celebrations	<p>Lesson 17: たんじょう日に もらったんです I got this for my birthday Goals:</p> <p>3. ともだちの もちものを ほめます Compliment a friend on his/her things</p> <p>4. じぶんの もちものについて、いつ、だれに もらったかな などを かんたんに 話します Talk about your things, saying when and from whom you got them</p> <p>5. じぶんの くにの プレゼントの しゅうかんについて かん たんに 話します Talk briefly about the custom of presentgiving in your country</p>	Reading: The custom of present giving
		Writing: A memorable present
		<p>Vocabulary : Celebrations, Presents Examples: たんじょうび、しゅっさん、クリスマス、けっこん</p>
		<p>Kanji : お祝い、誕生日、結婚、絵、写真、時計、着ます Grammar: morattan desu, o</p>

		agemasu, o moraimasu, kiru mono
	Lesson 18: パーティーが いいと おもいます I think a party is a good idea Goals: 5. ともだちのおいわいをなんにするか 話します Discuss what to do for a friend's celebrations 6. けっこんのおいわいのカードを読みます Read a congratulatory message for a wedding 7. けっこんのおいわいのカードを書きます Write a congratulatory message for a wedding 8. プレゼントをもらっておれいを言います Thank someone for a present you receive	Reading: Congratulato ⁿ s !
		Writing: Diary
		Vocabulary : Feelings Examples: うれしかったです、たのしかったです、ほしいです
		Kanji : 先週、今月、来年、今年、去年、家、 思います Grammar: to omimasu, to itte imashita
<u>Pedagogy:</u>	Extensive Reading and Writing Activities, Limited Oral Expression Activities, Participation throughout the Course, Progress Test, Final Test.	
<u>References/Readings</u>	3. Marugoto Japanese Language and Culture, Elementary 1 A2- Coursebook for Communicative Language Activities, Japan Foundation, 2017 4. JF Standard for Japanese Language Education, User Guide Book, 2nd edition, 2010	
<u>Learning Outcomes</u>	4. Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). 5. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. 6. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	

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D 3.4 Minutes of the Board of Studies in Skill Enhancement meeting held on 26/07/2021

Annexure I

Background: The B.Voc. Programme has two components every semester – the Skill component and the General Education component.

The modes of assessment, passing criteria, etc., applicable to the two components differ. As per OA-23.3.1 (reproduced below), the skill component is to be assessed and certified by the Sector Skill Council, while the General Education component is to be assessed by the College / University as per OC-66.

OA-23.3.1 Evaluation Scheme

- i. The Skill component of the course will be assessed and certified by the respective Sector Skill Councils. In case there is no Sector Skill Council for a specific trade, the assessment may be done by an allied Sector Council or the Industry partner. The certifying bodies may comply with and obtain accreditation from the National Accreditation Board for Certification Bodies (NABCB) set up under Quality Council of India (QCI). Wherever the university/college may deem fit, it may issue a joint certificate for the course(s) with the respective Sector Skill Council(s).

Observations: Non-uniform grading pattern and certification is followed by SSC.

Resolution: - Institution offering the BVoc program, and the relevant SSC has to adhere to OA-23.3.4(Grading Pattern) to assess and certify the students for the individual course.

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