

Minutes of the 18th Meeting of the Academic Council

Held on July 25, 2019 (Thursday) at 11:00 AM
in Private Dining Hall, India International Centre
Max Mueller Marg, New Delhi 110 003



Dr. B.R. Ambedkar University Delhi
Kashmere Gate | Karampura | Lodhi Road



Dr B.R. AMBEDKAR UNIVERSITY DELHI

Minutes of the 18th Meeting of the Academic Council held at 11:00 AM on 25.07.2019 at Private Dining Hall, India International Centre, New Delhi

The 18th Meeting of the Academic Council (AC) of the Ambedkar University Delhi (AUD) was held at 11 00 AM on 25.07.2019 at Private Dining Hall, India International Centre, New Delhi. The following were present

| | |
|---|--------------|
| Professor Anu Singh Lather Vice Chancellor | In the Chair |
| Professor K. Ramachandran Nominee of the Government of NCT of Delhi | Member |
| Professor Farida A. Khan Nominee of the Government of NCT of Delhi | Member |
| Professor Sali Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor | Member |
| Professor Gopalji Pradhan, SHS Nominee of the Vice Chancellor | Member |
| Professor Anita Ghai Nominee of the Vice Chancellor | Member |
| Professor Bodh Prakash Nominee of the Vice Chancellor | Member |
| Professor Rukmini Sen Nominee of the Vice Chancellor | Member |
| Professor Radharani Chakravarty Dean, School of Letters | Member |
| Professor Krishna Menon Dean, School of Human Studies | Member |
| Professor Asmita Kabra Dean, School of Human Ecology | Member |
| Professor Sumangala Damodaran Dean, School of Development Studies | Member |

| | |
|---|--------------------|
| Professor Suchitra Balasubrahmanyam Dean, School of Design | Member |
| Professor Tanuja Kothiyal Dean, School of Undergraduate Studies | Member |
| Professor Kartik Dave Dean, School of Business, Public Policy and Social Entrepreneurship | Member |
| Professor Dharendra Datt Dangwal Dean, School of Liberal Studies | Member |
| Professor Sitansu Sekhar Jena Dean, School of Vocational Studies | Member |
| Professor Praveen Singh Dean, School of Global Affairs | Member |
| Shri Deepan Sivaraman Dean (Offg.), School of Culture and Creative Expressions | Member |
| Dr Sunita Singh Dean (Offg.), School of Education Studies | Member |
| Dr Anuj Bhuwania Associate Professor & Dean (Offg.) School of Law, Governance and Citizenship | Member |
| Dr Kanwal Anil Associate Professor, School of Business, Public Policy and Social Entrepreneurship | Member |
| Dr Yogesh Snehi Assistant Professor, School of Liberal Studies | Member |
| Professor M.S. Farooqi, Registrar (Offg.) | Member & Secretary |

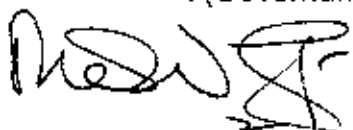
Special Invitees:

Professor Denys P. Leighton, Chairperson, International Affairs Division
Professor Satyaketu Sankrit, OSD, Kashmere Gate Campus

Regrets:

Professor Jatin Bhatt, Pro-Vice Chancellor I, Professor A. K. Sharma, Nominee of the University Grants Commission; Professor Madhavan K. Palat, Professor Ashis Nandy and Professor Geetha Narayanan Nominee of the Government of NCT of Delhi could not attend the meeting.

Smt. Bindu Nair, Assistant Registrar (VCO & Governance) and Shri Mahesh Kumar, Assistant (Governance) assisted the meeting.



At the outset, the Vice Chancellor (VC) extended a warm welcome to the Members of the AC and the Special Invitees. The Pro-Vice Chancellor welcomed Professor Anita Ghai, Professor Gopalji Pradhan, Professor Bodh Prakash, Professor Rukmini Sen, Dr Kanwal Anil and Dr Yogesh Snehi as the new members of the Council, and thanked the outgoing members Professor Chandan Mukherjee, Professor Honey Oberoi Vahali, Professor Geetha Venkataraman and Dr. Oinam Hemlata Devi for their contributions to the AC in its deliberations. She also welcomed Professor Mohammad Sharique Farooqi, Registrar (In-charge).

The following resolutions were passed:

18.1 Confirmation of the minutes of the 17th meeting of the AC held on 16.05.2019

The Council resolved to confirm the minutes of the 17th meeting of the AC held on 16.05.2019.

18.2 Action Taken Report (ATR) on the minutes of the 17th meeting of the Academic Council held on 16.05.2019

The Council resolved to note the ATR on the decisions taken in its 17th meeting held on 16.05.2019, vide (Appendix-1).

18.3 Recommendations of the Standing Committee Research (SCR)

18.3.1 The award of MPhil degree as recommended by the Standing Committee Research (SCR)

| Sl. No | Name | Enrollment No. | Programme Name and School | Date of Viva | Date of AES approval / verification |
|--------|------------------------------|----------------|------------------------------------|--------------|-------------------------------------|
| 1. | Ms. Hemantika Singh | S164CWG05 | MPhil in WGS, SHS | 18.01.2019 | 18.03.2019 |
| 2. | Mr Saurabh Chanda | S144CDP07 | MPhil in Development Practice, SHS | 13.03.2018 | 18.03.2019 |
| 3. | Ms. Shaina Vasundhara Bhatia | S124CDP22 | MPhil in Development Practice, SHS | 01.11.2018 | 18.03.2019 |
| 4. | Ms Ruby | S144DHS03 | MPhil Degree in History, SLS | 08.02.2019 | 25.03.2019 |
| 5. | Ms. Hinna Gupta | S144DHS02 | MPhil Degree in History, SLS | 11.02.2019 | 25.03.2019 |
| 6. | Ms Vijeta | S154CDP20 | MPhil in Development Practice, SHS | 25.02.2019 | 25.03.2019 |
| 7. | Ms. Samom Beerjurekha Devi | S154CDP15 | MPhil in Development Practice, SHS | 19.02.2019 | 25.03.2019 |
| 8. | Mr. Sindhunil Chatterjee | S154CDP16 | MPhil in Development Practice, SHS | 27.02.2019 | 10.04.2019 |
| 9. | Mr. Mahesh Kumar | S154CDP09 | MPhil in Development Practice, SHS | 12.03.2019 | 10.04.2019 |
| 10. | Valleri Sharma | S154CDP19 | MPhil in Development Practice, SHS | 22.03.2019 | 24.04.2019 |
| 11. | Nikita Khanna | S154CDP12 | MPhil in Development Practice, SHS | 28.03.2019 | 24.04.2019 |

18.3.2 The report submitted by the Committee constituted by SCR to suggest software to check Hindi thesis (MPhil/PhD) for plagiarism

The Academic Council noted that "URKUND" software(s) to check plagiarism of Hindi thesis (MPhil/PhD) was recommended by a committee constituted by the Standing Committee Research (SCR).

The members also noted that the URKUND software works on the text written in Unicode compliance format.

The AC resolved to approve the proposal for URKUND software to check plagiarism of Hindi thesis. The AC further directed that the Hindi faculty be directed to inform the scholars to write thesis in Unicode compliance format.

18.4 Recommendations of the Standing Committee Professional, Vocational and Continuing Education Programmes (SCPVCE)

18.4.1 The Student Progression and Promotion Policy for BVoc Programmes as recommended by the SCPVCE

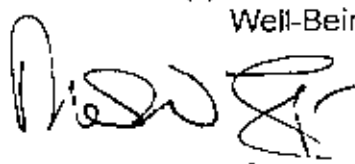
The AC deliberated upon the Student Progression and Promotion Policy for BVoc Programmes recommended by the SCPVCE. The AC took note that the three BVoc verticals (Retail Management, Tourism and Hospitality and Early Childhood Centre Management and Entrepreneurship) are designed and developed on the basis of the norms and guidelines and prescribed by the UGC and the National Skill Qualification Framework (NSQF). Further, each vertical comprises of (i) Skill courses (Theory and Practical), Industrial Training (IT), (ii) On the Job Training (OJT)/Field Based Internship and (iii) General Education Component. With multiple entry and exit points, the BVoc programmes have a higher credit load (30 credits) average per semester than other BA programmes (16-18 credits) The Assessment Policy for the student progression and promotion suits the unique features of the programmes that are different from other UG programmes of AUD.

After due deliberation, the AC **resolved** to approve the proposal on "Student Progression and Promotion Policy for BVoc Programmes". The Student Progression and Promotion Policy is at **Appendix-2**.

18.4.2 The revised credits weightage in the Early Childhood Centre Management and Entrepreneurship programme of BVoc

The AC considered the following recommendations of the SCPVCE.

- (i) Revision of credit for the internship of ECCME vertical is to make it at par with the other two verticals (from 9 credits to 7 credits). The change in the credits would only change the duration of the internship and not the assignments.
- (ii) Revision of the credits of three courses i.e., "Child Care, Development and Well-Being", "Promoting Early Language Literacy and Numeracy" and



"Observing Young Children in a Child Care Setting" (already approved by AC) keeping in mind the time necessary for transaction and understanding of the course content. These courses were developed and offered as 2-credit courses. However, the content of the three courses is actually appropriate for a 4-credit course.

- (iii) Change of a workshop course to a theory course in semester-5 titled, "Marketing of an Early Childcare Centre" (2 credits). The course shall prepare prospective centre heads to engage with parents who are the potential customers for the business. Through these sessions students shall be equipped with skills to prepare a strategic plan of marketing for the centre which would include making/attending phone calls, conversations with parents, creating brochures, banners and handling social media of the centre. This would enable students to create a 'touch point' with the customers.
- (iv) Addition of a new workshop course in semester-5 titled, "Diverse Early Child Care Models" (1 credit): This workshop complements the course on "Models and Approaches in Early Childhood Care Services and Systems". It shall familiarize students with some existing approaches and models prevalent in early childhood centres. This workshop course has been planned to introduce students to the models so that they can understand how to design a centre.

The AC **resolved** to approve the proposal for revised credits weightage, change of a workshop course to a theory course and addition of a new workshop course titled "Diverse Early Child Care Models" (1 credit) in the Early Childhood Centre Management and Entrepreneurship programme of BVoc (Appendix-3).

18.4.3 The curriculum of GEC Course 'Foundations of Entrepreneurship' to be offered by SVS in the Monsoon Semester 2019

The AC noted that the Foundations of Entrepreneurship course introduces student to the various dimensions related to the need for entrepreneurship and innovations and some basics knowledge and skills required to start an entrepreneurship. The course is aimed at helping students to become entrepreneurs and creators of job for themselves and for more people and contribute to the society.

The AC **resolved** to approve the course "Foundations of Entrepreneurship" (Appendix-4).

18.4.4 The seven BA courses and two MA courses to be offered by the School of Law, Governance and Citizenship in the monsoon semester

After due deliberation, the AC **resolved** to give the following directions

- i) the course documents to spell out in greater details the break-down of credits into specific forms of transactions, in terms of hours and the range of activities to be undertaken, as part of course transaction
- ii) the courses and programmes emanating from the SLGC belong more to SCAP than to SCPVCE. An internal re-adjustment be done so that

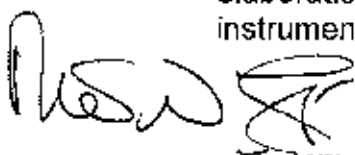


the courses from BA and MA programmes offered by SLGC be taken to SCAP for discussion and deliberations, before being brought to AC.

Further, the AC resolved to approve the following BA and MA courses of SLGC:

BA courses of SLGC:

- i) **Modern Indian Political Thought:** The course introduces a selection of thinkers and themes that define the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social, political, and temporal contexts.
- ii) **Nationalism and the Struggle for Independence in India:** The purpose of this course is to offer a comprehensive perspective on the struggle of Indian people against colonialism. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to Partition and Independence. In the process, the course tries to highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.
- iii) **Reading Gandhi:** The course examines the central tenets of Gandhi's thought and political practice by reading pertinent primary writings complemented by suitable secondary materials. The course seeks to introduce to the students the ideas and thought of Gandhi and why the interest on him has only increased.
- iv) **Citizenship: Theories and Contemporary Concerns:** This course shall involve a theorisation of the key debates on citizenship. It is propelled by the still unfolding concern around citizenship in India. It introduces students to an understanding of how citizenship works simultaneously towards inclusion and exclusion in the contemporary world. The modules delineate historical development of the concept, Indian debates on citizenship and end with what citizenship means in the context of globalisation.
- v) **Indian Constitution and Politics:** The attempt of this course is to combine a legal perspective on constitutional democracy in India with political history and practice. This implies relating the textual provisions of the constitution with the socio-political contexts of their origin and looking at how the constitutional history and practice have been informed by the politics and vice versa.
- vi) **Introduction to Law:** The 'Introduction to Law' course proposes to provide an overview of the dynamics of law, legal principle, institutions and processes. It aims at equipping students with the skill set requisite for engaging with law courses during the B.A. in Law and Politics programme – namely reading, comprehension and analysis of legal texts.
- vii) **Introduction to Money and Finance:** The course shall focus on the different concepts involved in the operation of the financial system. From the basic starting point of what constitutes money, there will be an elaboration of the various facets of the financial system-financial instruments, financial markets and financial institutions.



MA courses of SLGC:

- i) **Measure for Measure: Intersections of Law, Literature and Language:**
The focus of this course will be on the constitution and reconstitution of language within legal and literary practice. It begins with the premise that language is never stable but changing and that it is perpetually remade by its speakers, who are themselves remade, both as individuals and as communities, through what they say. The course tracks changes in the meaning of language and of the world: about the ways in which words come to have their meanings and to hold or to lose them and how they acquire new meanings in the world of law and literature.
- ii) **Citizenship Struggles and Practices in India: Legality and Beyond:**
This course in context of the citizenship discourse in India studies the citizen and the other. While the course borrows from the theoretical literature from the west as well, the thematic is specifically examined in context of India with the help of a historical perspective, jurisprudential insights and the Indian scholarship on citizenship looking at both its evolution and contemporary forms.

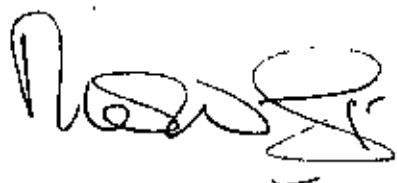
The course outlines of the BA and MA courses to be offered by SLGC are in **Appendix-5**.

18.4.5 The Proposal for Reduction of Dissertation Credits in the MA programme 'Law, Politics and Society' by School of Law, Governance and Citizenship

The AC discussed the credits assigned to the dissertation component for the MA programme 'Law, Politics and Society' at the School of Law, Governance and Citizenship. The AC took note that the rationale for the reduced dissertation credits from 10 credits to 6 credits is to provide students the opportunity to take additional courses for a better grounding in their area of interest. The AC further noted that a student enrolled in this programme is expected to do 64 credits over 4 semesters. This includes 7 compulsory courses and 6 optional courses (all for 4 credits), an internship for 2 credits and a dissertation which carries 10 credits. Based on the experience with the first MA cohort graduating at the end of this semester, a dissertation of 10 credits meant that students were required to do only one other course in their final semester, which was found to be inadequate. The proposed decrease in dissertation credits from 10 to 6 would increase the required number of optional courses in the final semester to 2.

The AC **resolved** to approve the proposal for reduction of dissertation credits in the MA programme 'Law, Politics and Society' (**Appendix-6**).

18.5 Recommendations of the Standing Committee on Academic Programmes (SCAP)



18.5.1 The proposed new courses to be offered in MA Film Studies and MA Literary Art Creative Writing, School of Culture and Creative Expressions (SCCE)

After due deliberation, the AC **resolved** to approve the following MA courses of SCCE (**Appendix-7**):

(I) MA Film Studies courses:

- i) Evolution of Cinema as Art - II
- ii) Introduction to Film Theory

(II) MA Literary Art Creative Writing Courses:

- i) Seven Forms of Poetry
- ii) Contexts and Conditions of Production: Considering Cultural Infrastructures

18.5.2 The proposed new course to be offered in MA English elective course, School of Letters (SoL)

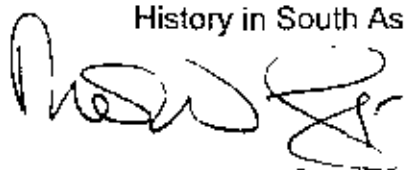
The AC took note that the MA English elective course "Folklore and Folkloristics" has a triple focus. (i) it tries to make folklore and folklorists as a meaningful reservoir of knowledge within literary studies. It deals with concepts, forms, terms, etymology, methods and theories that go into the making of Folklore as a discipline. (ii) the course discusses the various forms of the genre as well as the generic osmosis between folklore and other streams of expression, such as mythologies, oral texts, rituals, fairs, festivals, pilgrimages and epics. (iii) the course shall also look at the intersections and interactions between folklore and nationalism, peoples movements, painting, music, dance, fairytales and children's literature.

The AC **resolved** to approve the MA English elective course on "Folklore and Folkloristics" (**Appendix-8**).

18.5.3 The proposed new course to be offered in MA Gender Studies Elective Course, School of Human Studies (SHS)

The AC took note that **MA Elective Course "Intellectual History in South Asia: Women Thinking the World"** is on the history and the range of ideas generated by women in the colonial and postcolonial South Asia. The first three modules of the course are conceptual and methodological and raise questions such as what is a "text"? and what does it mean to be political? The last two modules consist of a thematic engagement with some of the primary texts of major women thinkers from South Asia on themes such as religion, caste, tribe and nation.

The AC **resolved** to approve the MA Gender Studies course on "Intellectual History in South Asia: Women Thinking the World" (**Appendix-9**).



18.5.4 The changes in the existing attendance policy for MA programmes offered by the School of Human Studies (SHS)

The AC took note that the SHS reviewed the existing attendance policy of MA Programmes which was based on compulsory attendance with grade cuts.

After due deliberation, the AC **resolved** to approve the changes in the attendance policy for the masters programmes of the School of Human Studies (**Appendix-10**).

The AC further directed the University to take into consideration the existing practices on attendance and evolve a suitable attendance policy which should ensure regular attendance and participation of the students in the course transaction.

18.5.5 The proposal of School of Human Ecology for new elective and revision of existing courses and change in the course code for Ecological Statistics Course

After due deliberation, the AC **resolved** to approve the new elective course "Conservation Biology" and revision of existing courses "Environmental History", "Ecology, Ecosystems and Biodiversity", "Development and Social Change" and "Research Methodology-I", as part of the MA Programme in Environment and Development (MAED)

The AC noted that the course "Conservation Biology" focuses on conservation of biological diversity and considers it very crucial to maintaining the future of Life on our planet. It treats conservation of biological diversity as essential for the existence of all life forms including that of humankind. The course begins with providing an understanding of the biological diversity, its distribution on earth, patterns of biodiversity gradient and the underlying mechanisms. It then discusses the various threats to biological diversity, underlying processes for biodiversity loss and ecosystem degradation as well as its consequences for ecosystem function. The course analyses the species extinction to understand the variations in extinction rates across species and regions. Finally, it will cover the rehabilitation of degraded habitats, reintroduction and translocation biology and other related debates.

Further, the AC **resolved** to approve change in the course code for Ecological Statistics Course to SHE2ED328.

The new course "Conservation Biology" and the revised versions of the courses "Environmental History", "Ecology, Ecosystems and Biodiversity", "Development and Social Change", and "Research Methodology-I" approved by the AC is at (**Appendix-11**)

18.5.6 The proposed new course to be offered in BA and MA Programmes, School of Global Affairs (SGA)

The AC considered the recommendations of the SCAP for the following BA and MA courses to be offered by the School of Global Affairs (SGA) (**Appendix-12**):



(i) **BA Courses**

Core Courses

- (i) Chinese Language III
- (ii) French Language III
- (iii) Understanding the Global
- (iv) Religion in a Global World
- (v) Governing the City
- (vi) Working with Numbers

Elective Courses

- (vii) Introduction to Health Medicine and Society
- (viii) Colonial and Urbanisms

Foundation Course

- (ix) Introduction to Political Economy

(III) **MA Courses**

Elective Courses

- (i) Kashmir and the Himalayan Region
- (ii) Technology-Human Interface
- (iii) Geographic Information System (GIS) I & II
- (iv) Agrarian Change and Exclusions
- (v) Politics of Social Policy: Comparative Historical Perspective
- (vi) Rethinking Urbanisation: A Gender Analysis
- (vii) Urban Health and Wellbeing
- (viii) Urban Agriculture
- (ix) Pastoralism in a Changing World
- (x) Ecological Perspectives from Literature

Core Courses

- (xi) MA Urban Studies Studio
- (xii) MA Global Studies Seminar

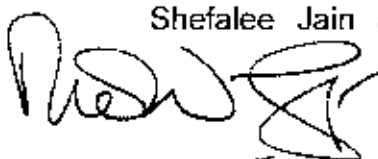
After due deliberation, the AC **resolved** to approve the BA and MA Courses to be offered by SGA and authorized the VC to constitute a Committee to examine the following two issues:

- i) compliance of the BA programmes at the SGA with the UGC's directives on the teaching Hindi language course(s) at the UG level;
- ii) rationale for teaching basic language courses (such as Chinese and French) as a core component of the BA programmes at the SGA.

18.6 Recommendations of the Standing Committee Research (SCR)

The AC took note of the minutes of the SCR's from its 43rd Meeting held on 07.05.2019 and 14.05.2019

18.6.1 The AC **resolved** to ratify the decision taken by the Standing Committee Research (SCR) in approving the change in the title of PhD Thesis of Ms. Shefalee Jain and Mr Anup Kumar Bali from "Disarming Normalcy –



Imperatives of Wellness and Ability, Contemporary Visual Culture and Construct of Normalcy" to "The Phantasmagoria of Normalcy: Art Practice as an Exploration of Modern Visual Imagery of Self-Sufficiency and Ability") and from "The variability and inter-involvement of genre in Literary Art Practices" to "The Tracing of creative Process in Literary Art Praxis. Critical Inquiry of Muktibodh's Ek Sahityikikee Diary" respectively.

- 18.7 The AC **resolved** to ratify the implementation of ten percent (10%) reservation to the Economically Weaker Section (EWS).

The AC took note that the Ministry of Human Resource Development (MHRD), Govt of India vide Office Memorandum no. 12-4/2019-U1 dated 17.01.2019 had decided to provide reservation in admission to educational institutions subject to a maximum of ten percent of total seats (**Appendix-13**). The OM is issued in reference to the Ministry of Social Justice and Empowerment OM no. 20013/01/2018-BC-II dated 17.01.2019 (**Appendix-14**) A meeting was conveyed by the Director DHE vide Meeting notice no F.DHE.1(119)/Estt/2018-19/435 dated 12.06.2019 and it was decided to implement 10% reservation for Economically Weaker Section for admission in all educational institutions and Universities under DHE. It was communicated by DHE vide its letter no. F.DHE1(119)/Estt./2018-19/2549-76 dated 17.06.2019 (**Appendix-15**). Implementation of 10% quota for EWS results in 25% increase in overall intake, so that the number of seats made available to the EWS sections for each academic session does not reduce the number and the percentage of reservations provided for SC/ST/OBC categories. In view of reasons of financial, physical or academic limitations (limited classroom facilities) available and to maintain the standards of education, institutions were allowed to implement EWS reservation in phased manner and within maximum period of two years. Accordingly, AUD increased 10% seats out of effective 25% in first phase w.e.f Academic Year 2019-20 and will implement full 25% increase w e f. Academic Year 2020-21.

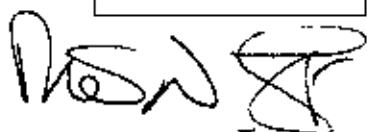
Further AC noted that the the implementation of ten percent (10%) reservation to the Economically Weaker Section (EWS) is being implemented in a phased manner. The revised reservation of seats for BA and MA programmes for the Academic year 2019-20 is as below:

| | | BA (KG) | MA | B.Voc | BA (KP) | MDcs | SCCE (14 seats) | SCCE (10 seats) |
|--------|--------------------|-----------|-----------|-----------|-----------|-----------|-----------------|-----------------|
| NCT - | UR | 15 | 18 | 14 | 21 | 11 | 6 | 4 |
| | OBC | 9 | 11 | 8 | 13 | 6 | 4 | 2 |
| | SC | 5 | 6 | 5 | 7 | 3 | 2 | 1 |
| | ST | 2 | 3 | 2 | 4 | 2 | 1 | 1 |
| | EWS | 2 | 1 | 1 | 2 | 0 | 0 | 1 |
| | Total | 33 | 39 | 30 | 47 | 22 | 13 | 9 |
| ONCT - | UR | 4 | 4 | 3 | 6 | 3 | 1 | 1 |
| | SC | 1 | 1 | 1 | 1 | 1 | 1 | |
| | ST | 0 | 1 | 1 | 1 | 0 | 0 | 1 |
| | EWS | 1 | 1 | 0 | 0 | 0 | 0 | |
| | Total | 6 | 7 | 5 | 8 | 4 | 2 | 2 |
| | Grand Total | 39 | 46 | 35 | 55 | 26 | 15 | 11 |

18.8 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the Extension/Re-registration/de-registration of MPhil/PhD scholars as recommended by the SCR in its 43rd meeting held on 07.05.2019 and 14.05.2019

- (i) Six months extension to Nitin Kumar Mishra, PhD Development Studies Scholar (enrolment no. S135ADS04) from 01.03.2019 to 31.08.2019 for completing PhD programme (as per RSR 2017 Clause 12-iv).
- (ii) Six months extension to Ngarangam Keishing, PhD Development Studies Scholar (enrolment no. S135ADS02) from 01.03.2019 to 31.08.2019 for completing PhD programme (as per RSR 2017 Clause 12-iv).
- (iii) Six months extension to Mr. Karan Sachdeva, PhD Development Studies Scholar (enrolment no. S135ADS01) from 01.03.2019 to 31.08.2019 for completing PhD programme (as per RSR 2017 Clause 12-iv).
- (iv) The extension of the following Research Scholars of School of Human Studies as per the following details:

| School/ Programme | Sl.No. | Name Enroll No | Date of Registration | First Extension | Second Extension |
|-------------------------------|--------|-------------------------------------|-------------------------|------------------------------|---------------------|
| Mphil Development Practice | 1 | Sohail Gupta S164CDP15 | 12/7/16 | 11/7/18 | 10/1/19 |
| | 2 | Prateek S164CDP09 | 12/7/16 | 11/7/18 | 10/1/19 |
| | 3 | Dhiraj Kumar S164CDP02 | 29/7/16 | 29/7/18 | 28/1/19 |
| | 4 | Kritika Goel S164CDP05 | 12/7/16 | 11/7/18 | 10/1/19 |
| | 5 | Sam Jacob S164CDP12 | 18/7/16 | 17/7/18 | 16/1/19 |
| | 6 | Neha Narayanan S164CDP08 | 14/7/16 | 13/7/18 | 12/1/19 |
| | 7 | Sanjana Kumari S164CDP13 | 10/7/16 | 11/7/18 | 10/1/19 |
| | 8 | Roshan Raju S164CDP11 | 12/7/16 | 11/7/18 | 10/1/19 |
| Mphil Psychotherapy | 1 | Ashwasti Tripathi S154CPS02 | 28/07/2015 | 27/07/2018 | 26/01/2019 |
| | 2 | Asmita Sharma S154CPS03 | 29/07/2015 | 28/07/2018 | 27/01/2019 |
| | 3 | Debjani Mukherjee S154CPS04 | 14/08/2015 | 13/08/2018 | 12/02/2019 |
| | 4 | Kaif Mahmood S154CPS05 | 29/07/2015 | 28/07/2018 | 27/01/2019 |
| | 5 | Pankhuri Soni S154CPS06 | 07/08/2015 | 06/08/2018 | 05/02/2019 |
| | 6 | Prachi Akhavi S154CPS07 | 29/07/2015 | 28/07/2018 | 27/01/2019 |
| | 7 | Shweta Dharamdasani S154CPS08 | 29/07/2015 | 28/07/2018 | 27/01/2019 |
| | 8 | Tseyang Palzom S154CPS09 | 28/07/2015 | 27/07/2018 | 27/01/2019 |
| Mphil WGS | 1 | Chitra Anand S174CWG04 | 27/07/2017 | 27/07/2019 (First extension) | |



(v) Six months extension to Mr Ojit M Singh, PhD Human Ecology Scholar (enrolment no S135BED02) from 01.03.2019 to 31.08.2019 for completing PhD programme (as per RSR 2017 Clause 12-iv)

(vi) Re-registration of the following Research Scholars of SHS

| Enrolment Number | Student Name | Date of Registration | Date of Deregistration | Date of re-registration |
|------------------|-----------------------------------|----------------------|------------------------|-------------------------|
| S125CPS07 | Neetu Sarin PhD Psychology | 01/09/2012 | 25/08/2017 | 25/4/2019 |
| S154CWG03 | Ashmeet Kaur Bhiku MPhil WGS | 27-7-2015 | 19-7-2018 | 29-4-2019 |
| S154CWG07 | Ranojay Bhattacharya MPhil WGS | 31-7-2015 | 19-7-2018 | 29-4-2019 |
| S154CWG10 | Sreejitha P.V. MPhil WGS | 30-7-2015 | 19-7-2018 | 29-4-2019 |

(vii) Temporary de-registration of Mr. Abhishek Kukreja (S145GFS01), PhD Student Film Studies from January 2019 (winter semester 2019)

| Enrolment Number | Student Name | Date of Registration | Temporary de-registration from |
|------------------|---------------------|----------------------|--------------------------------|
| S145GFS01 | Mr Abhishek Kukreja | 20/08/2014 | 01/01/2019 |

18.9 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the MPhil/PhD thesis synopsis of the research students

(a) Synopsis of the following MPhil/PhD Women's Gender Studies students:

MPhil 2017

| S.No | Enrolment | Name | Title |
|------|-----------|-----------------------|---|
| 1 | S174CWG01 | Aakanksha Dcruz | Girlhood, Convent Education and Disciplinary Mechanisms: A Case Study of Convent of Jesus and Mary School, New Delhi |
| 2 | S174CWG02 | Avni Agarwal | Ladies Night: Spatialisation of Women and Liesure in the Night Landscape |
| 3 | S174CWG03 | Bhanu Priya Gupta | Understanding Disability Life Writing and Women's Sexuality in Neoliberal India: An Analysis of the First Person Narratives of Women with Physical Disabilities |
| 4 | S174CWG04 | Chitra Anand | Gender and Caste through the Prism of Labour: A Case Study of Dalit Women in Rewari, Haryana |
| 5 | S174CWG05 | Isha Yadav | What can Art Do? Feminist Art Practices by South Asian Women Artists on <i>Instagram</i> |
| 6 | S174CWG06 | Kanika Tyagi | Between the Home and the Market. Waghari Women and Work |
| 7 | S174CWG07 | Ridhi Anupriya Turkey | Customary laws and legal rights in Jharkhand: A case study of Oraon Women |
| 8 | S174CWG08 | Shambhavi Sharma | Queer Politics and Law in India: Reading Judgements and Narratives |
| 9 | S174CWG09 | Shrutika Lakshmi | Gender, Work and Time-Use in Manava-Dharmasastra |



| S.No | Enrollment | Name | Title |
|------|------------|-------------------|--|
| 1 | S175CWG01 | Ashika Bhargav | Visual Disability, Gender and Society in India |
| 2 | S175CWG02 | G.S. Mamatha Devi | Women as Trade Unionists in India: A Case Study of the Centre of Indian Trade Unions |
| 3 | S175CWG03 | Sanjana | Scripting Dalit Selfhood: Dalit Women Writings in Hindi Literature |
| 4 | S175CWG04 | Shally | A STUDY OF CONSTRUCTION OF BOYHOODS IN GOVERNMENT SCHOOL SPACES OF DELHI |
| 5 | S175CWG05 | T Khyochand Oving | Orality to Textuality: Shifting Tropes of Gendered Naga Subjectivity |
| 6 | S175CWG06 | Vikas Singh | given permission to resubmit |

(b) Synopsis of the following PhD Sociology students:

| S.No | Enrollment | Name | Title |
|------|------------|-----------------------|--|
| 1 | S175DSC01 | Abhāsha Chattopadhyay | Examining Marriage through Mediation process: Study of Matrimonial Disputes in Delhi |
| 2 | S175DSC02 | Ashwin Verghese | Police and Power: Understanding Power Relations in the Political Economy and Everyday of Police Stations |
| 3 | S175DSC07 | Prabudh Singh | Land, Caste and Emerging Ruralities: A Study of Dominant Caste in Western Uttar Pradesh |
| 4 | S175DSC10 | Virendra Kumar | Higher Education in India: An Analysis of Caste-Class Matrix |

(c) MPhil History synopsis of the following students:

| S.No | Enrollment | Name | Title |
|------|------------|---------------------|--|
| 1 | S174DHS03 | Shambwaditya Ghosh | Archaeology and understanding the past in Bengal: language, culture and politics, 1880s-1912 |
| 2 | S174DHS05 | Suman Yadav | Partition and Dalits: challenges of migration and resettlement in Delhi |
| 3 | S174DHS06 | Udit Swarglary | Denationalising the past: piracy and the Nicobar Islands during the 19th century |
| 4 | S174DHS07 | Yogank Mishra | Ulguten, tribal rebellion and 'fanaticism' |
| 5 | S174DHS04 | Subhadeep Chowdhary | Patent system in India, 1856-1911 |

(iv) MPhil Mathematics synopsis of the following students:

| S.No | Enrollment | Name | Title |
|------|------------|-----------------------|--|
| 1 | S174DMA04 | Shivani Sharma | Analytical and Numerical Solution Of Non-Linear Fractional Differential Equations |
| 2 | S174DMA03 | Shalini Rana | A Study Of Geometric Properties of Univalent, Bi-Univalent and Multivalent Functions |
| 3 | S174DMA01 | Deepshikha Chatterjee | The structure and characterisation of groups of cube-free order |

Handwritten signature

18.10 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the revised fee structure for SAARC and non SAARC country students to degree programmes (2019)

The AC took note that the proposal for admission of students to AUD under 'Foreign Student' (FS) category (a 15% supernumerary quota) was approved by the Academic Council in its 17th Meeting held on 16.05.2019.

The AC further noted that the following:

i) **Application and Tuition fees**

An applicant eligible to apply under FS category is (a) a person who holds citizenship/valid passport of a country other than India; or (b) a person of Tibetan origin who is resident in India and holds a valid GoI Registration Card of Tibetan Nationals; or (c) a documented citizen of Nepal (holding Nepal Citizen Card as well as Nepal passport). No applicant holding Indian citizenship can be considered for admission under FS category. India does not recognize dual citizenship. Any person holding a Person of Indian Origin card or Overseas Citizen of India card is a citizen of a country other than India and is therefore eligible for FS admission. No applicant can apply under both the FS category and any Indian category. No student admitted under FS category can be counted as 'filling' a study seat of any other admission category (e.g., UR, PwD, Single Girl Child) (**Appendix-16**).

Application fees:

- (a) For citizens of SAARC countries and Tibetans, Rs. 7000 (equiv. USD 100). Fee for application to any one or two AUD programmes.
- (b) For non-SAARC citizens, Rs. 14000 (equiv. USD 200). Fee for application to any one or two AUD programmes.

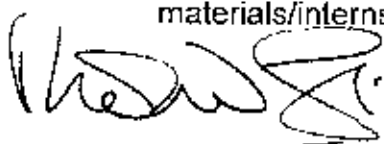
Tuition fees:

| Programme | Annual tuition SAARC countries students | Ann. Tuition non-SAARC countries students |
|------------------|---|---|
| BA and BVoc | Equiv. USD 900 | Equiv. USD 1500 |
| MA and MPhil/PhD | Equiv. USD 1200 | Equiv. USD 2000 |

Tuition fees for all FS in MBA programme (SBPPSE) will be USD equiv. 3000 per year.

MPhil and PhD scholars (FS) will pay the semester or annual fees during every semester of their enrollment, regardless of whether they are registered for taught courses or are present in the university.

For AUD programmes charging in addition to basic tuition a materials/internship/enhanced learning experiences fee, *foreign*



students will pay these fees along with Indian students. In 2019 – 2020 the additional fees are charged in six programmes of School of Vocational Studies, School of Design, School of Culture and Creative Expressions, and the additional fees range from Rs.1000 to Rs.20000 per semester.

Foreign students shall *not* pay the Student Welfare Fund (SWF) fee charged each semester to Indian students (currently, Rs. 500). The university services provided through SWF include group health insurance, and foreign students are already required to acquire their own health insurance as condition of registration.

ii) FS seats to be filled in 2019 – 2020 academic session:

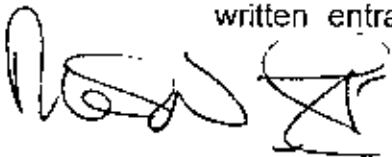
In Bachelor's and Master's programmes, application of the 15% FS supernumerary quota is as under.

| Programme type | Total 'regular' seats in each stream | FS quota of programme |
|----------------|--------------------------------------|-----------------------|
| BA | 35 | 5 |
| BA | 50 | 7 |
| BVoc | 32 | 5 |
| MA | 42 | 6 |

In MPhil and PhD programmes, application of the 15% FS supernumerary quota will be limited by programme supervisory capacities. AUD Research Studies Regulations in accordance with UGC guidelines impose admission and registration 'caps' determined by the number of eligible faculty supervisors in a research programme. In cases where application of the FS quota would lead to research scholar registration in excess of programme supervisory capacity, the number of FS research scholar seats will be accordingly reduced. This means that a few MPhil and PhD programmes will admit no students under FS category in 2019 – 2020. However, all MPhil and PhD programmes will adjust their Indian student intake (seat quotas) after the current admission cycle to accommodate the 15% FS supernumerary intake.

iii) Application procedure and admission activities for FS:

As in many other Indian universities, the guiding principle of AUD foreign student admissions is of 'in absentia' admission. Some applicants under FS category will be in India while others will be outside the country and unable to participate in the admission activities designed for Indian students. Adjustments of procedure have made for FS applicants, and in all programmes for which a written 'entrance test' or other performative activity is required of Indian applicants. In all MA and MPhil/PhD programmes with entrance tests for regular applicants, written entrance tests is waived for FS applicants. A programme-

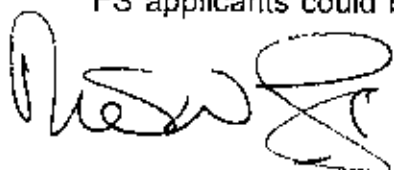


specific instruction guide on the AUD website gives details of the evaluative activities/requirements for FS applicants. The AUD International Affairs Division in consultation with Student Services and a central admissions committee shall scrutinize the FS applicants' documents to determine minimum eligibility.

