Bharatiya Neeti Samvad Kendra

Fostering Ideas, Shaping Future

Title of Certificate Program:

“Public Policy and Social Impact Certificate Program”

A certificate program that introduces you to public policy analysis, implementation, and evaluation in India

12 Credits | NSQF Level 6 | UGC-Aligned I

Eligible for Academic Bank of Credits

Duration**:** 6 Months

Eligibility:

1. Open to undergraduate students who have completed at least one year of study (i.e., second year onwards)
2. Also Open to graduates from any academic discipline
3. Also Open to young professionals, NGO coordinators etc.

Mode: Certificate Program (6 Months) featuring:

1. Weekly Online seminars
2. Guided online Workshops
3. Field immersion components (rural/tribal or urban settings)
4. Optional expert-led online lectures - A Policy talks series

Credits: 12 Credits (≈240 hours of learning engagement)

1. Aligned with UGC Guidelines for Short-Term Skill-Based Courses
2. Mapped to NSQF Level 6 (undergraduate) Descriptors
3. In accordance with NEP 2020 and AICTE's skill certification framework
4. Add-On Course eligible for Academic Bank of Credits (ABC), and recognized under UGC NSQF Level 6 for academic progression and career mobility.

Program Type:

1. Offered in regular - hybrid mode, add-on certificate
2. Designed for students enrolled in degree programs/pursuing Masters programme to take concurrently

Institutional Alignment:

1. Jointly offered by Bharatiya Neeti Samvad Kendra (BNSK-Bharat) and Jaypee Institute of Information technology, Noida
2. Developed under the academic vision of the Bharatiya Neeti Samvad Kendra

Program Overview: This 12‑credit (≈ 240‑hour) certificate program offered by Bharatiya Neeti Samvad Kendra (BNSK) – equips learners with interdisciplinary skills and contextual knowledge to address India's rural, tribal, and urban development challenges. Rooted in the NEP 2020 vision of holistic, skills-based learning, the curriculum integrates contemporary public policy frameworks, constitutional provisions (e.g., PESA, FRA), and Indian Knowledge Systems (IKS) through research-driven field immersion. Students examine governance, ecology, and livelihoods through traditional, constitutional, and empirical lenses, gaining the ability to design inclusive and culturally rooted policies that promote sustainable development, with a focus on tribal rights,

decentralized institutions, and SDG localization. The program is aligned to NSQF Level 6 (undergraduate) descriptors, and meets UGC/AICTE guidelines for short-term courses; it also contributes to Jaypee Institute of Information technology, Noida strategic vision of building field-grounded, SDG-linked human capital for India's futures. Upon completion, graduates earn a certified credential (Level 6) confirming their competencies in public policy analysis, community engagement, and digital tools for development.

Certificate Program: Engagement Hours Breakdown

S. No.	Activity Component	Hours	Description
1	**Instructional Lectures**	**120 hrs**	**Core classroom and Online teaching, including seminars, thematic modules, and expert talks**
2	**Field Immersion & Visits**	**60 hrs**	**Rural, tribal, and urban community engagement as part of structured immersion**
3	**Workshops & Lab Sessions**	**20 hrs**	**Practical labs on digital tools, oral history, and participatory planning**
4	**Assignments / Presentations / Community Outreach**	**40 hrs**	**Capstone project work, outreach activities, policy briefs, and student presentations**

Total : 240 hrs, Total learning engagement across all components

This structure reflects compliance with:

1. NSQF Level 6 descriptors (Knowledge, Skill, Responsibility)
2. NEP 2020 emphasis on applied, field-based learning

3. UGC Skill-Based Certification norms (1 credit = 30 Practical learning hours; 1 Credit: 15 hours (Theory))

Program Vision:

To develop a cadre of grounded policy professionals and social innovators who apply "Bhāratiya Drishti" (Indian perspective) – blending ancient wisdom, constitutional rights, and empirical research – to bridge India's rural, tribal, and urban divide. The program envisions sustainable and inclusive development: fostering equitable governance through Panchayati Raj, tribal self-rule (PESA), and localized, community-led solutions for resilient ecosystems and livelihoods. It draws on India's rich knowledge heritage - including traditional agriculture, forest-based economies, village assemblies, indigenous technologies, and customary law - as guiding principles for innovation and justice. Through immersive field engagement in rural, tribal, and urban settings, the program catalyzes co-created solutions that improve public service delivery, environmental sustainability, and livelihoods - especially for Scheduled Tribes, women, and marginalized communities. This aligns with national development goals (SDGs, NEP 2020, Viksit Bharat @2047) and Joint BNSK - Jaypee Institute of Information technology, Noida mission of fostering grassroots innovation, data-driven governance, and culturally cohesive development across India's diverse communities.

