



The Reimagining India 2017 Experiential Learning Program Syllabus

Course Description

Reimagining India is a two-week experiential learning program designed to directly engage participants with India's past, present and future. The program will raise participant awareness of the relevance of India to their lives, studies and even careers.

The course uses India's cities and villages as its classroom – including the commercial capital, Mumbai and the political capital, Delhi. Participants will meet Indians from across the socioeconomic spectrum, visiting farms and village schools as well as higher education and political institutions, multinational corporations and startups. This broad engagement ensures participants gain direct experience of diverse perspectives on issues and opportunities.

The course seeks to highlight India's status as a re-emerging economy of immense global significance. It involves participants in activities meant to cultivate a variety of skills sought after in 21st century workplace including creativity, collaboration, communication, civic awareness, cultural intelligence, critical thinking and personal character development.

Course Goals and Objectives¹

The course provides participants with:

- a) On-the-ground experience helping them conceptualize how India fits into their studies and careers
- b) A network of Indian mentors and peers helping them develop relationships and deepen understanding of Indian dimensions of their work or study
- c) An immersive cultural experience familiarizing them on a basic level with various customs, norms, celebrations, foods, performing arts, etc.
- d) Introductory knowledge of India's past, present and future from an interdisciplinary standpoint, with a focus on growth and opportunity
- e) Introductory knowledge of Hindi language
- f) Practice in cultivating 21st century skills such as creativity, collaboration, communication, civic awareness, cultural intelligence, critical thinking and personal character development
- g) Resources in the form of reading materials, online content, contacts, etc. for deepening their experience of the India aspect(s) of their work or study via courses, internships, volunteering, work or other opportunities

Based on these goals, by the end of the course, students should be able to meet the following objectives:

- Delineate ways India is relevant to their studies and/or work
- Describe a variety of study internship and work opportunities available in India
- Identify specific areas for deepening their experience of the India aspect(s) of their work or study

¹ The goals and objectives of this program have been created to meet the New Colombo Plan Scholarship guidelines (available at: <http://dfat.gov.au/people-to-people/new-colombo-plan/scholarship-program/Documents/scholarship-program-guidelines-2017.docx>)



- Describe opportunities available to India as it seeks continued economic growth and social betterment
- Compare and contrast different experiential case studies from India and exhibit an understanding of differences in attitudes and approaches
- Describe cultural aspects of India, i.e. customs, norms, celebrations, foods, performing arts, etc.
- Communicate effectively with locals and navigate different locales
- Converse in Hindi using basic introductory phrases
- Identify contacts acquired during the course who can help them deepen their program experience of the India aspect(s) of their work or study via courses, internships, volunteering, work or other opportunities

Reimagining India Ambassador Project

The main assignment of the course is a final project of either an article, narrated presentation or short film meant to demonstrate the attainment of course objectives. Assignments will also be shared as a common resource for encouraging future participation in Reimagining India and other NCP funded programs in India.

Projects must address the following questions:

- How does India's socio-economic diversity create a diversity of opportunity to connect with India academically and/or professionally?
- What linkages to your studies or future career have you discovered or reaffirmed as a result of your participation in the program? Describe these linkages thoroughly, using at least three scholarly resources and at least two different experiences from your Reimagining India program participation.
- What new ideas and/or information did you gain through the program experiences you have chosen to describe?
- What new questions do you have now that you have discovered these aspects of India and how do you think you might go about answering them?

Guidelines for content, length and duration:

- Articles should be three to five pages in length (double spaced).
- Presentations should include at least ten slides and at least 15 minutes of audio narration.
- Films should be at least 5 minutes in length.

Participant Resources

Besides those mentioned below additional resources will be provided during pre-program orientations and/or via the program handbook shared prior to the program. Resources during the program will be shared on a daily basis either via handouts or digitally via indogenius.org's social learning platform.

Our Online Course

“[The Importance of India](#)” MOOC on Coursera was produced by IndoGenius and our Co-Founder Nick Booker is the principal instructor throughout. The free 6-week online course was developed for the U.S. Department of State's Passport to India program, established to enable and encourage more young Americans to study in India.