For the BA and BVoc programmes in which students are considered for admission solely on the basis of secondary school performance and board exams, the major part of evaluating FS applicants is to determine equivalencies between Indian education board marks/grades and those of foreign schools. FS applicants to bachelor's degree programmes who cannot provide certification of secondary-school completion in an *English-medium* school/education system/environment are required to submit TOEFL or IELTS scores as proof of English proficiency. FS applicants to undergraduate programmes will not be subject to admission 'cut-offs' used to select Indian applicants beyond minimum eligibility. However, a programme admission committee can identify relevant 'cut-offs' (beyond minimum eligibility) for the pool of FS applicants (excluding Indian applicants).

For the postgraduate and MPhil/PhD programmes the minimum eligibility criteria applying to Indian applicants apply as well to FS applicants. FS applicants undergo 'alternate' evaluations that include (depending on the programme) statements of purpose, research proposals, writing samples, submission of portfolios of work (e.g., in design and fine arts) and Skype interviews in lieu of 'real' interviews required of Indian applicants. FS applicants to PG/MPhil/PhD programmes are required to report TOEFL or IELTS scores as a basic indicator of potential to complete the programme. In addition, writing samples and proposals in English may be used by a programme admission committee to assess a FS applicant's competency. The same applies for other languages in the case of admission to programmes in Hindi, Comparative Literature and Translation Studies and Creative Arts (SCCE). Postgraduate and MPhil/PhD programme admission committees shall take a holistic view of FS applicants taking into account their previous educational performance, their capacity to manage in the particular programme 'environment' and their potential to contribute to the programme.

FS applicants who are recipients of scholarships for foreign students to study in India (e.g., ICCR, Commonwealth) and have been pre-vetted by government agencies will need to be evaluated by an AUD committee. However, some evaluative activities required of 'at large' FS applicants could be waived, at the discretion of an AUD admission



committee, and certain application documents (e.g., proof of financial security) would not be required of the scholarship recipients.

v) Registration of the selected FS applicants:

Admission of FS applicants shall be provisional upon validation of documents and reporting of required information. Additionally, foreign students will be registered only upon receipt of an appropriate study visa (Student or Researcher), a certificate of health and proof of financial security. FS candidates who are employed in a foreign country, and who are essentially on study leave, are required to provide a No-Objection Certificate for the full duration of their AUD programme.

Admitted foreign students shall pay tuition fees and additional fees for a whole academic year at the commencement of that academic year, not in each semester.

A foreign student shall be subject to the same programme and degree requirements as Indian students in the same programme. These could include language courses, internships, data collection field-trips, practicums, organizational/professional exposure activities, and so forth.

TOEFL and IELTS scores shall be used to determine minimum eligibility of some FS applicants

18.11 The AC took note of the change and creation of Research Advisory Committee (RAC) for PhD WGS, MPhil Development Practice, PhD Management, PhD CLTS, PhD Sociology, MPhil History and PhD Human Ecology

- (i) The change of RAC member of Aastha Dang (S165CWG04), PhD Student of WGS as per the following details:

| Student Name | Date of Registration | Supervisor | RAC member 1 | RAC member 2 |
|--------------------------|----------------------|------------------|-----------------|--|
| Aastha Dang S165CWG04 | 13-1-2016 | Rachna Chaudhary | Indu Agni hotri | Yogesh Snehi (in place of Anshu Malhotra) |

- (ii) The Research Advisory Committee (RAC) of the following research scholars of MPhil Development Practice (2017 batch):

| Name | Enroll No | RAC Members | | |
|-------------------|-----------|---------------------------|----------------------------|--------------------------|
| | | Supervisor | RAC 1 | RAC 2 (Field Faculty) |
| Pranamika Doimary | SI74CDP11 | Dr. Imran Amin CDP/AUD | Dr. Partha Saha SG/AUD | Shiv Sankalp |
| Praveena Mahala | SI74CDP12 | Dr. Imran Amin CDP/AUD | Dr. Suresh Babu SHE/AUD | Krishna |

| Name | Enroll No | RAC Members | | |
|----------------------|-----------|-------------------------------|--|--------------------------|
| | | Supervisor | RAC 1 | RAC 2 (Field Faculty) |
| Sanjana Biswas | SI74CDP15 | Dr. Partha Saha SGA/AUD | Dr. Manola Gayatri Kumaraswamy CDP/AUD | Sorangshu Bannerjee |
| Padma Rigzin | SI74CDP08 | Prof. Honey Oberoi SHS/CDP | Prof. Anup Dhar CDP/AUD | Prof. Sujit Sinha |
| Dhiraj Singha | SI74CDP07 | Prof. Anup Dhar CDP/AUD | Dr. Manola Gayatri Kumaraswamy CDP/AUD | Sorangshu Bannerjee |
| Chichuan Naik | SI74CDP05 | Dr. Santosh Singh SGA/AUD | Dr. Imran Amin CDP/AUD | Shuvajit Chakraborty |
| Abhik Sengupta | SI74CDP03 | Dr. Anandini Das SCCE/AUD | Dr. Kiran Bhairannavar CDP/AUD | James Tigga |
| Aarshi Jahan | SI74CDP02 | Prof. Rukmini Sen SLS/AUD | Dr. Ishita Dey SAU | Debanjan Ghatak |
| Premalatha V | SI74CDP13 | Dr. Anita Ghai SHS/CDP | Prof. Rachana Johri, AUD | Saheb Bhattacharya |
| Pramod Singh Negi | SI74CDP10 | Dr. Imran Amin CDP/AUD | Dr. Santosh Singh SGA/AUD | Debanjan Ghatak |
| Suneet Kumar | SI74CDP18 | Dr. Imran Amin CDP/AUD | Prof. Anup Dhar CDP/AUD | Dr. Debal Deb |
| Seikhongam | SI74CDP17 | Prof. Anup Dhar CDP/AUD | Dr. Imran Amin CDP/AUD | Shuvojit Chakraborty |

(iii) The Research Advisory Committee (RAC) of the following Students of PhD Management Students (2018 batch):

| SNo. | Name | Supervisor | RAC Member 1 | RAC Member 2 |
|------|-----------------|--------------------------------------|--|--|
| 1. | Diwakar Singh | Dr. Richa Awasthy SBPPSE | Dr. Nidhi Kaicker SBPPSE | Prof. Rajen Gupta (Retired Professor, MDI Gurgaon) |
| 2. | Richa Kathuria | Dr. Richa Awasthy SBPPSE | Dr. Nidhi Kaicker SBPPSE | Prof. Tanuja Sharma (MDI Gurgaon) |
| 3 | Neha Malhotra | Prof. Kartik Dave SBPPSE | Dr. Kritika Mathur SBPPSE | Dr. Priyasha Kaul (SLS) |
| 4. | Shilpy Malhotra | Dr. Kanwal Anil, SBPPSE | Dr. Valentina Kancharla SBPPSE | Prof. Babu P. Remesh (SDS) |
| 5 | Varun Sharma | Dr. Kanwal Anil SBPPSE | Prof. Sharique Farooqui (Co- Supervisor) ACIIE, AUD | Dr. Saibal Paul, (Associate Director, Sa-dhan) |
| 6. | Preeti Dabar | Dr. Valentina Kancharla SBPPSE | Dr. Kanwal Anil SBPPSE | Dr. Dipa Sinha (SDS) |

- (iv) The change of a RAC member for PhD Student of CLTS as per the following details:

| Student Name | Date of Registration | Supervisor | RAC member 1 | RAC member 2 |
|-------------------------|----------------------|-------------------------|----------------|---------------------------|
| Pooja Mann S165CWG04 | 10-08-2017 | Prof. Radha Chakravarty | Dr. Shad Naved | Dr. Diamond Oberoi Vahali |

- (v) The Research Advisory Committee (RAC) of the following research scholars of PhD Sociology (2017 batch) as per the following details:

| Name | Enrl No | RAC Members | | |
|--------------------------|-----------|------------------------------|---------------------------------------|---|
| | | Supervisor | RAC 1 | RAC 2 (Field Faculty) |
| Ashwin Verghese | S175DSC02 | Niharika Banerjee SLS,AUD | Arindam Banerjee (Co-Supervisor, SLS) | Yasmeen Arif (Delhi School of Economics, Department of Sociology) |
| Abhilasha Chattopadhyaya | S175DSC01 | Rukmini Sen SLS,AUD | Krishna Menon (SHS) | Janaki Abraham (Delhi School of Economics, Department of Sociology) |
| Prabudh Singh | S175DSC07 | Santosh Singh SGA/AUD | Anirban Sengupta (SDS) | Surinder Jodhka (Centre for Study in Social Systems) |
| Virendra Kumar | S175DSC10 | Bidhan Dash SLS,AUD | Manish Jain (Co-Supervisor, SES) | Vivek Kumar (Centre for Study in Social Systems, JNU) |

- (vi) The RAC of the following research scholars of MPhil History (2017 batch) as per the following details:

| Student Name | Roll Number | RAC Members |
|---------------------|-------------|--|
| Yugank Mishra | S174DHS07 | Shailaja Menon (supervisor), Ngoru Nixon, Tanuja Kothiyal |
| Udit J. Swargiary | S174DHS06 | Denys P. Leighton (supervisor), Suresh Babu (SHE), Anil Persaud (SGA) |
| Suman Yadav | S174DHS05 | Yogesh Snehi (supervisor), Pallavi Chakravarty, Bodh Prakash (SOL) |
| Subhadeep Chowdhury | S174DHS04 | Sanjay Sharma (supervisor), Javed Wani (SLGC), Dharendra Dangwal |
| Shambwaditya Ghosh | S174DHS03 | Denys Leighton (supervisor), Yogesh Snehi, Radha Chakravarty (SOL) |

- (vii) The RAC of the following research scholars of PhD in SHE, as per the following details:

| Sl. No. | Enrolment No. & Admission year | Name of the student | Name of the Supervisor | RAC members |
|---------|--------------------------------|---------------------|------------------------|---|
| 1. | S155BED01 2/2015 (Winter) | Rashmi Singh | Dr. Suresh Babu | Dr. Suresh Babu, Prof. Asmita Kabra & Dr. Rohit Negi |
| 2. | S165BED02 9/2016 | Sonam Mahalwal | Prof. Asmita Kabra | Prof. Asmita Kabra, Prof. Sumangala Damodaran (SDS) & Dr. Suresh Babu |

| Sl. No. | Enrolment No. & Admission year | Name of the student | Name of the Supervisor | RAC members |
|---------|--------------------------------|---------------------------|------------------------|--|
| 3. | S165BED01 9/2016 | Anchal Dhirman | Prof. Praveen Singh | Prof Praveen Singh, Dr Suresh Babu & Dr. Budhaditya Das |
| 4. | S165BED03 9/2016 | Syed Shoaib Ali | Dr. Rohit Negi | Dr Rohit Negi, Prof Asmita Kabra & Dr. Budhaditya Das |
| 5 | S175BED03 8/2017 | Sonali Chauhan | Dr. Suresh Babu | Dr Suresh Babu, Prof C R Babu & Dr Budhaditya Das |
| 6 | S175BED02 8/2017 | Shashank Bhardwaj | Dr Suresh Babu | Dr. Suresh Babu, Prof. C.R. Babu & Prof. Asmita Kabra |
| 7 | S175BED01 8/2017 | Ajay Immanuel Gonji | Dr.Suresh Babu | Dr Suresh Babu, Prof C R Babu & Maan Barua (University of Cambridge) |
| 8. | S185BED02 08/2018 | Vijaylakshmi Suman | Dr. Suresh Babu | Dr .Suresh Babu, Dr. Rohit Negi & Dr. Budhaditya Das |
| 9 | S185BED01 08/2018 | Anisha Yadav | Dr. Pulak Das | Dr Pulak Das, Dr. Rohit Negi & Dr Hemlata |

18.12 The AC took **note** of the revised composition of Research Studies Committee (RSC) of the School of Letters (SoL)

- i) Chair: Prof. Radha Chakravarty (Dean, SOL)
- ii) Convenor: Prof. Bodh Prakash (PC, English Research Programmes)
- iii) Prof. Satyaketu Sankrit (PC, Hindi Research Programmes)
- iv) Dr. Shad Naved (PC, CLTS Research Programmes)
- v) Prof. Denys P. Leighton (SLS)
- vi) Dr. Rachna Chaudhary (SHS)

18.13 The AC took **note** of the Academic Calendar for Academic Year 2019-20

The Academic Calendar for the Academic Year 2019-20 is as under:

| | |
|--|---|
| Monsoon Semester | 1 st July 2019- 14 th December 2019 |
| Classes in Monsoon Semester (90 days) | 1 st August 2019- 5 th December 2019 |
| Sports Day | 25 th September 2019 |
| Autumn Break (one week) | 2 nd – 8 th October 2019 (One week Dushehora) |
| Aud@city | Friday 1 st November, 2019, Saturday 2 nd November, 2019 (four days before Diwali) |
| Eighth (8 th) Annual Convocation | 6 th or 7 th December, 2019 (Friday or Saturday of first week of December) |
| Winter Break (Three weeks) | 15 th December 2019- 4 th January 2020 |
| Winter School (Three weeks) | 16 th December 2019- 4 th January 2020 |
| Winter Semester | 6 th January 2020-23 rd May 2020 |
| Classes in the Winter Semester (16 weeks) | 6 th January 2020- 25 th April 2020 |
| Sports Day | 26 th February 2020 (Last Wednesday of February) |
| Baardeisikhla (Spring Festival) | 6 th March 2020 (Afternoon) |
| Summer Break (6 weeks) | 24 th May 2020- 27 th June 2020 |
| Summer School (6 weeks) | 25 th May 2020- 27 th June 2020 |

Note:

- 1 There will be sixteen weeks for teaching, inclusive of assessment, in every semester.
- 2 There will be 22 working weeks in the monsoon semester and 19 working weeks in the winter semester, including work related to admissions, curriculum design, organizational planning, reflections and evaluation in addition to teaching.
- 3 There will be 8 weeks of vacation: 5 weeks in summer, 3 weeks in winter and 1 week around Dushehera.

18.14 The AC took note of the grants released to the UG, PG, MPhil and PhD students under Student Travel Grant during 2018-19 for paper presentations in national and international conferences.

| Sl | School | Paper presentation Title | Place of Travel |
|----|--------|---|--|
| 1 | SLS | <i>Cultural practices of Labour in Migration</i> | TISS Patna |
| 2 | SLS | <i>Piracy, Connected History and Colonialism in the Bay of Bengal: a study of mid-nineteenth century Nicobar islands</i> | Malpi International College, Kathmandu, Nepal |
| 3 | SLS | <i>Oral Presentation in ICRAPAM 2018</i> | Delhi Technological University, Delhi |
| 4 | SLS | <i>At the intersection of political economy and ideology : theorizing dominant caste in western uttar pradesh" and "Ethnographic notes from Premchand's Godan : understanding agrarian transformation and capitalist development in India</i> | Mysuru, Karnataka |
| 5 | SLS | <i>The political economy of the development of modern police in India</i> | St. Philomena's College at Mysuru, Karnataka |
| 6 | SLS | <i>The English Utilitarian and origins of the patent system in India</i> | IIT, Guwahati |
| 7 | SCCE | <i>Pandavani: casting female body in the performance</i> | Belgrade, Serbia |
| 8 | SOL | <i>Matricentric Feminism. Theory politics, practice and representation</i> | Syracuse university, piazza, Savonarola Italy |
| 9 | SOL | <i>Debating Indian aspirational languages DIAL-2018</i> | Visva bharti, santiniketan, West Bengal |
| 10 | SOL | <i>Modes of Estrangement. Science-Fiction and the Human Condition</i> | University of Lisbon, Portugal |
| 11 | SOL | <i>Pot, Potters and Pottery: Revisioning the Narratives</i> | ICFAI University, Tripura |
| 12 | SOL | <i>Musicality and Mir: Comparative Study of Mir Taqi Mir's Ghazals and their Performance</i> | ICFAI University, Tripura |
| 13 | SOL | <i>Musical Mir. interpreting the journey from textual to visual medium</i> | Birla Institute of Technology And Science, Pilani, K K Birla Goa |
| 14 | SOL | <i>A re- reading of Shakespeare's Macbeth in the context of Vaishnavisation</i> | Birla Institute of Technology And Science, Pilani, K K Birla Goa |

| Sl | School | Paper presentation Title | Place of Travel |
|----|--------|--|---|
| 15 | SOL | <i>Who is the pot? studying in the multiple narratives</i> | Birla Institute of Technology And Science, Pilani, K K Birla Goa Campus |
| 16 | SOL | <i>A historical study of cross cultural literacy and artistic transactions in Modern Urdu novel Aag ka Darya</i> | Maulana Azad National Urdu University, Hyderabad |
| 17 | SOL | <i>Reading Kutai's kadankal Manu within the Kannada Critical Tradition</i> | Maulana Azad National Urdu University, Hyderabad |
| 18 | SOL | <i>The Local and the "Islamic" in Ulfat's Tarawad</i> | University of Pennsylvania, United states :- |
| 19 | SOL | <i>Narratives of conversion and contestation in the prison writing of 1960s-1980s Bengal</i> | Kakatiya University, Warangal, Telangana:- |
| 20 | SOL | <i>Twentieth century community and ancestral voice through the writings of Toni Morrison and Alice Walker</i> | Houston, Texas, United States |
| 21 | SHS | <i>Towards Aloneness: collectivizing in an adivasi space</i> | Atenco de Naga University, Naga city, Camarines Sur, Philippines |
| 22 | SHS | <i>On becoming 'Ho'. It's not just a film</i> | University of Art and design, Vancouver, Canada |
| 23 | SHS | <i>The road not taken : Politics of infrastructure Development in India</i> | Salzburg University, Salzburg, Austria |
| 24 | SHS | <i>Common hosts uncommon guests. looking beyond the economically important interspecies relations in the forests of north bastar</i> | Turku University, Turku, Finland |
| 25 | SHS | <i>The politics of naming</i> | Azim Premji University, Bangalore |
| 26 | SHS | <i>Walking towards food sovereignty: politics of food in santhal life world</i> | Polytechnic University, Canada |
| 27 | SHS | <i>Gendered pattern of time use in Hinduism and its implications in contemporary times</i> | Somerville college, oxford university, UK |
| 28 | SHS | <i>Mapping the politics of urban night landscape: specialization of women & their mobility in Delhi</i> | Somerville college, oxford university, UK- |
| 29 | SHS | <i>On becoming 'Ho' it's not just a film</i> | Hong Kong Baptist University SAR |
| 30 | SHS | <i>Understanding desire through marganta with a straw: Narrativizing voices of women with physical Disabilities</i> | Monash University, Malaysia |
| 31 | SHS | <i>Gendered reconstruction of language. An action research to transcend space</i> | Manchester, United Kingdom |

| SI | School | Paper presentation Title | Place of Travel |
|----|---------------------|--|--|
| 32 | SHS | <i>Ten - Day hunger strike of Anganwadi workers: A milestone in the History of collective Action of Women Workers</i> | University of Bologna, Italy |
| 33 | SHS | <i>Role of Religion in Gender Inequality in India</i> | Bangkok, Thailand |
| 34 | SHS | <i>Gender (Mis) representations</i> | Cambridge University, UK |
| 35 | SHS | <i>Threatening Wives and Compromising Husbands: reading Mappila letter songs as gendered community histories</i> | Faculty of Humanities and Social Sciences, ICFAI University, Tripura |
| 36 | SHS | <i>The Folklore of past political rebellion: significance of cultural memory in contemporary articulation around Bodoland</i> | Faculty of Humanities and Social Sciences, ICFAI University, Tripura |
| 37 | SHS | <i>Of society and state violence on tribal women with special reference to Jharkhand, India</i> | Research Center (DAKAM) Gender and Women's Studies, Istanbul, Turkey |
| 38 | SHS | <i>Walking in the streets: Waghiri Pheriwala women, space and work</i> | Istanbul, Turkey |
| 39 | SDS | <i>Development and political empowerment: A study of caste and land relation in rural Uttar Pradesh</i> | University of Allahabad |
| 40 | SGA | <i>Travelling words: Understanding the journey of words from one language to another</i> | Maulana Azad National Urdu University, Hyderabad |
| 41 | SGA | <i>The translation of Mediocrity into Matyatam- a tour of working with concepts across languages</i> | Maulana Azad National Urdu University, Hyderabad |
| 42 | SGA | <i>An Exercise in Translating Mediocrity</i> | Maulana Azad National Urdu University, Hyderabad |
| 43 | SLGC | <i>Shutting the Net down</i> | Dublin, Ireland |
| 44 | SHE | <i>Production systems of coconut palm in the Nicobar Islands" as part of a panel on land rotations: towards alternative ecologies of land, law and property in the post colony</i> | Lodhi Road, New Delhi |
| 45 | SHE | <i>Social Complexity of participatory irrigation management</i> | Kathmandu, Nepal |
| 46 | SUS, SOL, SHS | SOL: <ul style="list-style-type: none"> • <i>"Deliberate exclusion from Ragani: Revisioning the position of women in Folk.</i> • <i>Mandala & Tantra Art: An analysis of cosmic representation.</i> • <i>Recovering 'Ostracised' narratives and characters of the Ramayana.</i> • <i>Sacred hearing and the dance of doilies in Himalayas.</i> • <i>The Intermingling of the Hill and Valley - Study of Lai Haraoba Festival of Manipur.</i> | American Folklore Society, Buffalo, New York |

[Handwritten signature]

| Sl | School | Paper presentation Title | Place of Travel |
|----|--------|---|-----------------|
| | | <p><i>SHS:</i></p> <ul style="list-style-type: none"> <i>The Tale of segmented Inclusion: Drawing a parallel between the migration of Hindu Sindhi Community & Bridal Culture of India.</i> <p><i>SUS:</i></p> <ul style="list-style-type: none"> <i>Aranmula Kannadi: The exclusive art of South Indian Temple</i> <i>New beginning from cessation. Journey of Oralandar from Animal Taming to Sufism</i> <i>Kinnaura Community of Himachal Pradesh: A glance through Folkloric Prism of Tradition and Modernity.</i> <i>A study on practice of totemism</i> <i>A home or land of adjustments: An investigation into the lives of Tibetan Refugees in India.</i> <i>The Tibetan Refugee C Square. An analysis of the discourse of culture and cuisine.</i> <i>Shrines on the farm: An analysis of Apotheosis in a north Indian village.</i> <i>The Refugees Card A window to the lives of Afghan Refugees in North India.</i> | |

18.15 The revised Code of Discipline for the Students

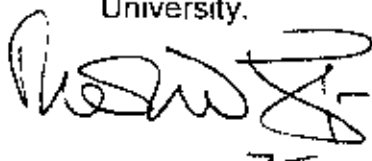
The AC took note that Council in its 13th meeting held on 30th October 2017 had approved the Code of Discipline for the students. To deal with a range of issues of Student Indiscipline reported recently in the University and to address all the areas, also keeping in view the documents of other Universities functioning in Delhi and guidelines of the University Grants Commission, it was felt desirable to revise the existing Code.

After due deliberation, the AC **resolved** to authorize the Vice Chancellor to constitute a committee to examine the revised Code of Discipline for the Students. The AC further directed that the same be placed before the AC for consideration in its next meeting.

18.16 The AC took **note** of the Assessment, Evaluation and Student Progression (AES) Calendar for Monsoon Semester 2019 is at **Appendix-17**.

18.17 The AC took **note** of the report on the Seventh Annual Convocation held on the 7th of December, 2018

The Seventh Annual Convocation of Dr. B.R. Ambedkar University Delhi for conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2018 was held on the 7th of December, 2018, at the Kashmere Gate Campus of the University.



The Chief Guest, Dr. Mihir Shah, delivered the Convocation Address. The Hon'ble Lt Governor of Delhi, Shri Anil Baijal, in his capacity as the Chancellor of the University presided over the Convocation ceremony.

A total of 606 students who completed the prescribed requirements during the academic year 2017-18 were awarded with PhD, MPhil, MBA, MA, BA (Hons) Degrees in various fields of studies. Post Graduate Diplomas in Early Childhood Care & Education and Gender Studies were also awarded. The breakup of the students who received their degrees and diplomas is as under:

- (i) BA (Hons): 188
- (ii) MA: 336
- (iii) MBA: 30
- (iv) MPhil:45
- (v) Ph.D:4
- (vi) PG Diploma:3

Out of the total number of students who were awarded degrees and diplomas, 65.3% were women.

The detailed break up of students who were conferred degrees/diplomas in the convocation is at Appendix-18.

The meeting ended with a vote of thanks.


(Mohammad Sharique Farooqi)
Registrar

Action Taken Report (ATR) on the Minutes of the 17th Meeting of the Academic Council held on 16 May 2019

| Resol. No. | Decision | Action Taken |
|------------|--|-----------------------------|
| 17.1 | Resolved to confirm the Minutes of the 16 th Meeting of the AC held on 10.07.2018 and 13.07.2018 | Recorded |
| 17.2 | Resolved to note the Action Taken Report (ATR) on the decisions taken in its 16 th Meeting of the AC held on 10.07.2018 and 13.07.2018 | Recorded |
| 17.3 | Recommendations of the Standing Committee Research (SCR) | |
| 17.3.1 | <p>The proposal on the proposed PhD programme in Education to be offered by the School of Education Studies (SES) as recommended by the Standing Committee Research (SCR) was presented by the Programme Coordinator, Ph.D in Education.</p> <p>After deliberations on the proposed PhD programme in Education, the AC directed the following:</p> <p>(i) The course be open to MA and M.Ed students. The bridge courses need to be introduced for students coming from other disciplines. There should be a provision for additional credits (8-12) for students doing PhD programmes. The students from Education are allowed to take foundation courses but not methodology since it is not considered their domain expertise. Education being a professional subject, a standard be set in accordance with the Learning Outcome Curriculum Framework of UGC.</p> <p>(ii) The course work be made interdisciplinary in order to enable scholars to be eligible for teaching all kinds of courses.</p> <p>The AC resolved to approve the PhD programme in Education to be offered by the School of Education Studies (SES) recommended by the SCR in its in 41st meeting held on 25th September 2018 and 23rd October 2018.</p> | Recorded and implemented |
| 17.3.2 | The AC resolved to approve the recommendations made by the SCR in its meeting held on 15.01.2019, to award MPhil degree to the following students of various school of AUD: | Recorded for implementation |

| Resol. No. | Decision | | | | | Action Taken |
|------------|--|--|--------------|-------------------------------------|----------------------|-----------------------------|
| | Name of Student and Enrolment No. | Programme Name & School | Date of Viva | Date of AES approval / verification | Date of SCR approved | |
| | Mr. Nabhojee Sen S144DHS01 | M.Phil (History) / SLS | 07.05.18 | 17.05.18 | 25.09.18 | |
| | Mr. Rahul Singh S134CDP16 | M.Phil in Development Practice / SHS | 22.02.18 | 03.05.18 | 25.09.18 | |
| | Ms. Suridhi Sharma S144CWG10 | M.Phil in Women's and Gender Studies / SHS | 03.08.18 | 28.08.18 | 25.09.18 | |
| | Ms. Neelam Sagar S154DH102 | MPhil (Hindi) / SLS | 19.11.18 | 26.12.18 | 15.01.19 | |
| | Ms. Kunzang Angmo S164CWG08 | MPhil WGS / SHS | 20.11.18 | 26.12.18 | 15.01.19 | |
| | Ms. Swamima Kriti S154CDP17 | MPhil in Development Practice / SHS | 27.11.18 | 26.12.18 | 15.01.19 | |
| | Ms. Monica Antel S154CDP11 | MPhil in Development Practice / SHS | 22.11.18 | 26.12.18 | 15.01.19 | |
| | Ms. Jasleen Arora S164CWG07 | MPhil WGS / SHS | 19.11.18 | 26.12.18 | 15.01.19 | |
| | Mr. Jaideep Pandey S164CWG06 | MPhil WGS / SHS | 27.11.18 | 26.12.18 | 15.01.19 | |
| 17.3.3 | The course outlines of the proposed M.Phil CLTS elective course "Hermeneutics: Key Theorists". | | | | | Recorded for implementation |
| 17.3.4 | The recommendation of the SCR for conducting viva voce examination through tele-conferencing or other appropriate internet services on case to case basis for the MPhil/PhD scholars. | | | | | Recorded for implementation |
| 17.4 | Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE) The AC took note of the minutes of the SCPVCE's 4 th Meeting held on 14.12.2018 and resolved the following: | | | | | Recorded |
| 17.4.1 | After due deliberation, the AC resolved to approve the course outlines of the following five courses as part of BA Programme In Law and Politics, School of Law, Governance and Citizenship (SLGC): (i) Western Political Philosophy (ii) Amartya Sen: Ethics, Economics and Politics (iii) The Legal Imagination | | | | | Recorded for implementation |

| Resol. No. | Decision | Action Taken |
|------------|---|-----------------------------|
| | <p>(iv) Rights Based Political Movements in Contemporary India (v) Anticolonialism and Postcolonial Futures</p> <p>Further, the AC gave the following directions/observations:</p> <p>(a) The proposals for new courses to have presentation on how these are aligned with the possible trajectories / specializations for the students.</p> <p>(b) Deliberate on and design mechanisms for course interfaces with other Schools of AUD.</p> <p>(c) The Course titled after Amartya Sen seems inappropriate for BA programme and at that level one should focus on historical figures who have left a significant legacy rather than on contemporary thinkers. The AC directed the School to work on courses based on themes rather than on individuals.</p> <p>The AC was informed that the course was likely to be discontinued from the next semester, based on the feedback received from the students.</p> | |
| 17.4.2 | <p>The AC resolved to approve the outlines of the following two elective courses to be offered in the MA Programme in Law Politics and Society of the School of Law, Governance and Citizenship (SLGC):</p> <p>(i) Theorising the Indian State (ii) Rethinking Development</p> | Recorded and implemented |
| 17.4.3 | <p>The Academic Council discussed the proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA in Law, Politics and Society Programme.</p> <p>After deliberations, the AC directed that the Postgraduate Diploma as an exit option must equip students with some competencies. The attributes for the exit from the programme should be defined clearly for the students and should enable them for re-entry into the programme.</p> <p>The AC resolved to approve the proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA Programme in Law, Politics and Society Programme in the SLGC.</p> | Recorded for implementation |
| 17.4.4 | <p>The AC took note that the students obtaining C Only grade shall be eligible for Partial Repeat and the weightage of Partial repeat exam shall be 30%. In order to pass, a student must obtain a minimum of B Minus grade in the Partial repeat exam,</p> | Recorded for implementation |

| Resol. No. | Decision | Action Taken |
|------------|---|-----------------------------|
| | <p>which will accumulate to an overall grade of C plus and above.</p> <p>The AC resolved to approve the Partial Repeat Policy for the MA programme of the SLGC.</p> | |
| 17.5 | <p>Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)</p> <p>The AC took note of the minutes of the SCPVCE's 5th Meeting held on 16.04.2019 & 22.04.2019 and resolved the following:</p> | Recorded |
| 17.5.1 | <p>The AC deliberated on the proposal made by the School of Design (SDes) and resolved to approve the following:</p> <p>(i) Restructuring of the 5-semester Mdes Social Design programme into a 4-semester programme.</p> <p>(ii) Change in the type of courses (core/elective)</p> | Recorded for implementation |
| 17.5.2 | <p>School of Vocational Studies (SVS) presented the concept note on the proposed BVoc programme in Accounting and Finance. AC noted that this vertical would provide job opportunities for students as Accounting and Finance is one of the most important components of almost every institution, organization and industry. The AC also noted that the School is in close interaction with the Institute of Chartered Accountants of India (ICAI) for theoretical and practical aspects of the BVoc in Accounting and Finance programme.</p> <p>The AC further noted that due consultation and evaluation of infrastructure and resources shall be carried out by the School before considering the launch of the programme. The programme structure and courses shall be placed before the Academic Council prior to the launch of the programme.</p> <p>The AC resolved to approve the concept note on Bachelors of Vocation (Bvoc) Accounting and Finance.</p> | Recorded for implementation |
| 17.5.3 | <p>The AC took note that the BVoc programmes have the provision for multiple entries and multiple exits during the 3 years Bachelor Degree Programme. This provision is as per the University Grants Commission (UGC) guidelines on BVoc programmes and as per the National Skill Qualification Framework (NSQF).</p> <p>The AC resolved to approve only those students exiting from the programme after completion of the courses at different NSQF levels shall be issued the certificate/ diploma/ degree.</p> | Recorded |

| Resol. No. | Decision | Action Taken |
|------------|--|--------------------------|
| | AC further directed that clear cut exit attributes in Diploma and Advance Diploma certificate be defined. It may not be just about giving a completion certificate but attesting a competency level which should be acquired at the time of exit. It should ensure that the student is skill oriented and employable as he/she leaves the University. | |
| 17.5.4 | <p>The AC deliberated on the proposal made by SVS and resolved to approve the following:</p> <ol style="list-style-type: none"> i. The nomenclature to change "On the Job Training" (OJT) to "Internship" as the students are new to the field and are not paid any allowance. The students generally observe the setting and shadow the staff and only later are able to take some responsibilities at the respective sites. ii. Combining credits of OJT as the OJTs for the semester and summer/winter break are in continuation. iii. Reducing credit load: Courses on "Self-Development and Entrepreneurship" (from 2 to 1) (Workshop), "Early Stimulation and Intervention" (Theory) (from 4 to 2) and "Material Development for Enhancing Play of Young Children" (Workshop) (from 2 to 1) with reduced credit for reducing content and making them more appropriate for the job role. | Recorded and implemented |
| 17.5.5 | <p>The AC discussed the 5 semester courses of the BVoc Programmes of SVS. After due deliberation, AC resolved to approve the following skill courses and general education component courses for the BVoc Programme to be offered by the School of Vocational Studies (SVS):</p> <p>(A) General Education Component</p> <ol style="list-style-type: none"> i) Exploring India and its Diversity ii) Understanding Language Diversity in India iii) Introduction to Basic French- II iv) Life Competencies for Sustainable Employability (LCSE) <p>(B) Skill courses of BVoc Early Childhood Centre Management & Entrepreneurship (ECCME)</p> <p>Courses</p> <ol style="list-style-type: none"> i) Inclusive Early Childhood Centre: Design and Setup ii) Early Childhood Care Services and Systems: Models & Approaches iii) Understanding Children's Social Emotional Worlds Workshops | Recorded |

| Resol. No. | Decision | Action Taken |
|------------|--|--------------|
| | <ul style="list-style-type: none"> i) Designing an Inclusive Centre ii) Marketing of an Early Childcare Centre iii) Socio- Emotional Needs in Childhood Years Internship <p>(C) Skill courses of Tourism & Hospitality</p> <ul style="list-style-type: none"> i) Catering Management ii) Food Production Operations iii) Food & Beverage Management <p>(D) Skill courses of Retail Management</p> <ul style="list-style-type: none"> i) Buying & Merchandising Management ii) IT Application in Retail iii) Process Compliance, Loss Prevention and Shrinkages <p>Industrial Internship</p> | |
| 17.6 | <p>Recommendations of the Standing Committee on Academic Programmes (SCAP)</p> <p>The AC took note of the minutes of the SCAP's 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd and 44th Meetings held on 27.08.2018, 09.10.2018, 20.11.2018, 27.11.2018, 04.12.2018, 11.12.2018, 18.12.2018, 20.12.2018, 11.01.2019, 12.02.2019, respectively and resolved the following items:</p> | Recorded |
| 17.6.1 | <p>After due deliberations, the AC resolved to approve the course outlines of the following MA Elective courses in Comparative Literature and Translation Studies (CLTS) to be offered by School of Letters (SoL):</p> <ul style="list-style-type: none"> (i) Comparative Ghalib (ii) Mahasweta Devi: Comparative Readings (iii) Indigenous Writing from the Northeast – Fiction (iv) Literary Comparison: Theories and Practices (v) Cartographies of Translation (vi) Reading Myth and Fantasy: J.R.R. Tolkien and C.S. Lewis <p>Further, the AC resolved to approve the following MA Elective courses to be offered in the MA English programme, SoL</p> <ul style="list-style-type: none"> (i) Greek Classical Literature (ii) Photography: History, Theory, Practice <p>The course outlines of the six elective courses in Comparative Literature and Translation Studies (CLTS) and two elective courses in MA English approved by the AC.</p> | Recorded |