Curriculum Structure (6 Months)

Structure (Phases & Modules)
The 12‑credit curriculum is organized into four phases:

1. **Phase I** – Foundations (≈ 2 credit, 30 hrs; 2-3 Weeks): Orientation to the course, pedagogy, and ethics (1 credit). Covers program introduction, Indian Knowledge Systems, research ethics, and basic tools. Introduces students to the Constitutional and policy frameworks for tribal, rural & urban governance, including the PESA Act (1996), Fifth and Sixth Schedules, The 73rd and 74th Constitutional Amendment Acts (1992) and the Forest Rights Act (2006). Prepares students for field immersion in rural, tribal and and urban settings by contextualizing ethical engagement and legal safeguards for Scheduled Areas. (≈30 hours total: lectures and workshops).

2. **Phase II** – Thematic Modules (≈6 credits, 90 hrs): Four core modules delivered over 12 weeks. Each module combines lectures, case studies, lab sessions, and seminars. Key content and readings are integrated from modern theory and IKS.
    a. **Module 1: Public Policy and Rural-Urban Relations (1 cr, ~15 hrs).**

        Briefly introduces policy-making processes, governance structures (Panchayati raj Institutions and municipal bodies), and the Bharatiya socio-economic links

between villages and cities. Topics include rural economy vs urban economy, migration drivers, urbanization impacts, and policy case studies (e.g. rural employment schemes, smart cities). Emphasizes historical perspectives (e.g. post-Independence planning, NEP's vision) and comparative insights.
Topics: Federalism and local self-government and self-governance; rural infrastructure (roads, electrification, health, education); urban slums and service delivery; Comparative policy frameworks in Scheduled and Non-Scheduled Areas; key provisions of PESA and challenges in tribal self-governance; Gram Sabha empowerment under FRA and implications for participatory planning.
Skills: Policy analysis, stakeholder mapping, brief writing, comparative research. Interpreting constitutional provisions for tribal governance (Schedules V & VI); analyzing implementation bottlenecks in decentralized governance systems.

Recommended Reading: S.R. Maheshwari, Rural Development in India: A Public Policy Approach (Sage, 2016); Government of India, National Education Policy 2020 (selected excerpts on village governance); K. R. Narayana Murthy et al., "Rural-Urban Policy in India" (Journal of Development Studies, 2021); World Bank, India Urbanization Review (2020); Ministry of Tribal Affairs (GoI), "Status of PESA Implementation" (Annual Report excerpts); Virginius Xaxa, Tribes and the Indian State (selected chapters); CFR-LA Reports on Community Forest Rights Implementation (latest); Mahi Pal (2020) 'Rural Local Governance and Development', Sage, New Delhi.

b. **Module 2: Indian Knowledge Systems and Community Innovations (2 cr, ~30 hrs).**

Explores Indian epistemologies and indigenous wisdom as tools for development. Topics include traditional ecological knowledge (rainwater harvesting, organic farming, forest management), classical economic thought (Kautilya's Arthashastra, Gandhi's trusteeship model, Nanaji Deshmukh Chitrakoot Model), and grassroots innovations (Jugaad, local technology coops). Encourages epistemological reflection on how knowledge is validated in different traditions.
Topics: Bhāratiya Drishti (Indic worldviews); tribal and folk innovations (e.g. ethno- medicine, permaculture); pravritti-nivrutti (action & renunciation in sustainability); customary systems of dispute resolution and natural resource management among tribal communities; oral traditions and their role in preserving ecological knowledge; tribal cosmologies and land ethics; local institutions (Panchayats, cooperatives, and SHGs).
Skills: Comparative analysis of knowledge systems, documenting local practices, oral history methods. Ethnographic field methods; mapping tribal oral histories

and ecological knowledge systems.

Recommended Reading: Ministry of Education, "Indian Knowledge Systems" (NEP 2020 thematic brief); Vandana Shiva, Earth Democracy (2015); Govardhan Das, Leadership in Sanskrit Texts (2020); Case studies from PRADAN and Digital Green on rural innovation; NCST/Ministry of Tribal Affairs case documents on traditional healing and land practices.

Note: Some additions will be there.

c. **Module 3: Sustainable Livelihoods and Economy (2 cr, ~30 hrs).**

Focuses on rural and urban economies in an integrated and interlinked manner. Topics include agriculture, informal sectors, micro-enterprises, financial inclusion (SHGs, microfinance), and the role of technology in bridging markets. The module integrates ecological economics (circular economy, Gandhian simplicity, and ethical economic principles from Hindu economic thought) with contemporary market trends and inclusive development approaches.