Individual course videos can also be found on the [Passport to India's YouTube Channel](#)



Suggested Readings

Non-Fiction:

- **Reimagining India: Unlocking the potential of Asia's Next Superpower** is a collection of essays from Indian and Global thought leaders by McKinsey.
- **Business Sutra** by Devdutt Pattanaik provides a thought provoking comparison between the Indian, Chinese and Western worldviews. He explores the implication of culture and especially mythology on business.
- Books by William Dalrymple are always a great read. From his historical masterpieces *White Mughals* and *The Last Mughal* to the more journalistic *The Age of Kali*. A particularly good read for Delhi would be *City of Djinns* – which William wrote about his first year living in Delhi. His work *Nine Lives* explores the stories of nine characters with different religious beliefs, practices and perspectives.
- **Maximum City: Bombay Lost and Found**, a narrative non-fiction book about Mumbai by Suketu Mehta.
- Aman Sethi's *A Free Man* provides very interesting insight into the life of Delhi's mazdoors, or workers.
- Akash Kapur's *India Becoming* is another great work of narrative non-fiction, particularly drawing on experiences in South India.
- Sunil Khilnani's *The Idea of India* is a great introduction to post-independence India. We also recommend Pawan Verma's *Being Indian* and *Becoming Indian*. *In Spite of the Gods* is a popular work on India's recent economic and political history by the Edward Luce.
- Mark Tully's *No Full Stops in India* and more recently *Non Stop India* are great journalistic works exploring the country through travel, his personal history and many characters along the way.
- William Bissell's *Making India Work* provides a thought-provoking manifesto for how India could develop more sustainably and inclusively, written by the founder of FabIndia.
- Amartya Sen's *The Argumentative Indian* and Gurcharan Das's *India Unbound* are interesting reads.
- John Keay's *India* provides the best general history.
- For those interested in mythology, we would recommend works by Devdutt Pattanaik such as *Myth-Mithya* and Gurcharan Das's *The Difficulty of Being Good*.

Fiction:

- Vikram Chandra's *Love and Longing in Bombay* is a book of short stories starting in Mumbai and won the Eurasia Region Commonwealth Writers Prize for Best Book 1997.
- Arundhati Roy's *The God of Small Things*, set in Kerala, tells the story of fraternal twins torn apart by a local scandal and won the Man Booker Prize in 1997.
- Amitav Ghosh's *Shadow Lines*, set in Calcutta, Delhi and London, is another story of separated families and takes place during the Second World War, India's freedom struggle and the communal riots of 1963-63 in Calcutta and Dhaka. The book won the 1989 Sahitya Akademi Award for English.
- Rohinton Mistry's *A Fine Balance*, set in an unidentified city in India, tells the story of four quite different lives that come together in the mid 1970's – mid 1980's including the time when Indira Gandhi's Emergency was taking place. *A Fine Balance* won the 1995 Scotiabank Giller Prize
- Sadat Hassan Manto's **Selected Short Stories** (Many are available online) are celebrated as some of the best modern fiction in South Asia. Many of Manto's stories, including his best known story *Toba Tek Singh*, deal with the partition of India and Pakistan in 1947.



- Pankaj Mishra's ***The Romantics***, set in Varanasi, examines ways in which we seek personal growth and spiritual solace from that which is culturally different.
- Kiran Nagarkar's ***Cuckold*** is set in the 17th century kingdom of Mewar, presently part of Rajasthan state and tells the story of the then king and his wife, the celebrated mystic saint Mirabai. The book won the 2000 Sahitya Akademi Award for English
- R.K. Narayan's ***Malgudi Days***, originally published in 1942, takes place in the fictional Indian town of Malgudi. This collection of short stories focuses on day to day life, with each story bringing out different peculiar facets of the people of Malgudi.
- Gregory David Roberts' ***Shantaram*** (2003) is the now famous tale of an Australian criminal fugitive and drug addict living in the slums of Mumbai.
- Salman Rushdie's ***Midnight's Children***, winner of the 1981 Man Booker Prize, is a surreal tale of the events surrounding India's road to independence (and partition from Pakistan) in 1947.
- Vikram Seth's ***A Suitable Boy*** is the story of four families living in a fictional town between Varanasi (in modern day Uttar Pradesh) and Patna (in modern day Bihar). The book, which takes place in the wake of India's independence from Britain, is one of the longest novels ever published in a single volume in the English language. *A Suitable Boy* won the 1994 Commonwealth Writers Prize (Overall Winner, Best Book) and the WH Smith Literary Award

Hindi:

- Rupert Snell's ***Complete Hindi*** is a popular and useful introduction to Hindi language

Listen:

- A great range of Indian Podcasts can be found [listed here](#)
- [Glossaries alive](#) is a free podcast series for beginning Hindi learners presented by Dr. Rupert Snell and Ms. Neha Ladha of the Hindi Urdu Flagship at the University of Texas at Austin.