| Resol. No. | Decision | Action Taken |
|------------|--|-----------------------------|
| 17.6.2 | <p>After due deliberations, the AC resolved to approve the course outlines of the following MA History and MA Sociology courses, to be offered by the School of Liberal Studies (SLS):</p> <p>(a) MA History</p> <ol style="list-style-type: none"> i. History and the Aboriginal Past ii. Censorship/Transgression in Modern India iii. Partition of Indian Subcontinent and Aftermath iv. Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent <p>(b) MA Sociology</p> <ol style="list-style-type: none"> i. Transnational Feminisms ii. Sociology of Work and Health iii. Capital, Value and Infrastructure <p>The course outlines of the four courses in MA History and three courses in MA Sociology approved by the AC.</p> | Recorded for implementation |
| 17.6.3 | <p>The AC took note of the Assessment and Evaluation document of MA History.</p> <ol style="list-style-type: none"> i) MA history follows the broad guidelines of the general assessment policy of AUD. ii) A student gets promoted to the second year/third semester only when he/she has completed (secured C+ or higher grade in) at least 24 credit worth of courses (75 per cent of courses) by the end of second semester. MA History Seminar Paper can be taken by students in fourth semester only, after promotion to the second year and completion of at least three core courses. Exceptions can be discussed by the programme committee. If a student does not complete Seminar Paper leading to dissertation satisfactorily, s/he will have to repeat it like any other course. <p>The AC resolved to approve the Assessment and Evaluation document of MA History programme offered by School of Liberal Studies.</p> | Recorded for implementation |
| 17.6.4 | <p>After due deliberations, the AC resolved to approve the course outlines of the following BA Economics, BA Psychology, BA Sociology, BA History, BA Mathematics, BA English, BA in Social Science and Humanities and BA Elective courses to be transacted during the Winter semester to students of 2nd, 4th and 6th semesters, offered by the School of Undergraduate Studies (SUS)</p> | Recorded for implementation |

| Resol. No. | Decision | Action Taken |
|------------|---|--------------|
| | <p>(a) BA Economics</p> <ol style="list-style-type: none"> i. Introduction to Econometrics ii. Applied Econometrics iii. Macroeconomics II iv. Mathematical methods for Economics v. Microeconomics II vi. Money, Banking and Finance vii. Public Economics: Theory and Policy viii. Topics in Economic Theory ix. Statistical methods for Economics <p>(b) B.A. Psychology</p> <ol style="list-style-type: none"> i. Organisational behaviour ii. Psychological testing iii. Psychology in India iv. Understanding Childhood v. Human Cognition vi. Methods in Psychology vii. Dissertation <p>(c) BA Sociology</p> <ol style="list-style-type: none"> i. Economy and society ii. Health and society iii. Religion and society iv. Research methods v. Food and society vi. Culture, Identity and Society vii. Nature and Society viii. Caste in Contemporary India <p>(d) BA History</p> <ol style="list-style-type: none"> i. Introduction to Indian Art and Architecture ii. Early India Economy, Polity and Society iii. India c. 1700-1857 iv. Introduction to Society and Culture in East Asia v. Medieval India II: Economy and Society vi. Modern World, 1750-2010 vii. Understanding the Past: Myths, Epics, Chronicles and Histories viii. Wars and Revolutions in Twentieth Century ix. Contemporary India, 1947-1992 <p>(e) BA Mathematics</p> <ol style="list-style-type: none"> i. Advanced Analysis ii. Algebra II iii. Analysis I iv. Analysis III | |

| Resol. No. | Decision | Action Taken |
|------------|---|--------------|
| | <p>v. Linear Optimisation and Application vi. Mathematical Modelling vii. Number Theory and Cryptography viii. Partial Differential Equations ix. Probability and Statistics</p> <p>(f) BA English (Honours) i. Modern Short Fiction and Novellas (SUS1EN246; 4 credits; Elective) ii. Shakespeare (SUS1EN236; 4 credits; Elective) iii. Post-Colonial Literatures (SUS1EN239, 4 credits; Elective) iv. Realism and the Novel (SUS1EN254; 4 credits; Elective) v. Introduction to Literary Theory (SUS1EN256; 4 credits; Elective) vi. Literature and Cinema (SUS1EN246; 4 credits; Elective) vii. Modern World Drama (SUS1EN272; 4 credits; Elective) viii. Written for Children and Young Adults (SUS1EN257; 4 credits; Elective) ix. The Romantic Age (SUS1EN237, 4 credits; Elective)</p> <p>(g) BA Social Science and Humanities (Political Science Basket) i. Democracy and Development in India ii. Introduction to Politics iii. Politics in South Asia</p> <p>(h) BA Electives i. Understanding Disability through Media ii. Contemporary Literature from Northeast India: Poetry and Fiction iii. Reading Fantasy: J.R.R.Tolkien and C.S.Lewis iv. Digital Storytelling v. Introduction to Human Ecology vi. Introduction to Global Studies vii. Critical Perspectives on Creative Explorations viii. Film, History, Society</p> <p>While approving the courses, the AC observed that the practice of seeking ex post facto approval should be discouraged and as far as possible, courses should be placed before the AC for approval prior to being offered.</p> | |
| 17.6.5 | <p>After due deliberations, the AC resolved to approve the following course outlines of English Language, BA Global Studies, BA Sustainable Urbanism and BA Social Science and Humanities to be offered by the School of Global Affairs (SGA):</p> | Recorded |

| Resol. No. | Decision | Action Taken |
|------------|--|--------------|
| | <p>(a) English Language courses</p> <p>(i) English for Academic Purposes 1 (EAP 1)</p> <p>(ii) English for Academic Purposes 2 (EAP 2)</p> <p>(b) BA Global Studies, BA Sustainable Urbanism, BA Social Science and Humanities</p> <p>(i) South Asian Trajectories of the Modern State</p> <p>(ii) Urban Environments</p> <p>(iii) French II</p> <p>(iv) Chinese II</p> <p>(v) Historio-Graphic Novels</p> <p>(vi) Language, Society and Culture</p> <p>(vii) Reading Cities through Neighbourhoods</p> <p>(viii) The Great Transformations</p> <p>(ix) Sociological Imaginations</p> <p>(x) Essentials of Economics</p> <p>(xi) Introduction to Feminist Theory and Practice</p> <p>(xii) Electoral Systems</p> <p>After due deliberations, the AC resolved to approve the following course outlines of MA Global Studies and MA Urban Studies programmes:</p> <p>(a) MA Global Studies</p> <p>(i) Wealth, Inequality and Capitalist Accumulation</p> <p>(ii) Contesting Globalisation</p> <p>(iii) Research Methods II</p> <p>(iv) Global South Asians: Communities, Cultures, Representations</p> <p>(v) Approaches to Discourse Analysis</p> <p>(b) MA Urban Studies</p> <p>(i) Urban Planning and Policy</p> <p>(ii) Urban Space and Experiences</p> <p>(iii) Urban Environment and Ecology</p> <p>(iv) Research Methods- 2</p> | |
| 17.7 | <p>Recommendations of the Standing Committee Research (SCR)</p> <p>The AC took note of the minutes of the SCR's its 40th, 41st and 42nd meetings held on 28.08.2018, 25.09.2018 & 23.10.2018 and 15.01.2019 respectively and resolved the following items:</p> | Recorded |
| 17.7.1 | The AC resolved to ratify the decision taken by the Vice Chancellor in approving the award of MPhil/PhD degree as recommended by the Standing Committee Research (SCR) | Recorded |

| Resol. No. | Decision | | | | | Action Taken |
|------------|---|---|--------------|-------------------------------------|----------------------|--------------|
| | Name of Students and Enrolment No. | Programme Name | Date of Viva | Date of AES approval / verification | Date of SCR approved | |
| | Ms. Shubhangi Lakhchaura S134CDP19 | M.Phil in Development Practice / SHS | 07.05.18 | 13.06.18 | 25.09.18 | |
| | Mr. Niraj Kumar S144CDP13 | M.Phil in Development Practice/ SHS | 09.02.18 | 03.05.18 | 25.09.18 | |
| | Mr. Amit Jain S134CDP01 | M.Phil in Development Practice/ SHS | 27.03.18 | 07.06.18 | 25.09.18 | |
| | Ms. Sayanti Sur S144CDP08 | M.Phil in Development Practice/ SHS | 05.01.18 | 03.05.18 | 25.09.18 | |
| | Ms. Gurpreet Kaur S144CWG02 | M.Phil in WGS/ SHS | 16.04.18 | 03.05.18 | 25.09.18 | |
| | Ms. Anjali Raj S154CWG02 | M.Phil in WGS/ SHS | 10.04.18 | 03.05.18 | 25.09.18 | |
| | Ms. Kusum Lata S154CWG06 | M.Phil in WGS/ SHS | 11.05.18 | 13.06.18 | 25.09.18 | |
| | Mr. Tejendra Pratap Gautam S134CDP22 | M.Phil in Development Practice/ SHS | 04.04.18 | 03.05.18 | 25.09.18 | |
| | Ms. Neha S164CWG09 | M.Phil in Women's and Gender Studies/ SHS | 24.09.18 | 05.10.18 | 23.10.18 | |
| | Mr. Mohd. Javed Ahmed S154CDP10 | M.Phil in Development Practice/ SHS | 31.07.18 | 05.10.18 | 23.10.18 | |
| | Mr. Gautam Bisht S154CDP07 | M.Phil in Development Practice/ SHS | 10.09.18 | 05.10.18 | 23.10.18 | |
| | Ms. Anushka Rose S154CDP02 | M.Phil in Development Practice/ SHS | 16.08.18 | 05.10.18 | 23.10.18 | |
| | Mr. Arunopol Seal S154CDP05 | M.Phil in Development Practice/ SHS | 27.08.18 | 05.10.18 | 23.10.18 | |
| | Ms. Anu Rani S164CWG03 | M.Phil in Women's and Gender Studies/ SHS | 11.10.18 | 23.10.18 | 23.10.18 | |
| | Ms. Bhargavi D S154CWG04 | M.Phil in Women's and Gender Studies/ SHS | 11.10.18 | 23.10.18 | 23.10.18 | |
| | Ms. Prasann Kumari S164CWG10 | M.Phil in Women's and Gender Studies/ SHS | 08.10.18 | 23.10.18 | 23.10.18 | |
| | Ms. Shivani Panwar S154DHI04 | M.Phil (Hindi Degree) / SLS | 08.10.18 | 23.10.18 | 23.10.18 | |
| | Mr. Santosh S S145GVQ02 | Ph.D in Visual Arts / SCCE | 14.11.18 | 04.12.18 | 05.12.18 | |
| | Mr. Pravendra Singh S124CDP18 | M.Phil in Development Practice / SHS | 29.06.17 | 30.11.18 | 29.11.18 | |
| 17.7.2 | The AC resolved to ratify the decision taken by the Vice Chancellor in approving the temporary de-registration to the following students of MPhil Development Practice (under | | | | | Recorded |

| Resol. No. | Decision | Action Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|----------------------------------|---|----------------------|--------------------------------|------------------------|-----------|---|---------------------------|--------------|-----------|-----------|--------------------------------|---------------------|-----------|------------|---------------------------|--------------|-----------|------------|--------------------------------|-----------------------|-----------|------------|--|-------------|-----------|------------|----------------------------|----------|----------|---|----------------------------|----------|----------|---|----------------------------------|----------|----------|---|-----------------------------|----------|----------|----|------------------|---------------------------|----------|----------|----|--------------------|----------------------------|----------|----------|----|---------------------------|----------|----------|----|---------------------------------|----------|----------|----|---------------|----------|----------|----|--------------------------------|----------|----------|----|---------------------|----------|----------|----|------------------|---------------------|----------|----------|----|---------------|--------------------------|---|--|----------|
| | <p>clause 13(iv) of Research Study Regulations 2016) as recommended by the SCR in its meeting held on 28/08/2018, as detailed below:</p> <table border="1" data-bbox="343 421 1225 772"> <thead> <tr> <th>Name</th> <th>Enrolment No</th> <th>Date of registration</th> <th>Temporary de-registration from</th> </tr> </thead> <tbody> <tr> <td>Priyanka Prakashan N P</td> <td>S154CDP14</td> <td>27/7/2015</td> <td>26/7/2018</td> </tr> <tr> <td>John B Nayak</td> <td>S154CDP08</td> <td>27/7/2015</td> <td>26/7/2018</td> </tr> <tr> <td>Ashmeet Kaur Bilkhu</td> <td>S154CWG03</td> <td>27/07/2015</td> <td>26/07/2018</td> </tr> <tr> <td>Sreejitha PV</td> <td>S154CWG10</td> <td>30/07/2015</td> <td>29/07/2018</td> </tr> <tr> <td>Ranojay Bhattacharyya</td> <td>S154CWG07</td> <td>31/07/2015</td> <td>30/07/2018 * subject to his re-enrolment in the programme</td> </tr> <tr> <td>Navin Kumar</td> <td>S135BEDO3</td> <td>28/08/2013</td> <td>27/08/2018</td> </tr> </tbody> </table> | Name | Enrolment No | Date of registration | Temporary de-registration from | Priyanka Prakashan N P | S154CDP14 | 27/7/2015 | 26/7/2018 | John B Nayak | S154CDP08 | 27/7/2015 | 26/7/2018 | Ashmeet Kaur Bilkhu | S154CWG03 | 27/07/2015 | 26/07/2018 | Sreejitha PV | S154CWG10 | 30/07/2015 | 29/07/2018 | Ranojay Bhattacharyya | S154CWG07 | 31/07/2015 | 30/07/2018 * subject to his re-enrolment in the programme | Navin Kumar | S135BEDO3 | 28/08/2013 | 27/08/2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | Enrolment No | Date of registration | Temporary de-registration from | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Priyanka Prakashan N P | S154CDP14 | 27/7/2015 | 26/7/2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| John B Nayak | S154CDP08 | 27/7/2015 | 26/7/2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ashmeet Kaur Bilkhu | S154CWG03 | 27/07/2015 | 26/07/2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sreejitha PV | S154CWG10 | 30/07/2015 | 29/07/2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ranojay Bhattacharyya | S154CWG07 | 31/07/2015 | 30/07/2018 * subject to his re-enrolment in the programme | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Navin Kumar | S135BEDO3 | 28/08/2013 | 27/08/2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17.7.3 | <p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the grant of six months extension to the students of various schools</p> <table border="1" data-bbox="343 920 1225 2016"> <thead> <tr> <th>Sl. No.</th> <th>Programme/ Name of School</th> <th>Student Name</th> <th>Date of Registration</th> <th>Extension from</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="9">MPhil Psychoanalytic Psychotherapy (2015 batch)</td> <td>Ambika Singh S154CPS01</td> <td>28/07/15</td> <td>27/07/18</td> </tr> <tr> <td>2</td> <td>Ashwasti Tripathi S154CPS02</td> <td>28/07/15</td> <td>27/07/18</td> </tr> <tr> <td>3</td> <td>Asmita Shama S154CPS03</td> <td>29/07/15</td> <td>28/07/18</td> </tr> <tr> <td>4</td> <td>Debjani Mukherjee S154CPS04</td> <td>14/08/15</td> <td>13/08/18</td> </tr> <tr> <td>5</td> <td>Kaif Mahmood S154CPS05</td> <td>29/07/15</td> <td>28/07/18</td> </tr> <tr> <td>6</td> <td>Pankhuri Soni S154CPS06</td> <td>07/08/15</td> <td>06/08/18</td> </tr> <tr> <td>7</td> <td>Prachi Akhavi S154CPS07</td> <td>29/07/15</td> <td>28/07/18</td> </tr> <tr> <td>8</td> <td>Shweta Dharamdasani S154CPS08</td> <td>29/07/15</td> <td>28/07/18</td> </tr> <tr> <td>9</td> <td>Tseyang Palzom S154CPS09</td> <td>28/07/15</td> <td>27/07/18</td> </tr> <tr> <td>10</td> <td>PhD History, SLS</td> <td>Mr. Akha Mao S165DHS01</td> <td>18/08/18</td> <td>17.02.19</td> </tr> <tr> <td>11</td> <td rowspan="6">MPhil History, SLS</td> <td>Hinna Gupta (S144DHS02)</td> <td>31/03/18</td> <td>30.09.18</td> </tr> <tr> <td>12</td> <td>Naresh Kumar S154DHS03</td> <td>23/08/18</td> <td>22/02/19</td> </tr> <tr> <td>13</td> <td>Sutanvi Chatterjee S154DHS06</td> <td>23/08/18</td> <td>22/02/19</td> </tr> <tr> <td>14</td> <td>Chandrika Das</td> <td>23/08/18</td> <td>22/02/19</td> </tr> <tr> <td>15</td> <td>Shrobona Banerjee S154DHS05</td> <td>23/08/18</td> <td>22/02/19</td> </tr> <tr> <td>16</td> <td>Monalisha Chowdhury</td> <td>23/08/18</td> <td>22/02/19</td> </tr> <tr> <td>17</td> <td>MPhil Hindi, SLS</td> <td>Preeti S154DHS03</td> <td>24/08/18</td> <td>23/02/19</td> </tr> <tr> <td>18</td> <td>MPhil History</td> <td>Rashmi Bala S164DHS05</td> <td colspan="2">granted extension of one semester (Monsoon semester 2018) to complete the course work</td> </tr> </tbody> </table> | Sl. No. | Programme/ Name of School | Student Name | Date of Registration | Extension from | 1 | MPhil Psychoanalytic Psychotherapy (2015 batch) | Ambika Singh S154CPS01 | 28/07/15 | 27/07/18 | 2 | Ashwasti Tripathi S154CPS02 | 28/07/15 | 27/07/18 | 3 | Asmita Shama S154CPS03 | 29/07/15 | 28/07/18 | 4 | Debjani Mukherjee S154CPS04 | 14/08/15 | 13/08/18 | 5 | Kaif Mahmood S154CPS05 | 29/07/15 | 28/07/18 | 6 | Pankhuri Soni S154CPS06 | 07/08/15 | 06/08/18 | 7 | Prachi Akhavi S154CPS07 | 29/07/15 | 28/07/18 | 8 | Shweta Dharamdasani S154CPS08 | 29/07/15 | 28/07/18 | 9 | Tseyang Palzom S154CPS09 | 28/07/15 | 27/07/18 | 10 | PhD History, SLS | Mr. Akha Mao S165DHS01 | 18/08/18 | 17.02.19 | 11 | MPhil History, SLS | Hinna Gupta (S144DHS02) | 31/03/18 | 30.09.18 | 12 | Naresh Kumar S154DHS03 | 23/08/18 | 22/02/19 | 13 | Sutanvi Chatterjee S154DHS06 | 23/08/18 | 22/02/19 | 14 | Chandrika Das | 23/08/18 | 22/02/19 | 15 | Shrobona Banerjee S154DHS05 | 23/08/18 | 22/02/19 | 16 | Monalisha Chowdhury | 23/08/18 | 22/02/19 | 17 | MPhil Hindi, SLS | Preeti S154DHS03 | 24/08/18 | 23/02/19 | 18 | MPhil History | Rashmi Bala S164DHS05 | granted extension of one semester (Monsoon semester 2018) to complete the course work | | Recorded |
| Sl. No. | Programme/ Name of School | Student Name | Date of Registration | Extension from | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | MPhil Psychoanalytic Psychotherapy (2015 batch) | Ambika Singh S154CPS01 | 28/07/15 | 27/07/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Ashwasti Tripathi S154CPS02 | 28/07/15 | 27/07/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Asmita Shama S154CPS03 | 29/07/15 | 28/07/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | Debjani Mukherjee S154CPS04 | 14/08/15 | 13/08/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | Kaif Mahmood S154CPS05 | 29/07/15 | 28/07/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | Pankhuri Soni S154CPS06 | 07/08/15 | 06/08/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | Prachi Akhavi S154CPS07 | 29/07/15 | 28/07/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | Shweta Dharamdasani S154CPS08 | 29/07/15 | 28/07/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | Tseyang Palzom S154CPS09 | 28/07/15 | 27/07/18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | PhD History, SLS | Mr. Akha Mao S165DHS01 | 18/08/18 | 17.02.19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | MPhil History, SLS | Hinna Gupta (S144DHS02) | 31/03/18 | 30.09.18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | Naresh Kumar S154DHS03 | 23/08/18 | 22/02/19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | Sutanvi Chatterjee S154DHS06 | 23/08/18 | 22/02/19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | Chandrika Das | 23/08/18 | 22/02/19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | | Shrobona Banerjee S154DHS05 | 23/08/18 | 22/02/19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | | Monalisha Chowdhury | 23/08/18 | 22/02/19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | MPhil Hindi, SLS | Preeti S154DHS03 | 24/08/18 | 23/02/19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | MPhil History | Rashmi Bala S164DHS05 | granted extension of one semester (Monsoon semester 2018) to complete the course work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Resol. No. | Decision | | | | | Action Taken |
|------------|---|-------------------|----------------------------------|----------|----------|--------------|
| | 19 | PhD Development | Ngaranngam Keishing S135ADS02 | 28/08/18 | 27/02/19 | |
| | 20 | Studies, SDS | Nitin Misra S135ADS04 | 29/08/18 | 28/02/19 | |
| | 21 | PhD Human Ecology | Mr. M Ojit Kumar S135BED02 | 30/08/18 | 28/02/19 | |
| 17.7.4 | <p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the appointment of Dr. Ashis Roy as the programme coordinator of MPhil Psychoanalytic Psychotherapy in place of Prof. Honey Oberoi Vahali.</p> <p>The revised composition of Research Study Committee of SHS, is as detailed below:</p> <ul style="list-style-type: none"> (i) Krishna Menon (Dean, Chair) (ii) Mamatha Karollil (Convenor) (iii) Rachana Johri (iv) Anita Ghai (v) Imran Amin (vi) Rachna Chaudhary (vii) Mary John (collaborating member for MPhil and PhD GS, CWDS) (viii) Nivedita Narrain (Collaborating member for Mphil DP, Pradaan) (ix) Denys Leighton (external member) (x) Suchitra Balasubrahmanyam (external member) (xi) Ashis Roy (till 18.05.2019) | | | | | Recorded |
| 17.7.5 | <p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the recommendation for De-enrolment of Ms. Rachna Atri Saksena (S155BED02), Ph.D Scholar in Human Ecology (SHE) from the programme</p> | | | | | Recorded |
| 17.7.6 | <p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of the SCR that the faculty member may continue to supervise the research scholar for the normal period of registration even if the faculty moves to another School of the University</p> | | | | | Recorded |
| 17.7.7 | <p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the MPhil/PhD thesis synopsis and six monthly progress reports of the research students as detailed below:</p> <ul style="list-style-type: none"> (a) MPhil CLTS synopsis of the following four students: <ul style="list-style-type: none"> (i) Mr. Ali Ahsan (S174LCL01) Title: Minor Literatures: Two novels on the Bearys (ii) Ms. Arenpongla Jamir (S174LCL02) | | | | | Recorded |

| Resol. No. | Decision | Action Taken | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---|----------------------|---------------|----------------|-----------|--------------------|-----------|-------------------|-----------|--------------|-----------|-------------|----------|-----------------|-----------|-----------------------|-----------|---------------|-----------|---------------------|-----------|-------|-----------|-----------------|-----------|--|
| | <p>Title: Self-writing in contexts of conflict: Naga English and Chungli Ao Literatures</p> <p>(iii) Mr. Deepak (S174LCL03) Title: Musicality and Mir: A Comparative Study of Mir Taqi Mir's Urdu Ghazals and their Performance</p> <p>(iv) Mr. Mohammad Irfan (S174LCL04) Title: Representations of history in Modern Urdu Novels: A Critical Study of Qurratulain Hyder's "Aag Ka Darya and Intizar Husain's Basti"</p> <p>(b) PhD Hindi Synopsis of the following two students:</p> <p>(i) Mr. Sukant Suman (S175DHI04) Title: Stree Sampadit Patrikayen aur Stree Prashna</p> <p>(ii) Ms. Ankita Chauhan (S175DHI01) Title: Bharatiya Bhashon Ki Kahaniyon mein Desh Vibhajan Ki Prasad (Vishesh Sandarbh: Hindi, Urdu evam Punjabi)</p> <p>(c) PhD CLTS synopsis of the following two students:</p> <p>(i) Ms. Nilza Angmo (S175LCL02) Title: The Text(s) of the Buchen</p> <p>(ii) Ms. Pooja Mann (S175LCL03) Title: The Forms of Interrogation in Jaat Women's Folk Songs (Geet)</p> <p>(d) Report on presentation of Six Monthly progress presentations/seminar by the SDS PhD students:</p> <table border="1" data-bbox="440 1205 1102 1624"> <thead> <tr> <th>Name of PhD Students</th> <th>Enrolment No.</th> </tr> </thead> <tbody> <tr><td>Karan Sachdeva</td><td>S135ADS01</td></tr> <tr><td>Ngarangam Keishing</td><td>S135ADS02</td></tr> <tr><td>Nibedita Hazarika</td><td>S135ADS03</td></tr> <tr><td>Nitin Mishra</td><td>S135ADS04</td></tr> <tr><td>Sweta Suman</td><td>135ADS06</td></tr> <tr><td>Pooja Chaudhary</td><td>S135ADS05</td></tr> <tr><td>Swati Mohana Krishnan</td><td>S155ADS01</td></tr> <tr><td>Tasha Agarwal</td><td>S175ADS02</td></tr> <tr><td>Jasodhara Borthakur</td><td>S175ADS01</td></tr> <tr><td>Vijay</td><td>S175ADS03</td></tr> <tr><td>Tanya Chaudhary</td><td>S165ADS02</td></tr> </tbody> </table> | Name of PhD Students | Enrolment No. | Karan Sachdeva | S135ADS01 | Ngarangam Keishing | S135ADS02 | Nibedita Hazarika | S135ADS03 | Nitin Mishra | S135ADS04 | Sweta Suman | 135ADS06 | Pooja Chaudhary | S135ADS05 | Swati Mohana Krishnan | S155ADS01 | Tasha Agarwal | S175ADS02 | Jasodhara Borthakur | S175ADS01 | Vijay | S175ADS03 | Tanya Chaudhary | S165ADS02 | |
| Name of PhD Students | Enrolment No. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Karan Sachdeva | S135ADS01 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ngarangam Keishing | S135ADS02 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nibedita Hazarika | S135ADS03 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nitin Mishra | S135ADS04 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sweta Suman | 135ADS06 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pooja Chaudhary | S135ADS05 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Swati Mohana Krishnan | S155ADS01 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tasha Agarwal | S175ADS02 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jasodhara Borthakur | S175ADS01 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vijay | S175ADS03 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tanya Chaudhary | S165ADS02 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17.7.8 | <p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the required credit course work for PhD Women's and Gender Studies (WGS) scholars of 2018 batch i.e., with M.Phil degree – 8 credits and with an MA or MPhil degree from another university – 12 credits</p> <p>The nine Students of PhD Women's and Gender Studies (WGS) Programme 2018 batch shall do 2 credit course of Guided Study (SHS310109) in Winter Semester, 2019 and the elective course of 4 credits (SHS310132) as given in the MPhil/PhD programme structure shall not be done by 2018</p> | Recorded | | | | | | | | | | | | | | | | | | | | | | | | |

| Resol. No. | Decision | Action Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------|--|--------------|----|-----|---|-----|----------------|---------------|---|---|----|---|-------|-------------------|---|---|----|---|-------|-------------|---|---|----|---|---------------|-----------------|---|----|----|---|------------------|---------------|---|---|----|---|---------------|---------------|---|----|----|---|------------------|------------|---|----|----|---|-----|----------|--------------------------|---|----|---|-----|-------------|---|---|----|---|------|-------------|---|---|---|---|------|-------------------|---|---|----|---|---|----------|
| | batch scholars. The collaboration team recommended that 6 students out of the 9 admitted in the programme, shall do 6 credits coursework in first semester (Monsoon Semester 2018) and shall do 2 credit coursework in the second semester (Winter Semester 2019) as all of them have done an MPhil in WGS from AUD. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17.8 | <p>Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)</p> <p>The AC took note of the minutes of the SCPVCE's 4th Meeting held on 14.12.2018 and resolved the following:</p> | Recorded | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17.8.1 | <p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the Certificate Programme in Teaching English to Speakers of Indian Languages (CTESIL) on a pilot basis, by the Centre for English Language Education (CELE) and the courses to be offered under the certificate programme, as detailed below:</p> <ol style="list-style-type: none"> i. Teachers as Researchers ii. English for Teachers iii. Language and Literacy Instruction iv. Leading Change in Educational Institutions v. ICT in Education (Level 1) vi. ICT in Education (Level 2) | Recorded | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17.9 | <p>The AC took note of the report on Completion of admission process (Monsoon Semester 2018) as recommended by the Standing Committee Research (SCR), as detailed below:</p> <table border="1" data-bbox="321 1388 1183 2016"> <thead> <tr> <th>Programme</th> <th>UR</th> <th>SC</th> <th>ST</th> <th>OBC</th> <th>Unfilled seats</th> </tr> </thead> <tbody> <tr> <td>MPhil History</td> <td>2</td> <td>2</td> <td>NA</td> <td>3</td> <td>OBC=3</td> </tr> <tr> <td>MPhil Mathematics</td> <td>4</td> <td>1</td> <td>NA</td> <td>1</td> <td>OBC=2</td> </tr> <tr> <td>PhD History</td> <td>2</td> <td>0</td> <td>NA</td> <td>0</td> <td>OBC=2 SC=1</td> </tr> <tr> <td>PhD Mathematics</td> <td>3</td> <td>NA</td> <td>NA</td> <td>1</td> <td>No unfilled seat</td> </tr> <tr> <td>PhD Sociology</td> <td>4</td> <td>1</td> <td>NA</td> <td>0</td> <td>UR=1 OBC=4</td> </tr> <tr> <td>PhD Economics</td> <td>5</td> <td>NA</td> <td>NA</td> <td>1</td> <td>No unfilled seat</td> </tr> <tr> <td>MPhil CLTS</td> <td>3</td> <td>NA</td> <td>NA</td> <td>1</td> <td>Nil</td> </tr> <tr> <td>PhD CLTS</td> <td>2+1 (against 1 SC)</td> <td>0</td> <td>NA</td> <td>1</td> <td>Nil</td> </tr> <tr> <td>PhD English</td> <td>5</td> <td>0</td> <td>NA</td> <td>3</td> <td>1 SC</td> </tr> <tr> <td>MPhil Hindi</td> <td>4</td> <td>1</td> <td>0</td> <td>2</td> <td>1 ST</td> </tr> <tr> <td>PhD Human Ecology</td> <td>1</td> <td>1</td> <td>NA</td> <td>1</td> <td>1 SC OBC=3 (1 UR filled –against a possible UR position in future)</td> </tr> </tbody> </table> | Programme | UR | SC | ST | OBC | Unfilled seats | MPhil History | 2 | 2 | NA | 3 | OBC=3 | MPhil Mathematics | 4 | 1 | NA | 1 | OBC=2 | PhD History | 2 | 0 | NA | 0 | OBC=2 SC=1 | PhD Mathematics | 3 | NA | NA | 1 | No unfilled seat | PhD Sociology | 4 | 1 | NA | 0 | UR=1 OBC=4 | PhD Economics | 5 | NA | NA | 1 | No unfilled seat | MPhil CLTS | 3 | NA | NA | 1 | Nil | PhD CLTS | 2+1 (against 1 SC) | 0 | NA | 1 | Nil | PhD English | 5 | 0 | NA | 3 | 1 SC | MPhil Hindi | 4 | 1 | 0 | 2 | 1 ST | PhD Human Ecology | 1 | 1 | NA | 1 | 1 SC OBC=3 (1 UR filled –against a possible UR position in future) | Recorded |
| Programme | UR | SC | ST | OBC | Unfilled seats | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MPhil History | 2 | 2 | NA | 3 | OBC=3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MPhil Mathematics | 4 | 1 | NA | 1 | OBC=2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD History | 2 | 0 | NA | 0 | OBC=2 SC=1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD Mathematics | 3 | NA | NA | 1 | No unfilled seat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD Sociology | 4 | 1 | NA | 0 | UR=1 OBC=4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD Economics | 5 | NA | NA | 1 | No unfilled seat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MPhil CLTS | 3 | NA | NA | 1 | Nil | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD CLTS | 2+1 (against 1 SC) | 0 | NA | 1 | Nil | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD English | 5 | 0 | NA | 3 | 1 SC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MPhil Hindi | 4 | 1 | 0 | 2 | 1 ST | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PhD Human Ecology | 1 | 1 | NA | 1 | 1 SC OBC=3 (1 UR filled –against a possible UR position in future) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Resol. No. | Decision | | | | | | Action Taken |
|------------|--|------------------------|-------------------------|---|---|---|--------------|
| | PhD in Management | 5 | 1 | | 1 | UR=1 | |
| | MPhil WGS | 5 (including 1 PWD) | 2 | NA | 3 | No unfilled seat | |
| | PhD WGS | 5 | 2 | 1 | 2 | 1 applicant (Tajinder Kaur) left the programme after the orientation) 01 unfilled seat | |
| | MPhil Development Practice | 10 | 3 | 2 | 4 | (01 01 unfilled seat | |
| 17.10 | The AC took note of the brief report on the International Activities since the last meeting of the Academic Council. | | | | | | Recorded |
| 17.11 | The AC took note of the constitution of Research Advisory Committee (RAC) for the MPhil / PhD Students, as detailed below: | | | | | | Recorded |
| | | Programme Name | Student Name | Names of RAC members | | | |
| | 1. | MPhil CLTS | Mr Ali Ahsan | Supervisor: Prof. Radha Chakravarty; Internal School member: Dr Shad Naved; external member: Dr Anita Cherlan (SCCE) | | | |
| | 2. | | Ms Arenponla Jamir | Supervisor: Prof. Radha Chakravarty; internal School member: Dr. Shad Naved; external member: Dr Lovitoli Jimo (SHS) | | | |
| | 3. | | Mr Deepak | Supervisor: Dr Shad Naved; internal School member: Prof. Radha Chakravarty; external member: Dr Awadhesh Kumar Tripathi (SUS) | | | |
| | 4. | | Mr Mohammad Irfan | Supervisor: Prof. Radha Chakravarty; internal School member: Dr Shad Naved; external member: Dr Mrityunjay Tripathi (SUS) | | | |
| | 1. | PhD English | J. Imikala Ao | Dr Bhoomika Melling (Supervisor); Dr Amit Singh (SOL); Dr B. R. Alamelu (Assistant Professor, Department of English, Indra Prastha College for Women, DU) | | | |
| | 2. | | Ashutosh Kant Prabhakar | Dr Amit Singh (Supervisor); Dr Diamond Oberoi Vahali (SOL) Dr. Yogesh Sneh (School of Liberal Studies, AUD) | | | |

| Resol. No. | Decision | | | Action Taken |
|------------|----------|-------------------|----------------------|---|
| | 3 | | Hemchandra | Dr Amit Singh (Supervisor); Dr. Kopal Ahlawat (SOL); Prof. Smita T. Jassal (School of Liberal Studies, AUD) |
| | 4. | | Hatchingthem Haokip | Dr Sanju Thomas (Supervisor), Dr Usha Mudiganti (Co-supervisor); Dr Diamond Oberoi Vahali (SOL); Dr Oinam Hemlata Devi (School of Human Ecology, AUD) |
| | 5 | | Veeksha Vagmita | Dr Usha Mudiganti (Supervisor); Dr Diamond Oberoi Vahali (SOL), Prof Rachna Johri (SHS, AUD) |
| | 6. | | Sruti MD | Dr Bodh Prakash (Supervisor); Dr Vikram Singh Thakur (SOL); Dr Anita Cherian (AUD, SCCE) |
| | 7. | | Neha Rana | Dr Diamond Oberoi Vahali (Supervisor); Dr Bodh Prakash (Co-supervisor); Dr Usha Mudiganti (SOL); Dr Shifa Haq (SHS, AUD) |
| | 8. | | Mokshda Manchanda: | Dr Vikram Singh Thakur (Supervisor); Dr Gunjeet Aurora (Co-supervisor); Dr Sanju Thomas (SOL); Dr Anita Cherian (SCCE, AUD) |
| | 1 | MPhil Mathematics | Deepshikha Chaterjee | Prof. Geetha Venkataraman (Convener and Supervisor) SLS, Dr. Balchand Prajapati (Member) SLS, Dr. Ramneek Khassa (Member) SLS, Dr. Jyotirmoy Bhattacharya (Member) SLS, Economics |
| | 2 | | Shalini Rana | Dr. Pranay Goswami (Convener and Supervisor) SLS, Dr. Madul Veer Singh (Co-supervisor and Member) SLS, Dr. Kranti Kumar (Member) SLS, Dr. Anshu Gupta (Member) SBPPSE |
| | 3 | | Shivani Sharma | Dr Kranti Kumar (Convener and Supervisor) SLS, Dr Pranay Goswami (Co-supervisor and Member) SLS, Dr. Madul Veer Singh (Member) SLS, Dr. Anshu Gupta (Member) SBPPSE |
| | 1 | PhD Mathematics | Charu Gupta | Dr. Balchand Prajapati (Convener and Supervisor) SLS, Prof. Geetha Venkataraman (Member) SLS, Dr. Ramneek Khassa (Member) SLS, Dr. Pooja Yadav (Member) Department of Mathematics, Kamala Nehru College, DU |