Introduction to Policy Evaluation and Impact Assessment – Includes Theory of Change, Logical Frameworks (LogFrames), and simple indicators to assess public programs and livelihood initiatives, along with Indic perspectives such as Antyodaya-oriented evaluation and community-centered economic outcomes.

Topics: Agrarian distress and migration; rural entrepreneurship (cottage industries, agro-processing); urban informal economy (street vendors, gig work); cooperative movements; basic GIS mapping of resource usage; tribal livelihoods and Minor Forest Produce (MFP); impact of forest-based economies and traditional occupations; FRA and economic rights; gender roles in tribal enterprise systems; data visualization of economic indicators.

Skills: Economic data analysis, GIS mapping of demographic/economic data, drafting livelihood improvement plans; designing inclusive livelihood models based on forest and non-timber forest produce value chains; assessing intersectional economic vulnerabilities (gender, caste, tribal status); applying basic policy evaluation tools to livelihood programs.

Recommended Reading: Ruddar Datt & K.P.M. Sundharam, *Indian Economy* (2024, selected chapters on rural sector); Prof. M. G. Bokare, *Hindu Economics*; Ashok Gulati & Suresh Sharma (eds.), *Indian Agriculture in Transition* (2020); UNDP, *World Development Report 2019: The Changing Nature of Work*; research articles on digital rural markets and urban informal work; Ministry of Tribal Affairs, *Van Dhan Yojana Guidelines and Case Studies*; Seema Purushothaman et al., *Livelihoods in Transition: Tribal and Rural Economies in Contemporary India*; UNDP India, *Forest-Based Livelihood Reports*.

d. **Module 4: Environment, Infrastructure and Urban Governance (1 cr, ~15 hrs).**

Examines ecological sustainability and infrastructure challenges across rural and urban areas. Topics cover climate resilience, watershed management, renewable energy (solar pumps, biogas), urban planning, and public health. Integrates IKS concepts such as prakriti conservation and traditional water bodies (Johads) with modern frameworks.

Topics: Natural resource management (soil, water, forest); climate adaptation (drought- proofing, disaster risk reduction); urban planning (housing, sanitation, waste management); smart & sustainable city initiatives; Traditional ecological knowledge of tribal communities (e.g., sacred groves, shifting cultivation systems); indigenous disaster risk reduction practices; climate resilience practices in forest-dwelling and hilly communities; use of remote sensing/GIS for environmental planning.

Citizen Science and Participatory Tools – Use of local mapping apps, participatory GIS, and open-source environmental monitoring tools to involve community members in planning.

Skills: Spatial analysis of environmental data, drafting environmental policy briefs, community facilitation for participatory planning. Mapping traditional ecological zones and sacred sites; participatory climate risk assessments in tribal geographies.

Recommended Reading: E.F. Schumacher, Small Is Beautiful (1973); Ministry of Panchayati Raj, Guidelines on Watershed Development (2019); NITI Aayog, Composite Water Management Index (2018); Case reports on "Sacred Groves" and traditional forest conservation; Ministry of Environment & Forests, *Traditional Knowledge Digital Library* (selected entries); NCST reports on forest governance and biodiversity protection; Report: *Indigenous Climate Wisdom* by Ashoka Trust for Research in Ecology and the Environment (ATREE); Jean-Marie Baland & Jean-Philippe Platteau (2000) 'Halting Degradation of Natural Resources: Is there a Role for Rural Communities', Oxford University Press; Robert Chambers (1994), 'The origins and practice of participatory rural appraisal', World Development, Volume 22, Issue 7, Pages 953-969.

3. Phase III – Field Immersion (≈2 credits, 60 hrs): This structured fieldwork phase combines onsite orientation (≈10 hrs) and immersion (≈50 hrs) in selected rural and urban communities. It includes:

a. Orientation: Workshops on research ethics, participatory methods, local languages/culture, and safety. Students develop a field action plan in teams, defining objectives and methods.

b. Immersion: Teams stay in a rural village (3–5 days), a tribal settlement/Scheduled Area (2–3 days), and an urban locality/slum (2–3 days). They engage with community members, local officials and NGOs to observe socio-economic conditions, map resources, and co-design micro-interventions (e.g. sanitation drive, awareness campaign). Regular reflection sessions and daily logs capture learning.
c. Deliverables: Each team submits a Field Report (describing findings, data, and policy recommendations) and presents an Impact Brief (e.g. digital story or infographic) to stakeholders. Community validation of findings is encouraged to ensure reciprocity. Field Report should include at least one comparative section analyzing tribal vs non-tribal community access to schemes, land, and resources. Use of participatory GIS and visual documentation is encouraged, with attention to indigenous protocols and sensitivities.
d. Ethical Protocols: All field activities follow a strict ethical code: obtaining informed consent, ensuring no exploitation, respecting local norms, and maintaining confidentiality. Instructors supervise to ensure adherence.