Visit:

Hindi

- ***L-Lingo*** (<http://www.l-lingo.com/en/learn-hindi/index.html>) and HindiPod 101 (<http://www.hindipod101.com/>) allow you to try free online lessons on a trial basis.
- ***A Door into Hindi*** (<http://taj.chass.ncsu.edu/lessons.html>) and Hindi Script (<http://www.avashy.com/hindiscripttutor.htm>) are also excellent resources.

Indian current events and culture

- ***India Perspectives*** (<http://www.indiaperspectives.in/>) is the flagship publication of India's Ministry of External Affairs
- ***Culturama*** (<http://www.globaladjustments.com/culturama.html>) is a free online magazine aimed at expatriates focusing on culture and current events.



Reimagining India 2017 Course Schedule with Learning Objectives

The 14-day program begins in Mumbai and ends in New Delhi. Each day has an overall theme and each activity has its own set of objectives that contribute to the overall objectives of the course.

| Day | Visit/Activity | Objectives |
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| 1 | Orientation | <ul style="list-style-type: none"> Understand program objectives, approaches taken by IndoGenius to achieve these objectives, and their own roles in achieving objectives Know how to observe basic guidelines for remaining healthy and safe while in India Be acquainted with Team IndoGenius, understanding team member roles and feeling comfortable to approach team members with questions and issues Have established rapport with other participants, laying the foundation for peer reflection and learning within the participant group Know their responsibilities during the program and understand how dress code and code of conduct contribute to a respectful, safe and overall more enriching experiential learning program Be able to undertake tasks such as changing and withdrawing money, putting money onto their Indian mobile SIM cards, etc.. |
| 1 | School visit | <ul style="list-style-type: none"> Know about learning environments and curricula in Indian primary schools Observe classroom culture and dynamics between students and teachers Practice 21st century skills of creativity (i.e. creatively coming up with ways to teach certain information), collaboration (working in teams), communication (communicating information and questions to students) and critical thinking (critically evaluating what is learned from teachers and students) |
| 1 | Colaba Treasure Hunt | <ul style="list-style-type: none"> Become more comfortable interacting with the IndoGenius team, local Indian residents and each other Learn about the history of British Bombay Notice some interesting ways in which commercial and public spaces are designed and used and how this affects business Discover some specific aspects of the local economy related to specialty markets and price points for mass consumables that help in understanding big picture factors of business in India Visit businesses operating in the informal (newspaper vendors, coconut and vegetable vendors, etc) as well as the formal (brick and mortar storefronts) sectors Visit Indian as well as international businesses and notice marketing, merchandising, customer service |

| | | and more |
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| 1 | Expert panel introduction to Mumbai | <p>Sample topic objectives:</p> <p>Indian Economy:</p> <ul style="list-style-type: none"> Understand the growing importance of India in the global economy Debate whether India's large youth population could be a bane or a boon Learn ways in which startups are helping India to "leapfrog" steps in infrastructure and communications development Learn about government initiatives at the national and state levels for promoting business such as Skill India, Startup India and Make in India <p>Bollywood Cinema:</p> <ul style="list-style-type: none"> Learn about the Bollywood film market's global reach and increasing popularity in international markets such as Africa, Pakistan, East Asia and the Middle East Understand expectations of Indian moviegoers and how their preferences impact the market Learn about regional Indian film industries and how they differ from Bollywood Learn about product placements and product endorsements |
| 1 | Expert panel discussion and Q&A | <ul style="list-style-type: none"> Have a better understanding of diverse lifestyles and outlooks of those living and working in Mumbai and how these might compare and contrast with other groups Have an increased understanding of learnings from throughout the day Have a chance to interact and ask questions Know how to take individual learning and interests forward with fresh questions, learning resources and experiential learning tips |
| 2 | Reserve Bank of India | <ul style="list-style-type: none"> Learn about the history behind different trade practices in India at the RBI Monetary Museum Meet with managerial staff to learn about the Reserve Bank of India's role in: <ul style="list-style-type: none"> Managing receipt and payment of funds for the central government Maintaining the country's foreign currency reserves Acting as a lender of last resort to commercial banks Controlling credit Maintaining custody of commercial bank reserves Issuing bank notes Serving as a central point of account clearance and settlement for commercial banks |