| Resol. No. | Decision | | | Action Taken |
|------------|--------------------------------|--|--|---|
| 1 | 2 | PhD Hindi (Students of PhD Hindi who have moved from SLS to SOL) | Ragini Sankrit S135DHI01, 2013 batch | Supervisor: Prof. Gopalji Pradhan; Dr. Amit Singh SUS (Member), Dr. Diamond Oberoi Vahali, SOL (Member) |
| | 2. | | Mahendra Prajapati, S145DHI02, 2014 batch | Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Vebhuti Duggal, SCCE (Member) |
| | 3. | | Anant Vijay Paliwal, S145DHI03, 2014 batch | Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Prof. Bodh Prakash, SOL (Member) |
| | 4. | | Nikita Jain, S145DHI04, 2014 batch | Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Mrityunjay Tripathi, SUS (Member) |
| | 5. | | Anita, S145DHI05, 2014 batch | Supervisor : Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Dr. Awadhesh Tripathi, SUS (Member) |
| | 6 | | Sunita, S145DHI06, 2014 batch | Supervisor: Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Prof. Dharendra Datt Dangwal, SLS (Member) |
| | 7. | | Aakansha Bhatt, S165DHI02, 2016 batch | Supervisor Prof Gopalji Pradhan, Prof. Satyaketu Sankrit (Member), Dr Mrityunjay Tripathi, SUS (Member) |
| | 8. | | Nirmal Rani, S165DHI03, 2016 batch | Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Dr. Vaibhav, SUS (member) |
| | 9. | | Sapna S165DHI04, 2016 batch | Supervisor , Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Prof. Sanjay Sharma, SLS (Member) |
| 1. | MPhil Women and Gender Studies | Aakanksha Dcruz (S174CWG01) | Prof. Krishna Menon (Supervisor), Dr. Meenakshi Gopinath (Member), Dr. Rachna Chaudhary (Member) | |
| | | Avni Agarwal (S174CWG02) | Dr. Rachna Chaudhary (Supervisor), Dr. Shilpa Khatri Babbar (Member), Dr. Divya Chopra (Member) | |
| | | Bhanu Priya Gupta (S174CWG03) | Dr. Rachana Johri (Supervisor), Dr. Renu Addlakha (Member), Dr. Rukmini Sen (Member) | |
| | | Chitra Anand (S174CWG04) | Dr. Mary John (Supervisor), Dr. Shivani Kapoor (Member) Dr. Vandana (Member) | |

| Resol. No. | Decision | | | | Action Taken |
|------------|--|--|--------------------------------------|--|-------------------------------|
| | 5. | | Isha Yadav (S174CWG05) | Dr. Bindu K C (Supervisor), Dr. Vebhuti Duggal (Member), Dr. Bindu Menon (Member) | |
| | 6. | | Kanika Tyagi (S174CWG06) | Dr. N. Neetha (Supervisor), Dr. Deepita Chakraborty (Member), Dr. Rukmini Sen (Member) | |
| | 7 | | Ridhi Anupriya Tirkey (S174CWG07) | Dr. Rachna Chaudhary (Supervisor), Dr. N. Neetha (Member), Dr. Deepita Chakraborty (Member) | |
| | 8. | | Shambhavi Sharma (S174CWG08) | Dr. Rukmini Sen (Supervisor), Dr. Mrinal Satish (Member), Dr. Niharika Banerjee (Member) | |
| | 9 | | Shrutika Lakshmi (S174CWG09) | Prof. Krishna Menon (Supervisor), Prof. Sumangala Damodaran (Member), Prof. Rachana Johri (Member) | |
| 17.12 | The AC took note of the inclusion of Dr. Moggallan Bharti as a member of the Research Studies Committee of School of Development Studies and also in the panel of supervisor for supervising PhD students. | | | | Recorded |
| 17.13 | The AC resolved to adopt the UGC Regulations on minimum qualifications for appointment of Teachers and Other Academic Staff in Universities and Colleges and measures for the maintenance of standards in Higher Education 2018. Suitable amendment to the existing statutes/ ordinances related to appointment of Teachers and Other Academic Staff in Universities and Colleges and measures for the maintenance of standards in Higher Education in this regard will be made accordingly. | | | | Recorded and adopted |
| 17.14 | The AC took note of the fee structure for the Academic Year 2019-20. | | | | Recorded and Implemented |
| | Any other items with the permission of the Chair | | | | |
| 17.15 | The AC took note of the proposal for admission of Foreign Students to Degree Programmes of AUD The AC further noted that under this category, 15% seats shall be made available over and above the regular seats of the normal admission cohort to each academic programme in admission to any programme (undergraduate and postgraduate). The structure of tuition fees shall be: (i) For all undergraduate programmes: equivalent of USD (\$ 1500 per year (2 semesters). | | | | Recorded and action initiated |

| Resol. No. | Decision | Action Taken | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------|---|-----------------|-----------|-----------------|----|----------------------------------|----|----|--------------------------------|----|----|----------------------------|----|----|------------------------------------|----|----|-------------------------|---|----|----------|---|----|------------|---|----|-------------|---|----|-----------|---|-----|----------------|---|-----|-------------------|---|-----|-----------------|---|-----|---------------|----|-----|-------------|---|-----|---------------|---|-----|---------------|----|-----|---------------|----|-----|-------------------|----|--------------------------|
| | <p>(ii) For postgraduate programmes: equivalent of USD 2000 per year (2 semesters) → USD 4000 for 2-year Master's programmes and USD 6000 for 3-year Master's programmes.</p> <p>(iii) For MPhil and PhD scholars: equivalent of USD 2000 per year (2 semesters) inclusive of the post-coursework period of registration.</p> <p>(iv) In addition, a non-refundable registration fee equivalent of USD 200 is charged upon provisional registration at the time that annual fees are paid.</p> <p>(v) Some AUD programmes charge Indian students <i>fees in addition to tuition</i> for materials (MDes (Social Design) or fees for clinical engagement-practicum (MPhil Psychotherapy). The additional fee in such Programmes shall be charged as recommended by the schools concerned from time to time.</p> <p>After due deliberations, AC resolved to approve the proposal for admission of Foreign Students to Degree Programmes of AUD.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17.16 | <p>Resolved to approve the recommendation of Standing Committee Research (SCR) detailed as under on the number of seats to be filled in the MPhil and PhD Programmes in the Monsoon Semester 2019:</p> <table border="1" data-bbox="329 1232 1207 1848"> <thead> <tr> <th>S.No.</th> <th>Programme</th> <th>Number of Seats</th> </tr> </thead> <tbody> <tr><td>1.</td><td>MPhil Women's and Gender Studies</td><td>10</td></tr> <tr><td>2.</td><td>PhD Women's and Gender Studies</td><td>10</td></tr> <tr><td>3.</td><td>MPhil Development Practice</td><td>10</td></tr> <tr><td>4.</td><td>MPhil Psychoanalytic Psychotherapy</td><td>15</td></tr> <tr><td>5.</td><td>PhD Development Studies</td><td>6</td></tr> <tr><td>6.</td><td>PhD CLTS</td><td>4</td></tr> <tr><td>7.</td><td>MPhil CLTS</td><td>4</td></tr> <tr><td>8.</td><td>PhD English</td><td>9</td></tr> <tr><td>9.</td><td>PhD Hindi</td><td>6</td></tr> <tr><td>10.</td><td>PhD Management</td><td>8</td></tr> <tr><td>11.</td><td>MPhil Mathematics</td><td>8</td></tr> <tr><td>12.</td><td>PhD Mathematics</td><td>4</td></tr> <tr><td>13.</td><td>MPhil History</td><td>10</td></tr> <tr><td>14.</td><td>PhD History</td><td>5</td></tr> <tr><td>15.</td><td>PhD Economics</td><td>6</td></tr> <tr><td>16.</td><td>PhD Sociology</td><td>10</td></tr> <tr><td>17.</td><td>PhD Education</td><td>10</td></tr> <tr><td>18.</td><td>PhD Human Ecology</td><td>10</td></tr> </tbody> </table> | S.No. | Programme | Number of Seats | 1. | MPhil Women's and Gender Studies | 10 | 2. | PhD Women's and Gender Studies | 10 | 3. | MPhil Development Practice | 10 | 4. | MPhil Psychoanalytic Psychotherapy | 15 | 5. | PhD Development Studies | 6 | 6. | PhD CLTS | 4 | 7. | MPhil CLTS | 4 | 8. | PhD English | 9 | 9. | PhD Hindi | 6 | 10. | PhD Management | 8 | 11. | MPhil Mathematics | 8 | 12. | PhD Mathematics | 4 | 13. | MPhil History | 10 | 14. | PhD History | 5 | 15. | PhD Economics | 6 | 16. | PhD Sociology | 10 | 17. | PhD Education | 10 | 18. | PhD Human Ecology | 10 | Recorded and implemented |
| S.No. | Programme | Number of Seats | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | MPhil Women's and Gender Studies | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | PhD Women's and Gender Studies | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | MPhil Development Practice | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | MPhil Psychoanalytic Psychotherapy | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | PhD Development Studies | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | PhD CLTS | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. | MPhil CLTS | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | PhD English | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | PhD Hindi | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | PhD Management | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. | MPhil Mathematics | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. | PhD Mathematics | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. | MPhil History | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | PhD History | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. | PhD Economics | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16. | PhD Sociology | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17. | PhD Education | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18. | PhD Human Ecology | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

School of Vocational Studies (SVS)

Item No.1/ SCPVCE: To deliberate the student progression and promotion policy for BVoc Programme

Background Note on Rules of Promotion and Progression in BVoc programmes

I. Programmes in SVS: The SVS currently has 3 BVoc programmes in-

- i. Retail Management (RM)
- ii. Tourism and Hospitality (T&H)
- iii. Early Childhood Centre Management and Entrepreneurship (ECCME).

The above programmes have been designed and developed on the basis of the norms and guidelines prescribed by the UGC and the National Skill Qualification Framework (NSQF). Each of these programmes consists of three components, namely,

1. Skill Courses (Theory and Practical),
2. Industrial Training (IT)/On-the-job-training (OJT)/ Field based Internship (FBI)
3. General Education Component (GEC).

Table No.1: Shows the detail of credits each semester in the three BVoc Programmes:

| Component | Sem. 1 Credits | Sem.2 Credits | Sem. 3 Credits | Sem.4 Credits | Sem. 5 Credits | Sem.6 Credits | Total credits |
|---|-------------------|------------------|-------------------|------------------|-------------------|------------------|------------------|
| Tourism & Hospitality (T&H) | | | | | | | |
| Skill Theory | 13 | 13 | 12 | 00 | 12 | 00 | 50 |
| GEC | 12 | 12 | 13 | 11* | 13 | 11* | 72 |
| OJT/FBI | 05 | 05 | 00 | 24 | 00 | 24 | 58 |
| Total | 30 | 30 | 25 | 35 | 25 | 35 | 180 |
| Retail Management (RM) | | | | | | | |
| Skill Theory | 10 | 10 | 10 | 10 | 10 | 10 | 60 |
| GEC | 12 | 12 | 13 | 11 | 13 | 11 | 72 |
| OJT/FBI | 08 | 08 | 08 | 08 | 08 | 08 | 48 |
| Total | 30 | 30 | 31 | 29 | 31 | 29 | 180 |
| Early Childhood Centre Management and Entrepreneurship (ECCME) | | | | | | | |
| Skill Theory | 11 | 11 | 11 | 11 | 11 | 11 | 66 |
| GEC | 12 | 12 | 13 | 11 | 13 | 11 | 72 |
| OJT/FBI | 07 | 07 | 07 | 07 | 07 | 07 | 42 |
| Total | 30 | 30 | 31 | 29 | 31 | 29 | 180 |

*T&H students will complete the GEC courses for semester 4 and semester 6 during the 3rd and 5th semester respectively as they will go for full semester OJT during 4th & 6th Semester.

The parameters and the outlines of the first two components are customised keeping in cognisance the Job Roles as identified by the concerned Sector Skill Council. As future practitioners, students of these programmes are required to secure the required grades based on which they will be certified for the courses of the programme. Moreover, there will be a third party assessment system undertaken by the relevant industry body i.e. Sector Skill Council (SSC).

There are no elective courses till the 3rd semester in the BVoc programmes. All the courses offered are developed as per the requirements of the identified and assigned job roles in each of the vertical and thus mandatory for all students.

II. Multiple Entry and Exit Points

BVoc provides multiple entry and multiple exit options to the students. There are four exit points/levels in the 3 year BVoc programmes in Tourism & Hospitality Management and Retail Management and three exit points/levels in Early Childhood Centre Management and Entrepreneurship (ECCME).

Table No.2: Different exit points during the 3 year Bvoc programme

| Exit point/level | Qualification Awarded by AUD | NSQF Level to be certified by Thrd Party | Programmes |
|------------------|------------------------------|--|---|
| Semester-1 | Certificate | 4 | 1. Tourism & Hospitality 2. Retail Management 3. No exit option for ECCME |
| Semester-2 | Diploma | 5 | 1. Tourism & Hospitality 2. Retail Management 3. Early Childhood Centre Management & Entrepreneurship |
| Semester-4 | Advanced-Diploma | 6 | 1. Tourism & Hospitality 2. Retail Management 3. Early Childhood Centre Management & Entrepreneurship |
| Semester-6 | B.Voc. Degree | 7 | 1. Tourism & Hospitality 2. Retail Management 3. Early Childhood Centre Management & Entrepreneurship |

48
16

III. BVoc Vs. Other UG Programmes:

The BVoc programmes offered at SVS differ from other UG programmes of AUD in the following ways:

- (i) The credit weightage and the programme structure is based on external agencies such as the UGC and the National Skill Qualification Framework (NSQF)
- (ii) There are multiple exit and entry levels in the BVoc programmes
- (iii) The BVoc programmes have a bigger credit load (30 credits per semester) as compared to most other programmes (16-18 credits) of the university.
- (iv) About one-third of the programme credits are allocated to Industrial Training (IT)/On the job Training (OJT)/ Field Based Internship (FBI) during which students are placed with the industry/field for skill training. The OJT/IT/FBI spans over nearly half of the semester time.
- (v) The skill components of the identified job roles are assessed and certified by Third Party (external), as prescribed by UGC

Based on the above context, SVS has adapted the AUD Assessment Policy, with respect to the student progression and promotion rules, to suit the unique features of the programmes that are different from other UG programmes of AUD. The Student Promotion and Progression Policy is appended herewith.

Student Promotion and Progression Policy for BVoc programmes

The Rules for student promotion and progression defined in this document will apply to all students enrolled in any of the BVoc Programmes.

1. Rules for Promotion:

- a. It is mandatory that if a student decides to exit at any duly specified level [namely Certificate, Diploma, Advanced Diploma or Degree] s/he must have to secure the minimum passing grade of C+ (C Plus) in all the required theory courses at that level (skill courses and GEC) and a passing grade of B- (B Minus) in OJT/ITⁱ/FBI.
- b. Not passing the Industry Training (IT)/ On the job Training (OJT)/Field Based Internship (FBI) will be considered as having failed the semester, and will not be promoted to the next semester even if the student have passed all other courses, including the first semesterⁱⁱ. A student must complete the mandatory days/hours of the IT/OJT/FBI and secure the minimum passing grade of B- (B Minus) in each semester (or wherever applicable) in order to be

promoted to the next level or to successfully exit at any of the levels in the BVoc programme.

- c. For students who are not able to complete the mandatory OJT/IT/FBI during the prescribed duration of the semester, some additional days would be permitted during the vacation to complete it. For example during the Monsoon semester students will be permitted to complete the OJT/IT/FBI till the 31st of December. Likewise, in the Winter semester students will be permitted to complete the OJT/IT/FBI by 30th of June. After these dates no extension would be permitted in the semester, unless there was a delay in starting the OJT/IT/FBI due to unavoidable circumstances. In such cases the School may extend the dates as decided by the School. Failing to complete the OJT/IT/FBI even after the extension will be considered as Failed. Student(s) who failed the OJT/IT/FBI will have to spend an idle semester/semester break and complete the mandatory OJT/IT/FBI to be eligible for promotion to the next level.
- d. Considering the heavy credits each semester in BVoc programmes, students will be allowed to carry forward 6 credits of the courses (skill theory and GEC combined) to the next semester. However, in semester 3 and semester 5, students of Tourism & Hospitality will be allowed to carry forward upto 8 credits to semester 4 and semester 6 respectively.

- I. Promotion from semester 1 to semester 2 (NSQF level-5): To be promoted from Certificate to Diploma a student must have passed the skill practical/ and the Industry Training component and should have secured the following minimum credits^{min} in the theory courses (skill courses and GEC) in Semester 1.

Table No.3: Minimum Credits for Promotion from Semester 1 to Semester 2

| Programme | Semester 1 to Semester 2 | Minimum passing credits in both skill theory courses and GEC combined in Semester 1 |
|--|--------------------------|---|
| Retail Management | Semester 1 to Semester 2 | 16 credits |
| Tourism and Hospitality | Semester 1 to Semester 2 | 19 credits |
| Early Childhood Centre Management & Entrepreneurship | Semester 1 to Semester 2 | 15 credits No exit option in Semester 1 in ECCME |

Note: The credit weightage for the industrial training (IT)/OJT/FBI varies from programme to programme.

- II. Promotion from semester 2 to semester 3: To be promoted from Year 1 to Year 2 or Semester 2 to Semester 3, a student must have passed the skill practical/ and the

IT component and should have secured the following minimum credits in the theory courses (skill courses and GEC) in Semester 2 of Year 1.

Table No. 4: Minimum Credits for Promotion from Sem 2 to Sem 3

| Programme | Semester 2 to Semester 3 | Minimum passing credits in both skill theory courses and GEC combined in Semester 2 |
|--|--------------------------|---|
| Retail Management | Semester 2 to Semester 3 | 16 credits |
| Tourism and Hospitality | Semester 2 to Semester 3 | 19 credits |
| Early Childhood Centre Management & Entrepreneurship | Semester 2 to Semester 3 | 17 credits |

III Promotion from semester 3 to semester 4 (NSQF level-6): To be promoted from semester 3 to semester 4, a students must have passed the required IT of semester 3 and should have secured the following minimum credits in the theory courses (skill courses and GEC) in Semester 3.

Table No. 5: Minimum Credits for Promotion from Sem 3 to Sem 4

| Programme | Semester 3 to Semester 4 | Minimum passing credits in both skill theory courses and GEC combined in Semester 3 |
|--|--------------------------|---|
| Retail Management | Semester 3 to Semester 4 | 16 credits |
| Tourism and Hospitality | Semester 3 to Semester 4 | 28 credits* |
| Early Childhood Centre Management & Entrepreneurship | Semester 3 to Semester 4 | 15 Credits |

*Students of Tourism and Hospitality will have skill theory (12 credits) and GEC (12+12=24 credits) a total of 36 credits courses in semester 3.

IV. Promotion from semester 4 to semester 5: To be promoted from Year 2 to Year 3 (Advanced Diploma to Degree) or Semester 4 to Semester 5, a student must have passed in all the OJT of Year 2 and should have secured the following minimum credits of the theory courses (skill courses and GEC) in Semester 4 of Year 2.

Table No. 6: Minimum Credits for Promotion from sem 4 to sem 5

| Programme | Semester 4 to Semester 5 | Minimum passing credits in both skill theory courses and GEC combined Semester 4 |
|--|--------------------------|--|
| Retail Management | Semester 4 to Semester 5 | 16 credits |
| Tourism and Hospitality | Semester 4 to Semester 5 | 24 credits of OJT/IT* |
| Early Childhood Centre Management & Entrepreneurship | Semester 4 to Semester 5 | 15 credits |

*Tourism and Hospitality students will undergo full semester of OJT/IT (24 credits) in semester 4.

- V. Promotion from semester-5 to semester 6 (NSQF level-7): To be promoted from Semester 5 to Semester 6, a student must have passed all the required IT of semester 5 and should have secured the following minimum credits in the theory courses (skill courses and GEC) in Semester 5 of Year 3.

Table No. 7: Minimum Credits for Promotion from Sem 5 to Sem 6

| Programme | Semester 5 to Semester 6 | Minimum passing credits in both skill theory courses and GEC combined Semester 4 |
|--|--------------------------|--|
| Retail Management | Semester 5 to Semester 6 | 16 credits |
| Tourism and Hospitality | Semester 5 to Semester 6 | 28 credits * |
| Early Childhood Centre Management & Entrepreneurship | Semester 5 to Semester 6 | 15 credits |

*Students of Tourism and Hospitality will have skill theory (12 credits) and GEC (12+12=24 credits) a total of 36 credits courses in semester 5.

To be awarded the BVoc Degree, a student must have secured the minimum passing grade of C+ (C Plus) in all the required theory courses (skill courses and GEC) and the passing grade of B- (B Minus) in IT. Therefore, s/he should have secured a total of 180 credits as per requirement.

6
100 52

2. Partial Repeat

- a. A student, who does not secure the minimum passing grade (C+) in a theory course(s) in a semester, will be given an opportunity to undergo a Partial Repeat (PR) assessment. PR will be allowed for students who have scored a grade of C only and C- (C Minus*). The PR is only permissible in the theory courses both in Skill and GEC. There will be no provision for PR in any of the workshop course. The PR will allow a student to improve only upto 40% of the final course grades. The Partial Repeat assessment will be conducted in the first week of the subsequent semester
- b. A student, if unable to secure B- (B Minus) in the industrial training/internship (IT)/OJT/FBI, s/he will be required to repeat the whole IT/OJT/FBI in the subsequent semester(s) within the maximum time limit prescribed for the programme.

3. Attendance requirement and Grade Cuts

The BVoc programmes are professional programmes which are not totally theoretical in its structure or emphasis. All BVoc programmes have a huge component of credits allocated to practical sessions and hands on learning both on campus and in the industry/field sites. Students are expected to be present and participate 100% in the teaching-learning activities during the semester. However, if a student's attendance is below 75%, penalties will be levied in the form of grade cuts and other suitable measures as deem fit by the school. The grade cut will be on the overall course grade and not a particular assignment/assessment.

- a. There will be one grade cut in a course(s) for those students whose attendance is less than 75%/but have 65% of attendance.
- b. There will be two grade cuts in a course(s) for those student(s) whose attendance is below 65%
- c. Those whose attendance is less than 50% attendance will not be promoted irrespective of their grades in the course(s).
- d. There will be some relaxation in case of medical exigencies. However, medical concession will not exceed more than 1/3rd of the total classes conducted in a particular course in the semester. Application for concession of attendance on medical ground will have to be submitted to the concerned Programme Manager within 15 days of joining the class with all relevant medical documents in support of the concession.

- e. For any other exigency related to shortage of the minimum attendance requirement, the School will consider on case to case basis.
4. **Carry forward of credits to the next semester**
In addition to the already stated condition for promotion, the school may allow a student as a special case to carry forward up to 8 credits worth of the courses with less than the minimum passing grade of C+ (C Plus) in the skill/ GEC theory courses from one semester to the next semester provided they fulfil the minimum attendance requirement of 75%. For this a student does not need to attend the classes of those course(s) but take the regular assessments/assignments/tests as and whenever the course(s) are offered.
5. **Failure**
In case a student is unable to secure the minimum credits as shown in the tables of promotion in each semester/year (including the Practical), even after the PR assessment in theory courses, s/he will have to repeat the same course(s) in the next cycle whenever that/those particular course(s) is/are offered. A student will not be promoted to the next semester/level if s/he has more than 4/8 credits of courses in which s/he is not able to score the minimum grade of C+ (C plus).
6. **Cumulative Grade Point Average Requirement**
The minimum CGA required for successful completion of all programmes in SVS is 4 (C Plus) in all the Theory Courses and 5 (B-) in the OJT/IT/FBI component.
7. **Multiple Entry**
As per the UGC guidelines the BVoc programmes will offer students the possibilities of multiple entries at various levels. These multiple entries will be at the Diploma, Advanced-Diploma and for BVoc degree level. Entry at various levels will be provided on two criteria: (i) The first criteria will be based on examination/test of Recognition of Prior Learning (RPL) for those without a recognised certification. (ii) The second criteria are for those candidates who already have a formal Certificate / Diploma / Advanced Diploma from a recognised institution in the same vertical. At each of the entry level at Diploma/Advanced Diploma or degree level, a total of 15% seats will be kept in addition to the sanction seats for availing the Multi-Entry scheme. However, the final decision to offer or not to offer this possibility at each semester will be with the School depending on availability of the required infrastructure for all the admitted students.

8. **Provision for Grade Improvement of course(s)**

A student can apply for improving his/her course grades. This is applicable for those Theory course(s) only in which a student has passed the course(s). A maximum up to 1/8th of the total Theory courses can be improved whenever those courses are offered. The later grades will be accepted irrespective of whether it increases or decreases. A student will have to submit all the assessments and tests/exams that are conducted by the teacher. However, for improving the course Grades, no attendance is required. This provision is not there for Workshop courses/Practical/OJT/IT/FBI courses credits.

9. **Span Period**

(a) Student who have not taken an exit in between the programme are expected to finish the BVoc programme within the span of 5 years after being admitted to the BVoc programme.

(b) In case a student exit in between during the three year BVoc programme to work in the industry s/he will be given a maximum 6 years to complete the BVoc degree programme. In such cases the candidate(s) will have to pay the fees as per the latest amount been collected from the students. In addition to the credit fees an amount equal to that of one credit fees will be collected towards development fund of the School.

10. **Rules for Exit.**

The BVoc programme structure allows students the possibility of multiple exits at the Certificate, Diploma, Advanced-Diploma or Degree level. A student must apply to the Dean, SVS through the respective Programme Manager for availing of the exit option within two weeks after declaration of semester results.

(a). To exit from the BVoc programme after the first semester with a Certificate a student must have secured the minimum passing grade of C+ (C Plus) in all the required theory courses at that level (skill courses and GEC) and the passing grade of B- (B Minus) in OJT/IT/FBI, thereby securing the required total 30 credits.

(b). To exit from the BVoc programme after the second semester with a Diploma, a student must have secured the minimum passing grade of C+ (C Plus) in all the required theory courses at that level (skill courses and GEC) and the passing grade of B- (B Minus) in OJT/IT/FBI, thereby securing the required total of 60 credits.

(c). To exit from the BVoc programme after the fourth semester with an Advanced-Diploma, a student must have secured the minimum passing grade of C+ (C Plus) in all the required theory courses at that level (skill courses and GEC) and the passing

grade of B- (B Minus) in OJT/IT/FBI, thereby securing the required total of 120 credits.

(d). To exit from the BVoc programme after the sixth semester with a BVoc Degree, a student must have secured the minimum passing grade of C+ (C Plus) in all the required theory courses at that level (skill courses and GEC) and the passing grade of B- (B Minus) in OJT/IT/FBI, thereby securing the required total of 180 credits.

(e). For student(s) failing in the final semester (6th semester), the concern faculty if willing can help student to complete during the summer break.

¹ Passing grade for Industry Training (IT) On the Job training (OJT) /Field Based Internship (FBI) to be B- (B Minus) was recommended by the Academic Council during the meeting on 12th February 2018.

² This is a deviation from the Assessment Policy of the University. This was kept because there is an exit policy for some of the programmes even after semester 1. This was approved by the Academic Council during the meeting on 12th February 2018.

³ This is a deviation from the Assessment Policy of the University. There is no automatic promotion from odd semester to the even semester as there is exit possibility after semester 1 for two of the BVoc programmes currently offered in SVS. The promotion credits are also slightly higher than the 1/2 credit requirement and is based on the fact that students may not be able to carry forward more than 6 to 8 credits to the next semester.

Nikhil Singh Charak


Fariba Siddiqui


Aakush Asthor


Bhaskar Nair


Harsh Kapoor


Akha Kapuru Mao

Item No.2/ SCPVCE: Revision in credits weightage in 3 courses, changing of workshop course into theory course in semester 5, addition of new workshop course in semester 5 of BVoc ECCME Programme

In consultation with the ECCME expert committee and the field experts, the following changes have been proposed in the structure of BVoc ECCME curriculum outline.

1. Revised credit of internship:

In BVoc ECCME programme, the credit allotted to the internship was more than the other two verticals of the same school. This heavy load demanded rigorous and prolonged internships at the field site. It was decided by course designing team and SVS team that all courses should have internship of 7-credits so that uniformity is maintained

2. Revised credits of 3 courses:

The credit load of the following courses have to be increased keeping in mind the time required to understand the content progression. The following courses were passed in first BOS meeting in March 2017 but the facilitator and course coordinators felt the need to increase the credit weightage of the three courses, as this content is crucial for the specific job role.

| Semester | Course | Old Credit | Revised credit |
|------------|---|------------|----------------|
| Semester 1 | SVSIEC102: Child Care, Development and Well Being | 2 | 4 |
| Semester 3 | SVSIEC301: Promoting Early Language, Literacy and Numeracy | 2 | 4 |
| Semester 4 | SVSIEC401: Observing Young Children in a Child Care Setting | 2 | 4 |

3. Changing a workshop course into theory course in semester-5:

Marketing is an important area for BVoc ECCME students as they are the future entrepreneurs and needs skills to make childcare business grow and succeed. The marketing course was proposed as the 'workshop' course in the 4th BOS held on 20th December 2018 but seeing its demand in the field and also the curriculum design team felt the need to give more credit weightage to this course. As this course will make BVoc ECCME students' stand out from other early childhood professionals and will be empowering for them.

4. Addition of a new workshop course in semester-5: As the programme is about entrepreneurship in early childhood field, the experts felt a need to have separate course on 'Diverse Early Child Care Models'. This 1-credit workshop course will be introduced in the semester-5 to prepare students for the role of centre head/entrepreneurship. It will compliment the theory course "Early Childhood Care Services and Systems: Models and Approaches" which will be offered in semester-5

In this view, the credits for few of the theory courses and internships are revised as mentioned in the programme structure of BVoc ECCME .

The complete programme structure of BVoc ECCME is:

| S. N. | BVoc: Early Childhood Centre Management and Entrepreneurship (ECCME) | | Old credit | Proposed new credits |
|-------------------|--|--|--------------|----------------------|
| Semester-1 | | | | |
| 1. | Skill Component Theory | SVSIEC101: Early Childhood and Child Care Services in India | 2 | 2 |
| 2. | | SVSIEC102: Child Care, Development and Well Being | 2 | 2 |

| | | | | |
|----|----------------------------|--|--------------|--------------|
| 3. | | SVS1EC103: Health and Nutrition in the Early Years | 2 | 2 |
| | | Total | 6 | 8 |
| | | Skill Component: Workshops | | |
| 4. | Skill Component: Workshops | SVS1EC104: Self Development and Entrepreneurship | 1 | 1 |
| 5. | | SVS1EC105: Care of the Young Child | 1 | 1 |
| 6. | | SVS1EC106: Health and Nutrition | 1 | 1 |
| | | Total | 3 | 3 |
| | | Internship | | |
| 7. | Skill component: Practical | SVS1EC107: Internship | 9 | 7 |
| | | Total | 9 | 7 |
| | | Skill Component Total | 18 | 18 |
| | | Semester – 1 Total | 30 | 30 |
| | | Semester-2 | | |
| 1. | Skill Component: Theory | SVS1EC201: Play, Learning and Development | 2 | 2 |
| 2. | | SVS1EC202: Early Stimulation and Early Intervention | 2 | 2 |
| 3. | | SVS1EC203: Building Partnerships with Parents | 2 | 2 |
| 4. | | SVS1EC204: Child Protection and Child Rights | 2 | 2 |
| | | Total | 8 | 8 |
| | | Skill component workshops | | |
| 5. | Skill component: Workshops | SVS1EC205: Material Development for Enhancing Play of Young Children | 1 | 1 |
| | | SVS1EC206: Storytelling and Shared Reading | 1 | 1 |
| | | SVS1EC207: Play and Engagement with Children | 1 | 1 |
| | | Total | 3 | 3 |
| 6. | Skill component: Practical | SVS1EC208: Internship | 7 | 7 |
| | | Total | 7 | 7 |
| | | Skill Component Total | 18 | 18 |
| | | Semester – 2 Total | 30 | 30 |
| | | Semester 3 | | |
| 1. | Skill Component: Theory | SVS1EC301: Promoting Early Language, Literacy and Numeracy | 2 | 2 |
| 2. | | SVS1EC302: Planning a Programme for Day Care | 2 | 2 |
| 3. | | SVS1EC303: Developing Young Children's Creativity | 2 | 2 |

| | | | | |
|-------------------|------------------------------|--|-----------|-----------|
| | | Total | 6 | 8 |
| | | Skill component workshops | | |
| 4. | Skill Component: Workshops | SVS1EC304: Creativity and Expression in the Early Years | 1 | 1 |
| 5. | | SVS1EC305: Conversations with Young Children | 1 | 1 |
| 6. | | SVS1EC306: Planning Early Language, Literacy and Numeracy Activities | 1 | 1 |
| | | Total | 3 | 3 |
| 7. | Skill Component: Practical | SVS1EC307: Internship | 9 | 7 |
| | | Total | 9 | 7 |
| | | Skill Component Total | 18 | 18 |
| | | Semester - 3 Total | 30 | 30 |
| Semester-4 | | | | |
| 1. | Skill Component Theory | SVS1EC401: Observing Young Children in a Child Care Centre | 2 | 2 |
| 2. | | SVS1EC402: Addressing Diversity and Inclusion in a Day Care Centre | 2 | 2 |
| 3. | | SVS1EC403: Providing Care to School Age Children | 2 | 2 |
| | | Total | 6 | 8 |
| | | Skill Component workshops | | |
| 4. | Skill Component Workshops | SVS1EC404: Developing the 'Professional' Self | 1 | 1 |
| 5. | | SVS1EC405: Planning for an Inclusive Setting | 1 | 1 |
| | | SVS1EC406: Activities for Children in After School Programme | 1 | 1 |
| | | Total | 3 | 3 |
| 6. | Skill component Practical | SVS1EC407: Internship | 9 | 7 |
| | | Total | 9 | 7 |
| | | Skill Component Total | 18 | 18 |
| | | Semester - 4 Total | 30 | 30 |
| Semester-5 | | | | |
| 1. | Skill Component (SEC) Theory | SVS1EC501 Inclusive Early Childhood Centre: Design and Setup | 2 | 2 |
| 2. | | SVS1EC502 Early Childhood Care Services and Systems: Models and Approaches | 2 | 2 |
| 3. | | SVS1EC503 Understanding Children's Social Emotional Worlds | 2 | 2 |

| | | | | |
|-------------------|----------------------------------|---|----|----|
| 4 | | SVS1EC504 Marketing of an Early childcare centre ¹ | - | 2 |
| | | Total | 6 | 8 |
| 5. | Skill component workshops | SVS1EC505 Designing an Inclusive Centre | 1 | 1 |
| 6. | | SVS1EC506 Diverse Early Child Care Models ² | 2 | 1 |
| 7. | | SVS1EC507 Socio-Emotional Needs in Childhood years | 1 | 1 |
| | | Total | 3 | 3 |
| 8. | Skill component: Practical | SVS1EC508 Internship | 9 | 7 |
| | | Total | 9 | 7 |
| | | Skill Component Total | 18 | 18 |
| | | Semester - 5 Total | 30 | 30 |
| Semester-6 | | | | |
| 1. | Skill Component (SEC): Theory | SVS1EC601 Management of a Day care centre | 2 | 2 |
| 2. | | SVS1EC602 Finance and Record Keeping ³ | 2 | 2 |
| 3. | | SVS1EC603 Leadership and Mentoring | 2 | 2 |
| | | Total | 6 | 8 |
| 4. | Skill component: Workshops | SVS1EC604 Management of a centre ⁴ | 1 | 1 |
| 5. | | SVS1EC605 Workshops by entrepreneurs ⁵ | 2 | 1 |
| 6. | | SVS1EC606 Organizing events at the day care centre | 1 | 1 |
| | | Total | 3 | 3 |
| 7. | | SVS1EC607 Internship | 8 | 7 |
| | | Total | 8 | 7 |
| | | Skill Component Total | 18 | 18 |
| | | Semester - 6 Total | 30 | 30 |

¹ Subject to change as per the expert committee suggestions

Annexure 1: Course Outline - Child Care, Development and Well Being (Semester-1)

Annexure 2: Course Outline - Promoting Early Language, Literacy and Numeracy (Semester-3)

Annexure 3: Course Outline - Observing Young Children in a Child Care Setting (Semester-4)

Annexure 4: Course Outline - Marketing of an Early childcare centre (Semester-5)

Annexure 5: Course Outline - Diverse Early Child Care Models (Semester-5)

Triha
Course Coordinator (ECCME)

Usha
Dean (SVS)

¹ In semester-5, this course will be introduced as a theory course. Earlier it was proposed as workshop course and was approved by 4th BOS held on 20th December 2018

² This is a new workshop course. It will complement the theory course "Early Childhood Care Services and Systems: Models and Approaches"

14 60
802

Annexure-I
Ambedkar University Delhi
Revised Course
(To be approved by the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Vocational Studies/Centre for Early Childhood Education and Development |
| Programme(s) | BVoc (Early Childhood Centre Management and Entrepreneurship) |
| Course title | Child Care, Development and Well Being |
| Course code | SVS1EC102 |
| Credits | 4 Credits |
| Course type(core/compulsory/optional/any other – please specify) | Compulsory |
| Level (Pre-doctoral/MA/PG Diploma /Certificate/UG) | UG |
| Proposed date of launch | Monsoon 2019, Semester-1 |
| Course coordinator and team | Sunita Singh and Fariha Siddiqui |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course connects to the "Early childhood and child care services in India" course to be offered in Semester 1 of BVoc (Early Childhood Centre Management and Entrepreneurship) programme. This course builds on the knowledge of childhood in varied socio-cultural contexts and discusses the development of children in the early years. It also focuses on child care practices to be followed by early childhood professionals to ensure well the being of children in varied child care settings.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify): None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

21

61

06

5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The vision of AUD is to bridge social inequities and prepare informed professionals who may work with marginalized sections of the society. This course will equip students with the requisite knowledge and skills to be able to provide for care and wellbeing of children in diverse child care settings such as day care centres, shelter homes, children's homes, adoption agencies, anganwadis, etc.

6. How does the course link with the specific programme(s) where it is being offered? This is core course in semester one of the BVoc programme (ECCME).