Note: Learning objectives mirror IKS immersion models: sensitizing participants to village dynamics, local institutions, marginalized groups, and government schemes . Urban visits highlight citizen services and slum challenges.

4. **Phase IV** – Capstone and Assessment (≈2 credit, 60 hrs): A supervised capstone project consolidates learning. Students refine their field findings into a final Policy Proposal or Social Impact Plan (written and oral) that addresses a specific rural-urban issue. A comprehensive exam or oral viva evaluates understanding of core concepts. Students may opt to focus their capstone project on "Tribal Livelihood Futures," "Impact of PESA on Rural Governance," or "Community-Led Environmental Conservation in Scheduled Areas." Interdisciplinary approaches that integrate traditional knowledge and modern policy frameworks will be encouraged. This phase includes a portfolio review of all coursework and skills (GIS projects, policy briefs, participation logs). Successful students receive the certificate upon meeting academic and attendance requirements.

Pedagogy

Teaching is learner-centered and experiential, blending multiple methods: lectures/seminars, case discussions, field exercises, lab workshops, and peer learning. The pedagogy aligns with NEP 2020's emphasis on project-based and interdisciplinary education. Key features include:

a. Interdisciplinary Integration: Courses integrate social sciences, management, technology, and IKS. Guest lectures from policymakers, local activists, and scholars enrich perspectives.

b. Active Learning: Students engage in simulations, policy debates, role-plays (e.g. Gram Sabha mock-meeting), and case studies. Group projects foster teamwork and leadership.
c. Optional Digital & Lab Sessions: Hands-on labs teach GIS mapping, data analysis (e.g. using QGIS, R or Python), and digital communication tools. Students practice creating infographics and policy briefs using software (e.g. Canva, Tableau). Emphasis is on application, not just theory.
d. Optional Digital Learning Support: The program will use a central LMS (e.g., Google Classroom or Moodle) to share bilingual resources, manage submissions, provide reading material, and facilitate online discussions.
e. Flipped Classroom: Selected content (readings, videos) is covered before class, allowing in-class time for discussion and problem-solving.
f. Language & Inclusivity: Instruction is primarily in English and Hindi. Key materials (summary notes, data charts, field forms) are bilingual. Local case studies are often in regional languages, with translation support. Students are encouraged to learn common phrases in the local dialect of their field site to build rapport.
g. Continuous Feedback: Faculty use formative assessments (quizzes, reflections, peer review) to monitor progress. Competency rubrics (based on NSQF descriptors) are provided for tasks, emphasizing both knowledge and skills (e.g. “logical communication” and “responsibility”).

Fieldwork Guidelines

Field immersion is a core component. Guidelines ensure a structured, ethical learning experience:

a. Pre-Field Orientation: Workshops cover social research ethics, cultural sensitivity, gender and disability inclusivity, and safety protocols. Students practice interview techniques and group facilitation. Teams finalize research questions and methods.
b. Community Entry: Students liaise with local authorities (Panchayat, Municipal Commissioner) and NGOs in advance. Female students are paired with female supervisors for gender-sensitive spaces. At first contact, the purpose is explained in simple language; consent from village councils or resident committees is obtained.
c. Immersion Activities: In villages, activities include household surveys, focus groups (e.g. women’s SHGs), and asset/resource mapping. In urban slums, mapping water/toilet access and attending local meetings. Students may implement a small social activity (e.g. cleanliness drive, health camp) to understand program delivery. Reflection sessions after each day ensure continuous learning.
d. Deliverables and Reporting: Each team compiles field notes, data (surveys, photos, GIS layers), and observations into a formal Field Immersion report. Deliverables include policy recommendations grounded in the community context. Ethical approval steps (as

per CMS guidelines) are documented. Findings are shared back with the community in an accessible format (e.g. poster in local language, brief presentation).

e. Safety and Well-being: Groups carry a field code of conduct (no sensitive questions without trust, respect privacy, no alcohol/drugs). Supervisors (faculty or NGO partners) are available for emergencies. Students undergo a health check and vaccinations (if needed) before travel.
f. Accessibility Measures: To ensure inclusive learning, the program accommodates students with disabilities or special learning needs. Support may include accessible formats (screen-reader-friendly PDFs, large print), extended time on assignments, or alternative project deliverables as needed.