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| 2 | Startup incubator | <ul style="list-style-type: none"> Know the roles of incubators and accelerators in India's startup ecosystem Be familiar with a range of new ideas and technologies emerging via India's startup ecosystem Interact with entrepreneurs Know about national and other policies supporting Indian startups Know the basic steps in the startup process |
| 2 | ANZ | <p>ANZ will serve as a case study through which students will learn about:</p> <ul style="list-style-type: none"> Challenges and opportunities faced by foreign (and specifically Australian) companies trying to enter the Indian market, such as: <ul style="list-style-type: none"> India's regulation policies and how these restrict ways banks and companies could operate in India Growth and improvements that have occurred post-deregulation in 2000 Strategies for establishing a unique selling point for commercial loans in India Human resources strategies What it is like to manage an Indian team as a foreigner What it is like to live in India as a foreign business professional |
| 2 | AusTrade | <ul style="list-style-type: none"> Learn about the services provided by the Australian High Commission for Australians traveling, doing business or living in India Understand how Austrade supports companies looking to expand to or set up in India and provides special Support and grants for exporters Learn about trends in Australian business in India and common challenges that Australian companies face in India Hear from Australians who are living and working in India |
| 2 | Alumni and expat networking dinner | <ul style="list-style-type: none"> Meet a variety of Australians living and/or working in India Enjoy the opportunity to engage in casual conversation and asks broader range of questions then brief office visits allow Network and make contacts for future endeavours whether in India or elsewhere |
| 3 | Cycling tour of British Bombay | <ul style="list-style-type: none"> Learn about day-to-day life in South Mumbai by observing how the city comes to life each morning, observing routine morning purchases, exercise, etc. Learn about cultural/religious values in this society such as the routine of visiting a local temple and the practice of protecting and sheltering cows Observe how street markets prepare for a day of business by: <ul style="list-style-type: none"> Bringing in sale items (learning about supply |

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| | | <ul style="list-style-type: none"> chains, storage, and inventory regulation) • Merchandising • Cleaning and preparing market areas • Observe the local fresh seafood trade • Learn about goldsmithing and how some earn from scavenging for gold particles |
| 3 | Bollywood film studio and set visit | <ul style="list-style-type: none"> • Learn about production practices and timelines for the Bollywood film industry and why these work well in the Indian entertainment market. These include: <ul style="list-style-type: none"> • Operating budget that is only a small fraction of the typical Hollywood production • Longer overall film duration • Production of nearly 2000 films each year with each film taking only a few months to produce • Understand the importance of music and item numbers in Bollywood film by visiting the sound studio |
| 3 | Dharavi slum visit | <ul style="list-style-type: none"> • Understand Dharavi's role in Mumbai's economy and waste management • Be familiar with a variety of Dharavi-based industries and the communities behind them • Know about government service and infrastructure provision and planning for the area • Be able to articulate problems in the community and how they are addressed • Know the history of Dharavi and proposed ideas for its future • Be familiar with perspectives of local residents and business people • Understand how all of the above interact within a system to influence different initiatives, decisions and attitudes |
| 3 | Dharavi residents' panel | <ul style="list-style-type: none"> • Learn about the vast amount of production that takes place in Dharavi's plastic recycling, tailoring, leather crafting, pottery and bakery units • Learn about inputs, processes and distribution involved in these industries, highlighting the many ways businesses in Dharavi serve the greater Mumbai area • Learn about Dharavi's history, diversity and prime real estate location in the center of Mumbai • Learn how people of Dharavi thrive despite the slum's lack of proper infrastructure and immense population density |
| 4 | 3D printing company | <ul style="list-style-type: none"> • Gain basic knowledge about 3D printing as a cutting edge technology with the capacity to disrupt a variety of markets • Understand a variety of commercial applications of 3D printing technology • Learn about 3D printing's limitations in terms of materials, cost and production capacity • Learn about markets benefitting from 3D printed prototyping such as healthcare and jewellery • Consider marketing venues and challenges for the |