7. Course Details:

a. Summary:

This interdisciplinary course draws from child development, psychology and nursing. The course focuses on the overall development, care and wellbeing of children from infancy up to middle childhood years emphasizing upon the significance of consistent and responsive caregiving during early years. The course begins with the basic concepts of 'child development', stages and domains of development, developmental milestones and principles of development. Theoretical perspectives related to the children's development in the cognitive and socio-emotional domains are also discussed. The development of children in physical, motor, cognitive, language and socio-emotional domains and various methods of studying children's development are described. The course discusses the concepts and components of 'care' and 'wellbeing' such as physical, psychological, and spiritual and the factors influencing the wellbeing of children.

b. Objectives:

The specific objectives of the course are:

- i. To introduce the basic concepts and principles of 'child development'.
- ii. To describe the development of children in different domains in the early years of life.
- iii. To describe concepts of 'care' and, 'wellbeing' and factors influencing wellbeing of children across contexts.
- iv. To emphasize the importance of consistent and responsive care-giving in the early years.
- v. To develop an understanding of and skills of child care from infancy up to middle childhood years.
- vi. To sensitize students to the varied needs of children in different contexts and develop an understanding of working with them.

c. Learning Outcomes

After completing the course, students will be able to

- Design activities for different domains of development
- Identify the developmental milestones of children
- Monitor growth and development of children using various tools.
- Know strategies for responsive care giving in the early years

- Create activities for the optimal development of children in the early years.
- Identify roles and responsibilities of the caregivers in the early childhood care settings

- Learn skills, roles and responsibilities of caregivers

- Identify and develop indicators for planning and monitoring of activities as per the needs of the children

- Establish routines and schedules for children in day care setting.

d. Overall structure:

The course is divided into three modules. The first module introduces students to the basic concepts of child development such as principles of development, stages and domains of development, developmental milestones, critical and sensitive periods in development and the significance of early years in the holistic development of children. The theoretical perspectives related to child development by Piaget, Vygotsky, Freud, Erikson, Bowlby and Bronfenbrenner, especially the cognitive and socio-emotional domains are discussed. The second module focuses on the development of children across domains such as physical, motor, cognitive, language and socio-emotional in the early years. The third module discusses the concepts of 'care', 'wellbeing' and 'quality of life', components of 'care' and 'wellbeing', factors influencing wellbeing of children and the responsibilities of the caregivers in the child care settings. It also describes the care of children during infancy, early and middle childhood years respectively.

e. Course contents detailed in (a) week-wise format (Tentative): Module-wise format

Module 1: Basic ideas in child development

The unit begins by describing the basic concepts such as child development, difference between growth and development, principles of development, stages and domains of development, developmental milestones, critical and sensitive periods in development and the significance of early years in the holistic development of children. Factors influencing the development of children across contexts will be discussed in detail. The theoretical perspectives given by Piaget, Vygotsky, Freud, Erikson, Bowlby and Bronfenbrenner related to children's development in cognitive and socio-emotional domains will also be described. Methods of studying children's development will also be discussed.

| Module | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|--------|---|--|--|---------------------|--------------------|
| 1.1 | Introduction to child development | <ul style="list-style-type: none"> - Difference between growth and development - Principles of development - Familiarization with the course structure, schedule, assignments, and grading. | <p>Santrock, J.W. (2007). <i>Life Span Development</i> (13th ed.). New Delhi: Tata McGraw-Hill.</p> <p>Chapter 1 The life-span perspective (pp. 2-48).</p> | | |
| 1.2 | Introduction to the concepts of 'care' and 'wellbeing' | <ul style="list-style-type: none"> • Understand Care • Components of wellbeing • Factors influencing wellbeing of children in varied contexts | <p>Centre for Early Childhood Education and Development.(n.d.)<i>Unpacking Care: Protecting Early Childhood. ECED Brief-1</i></p> | | |
| 1.3 | Knowledge about the developmental milestones of children upto age-3 | <ul style="list-style-type: none"> • Significance of early years in the holistic development of | <p>Ghosh, S. (2004). <i>Nutrition and Child Care</i>. (2nd ed.). New Delhi: Jaypee</p> | | Assignment-I (30%) |

| | | | | | |
|-----|---|--|--|--|---|
| | | children from different contexts <ul style="list-style-type: none"> • Critical and sensitive periods in development. • Developmental milestones, | Brothens Medical Publishers (p) Ltd. Chapter 3 Growth and development of children (pp. 41-61). | | |
| 1.4 | <ul style="list-style-type: none"> • Theoretical perspectives given by: <ul style="list-style-type: none"> o Piaget o Vygotsky o Freud o Erikson o Bowlby o Bronfenbrenner • Methods of studying child development | <ul style="list-style-type: none"> - Understanding of different child development theories - Know the tools and methods of studying child - Use tools like checklists/guides/test | Meggitt, C. (2012). <i>Understanding Child Development. Teach Yourself.</i> UK: Hachette. Chapter 1, 9 & 10. <i>Suggested reading:</i> Berk, L. E. (1998). <i>Development through the life span.</i> Allyn & Bacon. Chapter 1 History, theory and research strategies (pp. 2-26) | | Assignment-2 Observation of children in various settings (30%) |

Module 2: Development of children in the early years

This module describes the development of children from infancy upto middle childhood years in physical, motor, cognitive, language and socio-emotional domains. It is important for the students to build knowledge regarding the development of children in different domains to be sensitive caregivers in future. The unit also suggests activities to be undertaken by the caregivers for the optimal development of children in the early years.

| Module | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|--------|--|---|---|---------------------|------------|
| 2.1 | Development of children from infancy upto middle childhood years in domains: <ul style="list-style-type: none"> o physical, o motor, | <ul style="list-style-type: none"> - Define stages of development age-wise - List down milestones from infancy up to middle childhood years | Meggitt, C. (2012). <i>Understanding Child Development. Teach Yourself.</i> UK: Hachette. | | |

| | | | | | |
|--|---|--|---|--|--|
| | <ul style="list-style-type: none"> ○ cognitive, ○ language ○ socio-emotional <ul style="list-style-type: none"> • Activities for the optimal development of children in the early years | <ul style="list-style-type: none"> - Create enriching activities for young children | <p>Chapters 2 to 8</p> <p>Singh, A. (Ed). (2015). <i>Foundations of Human Development: A life span approach</i>. New Delhi: Orient BlackSwan. Chapter 4 Development in Early Childhood (pp.64-85)</p> | | |
|--|---|--|---|--|--|

Module 3: Ensuring 'care' and 'wellbeing' of children in the early years

This module discusses the concepts of 'care', 'wellbeing' and 'quality of life', components of 'care' and 'wellbeing', factors influencing wellbeing of children and the responsibilities of the caregivers in the child care settings. It also describes the care of children during infancy, early and middle childhood years respectively.

| Module | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|--------|--|--|---|---------------------|------------|
| 3.1 | <ul style="list-style-type: none"> - Components of care - Responsibilities of the caregivers in the early childhood care settings - Development of attachment bond - Enhancing social competence of children | <ul style="list-style-type: none"> - Know the caregiver's roles and responsibilities in the early childhood care settings - Establish child centered schedules and caregiving routines - Specific caregiver roles during each part of the day for infants and toddlers. - Know the ways about the care of preschool age and older children | <p>Santosh, S. (2011). <i>Baby & Child Care</i>. Unicorn Books</p> <p>Click, P.M., Parker, J. (2011). <i>Caring for School-Age Children</i>. Cengage Learning.</p> <p>Chapter 1 Caregivers: Who are they (pp 3-14)</p> <p>Honig A. S. (2002). <i>Secure Relationships: Nurturing Infant/Toddler Attachment in</i></p> | | |

| | | | | | |
|-----|---|--|--|--|-------------------|
| | | | <p><i>Early Care</i></p> <p><i>Settings. Washington, D.C.; NAEYC, Chapter 1 & Chapter 2.</i></p> <p>Chapter 7 Helping children develop social competence (pp. 97-126)</p> | | |
| 3.2 | Schedule and routines in child care centers | Understanding importance of schedule and routines in child care centers | <p>Jacalyn, P., Hohmann, M. (2000). <i>Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings.</i> Ypsilanti, MI: High/Scope Educational Research Foundation.</p> <p>Chapter 2. Supportive Adult-Child Interactions</p> <p>Chapter 4. Establishing Schedules and Routines for Infants and Toddlers</p> | | Term end exam 30% |
| 3.3 | Documentation | <ul style="list-style-type: none"> - List the type of records maintained for children at the early childcare centre - Prepare records for children attending the centre - Maintain case histories of children | <p>Kaul, V. (2002). Early childhood care and education. <i>India Education Report: A profile of basic education</i>, 23-34.</p> <p>Appendix-1 and 2</p> <p>Schedule for obtaining detailed background information on the child pp285-</p> | | |

| | | | | | |
|--|--|--|-----|--|--|
| | | | 290 | | |
|--|--|--|-----|--|--|

| Sl.No. | Assessment Type | Weightage |
|--------------|----------------------|-------------|
| 1 | Written Assignment-1 | 30% |
| 2 | Written Assignment-2 | 30% |
| 3 | <i>Term-end Exam</i> | 30% |
| 4 | Class Participation | 10% |
| Total | | 100% |

8. Pedagogy:

- a. Instructional strategies: Lecture, discussion and field visits
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): one
- c. Expertise in AUD faculty or outside: AUD or guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The course will connect with the field sites


 Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi
Revised Course
(To be approved by the Academic Council)
Semester 3

| | |
|--|---|
| School/Centre proposing the course | School of Vocational Studies & School of Education Studies |
| Programme(s) | BVoc (Early Childhood Centre Management and Entrepreneurship—ECCME) |
| Course title | Promoting Early Language, Literacy and Numeracy |
| Course code | SVS1EC301 |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Core/Compulsory |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | UG |
| Proposed date of launch | Monsoon 2019, Semester-3 |
| Course coordinator and team | Sunita Singh and Fariha Siddiqui |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course connects with courses related to play, learning and development, early stimulation and early intervention, planning a programme for day care and all the workshops of semester-2 and 3..

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify),

The course focuses on the job role of supervisor (Level-6) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) offered in 1st year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 2 to semester 3 after completing 1st year (mostly 30-40 students in a cohort)

4. Course scheduling: (summer/winter course, semester-long course; half-semester course; workshop mode, seminar mode; any other – please specify). Semester-long course
5. How does the course link with the vision of AID and the specific programme(s) where it is being offered?

The university aspires to prepare informed professionals who will take up their social responsibility and serve the marginalized sections of the society. The purpose of this course is to enable students to understand the diversities of language, literacy and numeracy development among young children and provide them with the skills to plan and supervise meaningful experiences related to the same.

6. How does the course link with the specific programme(s) where it is being offered?

This is core course in semester three of the BVoc programme (ECCME).

7. Course Details:

- a. Summary: The ages from birth to two years are critical for language and literacy learning and development. As supervisors, students will be expected to plan and implement developmentally and contextually appropriate practices that foster language, literacy and numeracy skills among infants and toddlers. This course will provide an overview of the significance of language, literacy and numeracy learning for young children. Early language, literacy and numeracy skills are learned best through day-to-day activities such as reading books, talking, laughing and playing together. Children learn languages as they interact with others around them and by hearing stories read and songs sung aloud. Early literacy skills are developed by playing with and exploring books and other written materials such as, magazines, newspapers, take-out menus, markers, crayons and so on. Connected with language and literacy concepts are numeracy concepts. Conceptual understandings of numeracy are critical to develop rather than just knowledge of numbers.

- b. Objectives:

The specific objectives of the course are to help students:

- Understand the nature and significance of early language, literacy and numeracy
- Create learning environments for promoting language, literacy and numeracy
- Conceptualize language, literacy and numeracy development in the Indian context
- Plan activities to promote literacy, language and numeracy in children of different age-groups and abilities.
- Design conducive environment for developing literacy and numeracy skills in children
- Develop assessment indicators for children at various levels of literacy and numeracy skills
- Guide facilitators in assessing children's numeracy and language development
- Provide indicators for a critical evaluation of the programme

- c. Outcomes:

After completing the course, students will be able to:

- Design and conduct activities for language, literacy and numeracy
- Create strategies for introducing language, literacy and numeracy experiences in an age appropriate manner at the daycare site
- Create opportunities that can promote language, literacy and numeracy skills in children
- Identify and develop indicators for planning and monitoring of activities

- Monitor and mentor facilitators in planning and conducting activities for language, literacy and numeracy
- Critically reflect on the performance and participation of children from the perspective of programme evaluation.

d. Overall structure: The course is divided into two module:

- Language and literacy learning and development
- Concepts of numeracy

e. Course contents detailed in (a) week-wise format (Tentative): Module-wise format

Module 1: Language and literacy learning and development

Language development unfolds at a rapid pace during the first few years of life. Along with oral language development, in literate societies children are exposed to varying degrees of literacy in their homes and communities and begin to imbibe the basic forms and functions of literacy at an early age. *This unit will enable students to develop a conceptual understanding of language and literacy development for young children with the following skills:*

| Module | Topic | Objectives | Core reading | Additional/ suggested readings | Assessment |
|--------|--|---|--|--|------------|
| 1.1 | Foundations of language and literacy in children | <ul style="list-style-type: none"> - Understand language development across different age groups - Gain knowledge about the concept of literacy - Examine status of literacy rates of different communities in India | <p>Schickedanz, J. A. (1999). <i>Much more than the ABCs: The early stages of reading and writing.</i></p> <p>NAEYC, Washington, DC.</p> <p>Chapter 1: The early years: A time to begin (pp. 1-10)</p> <p>Chapter 2: The beginning: babies and books (pp. 11-38)</p> | | |
| 1.2 | Cultural underpinnings for literacy and language development | <ul style="list-style-type: none"> - Know the language repertoire of children - Outline the role of mother tongue in language development - Examine the oral language | <p>Singh, P. K. (2014). <i>Nurturing Linguistic Diversity in Jharkhand. Economic & Political Weekly,</i></p> | <p>Sridhar, K. K. (1996). <i>Language in education: Minorities and</i></p> | |

| | | | | | |
|-----|--|---|---|---|--|
| | | <ul style="list-style-type: none"> traditions at home - Build upon the oral language contexts learners bring into the day care settings | 49(51), 17-19. | multilingualism in India. <i>International Review of Education</i> , 42(4), pp.327-347. | |
| 1.3 | Promoting early literacy and language in young children | <ul style="list-style-type: none"> - Understand the concept and significance of emergent literacy - Promote communication among children - Identify skills and strategies for literacy development of different age-groups along the continuum - Promote language development by promoting mother tongue usage in the classroom - Use of marking tools for drawing and expression - Choose books and other literacy materials - Share books in group settings | <p>Schickedanz, J. A. (1999). <i>Much more than the ABCs: The early stages of reading and writing</i>. NAEYC, Washington, DC.</p> <p>Chapter 5: Young children and writing (pp. 97-130)</p> | | |
| 1.4 | Create a conducive environment for language and literacy development | <ul style="list-style-type: none"> - Prepare/create an appropriate environment for language development of children - Identify developmentally and culturally appropriate story books and other literacy materials - Create activities/ environment for listening to spoken language - Create a safe environment for two-way communication - Design a language centre or library for different age-groups - Collect developmentally and culturally appropriate songs, rhymes and finger plays | <p>Schickedanz, J. A. (1999). <i>Much more than the ABCs: The early stages of reading and writing</i>. NAEYC, Washington, DC.</p> <p>Chapter 6: Organizing the environment to support literacy development.</p> | | <p>Assignment 1: Create a 2 week plan that addresses the following in your day care:</p> <ol style="list-style-type: none"> Promoting early language and literacy Creating a conducive environment for |

| | | | | | |
|-----|--|---|--|---|--|
| | | <ul style="list-style-type: none"> - Understand the role of a facilitator in creating a language-rich environment - Understand the role of a supervisor in creating a conducive learning environment for language development | | | language and literacy Plan of activities (30%) |
| 1.5 | Planning for language and literacy development of children | <ul style="list-style-type: none"> - Identify some non-negotiable for literacy development - Design daily developmentally and contextually appropriate activities to promote children's literacy skills: <ul style="list-style-type: none"> o Oral language o Phonological awareness o Print awareness o Emergent reading - Plan activities for infants and toddlers - Plan activities for children(3-6 years) - Plan activities for children(6-12 years) - Understand the role of a facilitator in planning developmentally and contextually appropriate activities - Understand the role of a supervisor in planning activities and mentoring the facilitator | <p>Zero to Three. Supporting Language and Literacy Skills from 0-12 Months. Retrieved from https://www.zerotothree.org/resources/1281-supporting-language-and-literacy-skills-from-0-12-months</p> | <p>Hart, B., & Risley, T. (2003). The early catastrophe: The 30 million word gap by age 3. <i>American Educator</i>, 27(4), 6-9. Available at https://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf</p> | |
| 1.6 | Role of the supervisor | <ul style="list-style-type: none"> - Demonstrate the use of appropriate variety of books, songs, rhymes and games with individual children and with groups of children to the facilitator - Provide materials to staff and families and engage with them on language and literacy development. - Mentor and monitor facilitators on language and literacy development - Examine strategies used | <p>Schickedanz, J. A., & Collins, M. F. (2013). <i>So much more than the ABCs: The early phases of reading and writing</i>. National Association for the Education of Young Children.</p> | | |

| | | | | | |
|--|--|--|--|--|--|
| | | by various language/reading programmes for promoting language and literacy | | | |
|--|--|--|--|--|--|

Module 2: Concepts of numeracy

As children are developing language and literacy skills, they also begin to develop numeracy skills. For example, even before children begin schooling, most develop an understanding of addition and subtraction just through their daily interactions. This unit will enable the day care supervisors to focus on the cognitive and conceptual foundation for later learning of numeracy.

| Module | Topic | Objectives | Core readings | Supplementary readings | Assessment |
|--------|---|---|---|---|--|
| 2.1 | Foundations of mathematics and Mathematics for young children | <ul style="list-style-type: none"> - Understand the nature of mathematics (abstraction, generalization, etc.) - Examine the type of thinking involved in doing mathematics - Understand the misconceptions about teaching mathematics to children - Understand the concept of early numeracy - Understand the progression of early numeracy concepts to later mathematical skills - Critically analyse the early numeracy concepts: <ul style="list-style-type: none"> o Why are early numeracy concepts important? o How to build these concepts? | Geist, E. (2003). Infants and toddlers exploring mathematics. <i>Young Children</i> , 58(1), 10-13. | | |
| 2.2 | Promote development of mathematical concepts and skills | <ul style="list-style-type: none"> - Knowledge about early numeracy concepts: <ul style="list-style-type: none"> o One-to-one-correspondence o Matching o Sorting o Classification | Zero to Three. (2016). <i>Help Your Child Develop Early Math</i> | Greenes, C., Ginsburg, H. P., & Balfanz, R. | Assignment 2: Create a 2 week plan that addresses the following in |

33
73
001

| | | | | | |
|--|--|---|--|---|--|
| | | <ul style="list-style-type: none"> ○ Number conservation ○ Spatial sense, etc. - Recognise that young children learn through exploration and hands-on experience. - Engage with children in math talk - Use different materials for building mathematical concepts in children like: <ul style="list-style-type: none"> ○ Manipulative ○ Stories ○ Rhymes ○ Arts - Design daily activities to promote children's cognitive skills and encourage: <ul style="list-style-type: none"> ○ Creativity ○ Curiosity ○ Exploration ○ Problem solving - Plan age appropriate activities for: <ul style="list-style-type: none"> ○ Infants and toddlers ○ Children between 3-6 years ○ Children between 6-12 years - Provide a conducive environment for mathematical learning - Identify materials for counting, measuring and comparing quantities such as beads, blocks, toy vehicles, toy animals, buttons, rocks, shells, leaves. - Identify mathematical manipulative for older children - Observe and record children's progress - Create assessment indicators for mathematical conceptual development - Understand the rôle of a facilitator in promoting | <p>Skills. Retrieved from</p> <p>https://www.zerototfree.org/resources/299-help-your-child-develop-early-math-skills</p> | <p>(2004).Big math for little kids.<i>Early Childhood Research Quarterly</i>, 19(1), 159-166.</p> | <p>your day care:</p> <ul style="list-style-type: none"> a. Promoting early numeracy b. Creating a conducive environment for early numeracy c. Plan of activities (30%) |
|--|--|---|--|---|--|

| | | | | | |
|-----|----------------------|---|--|--|---------------------|
| | | <p>mathematical skills</p> <ul style="list-style-type: none"> - Understand the role of a supervisor in promoting mathematical skills | | | |
| 2.3 | Role of a supervisor | <ul style="list-style-type: none"> - Provide ongoing training for staff on children's cognitive development, learning styles and learning mathematics - Identify age-appropriate material for different age-groups and orienting facilitators about them - Prepare materials for staff and families on cognitive development and language development - Provide mentoring to facilitator and monitoring of the activities | <p>Raising Children Network. <i>Developing early numeracy skills.</i> Retrieved from:</p> <p>http://raisingchildren.net.au/articles/developing_early_numeracy_skills.html</p> | <p>Copley, J. V. (2000). <i>The young child and mathematics.</i> National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426.</p> | - |
| 2.4 | Working with parents | <ul style="list-style-type: none"> - Share strategies and activities to promote language, literacy and mathematical skills at home - Prepare handouts for conceptual understanding of parents - Share progress of children with parents | <p>National Association for the Education of Young Children. <i>Math talk with infant and toddlers.</i> Retrieved from https://www.naeyc.org/our-work/families/math-talk-infants-and-toddlers</p> | <p>PBS Parents. <i>Baby & Toddler Math Activities.</i> PBS Parents. Retrieved from http://www.pbs.org/parents/education/math/activities/baby-toddler/</p> | Term End Exam (30%) |

10% for attendance and class participation

75

805

| Sl.No. | Assessment Type | Weightage |
|--------|--|-----------|
| 1. | Assignment 1: Create a 2 week plan that addresses the following in your day care: a. Promoting early language and literacy b. Creating a conducive environment for language and literacy Plan of activities | (30%) |
| 2. | Assignment 2: : Create a 2 week plan that addresses the following in your day care: a. Promoting early numeracy b. Creating a conducive environment for early numeracy c. Plan of activities | (30%) |
| 3. | Assignment 3: Term End Exam | (30%) |
| 4. | Class participation | (10%) |

8. Pedagogy:

- a. Instructional design: Films, materials and readings from various sources will be used to engage students in understanding the concepts of language, literacy and numeracy.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside: AUD/Guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The field-based component of the programme will help to draw upon the experiences of the students, develop skills and connect with the conceptual understandings.


Signature of Course Coordinator(s)


Signature of the Dean of the School

Revised Course
Semester-4
Ambedkar University Delhi
(To be approved by the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Vocational Studies and School of Education Studies |
| Programme(s) | BVoc (Early Childhood Centre Management and Entrepreneurship) |
| Course title | Observing Young Children in a Child Care Setting |
| Course code | SVSIEC401 |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Core/Compulsory |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | UG |
| Proposed date of launch | Winter 2020, Semester-4 |
| Course coordinator and team | Sunita Singh and Fariha Siddiqui |

- Does the course connect to, build on or overlap with any other courses offered in AUD?
 This course builds on the course "Child care, development and wellbeing" offered in Semester 1 of the BVoc (ECCME) programme. While the course "Child care, development and wellbeing" provides an overview of the development of children from infancy to middle childhood years, the course proposed discusses how to observe and assess children's development and learning. The significance of observing children regularly to assess their development and learning needs, capabilities, interests and provide services in the day care centre accordingly is stressed upon in this course.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of supervisor (Level-6) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & some skills of supervisor (Level-6) offered in 1st and 2nd year respectively
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 3 to semester 4 after completing 1st year (mostly 30-40 students in a cohort)

37 77

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The vision of AUD is to bridge social inequities and prepare informed professionals. This course will equip students with the requisite knowledge and skills to be able to observe children in diverse child care settings such as day care centres, shelter homes, children's homes, adoption agencies, anganwadis, etc. and to understand their specific needs.

6. How does the course link with the specific programme(s) where it is being offered? This is core course in semester four of the BVoc programme (ECCME).

7. Course Details:

a. Summary:

The course provides insights about the importance of observing children regularly in an early childhood centre and discusses different ways of observing and recording children's development and learning. This will help child care facilitators/ supervisors to understand how to observe and assess children's development, their diverse needs and interests and plan activities for them. They will also be able to reflect upon their perceptions about children, impact of their child care practices on children and their relationships with children when they observe. This course will also provide strategies for involving parents in the observation and assessment processes and report children's progress to the parents.

b. Objectives: The specific objectives of the course are:

- Understand observation as a technique to assess children's development and learning and for playing a role in programme evaluation
- Learn about different ways of observing and recording children's development and progress.
- Recognize the significance of observing children regularly and documenting their progress.
- Demonstrate skills of observing and recording children's behaviour
- Design assessment indicators based on specific-goals of children's development and learning
- Create portfolios of individual child's learning and development
- Critically evaluate the programme based on systematic observations and modify it as per requirements of the children at the centre.
- Guide facilitators in assessing children's overall development and in critically evaluating the programme

c. Outcomes:

After completing the course, students will be able to:

- Describe the significance of observing children regularly.
- Demonstrate skills of systematically observing children using different methods and documenting their progress and development.
- Prepare observation schedules, checklists, rating scales and rubrics for the assessment of specific-goal
- Plan activities for children based on the assessment of their development in different domains.

- Create a portfolio of a child using different observation methods, use it for assessment of children and planning further activities
- Identify various contextual, cultural and personal factors influencing observation processes.
- Demonstrate skills of observing and documenting children's overall development objectively with minimal subjective biases.
- Mentor the facilitator in implementing different observation techniques

d. Overall structure:

The course is divided into two modules:

Module 1 Introduction to child observation

Module 2 Methods of observing children and linkages with planning

c. Course contents detailed in (a) week-wise format (Tentative): Module-wise format

Module 1: Introduction to child observation

This module begins with a discussion on 'why' to observe young children and various factors influencing observation and assessment of young children such as, personal and cultural biases, setting, timing and frequency of observations, etc.

| Module | Topic | Learning Outcomes | Core readings | Supplementary Readings | Assessment |
|--------|---------------------------|--|---|--|--|
| 1.1 | Understanding observation | <ul style="list-style-type: none"> - Understand the goals of assessment for the development of: <ul style="list-style-type: none"> o the programme o the children o the facilitator - Explore observation as a form of assessment: <ul style="list-style-type: none"> o Introduction to observation o Definition o Aims of observation - Enlist the advantages of observation tool. - Identify factors affecting observation and assessment. - Differentiate the types of | Bentzen, W.R. (2005). <i>Seeing young children. A guide to observing and recording Behavior</i> (5 th ed.). Canada: Thomson Delmar Learning. Chapter 3: General guidelines for observing children | Bruce, T., Louis, S. & McCall, G. (2015). <i>Observing young children</i> . New Delhi: Sage. | Assignment 1: Interview (semi-structured conversation) a child care facilitator and the supervisor of the centre where you are placed for OJT regarding various records of children maintained by them at the centre. Also, discuss with them about the utility of |

| | | | | | |
|-----|--------------------|--|---|--|--|
| | | <p>observations:</p> <ul style="list-style-type: none"> o Structured o Naturalistic o participative <p>- Describe role of observation in assessing the childcare programme</p> <p>- Demonstrate the understanding of the role of assessment in programme planning</p> | <p>(pp. 55-92).</p> <p>Bentzen, W.R. (2005). <i>Seeing young children. A guide to observing and recording Behavior</i> (5th ed.). Canada: Thomson Delmar Learning.</p> <p>Chapter 3: General guidelines for observing children (pp. 55-92).</p> | | <p>these records. Review various types of records of children that should ideally be maintained at an early childhood centre and analyze the practice at the centre. Write a brief report.</p> <p>Written report (20%)</p> |
| 1.2 | Observing children | <p>- Use observation as a process to study child development and assessment</p> <p>- Prepare goals and objectives of observation schedules for infants, toddlers and older children.</p> <p>- Identify/create assessment indicators for children's development in different domains from infancy to middle-childhood</p> | <p>Bentzen, W.R. (2005). <i>Seeing young children. A guide to observing and recording Behavior</i> (5th ed.). Canada: Thomson Delmar Learning.</p> | <p>National Quality Standard, Professional Learning program (2012). <i>Observing Children. Gathering and analyzing information to inform curriculum decision</i></p> | |

| | | | | | |
|--|--|---|---|---|--|
| | | <p>years.</p> <ul style="list-style-type: none"> - Create assessment indicators for the the assessment of the early childhood programme - Observe children (one-one each infant, toddler and preschooler) and maintain records to monitor their progress - Supervise facilitator in recording observation of children - Know the role of supervisor in different type of observations planned at the centre | <p>Learning.</p> <p>Chapter 3: General guidelines for observing children (pp. 55-92).</p> <p>Hobart, C. & Frankel, J.A (2004). <i>Practical Guide to Child Observation and Assessment</i> (3rd ed.). Cheltenham, UK: Nelson Thomas.</p> <p>Chapter 1: An introduction to child observation (pp. 1-12)</p> <p>Chapter 2: Why we observe children (pp. 13-22).</p> <p>Chapter 3: How to</p> | <p>making. e-Newsletter no.39.</p> <p>Australian Government Department of Education, Employment and Workplace Relations. Retrieved from http://www.imagineeducation.com.au/files/CHC30113/Observing_20Chn_EYLFPLP_No39.pdf</p> <p>Sharman, C., Cross, W. Vennis, D. (2004). <i>Observing Children: A Practical Guide</i>. Continuum.</p> | |
|--|--|---|---|---|--|

| | | | | | |
|--|--|--|--|--|--|
| | | | <p>observe children (pp. 23-35)</p> <p>Nilsen, B. (2001). <i>Week by week. Plans for observing and recording young children</i> (2nd ed.). U.S.A : Delmar Thomson Learning (pp. 1-17).</p> | | |
|--|--|--|--|--|--|

Module 2: Methods of observing children and maintaining records and linkages with planning

There are various observation and recording methods which a child care professional, especially a centre supervisor should know and use it efficiently in a childcare setting. This unit will focus on the following:

| Module | Topic | Learning Outcomes | Core readings | Supplementary Readings | Assessment |
|--------|--------------------------|--|--|--|--|
| | The cycle of observation | <ul style="list-style-type: none"> - Identify specific goals of observation - Choose appropriate observation methods based on goals - Record the observations - Analyse the observation as per the specific goals - Document the interpretations of the observation | <p>Bruce, T., Louis, S. & McCall, G. (2015). <i>Observing young children</i>. New Delhi: Sage.</p> <p>Chapter 4: From baby to toddler (pp. 43-56).</p> | <p>Bentzen, W.R. (2005). <i>Seeing young children. A guide to observing and recording behaviour</i> (5th ed.). Canada: Thomson Delmar Learning.</p> | <p>Assignment 2: a) Observe a child at the centre where you are placed for OJT and write down three records (using any three methods out of anecdotal/ specimen/running record/time sampling/event sampling) of his/her involvement in the activities of the centre. Discuss</p> |

| | | | | | |
|-----|---|---|---|---|---|
| | | | | | about the child's development in different domains as evident from these observation records. Written report (20%) |
| 2.2 | Methods of assessing children's development | <ul style="list-style-type: none"> - Know different types of observation methods: <ul style="list-style-type: none"> o anecdotal records o specimen records, o time and event sampling, o checklists, o rating scales, rubrics etc. - Understand the advantages and disadvantages of all methods - Prepare the template/format for each type of observation - Analyse rationales of using different type of observation based on specific goals of observation - Choose appropriate assessment tools based on age-group studied - Interpret the observations as per the children's learning and development | <p>Hobart, C. & Frankel, J.A (2004). <i>Practical Guide to Child Observation and Assessment</i> (3rd ed.). Cheltenham, UK: Nelson Thomas.</p> <p>Chapters 4: Commonly used observation techniques (pp. 37-103)</p> <p>Chapter 6: Recording observations and assessments (pp. 144-165)</p> | <p>Meggitt, C & Bruce, T. (2015). <i>CACH E Level 3 Child Care and Education (Early Years Educator)</i>, Hachette: UK. Unit 7, Observation, assessment and planning</p> <p>Nilsen, B. (2001). <i>Week by week. Plans for observing and recording young children.</i> (2nd ed.). U.S.A : Delmar Thomson Learning</p> | |

| | | | | | |
|-----|---------------|---|--|--|--|
| | | <ul style="list-style-type: none"> - Plan activities based on the assessments - Formulate feedback based on assessment - Understand the role of facilitator and supervisor in assessing children's growth and development - Mentor facilitators in planning assessment situation | | | |
| 2.3 | Documentation | <ul style="list-style-type: none"> - Understand the importance of documentation - Know the ways to document observations - Prepare portfolios- as a type of documentation: <ul style="list-style-type: none"> o Description of portfolios o Why to use them? o How to use them? o Essentials of portfolios o Ways of compiling portfolios - Understand the role of facilitators in documenting observations and children's development - Supervise facilitator in maintaining portfolios - Understand the role of supervisor and facilitator in maintaining records | <p>Hobart, C. & Frankel, J.A (2004). <i>Practical Guide to Child Observation and Assessment</i> (3rd ed.). Cheltenham, UK: Nelson Thomas.</p> <p>Chapter 7: How to use your observations (pp. 166-177)</p> <p>IGNOU (2016). <i>Organizing a child care centre.</i> Block 7. Unit 33.</p> | <p>Sharman, C., Cross, W. & Vennis, D. (2004). <i>Observing Children: A Practical Guide.</i> Continuum.</p> <p>Sen, R. S. and Bhargava, S (2014). <i>Assessment in Early Years Education. Learning Curve.</i> May, Section B, 36-39. Available at: http://www.teachersofindia.org/sites/default/files/learning_curve_pages_-_rekha_sharma_sen_shruti_bhargava</p> | |

| | | of children's portfolios | | _0.pdf | |
|-----|----------------------|--|--|---|--|
| 2.4 | Working with parents | <ul style="list-style-type: none"> - Involve parents in understanding children by sharing observations - Collect home-based observation evidences from parents and using them to understand better about children's development and learning - Prepare feedback for parents about their children's overall development on a regular basis - Design activities, handouts for parents for enrichment of children at home | <p>Harris, M. E. (2009). Implementing Portfolio Assessment. <i>YC Young Children</i>, 64 (3), 82-85.</p> <p>Available at: http://www.istor.org/table/42730443.</p> | <p>Child Care today (2012). <i>Child care observations</i>. McGraw Hill higher education. Retrieved</p> <p>From http://glencoe.com/sites/0076591050/student_view0/child_care_observations.html</p> | <p>Assessment 3: a) Use checklists to assess the development of the child (who would be same as selected for assignment in any one domain.</p> <p>b) Interview the child, his/her parents and a facilitator at the centre to know about his/her development history, activities at home and relationships with peers, centre staff and family members.</p> <p>c) Collect samples of the child's work at the centre. These may also include photographs. Develop a portfolio of the child by compiling his/her three observation records, checklist, interview records and his/her work samples already collected. Write a narrative report of the child's development in</p> |

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>different domains on the basis of the information collected in the portfolio.</p> <p>Written report+Class presentation (30% + 20%)</p> |
|--|--|--|--|--|---|

*10% weightage is given to class participation

8. Pedagogy:

a. Instructional design:

Films and readings from various sources will be used to engage students in the discussions on observation and assessment of children. Assignment will be done by the students on their OJT sites.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector and sound system for showing videos.

c. Expertise in AUD faculty or outside: AUD faculty/outside AUD.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None


Signature of Course Coordinator(s)


Signature of the Dean of the School

86

Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Vocational Studies |
| Programme(s) | BVoc (Early Childhood Centre Management and Entrepreneurship) |
| Course title | Marketing of An Early Childcare Centre |
| Course code | SVS1EC504 |
| Total Credits | 2 |
| Course type (core/compulsory/ elective/any other – please specify) | compulsory |
| Level (Pre-doctoral/MA/PG Diploma /Certificate/UG) | UG |
| Proposed date of launch | Monsoon 2019 |
| Course coordinator and team | |

- Does the course connect to, build on or overlap with any other courses offered in AUD? This course connects with 'Marketing Management' course offered by the School of Business, Public Policy and Social Entrepreneurship (SBPPSE). This course provides introduction to 'marketing' in childcare context and focuses on the marketing skills required by the early childhood centre heads/entrepreneurs.
- Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of centre head/entrepreneur (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long
- How does the course link with the vision of AUD? The university aspires to prepare informed professionals who will take up their social responsibility and serve the diverse sections of the society. This course on marketing of an early childcare centre will prepare professionals to promote their centre and its services.
- How does the course link with the specific programme(s) where it is being offered? This is core course in semester five of the BVoc programme (ECCME).
- Course Details:**
 - Summary:
As the centre head/entrepreneur the marketing of the centre is a crucial area for the professionals. In the today's world the business has to be relevant, innovative and dynamic which can match with the changing canvas. Thus it is imperative to understand the concepts of marketing and business plan to operate a successful centre. This course will prepare prospective centre heads to create an everlasting impact of the centre on the minds of parents who are the potential customers for the business. Through these sessions students will be equipped with skills to prepare a strategic plan of marketing for the centre—which can include making/attending phone calls, conversations with parents, creating

brochures, banners and handling social media of the centre. This will enable students to create 'touch point' with the customers

b. Objectives:

- Understand the basic marketing concepts and key elements of the Marketing Plan
- Know the potential forces which can influence a particular business (Early Childcare Centre) at present and in the future.
- Become familiar with tools and techniques to build customer profile and identify customer needs.
- Identify appropriate Marketing Channels and Place of Business Operations.
- Understand various channels of business promotion and collaterals.

c. Expected learning outcomes:

After completion of this course, students will be able to:

- Apply the understanding of basics of marketing to write a marketing plan for promoting the early childhood centre.
- Determine policy regulations, customer needs, competition and environment can influence a business.
- Create and apply understanding of basic tools and formats to capture the essential characteristics of a customer segment.
- Use value proposition canvas for costing and pricing of the services in the context of early childhood centre
- Identify business operation channels to take a new product or service into the.
- Prepare marketing plan for the early childhood centre

d. Overall structure (course organisation; rationale of organisation; brief module outlines): This course will be organised into six modules, Each module will be covered in 2-weeks i.e. 2 hours per week:

- i. Fundamentals of Marketing Concepts and Marketing Plan
- ii. Overall Market Context
- iii. Customer Profile
- iv. Value Proposition Design
- v. Business Promotion
- vi. Business Operation Channels

e. Course contents detailed in (a) week-wise format (Tentative); Module-wise format

Module 1: Fundamentals of Marketing Concepts and Marketing Plan

This module will help students to gain familiarity of basic marketing concepts and broad objectives of marketing. The session will also provide an orientation to key elements of the Marketing Plan.

| | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|-----|-------------------|--|--|---|------------|
| 1.1 | 5 Ps of Marketing | - Apply understanding of 5 Ps of Marketing i.e. Product, Price, Promotion, Place and People in | Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing</i> . John Wiley & Sons. (Chapter 2) | Will be decided by the facilitator as per the requirement | |

| | | | | | |
|-----|---|--|---|--|--|
| | | context of Early Childhood Care Centre. | | | |
| 1.2 | Segmentation, Targeting and Positioning | - Demonstrate understanding of the key concept of marketing approach based on Segmentation, Targeting and Positioning. | Ries, A., & Trout, J. (1986). <i>Positioning: The battle for your mind</i> (Vol. 1). New York, NY: McGraw-Hill. (Page 1 – 37) | | |
| 1.3 | Elements of a Marketing Plan | - Write a marketing plan for promoting product or services, considering allocated marketing budget. | Dib, A. (2018). <i>The 1-page marketing plan</i> . Page Two Books. Chapter-1 | | |

Module 2: Overall Market Context

This module will introduce students to the practical and applied understanding of potential forces at large, that could influence a particular business (Early Childcare Centre) at present and in the future.

| | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|-----|--|---|---|---------------------|------------|
| 2.1 | Demographic Trends, Rules and Regulations, Economy and Environment | - Reflect and analyse how the fundamental trends in people's mindset, policy regulations and general market environment can influence a business. | Ries, A., & Trout, J. (1986). <i>Positioning: The battle for your mind</i> (Vol. 1). New York, NY: McGraw-Hill. (Page 1 – 37) | | |
| 2.2 | Competition, Technology Trends, | - Analyse how to take into consideration | Van Der Pijl, P., Lokitz, J., & Solomon, L. K. (2016). <i>Design a</i> | | |

| | | | | | |
|-----|---------------------------------------|--|--|--|--|
| | Uncertainties | the current competition, related technology and uncertain factors of business into planning a business. | <i>better business: New tools, skills, and mindset for strategy and innovation.</i> John Wiley & Sons. | | |
| 2.3 | Customer Needs and Behavioural Shifts | – Determine real customer needs and take into account the shifting behavioural patterns of the customer. | Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing.</i> John Wiley & Sons. (Chapter 1) | | |

Module 3: Customer Profile

This module aims to develop a basic working competency on undertaking customer research. It will also acquaint students with tools and techniques to build customer profile and identify customer needs.

| | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|-----|---|--|---|---------------------|--|
| 3.1 | Primary and Secondary Market Research, Customer Journey Map, Focus Group Interviews | – Apply understanding of basic tools and formats to capture the essential characteristics of a customer segment. | Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing.</i> John Wiley & Sons. (Chapter 3) | | |
| 3.2 | Customer Survey, Customer Profiling, Customer Persona | – Identify ways to outline the customer profile – Draw out useful inferences to design the required business model. | | | Individual Student Assignment Undertaking the development of the customer profile and persona as per the format prescribed by the teacher. 30% Marks |

Module 4: Value Proposition Design

This module will help students to learn to translate understanding into Ideas and Ideas into an Action Plan with respect to customer profile and innovation of appropriate products and services.

| | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|-----|--------------------------|-------------------|---|---|------------|
| 4.1 | Value Proposition Canvas | – Define various | Tybout, A., & Calder, B. J. (2010). <i>Kellogg on</i> | Will be decided by the facilitator as per the | |

| | | | | | |
|-----|---|--|---|-------------|--|
| | | components and significance of the value proposition canvas | <i>marketing</i> . John Wiley & Sons. (Chapter 8) | requirement | |
| 4.2 | Costing and Pricing; Cost and Value Based Pricing | – Know how to cost a given service based on its actual cost as well as value perception. | | | Individual Student Assignment Development of the value proposition canvas as per the format prescribed by the teacher. 30% Marks |

Module 5: Business Operation Channels

This module aims to provide a comprehensive competence to identify appropriate Marketing Channels and Place of Business Operations in context of a early childhood centre.

| | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|-----|--|---|---|---------------------|------------|
| 5.1 | Marketing Channel Mix Go to Market Strategy | – Describe the ways to take a new product or service for the first time into the market – Know different channels which can be used to achieve the same. | Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing</i> . John Wiley & Sons. (Chapter 11) | | |

Module 6: Business Promotion

This module aims to familiarize students to various channels of business promotion and how to source related services and collaterals to promote an early childhood centre.

| | Topic | Learning Outcomes | Core Reading | Additional Material | Assessment |
|-----|--|---|---|---------------------|---|
| 6.1 | Marketing Collaterals, Social Media and Online Marketing | – Identify the alternatives available and their significance with regards to current marketing collaterals especially for | Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing</i> . John Wiley & Sons. (Chapter 14) | | Individual Student Assignment Development of an innovative marketing plan based on the learning acquired in the course. 40% Marks |

| | | | | | |
|--|--|---------------|--|--|--|
| | | social media. | | | |
|--|--|---------------|--|--|--|

| Sl.No. | Assessment Type | Weightage |
|--------|---------------------------------|-----------|
| 1. | Individual Student Assignment-1 | 30% |
| 2. | Individual Student Assignment- | 30% |
| 3. | Individual Student Assignment-3 | 40% |

8. Pedagogy:

- a. Instructional strategies: Lecture, discussion and field visits
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): one
- c. Expertise in AUD faculty or outside: AUD or guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The course will connect with the field sites

Fariba
Signature of Course Coordinator(s)

Chiny
Signature of the Dean of the School

WORKSHOP FOR SEMESTER 5
Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | School of Vocational Studies and School of Education Studies |
| Programme(s) | BVoc (Early Childhood Centre Management and Entrepreneurship) |
| Course title | Workshops: Diverse Early Child Care Models |
| Course code | SVS1EC506 |
| Credits | 1 |
| Course type (core/compulsory/optional/any other – please specify) | Compulsory |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | UG |
| Proposed date of launch | Monsoon 2019, Semester-5 |
| Course coordinator and team | Fariha Siddiqui and Sunita Singh |

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The workshops on “Diverse Early Child Care Models” build on the taught courses of year 3 such as “Designing and setting up an inclusive early childhood centre” and “Models and Approaches in Early Childhood Care Services and Systems” and “Understanding children’s social-emotional worlds”.
2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long.
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to promote equity and social justice with excellence. It aims to develop informed professionals who will take up their social responsibility and serve the diverse sections of the society. This workshop will enable students to become sensitive professionals who understand how to create inclusive centres with inclusive practices.
6. How does the course link with the specific programme(s) where it is being offered? These workshops are a part of the core of the ECCME vertical in the BVoc programme
7. Course Details:
 - a) Summary: As centre heads or entrepreneurs, students will be expected to create a programme for the centre and engage all children at the centre. In the designing of the programme and the centre, it is important to keep in mind the needs of young children, families and also the knowledge about the

various existing approaches and models prevalent in early childhood. This workshop have been planned to introduce students to the models and know how to design centre accordingly.

b) Objectives

- Understand the principles of curriculum planning in different settings
- Develop skills of a centre head/entrepreneur in planning and conducting activities as per the model chosen
- Know the resources specific to each model

a) Expected learning outcomes:

After completing the workshops, students will be able to:

- Develop protocols for analysing the models
- Understand the strengths and weaknesses with respect to the guidelines
- Suggest ways of making the field site more inclusive
- Reflect on the principles, framework and assessment of different approaches and model
- Create a draft model to be followed at a day care site

b) Overall structure: The three workshops will be conducted by the professionals on a Module basis.

c) Contents (brief note on each module; indicative reading list with core and supplementary readings):
Tentative schedule

1. Diverse Early Child Care Models

This workshop, linked to the course on "Models and Approaches in Early Childhood Care Services and Systems," will enable students to first understand and analyse the model of the curriculum at their own field site. It will also enable future centre heads to think of the ways the curriculum models at their present field sites are inclusive and ways in which it is not. Further, for each semester, approximately 3-5 experts who are running/ have experience running centres with exemplary models (as discussed in the course) will be invited to provide an overview of the model followed at their centre. This may vary from semester to semester.

| Module | Topic | Learning outcomes | Readings (suggested) | Assessment |
|--------|--|---|---|---|
| 1 | Understand and analyse the programme model/s at the field site | <ul style="list-style-type: none"> - Identify the model at the field site for the following: <ul style="list-style-type: none"> a. emergent curriculum, b. inquiry based curriculum c. constructivism - Develop protocols for analysing the models - Analyse the strengths and weaknesses with respect to developed guidelines - Suggest ways of making the field site more inclusive | Ministry of Women and Child Development. (2013). <i>National Curriculum Framework for Early Childhood Care and Education.</i> | In class participation and attendance 20% Short in-class assessments 40% Draft day care model 40% |
| 2 | Montessori | <ul style="list-style-type: none"> - Know the principles, framework and assessment in a Montessori Approach | Greene, P. K. (2005). Dear Maria Montessori. <i>Kappa Delta Pi Record</i> , 41(4), 164-166. | |

| | | | |
|---|-----------------------|---|---|
| 3 | Waldorf | - Know the principles, framework and assessment in a Waldorf Approach | Schmitt-Stegmann, A. (1997). <i>Child Development and Curriculum in Waldorf Education</i> . ERIC. |
| 4 | Reggio Emilia | - Know the principles, framework and assessment in a Reggio Emilia Approach | Kang, J. (2007). How Many Languages can Reggio Children Speak? Many More Than A Hundred!. <i>Gifted Child Today</i> , 30(3), 45-65. |
| 5 | Create your own model | - Create a draft model to be followed at a day care site | |

| SLNo. | Assessment Type | Weightage |
|--------------|----------------------------|-------------|
| 1. | Short in-class assessments | 40% |
| 2. | Draft day care model | 40% |
| 3. | Class Participation | 20% |
| Total | | 100% |

8. Pedagogy:

- a. Instructional strategies: Lecture, discussion and field visits
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Manipulatives
- c. Expertise in AUD faculty or outside: AUD or guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The course will connect with the field sites

Fanks
Signature of Course Coordinator(s)

Anju
Signature of the Dean of the School

95

22/5/55

AMBEDKAR UNIVERSITY DELHI
School of Vocational Studies

Minutes of the 5th Meeting of the SVS Board of Studies held on 23rd April 2019, Karampura Campus, AUD

The 5th Meeting of the SVS Board of Studies (BoS) was held on 23rd April 2019 at the Karampura Campus of AUD at the Committee Room at 10.30am. The following members were present:

| | |
|--|-------------|
| Professor Sitansu S Jena Dean, School of Vocational Studies, AUD | Chairperson |
| Professor Kartik Dave Dean, School of Business, Public Policy & Social Entrepreneurship, AUD | Member |
| Professor M.S. Farooqi, Director ACHE, AUD & Additional Charge of Registrar, AUD | Member |
| Dr Sumita Singh Dean (O), School of Education Studies, AUD | Member |
| Shri Devangshu Dutta Chief Executive, Third Eyesight | Member |
| Mr. Akha Kafiri Meo Associate Professor, School of Vocational Studies, AUD | Member |
| Dr Kopál Assistant Professor, School of Letters, AUD | Member |
| Mr Ankush Rathor Programme Manager, T&H, School of Vocational Studies, AUD | Member |
| Mr Nikhil S Charak Programme Manager, RM, School of Vocational Studies, AUD | Member |
| Ms Fariba Siddiqui Programme Manager, ECCME, School of Vocational Studies, AUD | Member |

Regrets: Professor Venita Kaul and Professor Garima Parkash

Special Invitees: Ms Sakshi Malik

At the outset, the Chairperson extended a warm welcome to all the members to the 5th SVS BoS meeting. At the outset, the Chairperson informed the BoS that the University Grants Commission (UGC) has allotted a sum of Rs.5.85 crores, under the grant-in-aid for SVS BVoc programmes for the next 3 years (2019-2022). The funds includes both for Recurring and Non-Recurring expenditure heads. The members congratulated the School for been able to apply and receive the grants from the UGC.

The following agenda items were discussed:

56
 96

Item No. 01: Confirmation of the Minutes of the 4-BoS held on 20-December 2018.
The members confirmed the Minutes of the 4-BoS held on 20-December 2018 in total.

- i. **Item No. 02: Review of the SVS Student Promotion and Progression Rules.** It was brought to the notice of the BoS that in its 4th Meeting of the BoS the said item was presented and approved by the members of the BoS. However, subsequently it was observed by the school that due to heavy load of the credits to be acquired by the BVoc students in a Semester (30 credits), many students are unable to complete the same. The matter was brought to the notice of the Committee constituted regarding SVS Student Promotion and Progression Rules. The Committee after deliberation and looking into the real problem faced by the students and attempted to review the following three suggestions which was presented by Mr. Akha K. Mao, Associate Professor of SVS. The revised document allows a student to carry forward 6 credits worth of courses each semester to the next semester. In the earlier document students were allowed only 4 credits worth of courses. The increase in the permissible credits was made because of the heavy credit loads in BVoc programme which is 30 credits each semester.
- ii. The revised document also allows students of Tourism & Hospitality to carry 8 credits worth of courses from semester 3 to semester 4 and also from semester 5 to semester 6 respectively. This was done due to the heavy credits load of 36 credits (12 credits of skill courses and 12+12 credits of GEC courses for semester 3 & 4 together during semester 3, likewise during semester 5 of the same number of credits) which students will have to undertake. This is because the programme demands that students go for full semester long on-the-job-training (OJT) in semester 4 and semester 6 respectively.
- iii. BoS also suggested that the student Promotion and Progression document should not state any minimum attendance requirement. Rather it should state that students are expected to be present and participate 100% in the teaching-learning activities during the semester. However, if a student's attendance is below 75%, penalties will be levied in the form of grade cuts and other suitable measures as deem fit by the school.

The BoS approved the proposal of the School of the Student Promotion and progression document.

Item No. 03: Approval of 08 Courses for BVoc Accounting & Finance of 1st Year (Semester - 1 & Semester 2) to be offered from Monsoon Semester, 2019. Mr. Nikhil Singh Charak and Ms Sakshi Malik presented the following 8 courses of the BVoc in Accounting and Finance which has been proposed to be launched during coming the monsoon 2019.

| Semester | Name of the Course | Course code | Credits |
|------------|------------------------------------|-------------|---------|
| Semester-1 | Introduction to Accounting | SVS1AF101 | 4 |
| Semester-1 | Fundamentals of Business Laws | SVS1AF102 | 2 |
| Semester-1 | Basics of Business Economics | SVS1AF103 | 4 |
| Semester-1 | Internship: Accounts Assistant (I) | SVS1AF104 | 8 |
| | Semester 1, Total skill credits | | 18 |
| Semester-2 | Basics of Auditing and Assurance | SVS1AF201 | 2 |
| Semester-2 | Cost and Management Accounting-1 | SVS1AF202 | 4 |

| | | | |
|------------|--|-----------|-----------|
| Semester-2 | Business Mathematics, Logical Reasoning and Statistics | SVS1AF203 | 4 |
| Semester-2 | Internship: Accounts Assistant (II) | SVS1AF204 | 8 |
| | Semester 2, Total skill credits | | 18 |

Based on the discussions the BoS made the following recommendations:

- BoS pointed out that the title of the courses which already approved by the BoS should not be altered by the expert committee. However, if need be those should be brought to the BoS for necessary rectification.
- The broad structures with the titles of all the courses from semester 1 to semester 6 was revisited by the BoS and the following courses with the credit distribution was approved in principle.

| BVoc- Accounting and Finance Course Names | |
|--|---------|
| Course Details | Credits |
| Semester 1 | |
| Introduction to Accounting | 4 |
| Fundamentals of Business Laws | 2 |
| Basics of Business Economics | 4 |
| Internship- Accounts Assistant (I) | 8 |
| Semester 2 | |
| Basics of Auditing and Assurance | 2 |
| Cost and Management Accounting-I | 4 |
| Business Mathematics, Logical Reasoning and Statistics | 4 |
| Internship- Accounts Assistant (II) | 8 |
| Semester 3 | |
| Accounting- I | 4 |
| Corporate and Other Laws (I) | 2 |
| Cost and Management Accounting- II | 4 |
| Internship- Accounts Executive (I) | 8 |
| Semester-4 | |
| Accounting-II | 4 |
| Financial Management | 4 |
| Corporate and Other Laws-II | 2 |
| Internship- Accounts Executive (II) | 8 |
| Semester 5 | |
| Advanced Accounting- I | 4 |
| Taxation- Income Tax Law | 4 |
| Economics for Finance | 2 |
| Internship- Assistant Manager (I) | 8 |
| Semester 6 | |
| Advanced Accounting-II | 4 |
| Taxation - Indirect Tax | 2 |
| Enterprise Information System and Strategic Management | 4 |

58

98

Chitra

- Point No. 5 and 6 of the course documents need to be reworded in all the courses.
- Suggested that specific chapters and page numbers need to be provided in the course document in the essential readings column.
- It was also suggested that the Internship component should be clearly differentiated between semesters and that those differences are represented in the course document too.

Item No. 04: Review of the revised credits weightage of the BVoc ECCME Programme. The BoS approved the revised credits weightage as proposed. However, the BoS suggested the School to ensure that the basic framework of the UGC guidelines are followed in all the School programmes.

Item No. 05: Any other items: The following two additional agenda items were presented to the BoS with the permission of the Chair.

- Semester 5, GEC course on Business Ethics and Entrepreneurship.** One of the semester 5 GEC courses titled "Business Ethics and Entrepreneurship" was presented. However, the BoS suggested that instead of a combined course, two separate independent courses be developed. BoS suggested First course of 2 credit on "Business Ethics" be culled out from the draft course presented in the BoS. The Second course 1 credit on Entrepreneurship be developed as a workshop. It may be called as "How to run a Business" or "Running a Business" as the theme of the workshop. The revised courses are to be shared on mail to the BoS members for feedback and for approval.
- Proposal for creating core faculty position(s) in each vertical of the SVS programmes.** The proposal to recruit permanent and full time faculty in each of the BVoc programme was presented to the BoS. In view of the gonitus and immediate requirement of the School the BoS recommended the proposal of the School.

The meeting ended with a vote of thanks.


Chairperson
(Prof. Sitansu S. Jena)

15/08/2020
6.58 PM

Ambedkar University Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

| | |
|--|--|
| School/Centre proposing the course | School of Vocational Studies & School of Education Studies |
| Programme(s) | BVoc |
| Course title | Foundations of Entrepreneurship |
| Course code | SVSIFC532, Semester 5 |
| Total Credits | 1 |
| Course type (core/compulsory/ elective/any other – please specify) | Compulsory |
| Level (Pre-doctoral/MA/PG Diploma /Certificate/UG) | UG |
| Proposed date of launch | Monsoon 2019 |
| Course coordinator and team | Mr. Akha Kaihrii Mao, Dr. Mecnakshi Gujral, Mr. Nitin Sharma |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 The present proposed course focuses on building fundamental concepts of entrepreneurship among students, with special reference to start-ups.
 This course connects and builds upon courses offered in all three areas of specialization, viz-a-viz; Tourism and Hospitality; Retail Management; Early Childhood Centre Management and Entrepreneurship.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):
 Those students who have been promoted from semester 4 to semester 5.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD?
 AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. Against this background, the BVoc programmes (Tourism and Hospitality; Retail Management and Early Childhood Centre Management and Entrepreneurship) impart practical training to its undergraduate students to enable them to pursue full-time or part-time tertiary education. It is an industry related specialised programme and courses. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

The GEC courses aim to strengthen communication skills, promotes a deeper understanding of self and provides academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives. To this end, the course Foundations of Entrepreneurship is in line with the philosophy and vision of AUD. The course on Foundations of Entrepreneurship envisages helping young students to become aware of the requirements for starting an entrepreneurship/ or their own business venture. The course aims at orienting students not only to be job seekers but also be job creators and to be innovative in their approach. The course is aimed at giving students an opportunity to explore and interact with entrepreneurs through hands on workshop sessions and field visits. The modules and flexible choice of issues are relevant to the students of the BVoc programmes offered in SVS as it covers the aspects of various entrepreneurial skills required to become entrepreneurs related to tourism,

hospitality, retail sector and wellbeing of children, etc. Given this, the course fulfils the objective of General Education Component scaffolding the vocational specific courses/programmes.

6. How does the course link with the specific programme(s) where it is being offered?

The Course Foundations of Entrepreneurship will be one of the General Education Component course for all the BVoc students in the 5th semester. The course will introduce students to the various dimensions related the need for entrepreneurship and innovations and the some basics knowledge and skills required to start an entrepreneurship. The Course is aimed at helping students to become entrepreneurs and creators of job for themselves and for more people and contribute to the society.

7. Course Details:

a. Summary:

The course on foundations of entrepreneurship is designed into highly interactive sessions and provides the students with the basic concept, considerations and practices of entrepreneurship management. The key objective of the course is equip the students with desired knowledge and practical experiences, which will facilitate to succeed in their business development efforts. It serves as a gateway course to aspiring entrepreneurs among students.

b. Objectives of course:

- Understand basics concepts, considerations and business practices of entrepreneurship management.
- Recognising problems, challenges and factors affecting successful entrepreneurial business.
- Recognizing the importance and impact of social entrepreneurship and sustainability.
- Understanding the various aspects of entrepreneurial business such as business opportunities, finance, marketing, customer interface, risk-taking, etc.

c. Expected Learning Outcomes: On completion of the course students will be able to-

- Explain the concept of entrepreneurial business and various aspects of it.
- Equip students with basic understanding on how to start and run their own businesses.
- Describe how to identify opportunities and convert them into feasible business practice.
- Summarize the practical basic steps to starting your own business in the form of business plan.
- Appreciate the role of innovation and sustainability in entrepreneurial business.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into number of sessions conducted in workshop-mode and supported by field visits.

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

| Session | Topic | Objective(s) | Core Reading (with no. of pages) | Additional Suggested Readings |
|---------|---|--|---|---|
| 1. | An Introduction to Entrepreneurship <ul style="list-style-type: none"> ▪ Definitions of entrepreneurship, entrepreneurs ▪ Various types of entrepreneurs (based on personality of entrepreneurs) – | a. Orientation towards basic concepts of entrepreneurship, key factors for starting a new enterprise and resource requirement. | Schumpeter, J., Becker, M., Knudsen, T. and Swedberg, R. (2011). <i>The entrepreneur</i> . Stanford, CA: Stanford University Press. | Article: Quest for Equity - Urban Dalit Women https://csei.org.in/wp-content/uploads/2017/01/Quest-for-Equity-Urban-Dalit-Women |

| | | | | |
|-----------|---|--|--|--|
| | <p>builders, opportunist, innovator, specialist, etc Including types of entrepreneurial business based on ownership such as sole proprietorship, partnership, corporation, etc.</p> | <p>b. Recognizing problems and examine the link between problems, resolutions and opportunities</p> | | <p><u>Employees-Entrepreneurs.pdf</u></p> |
| <p>2.</p> | <p>Problems and challenges</p> <ul style="list-style-type: none"> ▪ Entrepreneur's business practices and business success factors ▪ Challenges in start-up journey ▪ Social entrepreneurship and sustainability – identification of social problems, mobilizing resources, building networks | <p>c. Understanding the various aspects of entrepreneurial business including Infrastructure requirement</p> <p>d. Get acquainted with marketing aspects, financing opportunities and organizational structure</p> | <p>Durkin, C. and Gunn, R. (2016). <i>Social entrepreneurship (second edition)</i>. Bristol: Policy Press.</p> | <p><i>Short Stories of Indian Entrepreneurs</i> https://yourstory.com/mystory/top-10-young-entrepreneurs-in-india-2018-till-date-cdulu28uft</p> |
| <p>3.</p> | <p>Marketing aspects</p> <ul style="list-style-type: none"> ▪ Identifying business opportunities ▪ Idea generation ▪ Customer interface ▪ Identifying and understanding use of marketing options such as advertising, networking, word of mouth, online marketing, etc. | <p>e. Learning the importance of business plan</p> <p>f. Recognizing the role of technology in sustainable business practices</p> | <p>Robert D Hisrich, Micheal P Peters, Dean A. Shepherd (2011): <i>Entrepreneurship McGraw-Hill</i></p> | <p>http://www.forbesindia.com/article/spjmr/entrepreneurship-in-india-then-and-now/46701/1</p> <p>Women Entrepreneurs in India - Deepa Krishnan, Mumbai Magic https://www.linkedin.com/pulse/women-entrepreneurs-indian-tourism-industry-deepa-krishnan/</p> |
| <p>4.</p> | <p>Financial Aspects</p> <ul style="list-style-type: none"> ▪ Basics of entrepreneurial finance ▪ Determine financing need ▪ Various funding avenues ▪ Learning to study financial reports | | | |
| <p>5.</p> | <p>Managing Infrastructure and human resources</p> <ul style="list-style-type: none"> ▪ Infrastructure for entrepreneurial activity ▪ Institutional arrangements | | | |

| | | | | |
|----|--|--|--|--|
| 6. | <ul style="list-style-type: none"> ▪ Common IIRM practices and challenges ▪ Organizational structure <p>Role of business plan</p> <ul style="list-style-type: none"> ▪ Understanding the value proposition and the business plan ▪ Initial considerations and key risks | | | |
| 7. | <p>Technology for sustainable development</p> <ul style="list-style-type: none"> ▪ Maintaining effective <i>partnerships</i> ▪ Factors of sustainable growth in a business ▪ Role of technology ▪ Integration of technological development for sustainability of entrepreneurial business | | | |

* Field visits will be organized among various entrepreneurial ventures across different sectors.

Assessment (weights, modes, scheduling)

| Components of Evaluation | Field Visit Report and Interview with an Entrepreneur | Class Participation | Quiz | Final Exam |
|--------------------------------------|---|---------------------|---------------------------------|----------------|
| Weightage (%) | 40 (25+15) | 10 | 10 | 40 |
| Deadlines for Submission (Tentative) | Semester long | Semester long | 2 nd week of October | End of October |

8. Pedagogy:

- a. **Instructional strategies:** The course is taught through practical participatory approach in workshop mode. Students will be given semester long assignment, which will progress and build upon each session taken up by faculty. The faculty will facilitate students in making appropriate tools for collecting data during field visits.
- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** The course will be supplemented with field visits to various entrepreneurial ventures across sectors. These field visits will be facilitated by AUD Centre for Incubation, Innovation and Entrepreneurship. The companies which already have cordial relationship with Incubation Centre, will be approached for practical learning of our BVoc students.
- c. **Expertise in AUD faculty or outside:** AUD/Guest

3103

- d. Linkages with external agencies (e.g. with field-based organizations, hospital; any others): Field Visits, executive guest lectures by industry experts.


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:


Signature of the Dean of the School

104

19

Programme Structure
BA, Law & Politics
School of Law, Governance and Citizenship
Ambedkar University Delhi

The BA programme in Law and Politics (like other AUD Karampura Campus undergraduate programmes) comprises of 96 credits over six semesters to be earned in the following manner:

| Courses BA-LP | Minimum Credits |
|----------------------|------------------------|
| Foundation Courses | 24 |
| Core Courses | 48 |
| Elective courses | 24 |

- Students will have to earn half of the total credits (48 of 96) from core courses
- 24 credits have to be earned through the Foundation Core (English Language 1 and 2, and Environment) and Foundation Electives, one each from three distinct baskets (Ways of Knowing; Justice and Democracy; and India in the World)
- Remaining 24 credits can be earned through a distinct set of elective courses

The Semester-wise course structure is as below:

| Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 5 | Semester 6 |
|--------------------------------------|------------------------------|-------------------------------------|--------------------------------|------------------------------|---|
| F1 | E1 | F2/F6 | F2/F6 | F5 | E6 |
| F3/1-4/F5 | E2 | C3 Indian Constitution and Politics | E4 | C7: Constitutional Law- II | C10: International Law |
| F3/F4/F5 | F3/F4/F5 | E3 | C5: Political Process in India | C8: Criminal Law | C11: Human Rights Law |
| C1: Introduction to Political Theory | C2: Indian Political Thought | C4: Introduction to Law | C6: Constitutional Law I | C9 Western Political Thought | C12: Law and Politics in Contemporary India |

F1-F6: Foundation Courses (6 courses; 24 credits)

C1-C12: Core Courses (12 courses; 48 credits)

E1-E6: Elective Courses (6 Courses; 24 credits)

| S. No. | Basket of Courses | Level |
|---------|--|-------|
| F1 & F2 | English Proficiency 1 (EPC)/English for Academic Purposes 1 (EAP1) | 1 |
| | English for Academic Purposes 2 (EAP2) | 3 |
| F3 | India in the World | 1 |
| F4 | Ways of Knowing | 1 |
| F5 | Justice and Democracy | 1 |
| F6 | Environment | 2 |

Courses on offer as Foundation Electives in Each Basket:

F3. India in the World:

1. Indians in the World
2. South Asian Political Economy
3. *Bhartiya Sanskriti evam Vishwa Sahitya*
4. *Sajhi Sanskriti*

F4. Ways of Knowing:

1. Logic and Reasoning
2. Introduction to Social Science and Humanities
3. Nature of Science

F5. Justice and Democracy:

1. The Idea of Democracy
2. Reading Ambedkar
3. Introduction to the Indian Constitution

Electives

An indicative list of elective courses on offer so far:

1. Anticolonialism and Postcolonial Futures
2. The Legal Imagination
3. Rights based Political Movements in Contemporary India
4. Nationalism and the Struggle for Independence in India
5. Citizenship: Theories and Contemporary Concerns
6. Reading Gandhi
7. Sociological Imagination
8. Feminist Theory and Practice
9. Great Transformations
10. Essential of Economics
11. Electoral Systems
12. Language, Society and Culture
13. Historico-Graphic Novels

Anuj Bhunia

106
106
106

Programme Structure
MA Law, Politics and Society
School of Law, Governance and Citizenship
Ambedkar University Delhi

The programme comprises of 64 credits over 4 semesters. It includes 14 taught courses (4 credits each), a compulsory summer internship (2 credits) and a written dissertation (6 credits). Of the 14 taught courses, 7 are core courses and 7 are elective courses, which students can select from a list of courses on offer

Semester 1 (4 compulsory courses)

| S.No. | Course Name | Type | Credits |
|-------|--|------|---------|
| 1. | Introduction to Law and legal Methods | Core | 4 |
| 2. | An Introduction to Jurisprudence and Legal Philosophy | Core | 4 |
| 3. | Law and the Making of Modern India | Core | 4 |
| 4. | Indian Constitutionalism: Law, History & Politics | Core | 4 |

Total Credits

16

Semester 2 (2 Compulsory + 2 elective courses)

| S.No. | Course Name | Type | Credits |
|-------|--------------------------------|----------|---------|
| 1. | Law, State and Politics | Core | 4 |
| 2. | Sociology of Law | Core | 4 |
| 3. | Elective I | Elective | 4 |
| 4. | Elective II | Elective | 4 |

Total Credits

16

Semester 3 (Summer Internship + 1 Compulsory + 3 elective courses)

| S.No. | Course Name | Type | Credits |
|-------|---|------------|---------|
| 1 | Internship (During summer break, after the completion of II semester coursework and exams) | Compulsory | 2 |
| 2 | Research Methodology | Core | 4 |
| 3 | Elective Course I | Elective | 4 |
| 4 | Elective Course II | Elective | 4 |
| 5 | Elective Course III | Elective | 4 |

Total Credits

18

Semester 4 (Dissertation + 2 elective courses)

| S.No. | Course Name | Type | Credits |
|-------|---------------------|------------|---------|
| 1 | Dissertation | Compulsory | 6 |
| 2 | Elective I | Elective | 4 |
| 3 | Elective II | Elective | 4 |

Total Credits

14

107

I. Elective Courses offered as part of MA Law, Politics and Society:

| S. No. | Course | Credits |
|--------|--|---------|
| 1 | Theorizing the Indian State | 4 |
| 2 | Rethinking Development | 4 |
| 3 | Speech, Crime and Law | 4 |
| 4 | Constitutionalism and Social Transformation | 4 |
| 5 | Criminal Imaginaries and Legal Order | 4 |
| 6 | Law, Environment and Development | 4 |
| 7 | Comparative Constitutional Law | 4 |
| 8 | Feminist Jurisprudence | 4 |
| 9 | Economic Analysis of Law | 4 |
| 10 | Law and Modernity | 4 |
| 11 | Law, and Politics and Indigenelty | 4 |
| 12 | Legal Biographies and the History of the Law In Modern India | 4 |
| 13 | Policing and Society | 4 |
| 14 | Law, Society and Crime | 4 |
| 15 | Citizenship Struggles and Practices In India: Legality and Beyond | 4 |
| 16 | Measure for Measure: Intersections of Law, Literature and Language | 4 |

Arif Bhanania

08
10111

Programme Structure
BA, Law & Politics
School of Law, Governance and Citizenship
Ambedkar University Delhi

The BA programme in Law and Politics (like other AUD Karampura Campus undergraduate programmes) comprises of 96 credits over six semesters to be earned in the following manner:

| Courses BA-LP | Minimum Credits |
|--------------------|-----------------|
| Foundation Courses | 24 |
| Core Courses | 48 |
| Elective courses | 24 |

- Students will have to earn half of the total credits (48 of 96) from core courses
- 24 credits have to be earned through the Foundation Core (English Language 1 and 2, and Environment) and Foundation Electives, one each from three distinct baskets (Ways of Knowing; Justice and Democracy; and India in the World)
- Remaining 24 credits can be earned through a distinct set of elective courses

The Semester-wise course structure is as below:

| Semester 1 | Semester 2 | Semester 3 | Semester 4 | Semester 5 | Semester 6 |
|--------------------------------------|------------------------------|--------------------------------------|--------------------------------|-------------------------------|---|
| F1 | E1 | F2/F6 | F2/F6 | E5 | E6 |
| F3/F4/F5 | E2 | C3: Indian Constitution and Politics | E4 | C7: Constitutional Law- II | C10: International Law |
| F3/F4/F5 | F3/F4/F5 | E3 | C5: Political Process in India | C8: Criminal Law | C11: Human Rights Law |
| C1: Introduction to Political Theory | C2: Indian Political Thought | C4: Introduction to Law | C6: Constitutional Law 1 | C9: Western Political Thought | C12: Law and Politics in Contemporary India |

F1-F6: Foundation Courses (6 courses; 24 credits)

C1-C12: Core Courses (12 courses; 48 credits)

E1-E6: Elective Courses (6 Courses; 24 credits)

| S. No. | Basket of Courses | Level |
|---------|--|-------|
| F1 & F2 | English Proficiency 1 (EPC)/English for Academic Purposes 1 (EAP1) | 1 |
| | English for Academic Purposes 2 (EAP2) | 3 |
| F3 | India in the World | 1 |
| F4 | Ways of Knowing | 1 |
| F5 | Justice and Democracy | 1 |
| F6 | Environment | 2 |

Courses on offer as Foundation Electives in Each Basket:

F3. India in the World:

1. Indians in the World
2. South Asian Political Economy
3. Bhartiya Sanskriti evam Vishwa Sahitya
4. Sajhi Sanskriti

F4. Ways of Knowing:

1. Logic and Reasoning
2. Introduction to Social Science and Humanities
3. Nature of Science

F5. Justice and Democracy:

1. The Idea of Democracy
2. Reading Ambedkar
3. Introduction to the Indian Constitution

Electives

An indicative list of elective courses on offer so far:

1. Anticolonialism and Postcolonial Futures
2. The Legal Imagination
3. Rights based Political Movements in Contemporary India
4. Nationalism and the Struggle for Independence in India
5. Citizenship: Theories and Contemporary Concerns
6. Reading Gandhi
7. Sociological Imagination
8. Feminist Theory and Practice
9. Great Transformations
10. Essential of Economics
11. Electoral Systems
12. Language, Society and Culture
13. Historico-Graphic Novels

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

| | |
|--|--|
| School/Centre proposing the course | SLGC |
| Programme(s) | BA |
| Course title | Modern Indian Political Thought |
| Course code | |
| Total Credits | 4 |
| Course type (core/compulsory/ elective/any other – please specify) | Core (II semester of BA. Law and Politics in Q4) |
| Level (Pre-doctoral/MA/PG Diploma /Certificate/UG) | UG |
| Proposed date of launch | January 2020 |
| Course coordinator and team | Dr. Javed Iqbal Wani |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is offered as a core course to BA Law and Politics students.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Maximum 75.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long course

5. How does the course link with the vision of AUD?

The course offers an engaging overview of the key themes that are central to political discussions in India such as the idea of political community, social justice, and secularism.

6. How does the course link with the specific programme(s) where it is being offered?

The course introduces the students to some of the key themes in Modern Indian Political thought by focusing on some of the most interesting thinkers and their ideas. The course is thematic in nature and will centrally build an understanding of how is the "political" conceptualized in South Asia.