Integrative Reflection Essay

Each student will submit a 1000-word reflective essay that connects insights across all modules with their field immersion experience. This piece evaluates the learner's ability to integrate Indian and modern perspectives in public policy design.

Assessment Plan

The assessment framework is competency-based and multifaceted, aligned with NEP/NSQF principles. Evaluation methods include:

a. Module Assignments (40%): Each module has assignments/projects (essays, case analyses, data exercises, GIS maps) evaluated on content understanding and skill demonstration. Rubrics measure domain knowledge and professional skills (e.g. critical thinking, communication). Assignments may include application of Monitoring & Evaluation (M&E) tools such as Theory of Change or LogFrame to assess intervention outcomes.
b. Class Participation (10%): Active engagement in discussions, seminars, and group work. Contribution to team tasks is peer-assessed.
c. Field Immersion (30%): Graded on the quality of field report, data collection accuracy, ethical conduct, and teamwork. Supervisors use a rubric to assess problem-solving, adaptation, and community interaction.
d. Capstone Project (20%): Final policy proposal or social innovation plan evaluated for analytical rigor, creativity, feasibility, and ability to synthesize learnings from fieldwork, thematic modules, and Indian epistemological frameworks. Oral defense/tests may accompany the written submission.
e. Competency Verification: Digital skills (GIS, data viz) are specifically evaluated through lab projects and presentations. Policy communication is assessed via writing assignments and presentations, ensuring graduates can "generate solutions" and communicate them effectively.

f. Standards: Passing criteria follow NSQF norms for Level 6 (e.g. minimum 50% aggregate), and students must meet a minimum attendance of 75%. Successful completion results in a transcript of grades and a Certificate of Competency from BNSK and Jaypee Institute of Information technology, Noida.

Certification

Students who successfully meet all academic and learning requirements - including credit hours, attendance, field immersion participation, assignments, and evaluations - will be awarded a *Certificate in Public Policy and Social Impact*. This certificate will be jointly issued by Bharatiya Neeti Samvad Kendra and its strategic academic partner. The program is conducted in regular mode as a part-time, six-month add-on certificate course and is recognized under the UGC Skill-based Education Framework.

The certificate will explicitly mention the NSQF Level (Level 6), the credits earned, and the program's eligibility for registration under the Academic Bank of Credits (ABC) as per the UGC guidelines. This formal credential affirms the learner's attainment of interdisciplinary competencies in public policy, digital governance tools, field-based research, and strategies for sustainable rural–urban transformation. It is intended to support academic progression, enhance employability, and enable meaningful participation in development and governance-related initiatives.

Reference Materials

a. **National Education Policy (NEP) 2020**, Ministry of Education, Government of India - Includes the thematic brief on Indian Knowledge Systems and policy provisions on multilingual and diversity education.
b. **NSQF Level 6 Descriptors**, as per Gazette Notification - outlines the expected skills, knowledge, and responsibilities associated with Level 6 qualifications under the National Skills Qualification Framework.
c. **UGC and AICTE Guidelines on Credit-Based Short-Term Courses**
   Provides regulatory framework for competency-based, interdisciplinary certificate programs aligned with NEP 2020.
d. **CMS Guidelines for Social Research Ethics**, India
   Details ethical principles for conducting fieldwork, including community consent, researcher accountability, and data integrity.
e. **Rural–Urban Immersion Best Practices**
   For example, the MCRHRDI Field Immersion Manual outlines structured objectives, methods of community engagement, and experiential learning outcomes relevant to student projects.
f. **GIS and Public Administration Applications in Policy**
   Includes readings such as *GIS for Planning and Public Administration* (University of

Southern California syllabus overview) focusing on spatial tools in governance and planning.

g. **Supplementary Readings by Module**
   i. Government reports (e.g., Census of India, NITI Aayog strategy papers, Ministry of Rural Development publications)
   ii. Peer-reviewed academic journals such as *Economic & Political Weekly*, *Yojana*, and *Kurukshetra*
   iii. NGO reports and innovation case studies from civil society and development organizations.
   iv. Classical and contemporary works in public policy, governance, development economics, and sociology

Note: Each module will include a curated reading list of textbooks, research articles, and policy documents to support both theoretical learning and field-level application.

Contact for more Information:

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