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| | | production of 3D prototypes |
| 4 | IIT Bombay visit | <ul style="list-style-type: none"> Understand ways that IIT Bombay is encouraging and supporting student entrepreneurship via its Society for Innovation and Entrepreneurship Learn about areas of academic focus at IIT-B's Shailesh J. Mehta School of Management Learn about student career goals and internship preferences of students in the Master of Management Program Become familiar with some of the technologies being developed in IIT's research centres and how these are being used in sectors including healthcare, retail, and public infrastructure |
| 4 | Expert lecture | <ul style="list-style-type: none"> Know some key cultural differences between India and other countries and how these are linked to the belief systems inherent in national cultures |
| 4 | Farewell to Mumbai dinner | <ul style="list-style-type: none"> Create stronger networks within the program cohort Learn about some foods for which Mumbai is popular |
| 5 | Reflection session | <ul style="list-style-type: none"> Understand how the program activities and sessions have cumulatively helped to achieve program objectives Discuss various program activities and learnings in comparison and contrast with one another to identify common threads and sites of diversity Consider systems thinking models and the various systems at work in the diverse communities they have visited Begin to deeply consider the notion of "Contemporary India" and what it means to them now that they have experienced a variety of ways of living, working and learning in modern India Be prepared to deepen their experience of the India aspect(s) of their work or study via courses, internships, volunteering, work or other opportunities |
| 6 | Orientation and know your neighborhood challenge | <ul style="list-style-type: none"> Have a better understanding of diverse lifestyles and outlooks of Delhi residents and begin to have a point of comparison and contrast with other areas visited Have greater context for their understanding of Indian consumer markets and cultures |
| 6 | Hindu fire ritual (havan) | <ul style="list-style-type: none"> Be familiar with some of the major gods and goddesses of Hinduism and some stories and qualities or powers associated with them Know about the havan as a ceremony marking important life events in Hinduism and sometimes also other important events such as inauguration of new business spaces Understand basic concepts behind havan ceremony methods of offering and mantras chanted Be aware of some of the roles religious institutions play in local neighborhoods |
| 6 | Delhi Residents Discussion Panel | <ul style="list-style-type: none"> Know about challenges and opportunities present in Delhi |

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| | | <ul style="list-style-type: none"> Understand how the past days' activities contribute to program learning objectives Have a better understanding of diverse lifestyles and outlooks of those living and working in Delhi and how these compare and contrast with other groups Have an increased understanding of learnings from throughout the day Know how to take individual learning and interests forward with fresh questions, learning resources and experiential learning tips |
| 7 | Historic fort visit | <ul style="list-style-type: none"> Know history of Agra as a site of empire Know about India's "First war of independence" and how the Agra fort became both a site of battle and a site of refuge |
| 7 | Bollywood lesson/party dance | <ul style="list-style-type: none"> Gain cultural context for things that will be seen and heard during the program Ensure the ability to express one's self through language and/or movement during a busy program with inputs that can seem extreme in number and/or nature Interact with subject experts to learn and learn from their unique perspectives Maintain strong energy levels and bond with one another Learn about ways in which story is expressed through song in Bollywood Learn about popular Bollywood song themes and phrases Learn basic philosophies and traditional Indian understandings of the body's energetic mechanisms |
| 8 | Visit to Taj Mahal | <ul style="list-style-type: none"> Use 21st century skills of creativity (i.e. creatively linking different stakeholders in the making of the Taj), collaboration (working in teams), communication (communicating questions effectively to the people they meet) and critical thinking (critically evaluating their team mates' and other teams' inputs) Know about Mughal history and architecture Be familiar with various perspectives on the emblematic nature of the Taj Mahal Be familiar with the high numbers of tourists and the impact they have on local infrastructure, street selling and more Be familiar with environmental and other threats to the Taj Mahal Know some reasons why local schools and families visit the Taj Mahal Know about the regional trade involved in procuring construction materials necessary to create this UNESCO World Heritage Site |
| 8 | Agra Walking Tour | <ul style="list-style-type: none"> Understand local economies in Agra and how these may differ from previous sites visited |