7. Course Details:

- a. **Summary:**Based on the study of individual thinkers, the course introduces a selection of thinkers and themes that define the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social, political, and temporal contexts.
- b. **Objectives:**The course intends to expose students of B.A. Law and politics to have an overall exposure to some of the key themes in Indian politics that continue to be a matter of debate and discussion. This course aims to offer a clearer understanding of the key themes, and the contexts of their emergence and its implications.
- c. **Expected learning outcomes:**

On successful completion of this course, students will be able to;

1. Demonstrate a knowledge of some of the main ideas of key thinkers in modern India.
 2. Demonstrate a knowledge of the socio-political context in which the ideas emerged.
 3. Participate and contribute through class discussions and research papers on themes around these thinkers in modern India and assess their impact on contemporary political thinking.
- d. **Overall structure (course organisation, rationale of organisation; outline of each module):**The course will comprise of four modules:

Module I

The module will engage with the reformation period in nineteenth century India and will examine the implications of reformist discourse in the face of colonialism.

- I. Understanding Modern Indian Political Thought (Orientation lectures, 01 Week)
- II. Rammohan Roy: Colonialism and the emergence of reformism in India (01 Week)

112
23

III. Pandita Ramabai: The 'women' question in the age of 'reform' (01 Week)

Module II

Nationalist discourse offered very compartmentalized notions of nation and nationalism. Gandhi and Tagore offered a critique of such approaches. This module will discuss those critiques or alternative visions.

- I. Gandhi: Swaraj (02 weeks)
- II. Tagore: Critique of Nationalism (01 Week)

Module III

This module will offer a perspective on the theme of community and nation. Communalism remained one of the major challenges to the nationalist discourse. Communal discourse argued notions of inclusion and exclusion, which become quite evident in the political writings of Iqbal and Savarkar.

- I. Iqbal: Community (01 Week)
- II. Savarkar: Hindutva (01 Week)

Module IV

One of the significant outcomes of the nationalist discourse in modern India is that it resulted in a radical discussion around the notion of Democratic Socialism. Political thought of Nehru, Ambedkar and Lohia, engage with ideas of inclusion, secularism and social justice. The course will conclude with discussing Periyar as a radical alternative emphasising 'differential politics' and a new ethic of citizenship.

- I. Nehru: Secularism (01 Weeks)
- II. Ambedkar: Social Justice (01 Week)
- III. Lohia: Socialism (01 Week)
- IV. Periyar: Differential Politics and an Ethic of Citizenship (01 week)

e. Contents (week wise plan with readings):

Module 1

Week 1

Orientation lectures: Understanding Modern Indian Political Thought

Essential Readings:

Singh, Akash and Slika Mohapatra, 'Introduction: What is Indian Political Thought?', In *Indian Political Thought: A Reader*, New Delhi: Routledge.

Mehta, V.R. and Pantham, Thomas (eds.) (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations', History of Science, Philosophy and

Culture In Indian civilization' Vol: 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixl.

Dalton, D., (1982) 'Continuity of Innovation', In Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi. Academic Press: Gurgaon, pp. 1-28.

Supplementary readings:

Kaviraj, Sudipta. 'On the historicity of 'the political': Rajaniti and politics In modern Indian thought.' *Comparative Political Thought*. Routledge, 2013. 34-49.

Kaviraj, Sudipta. 'Modernity and Politics In India', *Daedalus*, Vol. 129, No.1, Multiple Modernities (winter 2000), pp 137-162.

Week 2

Rammohan Roy: Colonialism and the emergence of reformism In India

Essential readings:

Guha Ramchandra(ed.) (2010), *Makers of Modern India*, Penguin India, pp 26-48

Bayly, C. A. (2010) 'Rammohan and the Advent of Constitutional Liberalism In India 1800-1830', in Kapila, Shruti (ed.) *An Intellectual History for India*. New Delhi: Cambridge University Press, pp. 18- 34.

Pantham, Thomas (1986) 'The Socio-Religious Thought of Rammohan Roy', in Pantham, Thomas and Deutsch, Kenneth I. (eds.) *Political Thought In Modern India*. New Delhi: Sage, pp.32-52,

Supplementary readings:

Sarkar, Sumit (1985) 'Rammohan Roy and the break With the Past', In *A Critique on colonial India*. Calcutta: Papyrus, pp. 1-17.

Week 3

PanditaRamabai: The 'women' question in the age of 'reform'

Essential Readings:

Ramabai, Pandita (1981) *The High-Caste Hindu Woman*, Bombay: Maharashtra State Board for Literature and Culture, Chapter VI and Chapter VII.

Kosambi, Meera (1988) 'Women's Emancipation and Equality: PanditaRamabai's Contribution to Women's Cause', *Economic and Political Weekly*, Vol. 23, No. 44: Oct., pp. 38-49.

4-14
25

Supplementary readings:

Omvedt, Gail (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*. New Delhi: Navayana. pp. 205-224.

Chakravarti, Uma (2007) *Pandita Ramabai - A Life and a Time*. New Delhi: Critical Quest, pp. 1-40.

Module 2

Week 4 & 5

Gandhi: Swaraj

Essential Readings:

Gandhi, Mahatma. (2009) *Swaraj*, Rajpal Publishing, pages 84.

Guha Ramchandra(ed.) (2010), *Makers of Modern India*, Penguin India, pp 148-184; pp281-308

Gandhi, M. K. (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', Hay, S. (ed.) *Sources of Indian Tradition. Vol. 2*. Second Edition. N. Delhi: Penguin, pp. 265-270.

Parel, Anthony J. (ed.) (2002) 'Introduction', in *Gandhi, freedom and Self Rule*. Delhi: Vistaar Publication.

Supplementary readings:

Terchek, Ronald (2002) 'Gandhian Autonomy in Late Modern World', in Parel, Anthony J. (ed.) *Gandhi, Freedom and Self Rule*. Delhi: Sage.

Dalton, Dennis (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*. Gurgaon: The Academic Press, pp. 154- 190.

Week 6

Tagore: Critique of Nationalism

Essential readings:

Tagore, R.N. (1917) 'Nationalism in India' in *Nationalism*, San Francisco: The Book Club of California, pp 117-154.

Guha Ramchandra(ed.) (2010), *Makers of Modern India*, Penguin India, pp 185- 203

Tagore, R. (1994) 'The Nation', Das, S. K. (ed.) *The English Writings of Rabindranath Tagore, Vol. 3*, New Delhi: Sahitya Akademi, pp. 548-551.

Bhattacharya, Sabyasachi. (1997) *The Mahatma and the Poet: Letter and Debates between Gandhi and Tagore*, NBT, pages 26-34

Supplementary readings:

Chakravarty, Radharaman (1986) 'Tagore, Politics and Beyond', in Pantham, Thomas and Deutsch, Kenneth I. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 177- 191.

Radhakrishnan, Manju and Debasmita (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in Hogan, Patrick, Colm and Pandit, Lalita (eds.) *Rabindranath Tagore: Universality and Tradition*. London: Rosemont Publishing and Printing Corporation, pp. 29-39.

Nandy, Ashis (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*. Delhi: Oxford University Press, pp. 1-50.

Module 3

Week 7

Iqbal: Community

Essential Readings:

Iqbal, M. (1991) 'Speeches and Statements', Hay, S. (ed.) *Sources of Indian Tradition*. Vol. 2. Second Edition. N. Delhi: Penguin, pp. 218-222.

Engineer, Asghar Ali (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', *Social Scientist*, Vol.8, No.8, March, pp. 52-63.

Supplementary reading:

Gordon-Polonskya, L. R. (1971) 'Ideology of Muslim Nationalism', in Malik, Hafiz (ed.) *Iqbal: Poet-Philosopher of Pakistan*. New York: Columbia University Press, pp. 108-134.

Madani (2005) *Composite Nationalism and Islam*. New Delhi: Manohar, pp. 66-91.

Week 8

Savarkar: Hindutva

Essential readings:

Savarkar, V.D. (2003) *Hindutva*, Hindi Sahitya Sadan, pages 141.

Sharma, Jyotirmaya (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*. Delhi: Penguin, pp. 124-172.

Supplementary readings:

Keer, Dhananjay (1966) *Veer Savarkar*. Bombay: Popular Prakashan, pp. 223-250.

Module 4

Week 9

Nehru: Secularism

Essential readings:

Guha Ramchandra(ed.) (2010), *Makers of Modern India*, Penguin India, pp326-369

Nehru, J. L. (1991) 'Selected Works', Hay, S. (ed.) *Sources of Indian Tradition*. Vol. 2. Second Edition. N. Delhi: Penguin, pp. 317-319.

Pillai, R.C. (1986) 'Political thought of Jawaharlal Nehru', in Pantham, Thomas and Deutsch Kenneth I. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 260- 274.

Supplementary readings:

Chatterjee, Partha (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

Zachariah, Benjamin (2004) *Nehru*. London: Routledge Historical Biographies, pp. 169-213.

Week 10

Ambedkar: Social Justice

Essential readings:

Ambedkar, B.R. (2014) 'Annihilation of Caste,' in *Dr. Babasaheb Ambedkar: Writings and Speeches, Vol.1*, New Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment, Government of India, pp 56-58, 59-64, 68-75, 76-78

Guha Ramchandra(ed.) (2010), *Makers of Modern India*, Penguin India, pp 204-227.

Ambedkar, B. R. (1991) 'Constituent Assembly Debates', Hay, S. (ed.) *Sources of Indian Tradition*. Vol. 2. Second Edition. N. Delhi: Penguin, pp. 342-347.

Rodrigues, Valerian (2007) 'Good society, Rights, Democracy Socialism', In Thorat, Sukhdeo and Aryama (eds.) *Ambedkar in Retrospect - Essays on Economics, Politics and Society*. Jaipur: IIDS and Rawat Publications.

Supplementary readings:

Chatterjee, Partha (2005) 'Ambedkar and the Troubled times of Citizenship', in Mehta, V. R. and Pantham, Thomas (eds.) *Political ideas in modern India: Thematic Explorations*. New Delhi: Sage, pp. 73-92.

Mungekar, Bhalachandra (2007) 'Quest for Democratic Socialism', in Thorat, Sukhdeo and Aryana (eds.) *Ambedkar in Retrospect - Essays on Economics, Politics and Society*. Jaipur: IDS and Rawat Publications, pp. 121-142.

Week 11

Lohia: Socialism Essential readings

Essential readings:

Guha Ramchandra(ed.) (2010), *Makers of Modern India*, Penguin India, pp385-403.

Sinha, Sachidananda, (2010) 'Lohia's Socialism: An underdog's perspective', *Economic and Political Weekly*, Vol. XLV, No. 40, October 02 - October 08, pp. 51-55.

Supplementary readings:

Kumar, Anand (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', *Economic and Political Weekly*, Vol. XLV, No. 40, October 02 - October 08, pp. 64-70.

Anees, Mukhtar, Dixit, Vijayakant, (1984) (eds.) *Lohia: Many Faceted Personality*, RammanoharLohia Smarak Smiti.

Week 12

Periyar: Differential politics and an Ethic of citizenship

Essential readings:

Pandian, M.S.S. 'Denationalising the Past: Nation in EV Ramaswamy's Political Discourse', *Economic and Political Weekly*, Vol. 28, No. 42, 1993, pp 2282-2287

Geetha, V. 'Periyar, Women and an Ethic of Citizenship', *Economic and Political Weekly*, Vol. 33, No. 17, 1998, pp WS9- WS15.

Supplementary readings:

Please visit http://gutenberg.us/articles/periyar_e._v._ramasami#Self-Respect , if further interested in specific themes in Periyar's Political Thought.

8. Pedagogy:

a. Instructional strategies:

The course will be a combination of lectures, thematic discussions and presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

29 118

None

c. Expertise in AUD faculty or outside

The core faculty at SLGC and other schools at AUD have academic training in the field of Political Science.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

e. Assessment details with weights

| | |
|------------------------------------|----|
| Assignment | 20 |
| Mid-term exam | 30 |
| End-term exam | 40 |
| Class participation and attendance | 10 |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Am Bhowik
Signature of the Dean of the School

30
119

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | SLGC |
| Programme(s) | BA |
| Course title | Nationalism. and the Struggle for Independence in India |
| Course code | |
| Total Credits | 4 |
| Course type (core/compulsory/ elective/any other – please specify) | Elective |
| Level (Pre-doctoral/MA/PG Diploma /Certificate/UG) | UG |
| Proposed date of launch | August 2019 |
| Course coordinator and team | Dr.Javed Iqbal Wani |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is offered as an elective to BA Law and Politics students. This course will complement other courses being offered to them, such as 'Modern Indian Political Thought', and 'Anti-colonialism and Postcolonial Futures'.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No Requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Maximum 50.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long course.

5. How does the course link with the vision of AUD?

The course introduces the students to an intensive discussion on the nationalist struggle in India. This course is a timely intervention in the ongoing contestations on the definitions and scopes of nationalism in India.

1 45 . 120
1 120

6. **How does the course link with the specific programme(s) where it is being offered?**
The course aims to offer a foundation in understanding some of the key moments and mobilisation in the Nationalist struggle against Colonialism. This course will complement other courses such as 'Modern Indian Political Thought', and 'Anticolonialism and Postcolonial Futures' offered at the UG level in AUD.

7. **Course Details:**

a. **Summary:**

The purpose of this course is to offer a comprehensive perspective on the struggle of Indian people against colonialism. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to Partition and Independence.

b. **Objectives:**

Through lectures and discussions, the course aims to highlight the various conflicts and contradictions in the nationalist struggle by focusing on its different dimensions such as communalism, class struggle, caste and gender questions.

c. **Expected learning outcomes:**

At the end of this course the student should be able to:

- I. Comprehend the emergence of Indian nationalism and the challenge of colonialism by looking at the struggle from different theoretical perspectives that highlight its different dimensions.
- II. Know and be able to discuss the central themes and ideas in some of the key mobilizations in modern India.

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The course will comprise of three modules:

Module I (3 weeks)

Approaches to the Study of Nationalism in India

This module will discuss various approaches to the study of nationalist movement in India for example, the Nationalist school, the Cambridge school, the Marxist school and the Subaltern school. The last section of this module will

already begin discussions concerning the rise of nationalist politics with the creation of Congress.

Module II (5 Weeks)

The Rise and Expansion of Nationalist Politics in India

This module will engage with some of the key phases of nationalist movement in India and the different ideological streams that steered the discussion. Discussions will touch upon issues such as;

- I. Moderates and Extremists within Congress and the revolutionary radicals,
- II. Socialist alternatives (Congress Socialists and Communists),
- III. Some Popular Gandhian Mass Mobilizations: Khilafat, Non-cooperation and Civil Disobedience
- IV. Communalism in Indian Politics, Formation of the Muslim League

Module III (4 Weeks)

This module will focus upon the conclusive phase of nationalist politics against colonial control. Partition of India and the transfer of power will be the two key themes discussed in this module. This module will also towards the end take stock of the entire nationalist politics in India, review its strategies and will conclude with discussions that contextualize the onset of postcolonial politics in India.

- I. Partition
- II. Transfer of power/ Independence

e. Contents (week wise plan with readings):

Module I (4 weeks)

Films: ShatranjKeKhiladi (1977) orMangal Pandey (2005)

Readings:

Week 1

Orientation Lecture: General outline

Essential readings:

Bandopadhyay, S. (2004) From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, pp. 184-191.

Week 2

Essential readings:

Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage Publications, pp. 25-36.

Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, pp. 71-103.

Week 3

Essential readings:

Chatterjee, P. (2010) 'A Brief History of Subaltern Studies', in Chatterjee, Partha *Empire & Nation: Essential Writings (1985-2005)*. New Delhi: Permanent Black.

Amin, Shahid. "Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-2." *Subaltern studies* 3 (1984): 1-61.

Supplementary readings:

Chakraborty, Dipesh. 'A Small History of Subaltern Studies' in *Habitation of Modernity: Essays in the Wake of Subaltern Studies*, University of Chicago Press.

Module II (4 Weeks)

The Rise and Expansion of Nationalist Politics in India

Week 4

Essential readings:

Chandra Bipan (Eds.), 'Foundations of the Congress: The Myth' and 'Foundation of the Indian National Congress: The Reality' in *India's Struggle for Independence, 1857-1947*, Penguin Books

Week 5

Rise of Revolutionary politics:

Movie: Shaheed (1965) or The Legend of Bhagat Singh (2002) or Sarabha: Cry for Freedom (2019)

Essential readings:

Mittal, S. and Irfan Habib, (1982) 'The Congress and the revolutionaries in the 1920s', *Social Scientist* 10, no.6, 20-37

Bandopadhyay, S. (2004) 'Early Nationalism: Discontent and Dissension' in *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 227-261

Supplementary readings:

Chandra Bipan (Eds.), 'Bhagat Singh, Surya Sen and the Revolutionary Terrorists' in *India's Struggle for Independence, 1857-1947*, Penguin Books

Week 6

Emergence of Communism as an Alternative Perspective

Essential readings:

Sarkar, S. (1983) *Modern India (1885-1947)*. New Delhi: Macmillan. 244-251

Bandopadhyay, S. (2004) 'Working Class movements' in *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp.369-380

Das, Susnata. (2011) 'The Empire Against Communism: Colonial Repression on the Marxist Revolutionaries in Bengal (1930-36)', *Proceedings of the Indian History Congress*, 71, 714-727

Joshi, P.C. speech titled "Struggle or Suicide?" at the Bombay Session of the AICC.
<https://www.marxists.org/subject/india/cpgb/pamphlet/x02.htm>

Supplementary readings:

Haithcox, J.P. (1971) *Communism and Nationalism in India: M.N. Roy and Comintern Policy, 1920-1939*, Princeton legacy Library

Week 7

Gandhi and Mass Mobilization:

Movie: Gandhi (1982)

Essential readings:

Bandopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. pp 297-322 (Khilafat and Non-cooperation)

Habib, Irfan. (1997) 'Civil Disobedience 1930-31' *Social Scientist* 25, no. 9/10, 43-66

Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, 109-119

Supplementary readings:

Low, D.A. "The Government of India and the First Non-Cooperation M, 1920-1922, *The Journal of Asian Studies* 25, no.2 (1966): 241-59

Week 8

124
49-2-20

The Challenge of Communalism

Essential readings:

Bandopadhyay, S. (2004) 'Muslim politics and foundation of the Muslim League' in *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp 262-278

Chandra Bipan (Eds.), 'The Rise and Growth of Communalism' and 'Jinnah, Golwalkar and Extreme Communalism' in *India's Struggle for Independence, 1857-1947*, Penguin Books

Module III (4 Weeks)

Partition

Week 9 and Week 10

Movie: GarmHawa (1973) or KhamoshPani (2003)

Essential readings:

Butalia, Urvashi. (2000) *The Other side of Silence: Voices from Partition of India*, Durham: Duke University Press, pp 1-20 and 85-136

Bandopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 405-438.

Pandey, Gyanendra, (2001) 'The Three Partitions of 1947' in *Remembering Partition: Violence, Nationalism and History in India*, NY: CUP, pp21 44

Supplementary readings:

Menon Ritu and KamlaBhasin. (1998). *Borders & Boundaries: Women in India's Partition*. New Jersey: Rutgers University press, Pp 1-30

Week 11 and Week 12

Transfer of Power

Movie: Viceroy's House (2017)

Essential readings:

V.P Menon, *The Transfer of Power in India*, Princeton University Press, Orient Longman, 1957. (Various extracts) pp318-350, 371-403, 417-435

Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp.135-166.

Times report on Mountbatten's Radio Broadcast:

100 50 125

<http://www.nationalarchives.gov.uk/wp-content/uploads/2014/03/cab21-2038ii1.jpg>

Extract from a speech delivered by Muhammad Jinnah, 6th December 1945 (CAB 127/136)

<http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/jinnah-calls-pakistan/>

Speech by Muhammad Jinnah on the partition of Bengal and the Punjab, 4th May 1947 (FO 371/63533)

<http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/jinnah-partition/>

Supplementary readings:

Bandopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 405-423 (Quit India Movement, pp 184- 226 (Emergence of Indian Nationalism)

Sarkar, S. (1983) *Modern India (1885-1947)*. New Delhi: Macmillan. 135-146

Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119; 128-134.

Chandra Bipan (Eds.), 'The Long-term Strategy of National Movement', 'The Quit India Movement and the INA' & 'The Indian National Movement: The Ideological Dimension' in *India's Struggle for Independence, 1857-1947*, Penguin Books

Bandopadhyaya, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 342-357; 369-381

8. Pedagogy:

a. Instructional strategies:

The course will be a combination of lectures, thematic discussions and presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

None

c. Expertise in AUD faculty or outside

126
51-21-10

The core faculty has academic training in the field of Political Science and Modern Indian History.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

- e. **Assessment structure (modes and frequency of assessments)**

The course will have four assessments:

| | |
|------------------------------------|----|
| Assignment | 20 |
| Mid-term exam | 30 |
| End-term exam | 40 |
| Class participation and attendance | 10 |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:


Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

| | |
|--|-----------------|
| School/Centre proposing the course | SLGC |
| Programme(s) | BA |
| Course title | Reading Gandhi |
| Course code | |
| Total Credits | 4 |
| Course type (core/compulsory/ elective/any other – please specify) | Elective |
| Level (Pre-doctoral/MA/PG Diploma /Certificate/UG) | UG |
| Proposed date of launch | August 2019 |
| Course coordinator and team | Dr. Ngoru Nixon |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course, 'Reading Gandhi' is offered as elective to BA students of School of Law, Governance and Citizenship (SLGC) and School of Global Affairs (SGA) in Karampura campus. There are SLGC BA courses, namely 'Anticolonialism and Postcolonial Futures' and 'Modern Indian Political Thought' which have components on Gandhi. The course, 'Reading Gandhi', as the title indicates, is however extensive and elaborate both in terms of the scope and the engagement.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No specific requirements.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD rules

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long course

5. How does the course link with the vision of AUD?

AUD, named after Dr. B.R. Ambedkar, equally draws inspiration from him in the quest to promote equality and social justice. A course on 'Reading Gandhi' becomes particularly pertinent given the 'encounter' between the imaginations of Ambedkar and Gandhi over social and political questions which have huge bearing on the ideals of equality and social justice. In the light of this, a course devoted to a critical reading of Gandhi and his ideas would entice the students to develop a greater appreciation of the values which AUD represents and as well as seeks to inculcate.

6. How does the course link with the specific programme(s) where it is being offered?

The course on 'Reading Gandhi', through a critical reading of Gandhi's thought and practice, aims to augment an understanding of political contestations that have come to mark the modern imagination of India. The course connects to an array of political thinkers based courses such as 'Reading Ambedkar', 'Modern Indian Political Thought', and 'Anticolonialism and Postcolonial Futures', offered by SLGC for its interdisciplinary BA programme on Law and Politics.

7. **Course Details:**

a. Summary:

Gandhi was the leading figure of India's freedom movement. It was his mass-based mobilization and campaign marked by the method of "non-violence" and *Satyagraha* which changed the course of the movement. His guiding method and principles have been cited or invoked as desirable political ideals both in India and around the world. Concurrently, criticisms against Gandhi have remained abound in the contemporary time as there had been during his own time.

Against this backdrop, the course critically examines the central tenets of Gandhi's thought and political practice by reading pertinent primary writings complemented by suitable secondary materials. The act of reading is aimed at explicating and engaging with his thought and ideas without losing sight of the historical and political backdrop (colonial subjection of India and its myriad impact on the political, societal and economic condition of India) which has aroused and informed their development. The course will also examine the 'journey' of Gandhi's ideas/thought in the postcolonial India and the global keeping the focus on the emerging debate on issues such as his view on caste and race.

b. Objectives:

The course aims to

- Introduce the students to Gandhi through an amalgamation of contextual and textual engagement.
- Inculcate a critical understanding of Gandhi's ideas by reading them against the views of his critics.
- Illuminate the fissures underlining the legacy of Gandhi

c. Expected learning outcomes:

After the completion of this course, the students would be able to:

1. Draw a link between the life and work of Gandhi particularly the nature of the continuity between his experiences and encounters in South Africa and his spearheading of India's freedom struggle.

2. Explain the central tenets of Gandhi's thought and political practice such as *satyagraha*, *ahimsa*, and *Swaraj* and their significance against the backdrop of the political imagination of both his and the present time.
3. Give an assessment of Gandhi's critique of modern civilization and his alternative conception of political, social and economic order
4. Develop a critical understanding of Gandhi's contribution to India's freedom struggle and the influence of his ideas and thought around the globe particularly relating to peace and non-violence movements for justice and equality.
5. Form their opinions on the position of the critics concerning Gandhi's view on caste and race.

d. Overall structure:

The course is composed of five modules.

e. Contents:

Module 1: Introduction: Situating Gandhi (2 Weeks)

By way of situating Gandhi, the opening module delineates his political journey focussing on the nature of continuity between his formative experiences and encounters in South Africa to spearheading the India's freedom struggle.

Essential Readings:

Disalvo, Charles R. *M.K. Gandhi, Attorney at Law: The Man before the Mahatma*. University of California Press, 2013 (Chapter 8- A Public man, and Chapter 17- Courtroom as Laboratory).

Gandhi, Mohandas Karamchand. *The Story of My Experiments with Truth: An Autobiography*. Penguin, 2007. (Selected passages).

Gandhi, M.K. "Statement in the Great Trial of 1922."
<https://www.mkgandhi.org/speeches/gto1922.htm>

Parekh, Bhikhu. *Gandhi: A Very Short Introduction*. Oxford University Press, 1997. (Chapter 1- Life and Work, pp. 1-24)

Supplementary Readings:

Agarwal, Shriman Narayan. *Gandhian Constitution for Free India*. Allahabad: Kitabistan, 1946.

1309

Bose, Nirmal Kumar. *My Days With Gandhi*. Calcutta: Nishana, 1953.

Brown, Judith M. "Gandhi as nationalist leader, 1915-1948," in *The Cambridge Companion to Gandhi*, edited by Judith M. Brown and Anthony Parel. Cambridge University Press, 2011. Pp. 51-70.

Guha, Ramachandra. *Gandhi: The Years that Changed the World, 1914-1948*. Penguin Allen Lane, 2018.

Module 2- Refashioning the Political (3 weeks).

The second module examines Gandhi's approach of spiritualizing the political through the philosophy of *Satyagraha* and *Ahimsa*. The module also entails a critical discussion on Gandhi's conceptualization of the political beyond the dominant (liberal) understanding underpinned by public-private dichotomy and certain assumption of man and nature.

Essential Readings:

Gandhi, M.K. *Hind Swaraj and other Writings*, edited by Anthony J. Parel. Cambridge University Press, 1997.

Gandhi, M.K. *The Essential Writings*, edited by Judith M. Brown. Oxford University Press, 2008. (V. Non-Violence as Political Action).

Kaviraj, Sudipta. "On the historicity of 'the political': Rajaniti and politics in modern political thought." In *Comparative Political Thought: Theorizing Practices*, edited by Michael Freeden and Andrew Vincent. Routledge, 2013. Pp. 24-39.

Saxena, Kiran. "Gandhi's Feminist Politics, Gender Equality and Patriarchal values."
<https://www.mkgandhi.org/articles/Kiran%20Saxena.htm>

Pantham, Thomas. "Thinking with Mahatma Gandhi: Beyond Liberal Democracy," *Political Theory*, Vol.11, No. 2 (May, 1983), 165-188.

Parekh, Bhikhu. *Gandhi: A Very Short Introduction*. Oxford University Press, 1997. (Chapter 3- Human Nature and Chapter 4- Satyagraha).

Supplementary Readings:

Hardiman, David. *Gandhi: in his time and ours*. Permanent Black, 2003. (Chapter 3- Dialogic Resistance).

181

Bilgrami, Akeel. "Gandhi's religion and its relation to his politics," in *The Cambridge Companion to Gandhi*, edited by Judith M. Brown and Anthony Parel. Cambridge University Press, 2011.

Module 3- Critique of Modernity and the Alternative vision (3 Weeks).

Gandhi's notion of the political is intrinsically related to his critique of modernity. This aspect will be examined in the third module. It will be followed by critical exposition of his alternative conception of social, economic, and political order.

Essential Readings:

Gandhi, M.K. *Sarvodaya: The Welfare of All*. Ahmedabad: Navajivan, 1954. Pp. 1-48, 66-74.

Gandhi, M.K. *Hind Swaraj and other Writings*, edited by Anthony J. Parel. Cambridge University Press, 1997.

Gandhi, M.K. *Panchayati Raj*, compiled by R.K. Prabhu. Ahmedabad: Navajivan Mudranalaya, 1959.

<http://www.gandhiashramsevagram.org/pdf-books/panchayat-raj.pdf>

Parekh, Bhikhu. *Gandhi's Political Philosophy: A Critical Examination*. Palgrave Macmillan, 1989. (Chapter 5- Theory of the State).

Supplementary Readings:

Gandhi, M.K. *Trusteeship*, compiled by Ravindra Kelkar.

<http://www.gandhiashramsevagram.org/pdf-books/trusteeship.pdf>

Hardiman, David. *Gandhi: in his time and ours*. Permanent Black, 2003. (Chapter 4- An Alternative Modernity).

Module 4: On Freedom (2 Weeks)

The module discusses Gandhi's idea of *swaraj* or freedom. Gandhi conceived his idea of *swaraj* against the backdrop of certain politico-ideological contestation of his time. The discussion will also involve the contestation of his idea of *swaraj* by figures such as Tagore, Savarkar.

Essential readings:

Dalton, Denis. "Satyagraha Meets Swaraj: The Development of Gandhi's Ideas, 1896-1917," in *Mahatma Gandhi: Non-Violent Power in Action* Columbia University Press, 2012 Pp. 12-29.

Dalton, Denis. "Swaraj: Gandhi's Idea of Freedom," in *Mahatma Gandhi: Selected Political Writings*. Hackett Publishing, 1996. Pp. 95-148

Bhattacharya, Sabyasachi. *The Mahatma and the Poet: Letters and debates between Gandhi and Tagore 1915-1941*. National Book Trust, 1997. (Gandhi's essay, "The Great Sentinel"; Tagore's essay 'The Cult of the Charkha').

Savarkar, V.D. *The Gandhian Confusion*. Pp. 3-9.

<https://savarkarsmarak.com/activityimages/The%20Gandhian%20Confusion.pdf>

Supplementary Readings:

Dallmayr, Fred. "What is *Swaraj*? Lessons from Gandhi," *Gandhi, Freedom, and Self Rule*, edited by Anthony J. Parel. New Delhi: Vistaar Publications, 2002.

Gandhi, M.K. *Hind Swaraj and other Writings*, edited by Anthony J. Parel. Cambridge University Press, 1997.

Parel, Anthony J. "Gandhian Freedoms and Self Rule," in *Gandhi, Freedom, and Self Rule*, edited by Anthony J. Parel. New Delhi: Vistaar Publications, 2002. Pp. 1-23

Module 5: Gandhi and His Legacy (2 Week)

Though the name of Gandhi is popularly associated with India's freedom struggle, his influence and ideas, notably concerning peace and non-violence have travelled beyond the boundary of India. At the same time, his views on caste and race have continued to evoke critical appraisals. The module discusses these two-fold aspects of Gandhi's legacy.

Essential readings:

Ambedkar, Dr BR. *What Congress and M.K. Gandhi have done to the Untouchables*. Kalpaz Publications, 2017. (Chapter X- What do the Untouchables say? Beware of Gandhi!).

Ambedkar, B. R. *Annihilation of Caste*. Rupa Publications, 2018. (Appendix: Mahatma Gandhi- A vindication of Caste, pp. 105-111).

BBC Radio, "B.R. Ambedkar Speaks on M.K. Gandhi."

<https://www.youtube.com/watch?v=FNSQcEx02A>

Gandhi, M.K. 'Letter to Adolf Hitler', December 24, 1940.

133 42

https://www.mkgandhi.org/letters/hitler_ltr1.htm

Guha, Ramachandra, "Setting the Record Straight on Gandhi and Race," *The Wire*, December 23, 2018.

<https://thewire.in/history/setting-the-record-straight-on-gandhi-and-race>

Hardiman, David. *Gandhi: in his time and ours*. Permanent Black, 2003. (Chapter 9- Gandhi's Global Legacy). Pp. 238-293.

Kambon, Obadele. "Ram Guha is wrong. Gandhi went from a racist young man to a racist middle-aged man," *The Print*, December 24, 2018

<https://theprint.in/opinion/ramachandra-guha-is-wrong-a-middle-aged-gandhi-was-racist-and-no-mahatma/168222/>

Supplementary Readings

Roy, Arundhati. "Introduction: The Doctor and the Saint," in *B.R. Ambedkar- Annihilation of Caste: The Annotated Critical Edition*. Verso, 2014.

Gandhi, Rajmohan. "Independence and Social Justice: The Ambedkar Gandhi Debate," *Economic Political Weekly*, Vol L, No. 15 (April 11, 2015).

8. Pedagogy:

- a. Instructional design: combination of lectures, participation and presentations. The course will involve field trips to Birla House and Gandhi Smriti Museum.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
- c. Expertise in AUD faculty or outside
Faculty trained in political science and related disciplines.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
No

9. Assessment structure (modes and frequency of assessments)

Mid-semester: 30%

End semester: 40%

Class participation: 10%

Assignment: 20%

Signature of Course Coordinator(s)

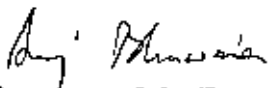
134

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its BOS meeting held on 26th April 2019 and has been approved in the present form.


Signature of the Dean of the School

135
44

Ambedkar University Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | SLGC |
| Programme(s) | BA |
| Course title | Citizenship: Theories and Contemporary Concerns |
| Course code | |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Elective |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | UG |
| Course coordinator and team | Dr. Pooja Satyogi |

Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is offered as an elective for new BA programmes coordinated by SLGC and SGA.

Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

No requirement

- No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

Maximum 50.

- Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**

Semester-long course

- Proposed date of launch:**

Monsoon 2019

- How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered to BA First year students as part of the elective basket from SLGC. It introduces the students to the dynamism of citizenship, social justice and welfare, which form the basis of the principles on which AUD itself has been founded. These themes connect with the larger questions of law and governance,

which are the principles on which the School of Law, Governance and Citizenship was established at AUD.

4. Course Details:

a. Summary

This course will involve a theorisation of the key debates on citizenship. It is propelled by the still unfolding concern around citizenship in India. It introduces students to an understanding of how citizenship works simultaneously towards inclusion and exclusion in the contemporary world. The modules delineate historical development of the concept, Indian debates on citizenship and end with what citizenship means in a context of globalisation.

b. Objectives

This course will teach students key historical and contemporary debates on citizenship. It seeks to instil in students an egalitarian spirit of participation in democracy and uphold principles of equality and social justice.

c. Expected Learning Outcomes

- i) To understand the historical evolution of citizenship
- ii) To connect questions of citizenship with larger debates on immigration, claims of refugee status, statelessness
- iii) To understand the importance of citizenship duties for the future of democracy
- iv) To instil an egalitarian and democratic spirit in students

d. Overall structure (course organisation, rationale of organisation; outline of each module):

i. Module 1: *What is Citizenship, who are the citizens and why does it matter?*

- What is citizenship?
- What renders citizenship different from other forms of belonging
- Why must we study citizenship?

ii. Module 2: *Models of Citizenship: Forms and Histories*

- Forms of membership in Classical Times
- Marshall's theory of citizenship
- Marxist critique of liberal citizenship

- Civic Republican models of citizenship
- Multiculturalism and Differentiated Citizenship

iii. **Module 3: *Citizenship in India: Debates and Controversies***

- Citizenship debates in the Indian Constitution
- Migrants and Refugees in India
- Forms of citizens' mobilisations since 2004
- Caste and the question of citizenship
- Indian Feminism and Citizenship
- NRC and Citizenship

iv. **Module 4: *The non-citizen, the Global citizen and amid increasing securitization***

- Global citizenship: Does it exist?
- Statelessness and Homelessness: What does it mean to be a refugee in contemporary times?

e. **Contents: (week wise plan with readings):**

First Module (Weeks 1-2)

1. Bellamy, Richard. 2008. *Citizenship: A very short introduction*, pp: 1-27. Oxford University Press
2. Isin, Engin F. and Peter Nyers. 2014. "Introduction: Globalizing citizenship studies." In *Routledge Handbook of Global Citizenship Studies*, pp. 1-12. Routledge
3. O'byrne, D.J., 2004. *The dimensions of global citizenship: Political identity beyond the nation-state*, pp: 1-26. Routledge

Second Module (Weeks 3-6)

Republican Citizenship: The Ancient world

4. J.G.A. Pocock, "The Ideal of Citizenship since Classical Times," p. 29-40

138

132

55

Citizenship and the Nation State: Liberalism, Civic Republican, Marxist and Communitarian Models

5. Bellamy, Richard. 2008. "Theories of Citizenship". In *Citizenship: A very short introduction*, pp- 27-52. Oxford University Press
6. Hall, Stuart, and David Held. 1989. "Citizens and citizenship." *New times: The changing face of politics in the 1990s*, pp. 173-88.
7. Heater, Derck. *What is citizenship?*. John Wiley & Sons, 2013, Chapters 1 and 2
8. Held, David. 2000. "Citizenship and Autonomy". In *Political Theory and the Modern State*. Polity Press.
9. Mahajan, Gurpreet. *The multicultural path: Issues of diversity and discrimination in democracy*. SAGE Publications Pvt. Limited, 2002.

Third Module (Weeks 7-10)

10. Jayal, Niraja Gopal. 2014. "Indian citizenship: A Century of Disagreement." *Routledge Handbook of Global Citizenship Studies*, pp. 397-406 Routledge
11. Chimni, B. S. 2005. "Outside the Bounds of Citizenship: The Status of Aliens, Illegal Migrants and Refugees in India." Rajcey Bhargava and Helmut Reifeld (eds.) *Civil Society, Public Sphere and Citizenship*, pp. 277-313. New Delhi: Sage Publications.
12. Guru, Gopal. 2005. "Citizenship in exile: A Dalit case." Rajiv Bhargava and Helmut Reifeld (eds.), *Civil Society, Public Sphere and Citizenship: Dialogues and Perspectives*, pp. 260-276. New Delhi: Sage
13. Rodrigues, Valerian. 2005. "Citizenship and the Indian constitution." Rajiv Bhargava and Helmut Reifeld (eds.) *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions*, pp. 209-235. New Delhi: Sage
14. Roy, Anupama. 2016. "Becoming Citizens". In *Citizenship in India*, pp 155-199. Oxford University Press 155-199
15. Chandoke, Neera. "Transcending Categories: The Private, the Public, and the Search for Home." In Gurpreet Mahajan (ed.) *The Public and the Private: Issues of Democratic Citizenship*, pp. 181-204. Sage Publications.