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| | | <ul style="list-style-type: none"> • Know about the historic buildings that remain and the historic legacy of Agra, which varies greatly from that of British Bombay • Have a better understanding of diverse lifestyles and outlooks in India by speaking to local residents in Agra • Understand some ways the tourism industry impacts local livelihoods in Agra |
| 8 | Wildlife protection NGO visit | <ul style="list-style-type: none"> • Be familiar with different Indian wildlife and their natural habitats • Understand how different animals have been used as a source of income from entertainment in India • Know some of the threats posed to these performing animals • Understand how the NGO is addressing animal welfare problems via rescues and public awareness |
| 8 | Indian cooking class | <ul style="list-style-type: none"> • Be familiar with a variety of Indian foods and the regions from which they come • Know Indian cooking methods and common Indian spices • Know culture and etiquette surrounding welcoming guests and offering them food • Be able to prepare 2-3 common Indian dishes |
| 9 | School lunches NGO visit | <ul style="list-style-type: none"> • Understand problems relating to nutrition and quality education • Know the innovative techniques used by the NGO to tackle these problems, such as: <ul style="list-style-type: none"> ◦ Providing nutritious meals to keep more children in school ◦ Innovations in mass food production ◦ Innovations in mass food distribution ◦ Innovations in waste reduction and minimization of per meal costs • Know about the NGO business plan and how they can become involved |
| 9 | Sacred spaces of Vrindavan | <ul style="list-style-type: none"> • Understand some ways globalization is impacting pilgrimage • Understand how pilgrimage and tourism have been conceived in India over time • Know basic developments that took place as part of India's Bhakti movement • Understand methods of prayer and devotion among those worshipping Krishna in Vrindavan • Understand the importance of sacred ecology in Vrindavan • Know about the International Society for Krishna Consciousness (ISKCON) and its successful world wide popularization of Krishna devotion |
| 9 | Village School Visit | <ul style="list-style-type: none"> • Understand some challenges faced by rural school teachers • Know the day to day realities of rural children and their families |

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| | | <ul style="list-style-type: none"> Know issues surrounding access to education in India's 650,000+ villages Be familiar with the routine Indian school day and academic calendar |
| 10 | Visit to business process outsourcing company | <ul style="list-style-type: none"> Know more about India's role as a site of business process outsourcing (BPO) Know about ways in which business process outsourcing has expanded to include business process consultation and management |
| 10 | Visit to successful Indian startup | <ul style="list-style-type: none"> Know more about India's burgeoning startup culture and some of the exciting ideas that are being generated Understand the unique problem that the startup addresses and how it goes about doing so |
| 10 | Cyberhub challenge | <ul style="list-style-type: none"> Use 21st century skills of creativity (i.e. how to approach people), collaboration (working in teams), communication (communicating questions effectively to the people they meet) and critical thinking (critically evaluating responses regarding government initiatives) Be familiar with Gurgaon business networking culture Know about and appreciate a broad spectrum of ideas and opinions about India's economic future Know some perceived plusses and minuses regarding Indian government initiatives Have some perspectives on urban migration trends, upward socioeconomic mobility and family living arrangements Have insight into the lives and lifestyles of those working in India's corporate sector |
| 10 | Visit to durable goods company | <ul style="list-style-type: none"> Understand some of the needs of rural Indian consumers Learn about ways in which companies successfully market and conduct outreach to rural clients Know some of the challenges faced by companies wishing to sell their products in India's 650,000+ villages |
| 10 | Visit to luxury fashion design, retail and management company | <ul style="list-style-type: none"> Learn about the luxury fashion market in India Learn why and how an Indian luxury brand exclusively manages storefronts for dozens of international luxury brands |
| 10 | Evening Bollywood theatre performance | <ul style="list-style-type: none"> Learn about ways in which story is expressed through song in Bollywood Learn about popular Bollywood song themes and phrases Learn about evolution of entertainment from being the domain of traveling performers and/or classically trained artists to large scale theater |
| 11 | Meet your peers session at Delhi University institution | <ul style="list-style-type: none"> Have a better understanding of diverse lifestyles and outlooks of Delhi residents and begin to develop points of comparison and contrast between different people and settings Have an increased understanding of learnings from throughout the day Know how to take individual learning and interests |

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| | | forward with fresh questions, learning resources and experiential learning tips |
| 11 | Guest lecture at Delhi University institution | <ul style="list-style-type: none"> • Experience learning alongside Indian peers • Have an increased understanding of Indian university pedagogies and student teacher relationships |
| 11 | Shopping and dinner at all-India artisan and handicrafts marketplace (with student peers) | <ul style="list-style-type: none"> • Know some ways handicrafts and tourism are promoted by artisans, non-profit organizations and the Indian government • Know general information about some regions of India not visited during the program • Be familiar with some popular regional artisan and craft items produced in India • Understand some aspects of supply chains, production and pricing of artisan goods • Know some challenges faced by Indian artisans • Have increased capacity for determining the value of particular items and bargaining over the price • Developed personal friendships and networks |
| 12 | Old Delhi haveli visit | <ul style="list-style-type: none"> • Know the historic importance of Old Delhi and its relationship with monuments visited in Agra • Know about Delhi's long history as a site of empire and its many capital cities built by rulers over the centuries • Understand some local economies and how these compare to other local economies encountered on the program |
| 12 | Historic mosque visit | <ul style="list-style-type: none"> • Have a better understanding of Islamic faith as practiced at the Jama Masjid • Learn about the history of Old Delhi and the Jama Masjid, the largest mosque in India • Notice how street markets with particular items are set up near this place or worship (Jama Masjid) |
| 12 | Gurdwara visit | <ul style="list-style-type: none"> • Understand basic tenets of the Sikh religion • Be familiar with the concept of langar and how it is practiced in gurdwaras around the world • Know some history associated with the Sikh religion and with this gurdwara in particular • Be familiar with Sikhism as practiced at Bangla Sahib |
| 12 | Baha'i Temple Visit | <ul style="list-style-type: none"> • Learn about the religious, philosophical and cultural ideas that went into creating the Lotus Temple, a masterpiece of modern architecture • Learn about the Baha'i faith and how it coexists with numerous other spiritual and religious traditions practiced in India |
| 12 | Sufi dargah visit | <ul style="list-style-type: none"> • Gain insight into Nizamuddin's Sufi community • Learn about tenets of Sufism and important Sufi saints of India • Observe how retail spaces of particular items are organised around the dargah • Experience qawwali devotional music |

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| 13 | President's residence visit | <ul style="list-style-type: none"> Learn about the history of Rashtrapati Bhavan as the British Viceroy's residence Understand the roles and responsibilities of the president of India |
| 13 | Last residence of Mohandas K. Gandhi visit | <ul style="list-style-type: none"> Learn about the life and global legacy of Mohandas K. Gandhi Gain insight into different opinions in India regarding Mohandas K. Gandhi |
| 14 | Final reflection session | <ul style="list-style-type: none"> Understand how the program activities and sessions have cumulatively helped to achieve program objectives Discuss various program activities and learnings in comparison and contrast with one another to identify common threads and sites of diversity Consider systems thinking models and the various systems at work in the diverse communities they have visited Begin to deeply consider the notion of "Contemporary India" and what it means to them now that they have experienced a variety of ways of living, working and learning in modern India Be prepared to deepen their experience of the India aspect(s) of their work or study via courses, internships, volunteering, work or other opportunities |
| 14 | Farewell celebration | <ul style="list-style-type: none"> Understand how people dress for celebratory functions in India Enjoy a sense of accomplishment for completing the program |
| VARIOUS | Hindi class | <ul style="list-style-type: none"> Gain cultural context for things that will be seen and heard during the program Ensure the ability to express one's self through language and/or movement during a busy program with inputs that can seem extreme in number and/or nature Interact with subject experts to learn and learn from their unique perspectives Learn basic Hindi words and phrases for communicating with locals Gain confidence to approach people |
| VARIOUS | Yoga class | <ul style="list-style-type: none"> Gain cultural context for things that will be seen and heard during the program Ensure the ability to express one's self through language and/or movement during a busy program with inputs that can seem extreme in number and/or nature Interact with subject experts to learn and learn from their unique perspectives Maintain strong energy levels and bond with one another Learn basic philosophies and traditional Indian understandings of the body's energetic mechanisms |