<https://www.livemint.com/Politics/q9a4WgZptGXE64r8jghD0L/Explainer-What-is-National-Register-of-Citizens-NRC-of-As.html>

<https://thewire.in/rights/the-spectre-of-statelessness-in-india>

<https://thewire.in/law/nrc-supreme-court-crisis>

<https://www.livemint.com/Politics/8s04csN1p4FDDhKoMGPeP/Why-citizenship-amendment-bill-has-created-a-row.html>

Fourth Module (Weeks 11-12)

16. Bauman, Zygmunt. 2013. *Liquid times: Living in an age of uncertainty*. John Wiley & Sons, 2013, Chapter 3: State, Democracy and the Management of Fears (55-70)
17. Cheesman, Nick. 2017. "How in Myanmar "National Races" came to surpass citizenship and exclude Rohingya." *Journal of Contemporary Asia* 47, no. 3: 461-483.
18. Heater, Derek. *What is citizenship?*. John Wiley & Sons, 2013, 4th Chapter: Multiple Citizenship
19. Kyaw, Nyi Nyi. 2017. "Unpacking the presumed statelessness of Rohingyas." *Journal of Immigrant & Refugee Studies* 15, no. 3: 269-286.
20. Nail, Thomas., 2015. *The figure of the migrant*. Stanford University Press: 1-21
21. O'byrne, D.J., 2004. *The dimensions of global citizenship: Political identity beyond the nation-state*. Routledge, Chapter 2

8. Pedagogy:

f. Instructional design

The course will be a combination of lectures, thematic discussions and presentations.

g. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

h. Expertise in AUD faculty or outside

The core faculty has academic training in the field of Political Science and Cultural Anthropology.

i. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

5. Assessment structure (modes and frequency of assessments)

140
57

The course will have four types of assessment:

- Mid-term: Exam (40%)
- Attendance and Participation (10%)
- End-term exam (30%)
- Assignment (20%)

Signature of Course Coordinator(s)

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its Fourth meeting held on 26th April 2019 and has been approved in the present form.

Anuj Bhanwaria
Signature of the Dean of the School

141
58

The School of Law, Governance and Citizenship (SLGC), Ambedkar University Delhi, Karampura Campus hereby proposes 2 new Masters courses as well as a Proposal for Reduction of Dissertation Credits as part of its MA programme in Law, Politics and Society. This Programme has been operational since Monsoon 2017. The programme structure of MA Law, Politics and Society is attached. Both of these new courses that are proposed are elective courses.

Elective Courses:

1. Measure for Measure: Intersections of Law, Literature and Language
2. Citizenship Struggles & Practices in India: Legality and Beyond

Policy:

Proposal for Reduction of Dissertation Credits

142

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | School of Law, Governance and Citizenship |
| Programme(s) | BA |
| Course title | Indian Constitution and Politics |
| Course code | |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Core |
| Proposed date of Launch | August 2019 |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | UG |
| Course coordinator and team | Dr. Anushka Singh |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is the first formal introduction to Constitution in India to students of B.A. Programme in Law and Politics. One of the Elective courses offered under the SLGC Basket to B.A students in their 2nd semester titled the Legal Imagination through one of its modules, does help build up familiarity with constitutional discourse in India

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)
 No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Maximum 75

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course, reading based, monsoon semester, offered to 2nd semester B.A Law and Politics students

5. How does the Course link with the vision of AUD :

AUD seeks to institute a learning culture representing equality and social justice. The values that AUD stands for have been drawn from the Indian Constitution. A course on the Indian Constitution hence rests at the heart of the vision of AUD and through this course students would be able to demonstrate a knowledge of the values that the University stands for.

6. How does the course link with the vision of the specific programme(s) where it is being offered?

The course will be offered to students of BA in Law and Politics. The School of Law, Governance and Citizenship stands of interdisciplinary studies situated at the intersection of law and social sciences. This course aims to facilitate a study of the Indian Constitution both from a legal as well as a sociopolitical perspective. An understanding of the constitution, the constitutional discourse and a critical engagement with the same is imperative for any student pursuing a degree in Law and Politics.

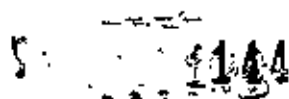
7. Course Details:

a. Summary :

The attempt of this course is to combine a legal perspective on constitutional democracy in India with political history and practice. This implies relating the textual provisions of the constitution with the socio-political contexts of their origin and looking at how the constitutional history and practice have been informed by the politics and vice versa. The course begins with a discussion on the birth of the constitution with an intricate co-existence of colonial antecedents and transformative visions. The course then focusses on two aspects of the constitution- (i) the three institutions of constitutional governance- legislature, executive and judiciary; (ii) the notion of rights and obligations emerging from the texts. The latter half of the course focuses on constitutional confrontations that are essentially a result of the structural design but their manifestations are conditioned by the political context. While the focus of the course remains on the foundational moment, that is, the structure and design of the themes taken up in the course and analyzed through a study of Constituent Assembly debates and the textual provisions of the Constitution, the course persistently brings in the political context to give meaning to the legal texts. Each module also tries to briefly look at the post-independence evolution of the constitutional themes- institutions, rights, structures- to subject the foundational moment to the scrutiny of practice.

b. Objective:

- This is a Core Course for student of B.A. in Law and Politics and would serve as their first formal introduction to the intersection of law and politics
- This course will introduce students to inter-disciplinary study that SLGC stands for.
- This course aims to provide a detailed study of the Indian Constitution- history, its design and working



- A course on Constitution would serve as a building block for other specialized courses in Law and Politics to follow.

c. Expected Learning Outcomes

On the successful completion of the course students would be able to

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Demonstrate knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Demonstrate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

d. Overall structure

Module 1- Antecedents of the Constitution, the legal and the political

Keeping the centrality of the claim intact that the adoption of the Constitution ushered in a new socio-political order typifying the foundational moment of democracy in India, this module engages with the politico-legal developments of the colonial times that found their way into the text of the democratic constitution. The module discusses the colonial legislations and charters that marked the beginning of constitutionalism in India with particular emphasis on the Government of India Acts and the Indian Independence Act as well as the early attempts at constitution making within the anti-colonial discourse such as the Motilal Nehru Draft Constitution and the Sapru Committee Report. The attempt of the module is to engage with the notions of colonial continuities and departures that defined the political moment of transformation at the dawn of independence.

Module 2- Constituent Assembly Debates: Philosophy and the Politics

The Constituent Assembly Debates have been a matter of diverse interests and form a central problematic for an array of themes such as transformation, post-colonial imagination, deliberation, representation, besides being a subject of study for various approaches on textual analysis and interpretation. Drawing upon these themes, this module would engage with the questions concerning the larger constitutional philosophy, constitutional goals and the notion of the political being envisaged in the text of the constitution.

Specific debates regarding various provisions of the constitution are part of the other modules.

Module 3- Institutions of Constitutional Governance

This module focuses on the institutions entrusted with the role of constitutional governance in India namely the Legislature, the Executive and the Judiciary while looking at the rationales that emerged in the CAD informing the structures of these institutions. The preference towards a Westminster form of government with modifications, the power of judiciary to be the guardian of the constitution without opting for the American style of judicial review, the changing role of Parliament, etc. are all questions concerning the formal design of these institutions, the constitutional provisions sanctifying them as well as the political role assigned to them. These questions with reflection in the module.

Module 4- Fundamental Rights and Directive Principles

Part III and Part IV of the Indian Constitution providing for the charter of rights, duties of the citizens and obligations of the state are believed to embody the substance of the constitution. Much of the constitutional aspirations and the transformative intentions of the constitution makers find expression in these parts. Besides these reflections much of the contest around the identity and the ideology of the Indian constitution are particularly located around the debates on fundamental rights whether that relates to the tussle between the liberal intentions and the socialist visions or the harmonization of secular claims with minority rights, among others. This module focuses on the above with a detailed study of textual provisions read together with the history of their crafting in CAD alongside some reflections on how these provisions were employed, interpreted, innovated upon, by the institutions of governance.

Module 5- Centre-state Relations and Asymmetrical Federalism

This module takes up one of the most dominant constitutional themes that may be regarded as an innovation as well as a persisting constitutional tension- federalism and its unique expression within the Indian Constitution. The module would focus on the constitutional provisions related to federalism and how the federal structure in India has changed alongside legal and political developments. The module emphasizes on asymmetry as the specific attribute of Indian federalism particularly reflected in the provisions related to special constitutional status to Jammu and Kashmir, autonomous powers to tribal and hilly areas, etc.

Module 6- Democracy and Constitution: Preventive Detention, Emergency and Extra-ordinary Laws

This module focusses on the debates around personal liberty, rule of law and due process enveloped in the state security discourse. The earliest expressions of these themes emerged

within the Constituent Assembly in relation to the discussion on right to life and personal liberty, suspension of fundamental rights and the emergency provisions and later with the passing of the Preventive Detention Act 1950 by the provisional Parliament. The module builds on these debates to look at the decade of 1970s where allegations of subverting the constitution were made with the invocation of national emergency and the constitutional amendments that followed. The module also focuses on the enduring conflict between a series of extra-ordinary security legislations that have been enacted post-independence and the democratic rights guaranteed by the constitution.

e. Content:

Module 1-Antecedents of the Constitution, the legal and the political

1 Week

Essential Readings:

- ArunThiruvengadam, 2018, Origin and Crafting of the Constitution, in *The Constitution of India, a Contextual Analysis*, Hart Publishing, pp. 11 to 36.
- Rohit De, 2016, Constitutional Antecedents, in Sujit Choudhry *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, pp. 17- 37.

Module 2- Constituent Assembly Debates: Philosophy and the Politics

1 Week

Essential Readings

- Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 1- 62
- Dr. Ambedkar's Last Speech in the Constituent Assembly on Adoption of the Constitution (November 25, 1949)

Module 3-Institutions of Constitutional Governance

3 weeks

Primary Texts:

- Article 52-53, Chapter I (The Executive), Part V, Constitution of India
- Article 74-75, Chapter I (The Executive), Part V, Constitution of India
- Article 79- 81, Chapter II (Parliament), Part V, Constitution of India

- Article 131, 132, 133, 134, Chapter IV (The Union Judiciary), Part V, Constitution of India

Essential Readings

- Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP (selected extracts between pp. 145- 230)
- S.K. Chaube, The Executive, *Making and Working of Indian Constitution*, NBT, pp. 81- 127
- ArunThiruvengadam, 2018, the Executive and the Parliament, *The Constitution of India, a Contextual Analysis*, Hart Publishing, pp. 39- 68.
- PratapBhanu Mehta, 2005, India's Judiciary: the Promise of Uncertainty, in *Public Institutions in India: Performance and Design*, OUP.
- ArunThiruvengadam, 2018, SC and its Role as the Guardian of the Rights provisions (1950-2016), *The Constitution of India, a Contextual Analysis*, Hart Publishing, pp 118-134.

Supplementary Readings:

- Vernon Hewitt and ShirinRai, 2010, Parliament, in Jayala and Mehta (eds) *Oxford Companion to Indian Politics*, OUP, pp. 28 to 42.
- Granville Austin, 1999, The Judiciary: 'Quite Untouchable', in *Working a Democratic Constitution*, OUP, pp. 123- 140.
- LavanyaRajaMani, 2016, International Law and the Constitutional Schema, in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, pp. 143- 159

Module 4-Fundamental Rights and Directive Principles

3 weeks

Primary texts:

- Article 14- 30, Part III (Fundamental Rights), Constitution of India

Essential Readings

- Granville Austin, 1966, The Conscience of the Constitution, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 63- 105.
- MadhavKhosla, 2012, Rights and Goals, in *The Indian Constitution*, OISI, OUP, pp. 87- 148.
- ArunThiruvengadam, 2018, *The Constitution of India, a Contextual Analysis*, Hart Publishing, pp. 101 to 137.

- Gautam Bhatia, 2016, Directive Principles of State Policy, in Sujit Choudhry *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, pp 644 to 661.
- PratapBhanu Mehta, 2002, Inner Conflict of Constitutionalism: Judicial Review and the 'Basic Structure', in Hasan, Sridharan, Sudarshan (eds), *India's Living Constitution*, Permanent Black, pp. 179- 206

Supplementary readings:

- Marc Galanter, 2002, The Long Half-Life of Reservations, in in Hasan, Sridharan, Sudarshan (eds), *India's Living Constitution*, Permanent Black, pp. 306- 318.
- Lawrence Liang, 2016, Free Speech and Expression, in Sujit Choudhry *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, pp 814 to 833.
- RonojoySen, 2016, Secularism and Religious Freedom, in Sujit Choudhry *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, pp. 885 to 902

Module 5-Centre-state Relations and Asymmetrical Federalism

2 weeks

Primary Texts:

- Article 2-4, Part I (the Union and its Territories), Constitution of India
- Article 370- 371 (J), Part XXI, Constitution of India
- Fifth Schedule and Sixth Schedule, Part XXII, Constitution of India

Essential Readings

- ArunThiruvengadam; 2018, Federalism, *The Constitution of India, a Contextual Analysis*, Hart Publishing, pp. 71- 92.
- S.K. Chaube, The Indian Union, *Making and Working of Indian Constitution*, NBT, pp. 54- 80.
- M.P. Singh and R. Saxena, 2011, Towards Greater Federalization, in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp. 166-195.

Supplementary Reading:

- M.P. Singh, 2016, The Federal Scheme, in Sujit Choudhry *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, pp. 451- 465.

Module 6- Democracy and Constitution: Preventive Detention, Emergency and Extra-ordinary Laws

2 weeks

Primary Texts:

- Constituent Assembly Debate on Article 15-A (Article 22 in the Constitution of India), September 15 and 16, 1949, CAD, Volume IX
- Articles 352, 353, 356, 358, 359, Part XVIII (Emergency Provisions), Constitution of India
- Armed Forces (Special Powers) Act 1958,
List of Do's and Don'ts with regard to the application of the Armed Forces (Special Powers) Act 1958 as directed by the Supreme Court in *NPMHR v. India* in 1997

Essential Readings

- Granville Austin, 1966, Fundamental Rights II, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 128- 142.
- Granville Austin, 1999, Democracy Rescued or Constitution Subverted: Emergency and 42nd Amendment, in *Working a Democratic Constitution*, OUP, pp. 370- 390
- Ujjwal Kumar Singh, 2015, Anti-terror laws and Human Rights, in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy*, Oxford University Press, New Delhi. Pp. 181-197.

8. Pedagogy:

a. Instructional design

The course will be transacted through lectures and thematic discussions. Each module will be introduced through specific constitutional provisions given to students as primary texts. The essential readings would be introduced as commentaries on the primary texts in terms of historical overview, critical review etc. student presentations on essential readings would be designed in a manner that a conversation can be established between the primary texts and the readings on them.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The faculty members at SLGC with training in both law and Political Science are well equipped to teach the course

- d. Linkages with external agencies (e.g , with field-based organizations, hospital; any others)

Given the number of cohort size an attempt would be made to contact the Parliament museum for an education tour

9. Assessment structure (modes and frequency of assessments)

| | |
|------------------------------------|----|
| Class test | 20 |
| Mid term | 30 |
| End term | 40 |
| Class participation and attendance | 10 |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its Fourth meeting held on 26th April 2019 and has been approved in the present form.

Amj Abuwaia

Signature of the Dean of the School

151

12

Ambedkar University Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

| | |
|---|------------------------|
| School/Centre proposing the course | SLGC |
| Programme(s) | BA in Law and Politics |
| Course title | Introduction to Law |
| Course code | |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Core |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | UG |
| Course coordinator and team | Dr. Saumya Uma |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is offered as a core for new BA programmes coordinated by SLGC and SSH. A two credit course titled 'Legal Literacy and Rights Awareness' – bearing some similarities in contents to the present course - was offered as part of GEC by the same course coordinator to students of Bachelor of Vocation (BVoc) in 2018.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

75

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; semiuar mode; any other – please specify)

Semester-long course, to be taught in 2nd semester of BA Law and Politics.

5. Proposed date of launch:

August 2019

152
13

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Link with SLGC's Vision: 'Introduction to Law' acts as a foundational course on law, legal principles, legal institutions and processes, and equips students to engage productively and critically with legal texts and materials. It prepares the students for other law courses in the programme. It will be offered as a Core Course for the students of BA in Law and Politics at AUD's Karampura campus.

Link with AUD's Vision: The course seeks to deepen students' understanding of rights in law, and facilitate their engagement with legal processes, which are essential for achieving the AUD vision of equality with social justice. Additionally, AUD aspires to mould its students into informed and sensitive professionals who will engage with their social responsibilities and will react to the needs of marginalised sections of the Indian society. A consciousness of such social responsibilities is enhanced by rights awareness and an understanding of how law can be used for empowering marginalised sections of society, which the proposed course seeks to do.

7. Course Details:

a. Summary

The 'Introduction to Law' course proposes to provide an impetus for a fascinating journey into the world of the dynamics of law, legal principles, institutions and processes. It aims at equipping students with the skill set requisite for engaging with law courses during the B.A. in Law and Politics programme – namely reading, comprehension and analysis of legal texts.

This is substantially a skill-based course, which incorporates clinical methods and class activities for hands-on experience. Two field visits have been scheduled, to a court and a police station, in order provide students with exposure on the workings of legal institutions.

b. Objectives

- To familiarise students with legal concepts, provisions and processes;
- To equip students with the skill set requisite for engaging with law courses during the B.A. in Law and Politics programme – namely reading, comprehension and analysis of legal texts; and
- To create a basic awareness of rights in law among the students.

c. Expected Learning Outcomes

On the successful completion of the course, the students would have

- i) Increased interest, motivation, skills and confidence in engaging with legal texts, resources and issues;
- ii) Deeper understanding of the functioning of legal institutions; and
- iii) Enhanced legal and rights awareness.

d. Overall structure (course organisation, rationale of organisation; outline of each module):


The course is divided into four modules.

- The first module focuses on encountering the law, and introduces the students to issues such as the role and functions of law, legal systems in the world, forms of law, the social context in which law operates as well as general principles of law.
- The second module focuses on legislative processes, including skill-building on reading, understanding and analyzing statutory law.
- The third module focuses on judicial processes aimed at strengthening the capacity of students to read and analyze judgments.
- The fourth module promotes rights awareness in Consumer Protection Act, Right to Information Act and criminal law.

e. Contents: (week wise plan with readings):

| | |
|---|--|
| <p>Module 1: Encountering the Law</p> <p>Weeks 1-3</p> | <p>The first module introduces the student to the fundamentals of law. In the first week of the course, through an activity-based class discussion followed by a lecture, students will gain clarity on what is law, the need and functions of law. In the second week, students will gain familiarity with the major sources of law, and the major legal systems of the world - particularly the differences between common law and civil law. They will also be introduced to the forms, classifications, categories and branches of law. The third week will highlight some general principles of law. It will also focus on the inter-dependent and symbiotic relationship between law, social and political processes.</p> <p>Topics</p> <ul style="list-style-type: none"> • What is law, why do we need law, functions of law • Sources of law – primary & secondary sources • Major legal systems of the world – common law, civil law, religious law, customary law, hybrid • Forms of law - public vs. private, municipal vs. international, civil wrong vs. criminal wrong and their intersections, branches of law • General principles of law – such as separation of powers, |
|---|--|

15415

| | |
|---|---|
|  | <p>independence of judiciary, rule of law, presumption of innocence, retrospective & prospective application of law, contempt of court, legal aid, speedy trial etc.</p> <ul style="list-style-type: none"> • Social and political contexts of law – social and political processes shaping the law and vice versa, law as a tool of social and political reform, social order and the law |
| <p>Week 1 What is law? Why do we need law? Functions of law</p> | <p>Essential Readings <i>Legal method</i> by Dr. G.P.Tripathi, Central Law Publications, 2014, pp. 1-17, pp. 87-92 <i>How to Study Law</i> by Anthony Bradney, Fiona Cownie, Judith Masson, Alan C Neal and David Newell, 6th edition, 2014, pp. 1-8</p> <p>Class Activity: Functions of Law</p> |
| <p>Week 2: Sources of law; Major legal systems of the world, forms of law</p> | <p>Essential Readings Glanville Williams: <i>Learning the Law</i> by ATH Smith, First South Asian Edition, 2013, pp. 1-24 <i>Legal Method</i> by Ian McLeod, Palgrave Macmillan Law Masters, 6th edition, 2008, pp. 23-42</p> <p>Supplementary Readings V.S.Deshpande (2006), <i>Nature of the Indian Legal System</i> in Joseph Minattur (ed.), Indian Legal System, 2nd ed., New Delhi: Indian Law Institute, pp. 1-21, available at http://14.139.60.114:8080/jspui/bitstream/123456789/738/5/Nature%20of%20the%20Indian%20Legal%20System.pdf</p> <p>Class Activity: Mapping the major legal systems of the world</p> |
| <p>Week 3: General principles of law, social and political contexts of law, the legal profession</p> | <p>Essential Readings <i>Law and Society – An Introduction to Law</i> by Phil Harris, 5th edition, Butterworths, 1997, pp. 1-25 <i>The Law and Society Movement</i> by Lawrence M. Friedman, <i>Stanford Law Review</i>, Vol. 38, No. 3 (Feb., 1986), pp. 763-780 <i>Raising the Bar for the Legal Profession</i>, by Dr. N.R.Madhava Menon, The Hindu, 15 September 2012</p> <p>Supplementary Readings <i>How to Study Law</i> by Anthony Bradney, Fiona Cownie, Judith Masson, Alan C Neal and David Newell, 6th edition, 2014, pp. 19-25 <i>The Legal Profession: Search for Fresh Moorings</i>, by Dr. N.R.Madhava Menon, http://www.mindtext.org/view/92/Legal_Profession:_Search_for_Fresh_Moorings/</p> |
| <p>Module 2: Legislative</p> | <p>This module familiarizes students with legislative processes. In Week 4, the discussion will focus on the Indian Parliament and the process of</p> |

| | |
|--|--|
| <p>Processes</p> <p>Weeks 4-6</p> | <p>law-making and passage of a Bill to an Act. Week 5 will provide students with practical skills necessary for reading and understanding a statute. Statutes will be projected on the white board, and an attempt will be made to read and understand their contents through the rules of interpretation learnt. Week 6 will focus on reading extracts from selected reports of the Law Commission of India, as illustrations of how they critique and shape the law, and pave the way for law reform. Reading of the reports will further demonstrate to the students the need for reading statutes in a holistic manner - in a historical perspective, within contemporary social and political contexts, and in relation with other statutes in existence.</p> <p>Topics</p> <ul style="list-style-type: none"> • Indian Parliament and the process of law-making (from pre-legislative process onwards) • Role of Parliamentary Standing Committees • Role of people's and civil society groups' participation in legislative processes • Types of Bills and legislations • Anatomy of a legislation – internal aids • Rules of statutory interpretation – external aids • Law Commission reports and shaping of the law • Reading statutes in a holistic manner |
| <p>Week 4: Indian Parliament and processes of law-making</p> | <p>Essential Readings <i>Legal method</i> by Dr. G.P.Tripathi, Central Law Publications, 2014, pp. 205-214</p> <p><i>If possible, a common field trip will be organized to the Lok Sabha, for the cohort of the present course and of students from the Indian Constitution and Politics course.</i></p> |
| <p>Week 5: Rules of statutory interpretation</p> | <p>Essential Readings <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i>, by Frederick Schauer, Harvard University Press, 2009, pp. 148-170 <i>Glanville Williams: Learning the Law</i> by ATH Smith, First South Asian Edition, 2013, pp. 121-142</p> <p>Supplementary Readings Justice G.P.Singh, <i>Principles of Statutory Interpretation</i>, 14th edition, LexisNexis, 2016, Chapter 2, pp. 64-154 <i>How to Study Law</i> by Anthony Bradney, Fiona Cownie, Judith Masson, Alan C Neal and David Newell, 6th edition, 2014, pp. 106-109</p> <p>Class activity: Reading & understanding a statute through the internal aids (the relevant statute will be intimated to the class in advance)</p> |
| <p>Week 6: Understanding reports of the Law Commission of India and other</p> | <p>Essential Readings Extracts from relevant Law Commission reports (will be intimated to the class) Source: http://lawcommissionofindia.nic.in/ Class activity: Reading extracts of Law Commission reports and other</p> |

| | |
|--|---|
| government reports | government reports in groups (with guided questions), followed by a presentation. |
| Module 3 Judicial Processes Weeks 7-9 | <p>In week 7, the course begins its focus on judicial processes. Building on the foundation created by the two prior modules, in this module, the focus will be on the functioning of the judiciary, understanding court processes, reading and making sense of various types of judgments and a familiarization with law reports.</p> <p>In week 7, students will gain familiarity with the structure and classification of courts in India. In week 8, a field visit to a court is scheduled, in order to provide students practical exposure to court processes. In week 9, the students will become accustomed to parts of a judgment, and gain insights into legal reasoning in judgments - which will aid in understanding and analyzing judgments. There will be an attempt to read and understand a judgment in class. The students will also be oriented to types of judgments and orders, majority and dissenting opinions and their import.</p> <p>Topics</p> <ul style="list-style-type: none"> • Introduction to the judicial system • Structure and classification of courts and tribunals in India • Parts of a judgment • Legal reasoning in judgments - ratio decidendi & obiter dicta • Types of judgments and orders, majority, concurring & dissenting opinions • Using law reports, understanding citations |
| Week 7: Introduction to the Indian judicial system (courts and tribunals) | <p>Essential Readings</p> <p><i>The Indian Judicial System</i> by Punam S. Khanna, in 'Towards Legal Literacy: An Introduction to Law in India', Kamala Sankaran & Ujjwal Kumar Singh (eds.), Oxford University Press, 2007</p> <p><i>India's Judiciary: the Promise of Uncertainty</i> by Pratap Bhanu Mehta, in Devesh Kapur & Pratap Bhanu Mehta (eds.), Public Institutions in India: Performance and Design, New Delhi: Oxford University Press, 2005</p> <p>Supplementary Readings</p> <p><i>Legal method</i> by Dr. G.P. Tripathi, Central Law Publications, 2014, pp. 177-204</p> |
| Week 8: Field visit to a court | <ul style="list-style-type: none"> • Briefing prior to the field visit with check list of things to be observed • Field visit • De-briefing and consolidation of learnings after the field visit. |
| Week 9: Reading & understanding judgments | <p>Essential Readings</p> <p><i>Legal Method</i> by Ian McLeod, Palgrave Macmillan Law Masters, 6th edition, 2008, pp. 148-1162, 208-222</p> <p><i>Determining the Ratio Decidendi of a case</i> by Arthur L. Goodhart, Yale Law Journal, Vol. XL, No. 2, December 1980</p> <p>Supplementary Readings</p> |

08.18.2022

| | |
|---|---|
| | <p><i>Learning Legal Rules: A Students' Guide to Legal Method and Reasoning</i>, by James Holland and Julian Webb, 8th edition, July 2013, pp. 181-228</p> <p>Glanville Williams: <i>Learning the Law</i> by ATH Smith, First South Asian Edition, 2013, pp. 93-120</p> <p>Class activity: Reading a judgment (to be intimated to the class in advance)</p> |
| <p>Module 3 Know Your Rights Weeks 10-12</p> | <p>The final module of the course is intended to create an awareness of basic rights in law. The areas of focus are rights in criminal law, consumer rights and right to information. A field visit to the local police station is included to enhance practical knowledge in engaging with processes of criminal law.</p> |
| <p>Week 10: Consumer rights & the law, right to information</p> | <p>Essential Readings Rajkumar S Adukia, <i>Consumer Protection Laws in India</i>, available at http://www.caaa.in/Image/consumer%20laws%20hb1106a.pdf, pp. 29-56</p> <p>Shahina Mumtaz Laskar (2016), <i>Importance of Right to Information for Good Governance in India</i>, Bharati Law Review, Oct-Dec, available at http://docs.manupatra.in/newsline/articles/Upload/AC9CD2C7-B8AD-4C5A-B910-3751BFE5CB28.pdf</p> <p>Class activity: drafting a consumer complaint / RTI application</p> |
| <p>Week 11: Fundamentals of rights in criminal law</p> | <p>Essential Readings <i>Laws Relating to Crimes in India</i> by B.B.Pande, in 'Towards Legal Literacy: An Introduction to Law in India', Kamala Sankaran & Ujjwal Kumar Singh (eds.), Oxford University Press, 2007</p> <p><i>Access to Criminal Justice – Towards an Effective Right</i> by S.Muralidhar, in 'Towards Legal Literacy: An Introduction to Law in India', Kamala Sankaran & Ujjwal Kumar Singh (eds.), Oxford University Press, 2007</p> <p>Video clip – 10 tips to deal with police officer – law on arrest (3.43 mins) https://www.youtube.com/watch?v=VpdfKfoA6PM</p> <p>Field visit to Moti Nagar police station – briefing prior to the visit with check list + de-briefing and consolidation of learnings after the field visit</p> <p>Supplementary Readings Monica Sakhrani (2008), <i>Citizens Guide to Criminal Law</i>, New Delhi: Universal Law Publishing</p> |
| <p>Week 12: Consolidation of the course</p> | <p>Open hour Revision Feedback and evaluation Class activity: Quiz</p> |

a. Instructional design

The course will be transacted through a combination of lectures, thematic discussions, skill-building activities in class and field visits. Since this is substantially a skill-based course, which incorporates clinical methods and class activities for hands-on experience, more emphasis will be placed on 'learning by doing'. Two field visits have been scheduled, to a court and a police station, in order provide students with exposure on the workings of legal institutions.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The core faculty has academic training in the field of law and will be equipped to transact the course.

d. Linkages with external agencies (c.g., with field-based organizations, hospital; any others)

Moti Nagar police station, court, possibly Lok Sabha.

9. Assessment structure (modes and frequency of assessments)

The evaluation for the course will consist of a combination of term examinations, reports of field visits, quiz and class participation. The weightage is as follows:

| | |
|-----------------------------------|-----|
| Mid-semester exam | 40% |
| Reports of field visits (15% x 2) | 30% |
| Quiz | 20% |
| Class participation & attendance | 10% |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

20 159

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its Fourth meeting held on 26th April 2019 and has been approved in the present form.


Signature of the Dean of the School

160

21

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Law, Governance and Citizenship |
| Programme(s) | BA |
| Course title | Introduction to Money and Finance |
| Course code | |
| Total Credits | 4 |
| Course type (core/compulsory/ elective/any other – please specify) | Elective |
| Level (Pre-doctoral/MA/PG Diploma /Certificate/UG) | UG |
| Proposed date of launch | Monsoon 2019 |
| Course coordinator and team | Dr. Malabika Pal |

Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is designed as an introduction to the field of money and finance for beginners with no prior knowledge of the workings of the monetary system. It is not a course in macroeconomics and thus will not overlap with any other course that already exists. The aim is to explain certain key concepts needed to understand contemporary issues which have an impact on the domestic and international economy.

Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

No requirement

- 1. No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

50

- 4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**

Semester-long course

- 2. How does the course link with the vision of AUD?**

The course attempts to introduce the students to the basic concepts in the working of the monetary and financial system. Since this is a vital aspect is the economic growth and development of any country, a familiarity of the mechanisms involved is very important to understand not only the functioning of the economy but the nature of disruptions when they

16131

occur. For instance, the burden of any crises in the financial system is most often borne by the weaker sections of the population. Financial inclusion has been an aim of the government since many decades. This course tries to provide a foundation for understanding the basic tools required to understand our progress so far and to analyze how the growth process can be equitable as well. In doing that, the course satisfies the vision of AUD in highlighting issues of social justice.

3. How does the course link with the specific programme(s) where it is being offered?

The crucial role played by money and finance in the development of a country will be dealt with in the course. This course will help in understanding various aspects of the domestic and international economy and hence play a crucial role in connecting various courses that are being offered under the broad themes of development, democracy and the political economy.

Course Details:

a. Summary

The course will begin by explaining the different concepts involved in the operation of the financial system. From the basic starting point of what constitutes money, there will be an elaboration of the various facets of the financial system—financial instruments, financial markets and financial institutions. There will also be a brief introduction to international finance. In this section, some alternative perspectives (sociological and anthropological) and the economics of microfinance will be included. The next section studies the way the money market works, the demand for and supply of money and what causes bankruptcies. This section will be followed by problems in the entire financial system like financial crises and recessions and the issue of financial regulation. The final section covers some contemporary issues in global and domestic finance.

b. Objectives

The objective of the course is to introduce the basic concepts involved in the functioning of the monetary and financial system. It will attempt to use introductory readings to familiarize students with the basic framework. The alternative perspectives provided give directions for further enquiry which can be taken up in home assignments and presentations since they are important avenues for research and give a more comprehensive understanding of the diversities and complexities involved. The focus of the course is on understanding contemporary issues in the financial realm and how they impact the development process and cause disruptions in economic activity.

c. Expected learning outcomes:

On successful completion of the course, the students will be able to:

162 32

1. Demonstrate an understanding of the fundamental concepts involved in the functioning of the monetary and financial system.
2. Demonstrate an understanding of what causes disruptions in the system and what that implies for the economy.
3. Demonstrate an understanding of the mechanisms that lie behind some major contemporary issues like the financial crisis of 2008, the building of a global currency by China and the demonetization experiment.

d. Overall structure:

This course will begin with a module which attempts to bring out what constitutes money, its types and functions. This will briefly include some of the alternative perspectives like those given by sociologists and anthropologists with examples of the operation of the monetary system in different societies and the impact of global finance on these. The functioning of the money market, the role played by finance in economic development and what causes disruptions will form the crux of the course. An understanding of contemporary issues like the financial crisis of 2008, the demonetization experiments and the building of a global currency by China are vital for any discussion of the domestic and global financial system. The course attempts to provide a foundation and some directions for those interested in going deeper into these issues, either in the global context or with respect to individual societies.

e. Contents

Module I: Basic Concepts: (4 weeks)

This module will cover the various definitions of money, covering mainly the conventional thinking but going briefly into the alternative approaches. The financial infrastructure consisting of financial instruments and innovation, financial markets (money, capital and foreign exchange), financial institutions and the Central Bank. It will also briefly introduce international finance.

Essential Readings:

1. Samuelson, Paul A and Nordhaus, William D (2010), *Economics*, (Indian Adaptation by Sudip Chaudhuri and Anindya Sen), Chapter 23, Money and the Financial System, Tata McGraw-Hill, pp. 584-614.
2. Wray, L.Randall (2010), Alternative Approaches to Money, *Theoretical Inquiries in Law*, Volume 11, pp. 29-49.
3. Karl E. Case and Ray C. Fair (2007), *Principles of Economics*, Chapter 23, pp 501-506.
4. McEachern and Indira A. (2010), *Macro ECON: A South- Asian Perspective*. Cengage Learning, Chapter 14, Money and the Financial System, Pp. 275 -289, Chapter 19, International Finance, Pp.383 -394

5. Grauwe, Paul De (1989), *International Money*, OUP, USA. Chapter 1, pp.1-13.
6. Armendariz, Beateiz and Jonathan Morduch (2005), *The Economics of Microfinance*, MIT Press, USA. Chapter 1, pp. 1-24.

Supplementary Readings:

- Guyer, Jane (2004), *Marginal Gains- Monetary Transactions in Atlantic America*, The University of Chicago Press, Chicago, USA, Introduction, pp.1-26.
- Carruthers, Bruce G. (2010), The Meanings of Money: A Sociological Perspective, *Theoretical Inquiries in Law*, Volume 11, pp.51-74
- Yunus, Muhammad, (1999), *Banker to the Poor: The Story of the Grameen Bank*, Penguin, New Delhi.
- Galbraith, John Kenneth (1975), *Money: Whence it Came, Where it Went*, Houghten Mifflin.

Module II: How the Money Market works: (2 weeks)

This module will give the working of banks, how they create money in a modern industrial economy, the demand and supply of money and the concept of high-powered money. It also includes a section on the economics and politics of monetarism. It then explains what causes bankruptcy and introduces banking regulation which is then taken further in the next module under financial regulation.

Essential Readings:

1. Karl B. Case and Ray C. Fair (2007), *Principles of Economics*, Chapter 23, pp 506-524; Chapter 24.
2. Bhaduri, Amit (1986), *Matroeconomics*, Macmillan India. Chapter 4: The Social Device of Money, 101-146.
3. Dewatripont, Mathias and Jean Tirole (1999), *The Prudential Regulation of Banks*, MIT Press, USA. Chapter 1: The Nature of Banking and the Rationale for Regulation, pp.13-45.

Module III: Role of finance in Economic Development: (3 weeks)

This module gives the functions of the financial system in the development of a country. Major disruptions occur when there is financial crisis and recessions caused by financial turmoil. Financial Regulation will be introduced in this module. The case of East Asian Crisis and the role of the International Monetary Fund in that context is explained.

1634

Essential Readings:

1. Rangarajan, C. ((1998), *Indian Economy: Essays on Money and Finance*, UBS Publishers, New Delhi, Chapter 12: Financial Development and Economic Growth, pp.148-160.
2. Tirole, Jean (2017), *Economics for the Common Good*, Princeton University Press, Chapter 11, pp. 296 – 325.
3. Shiller, Robert (2000), *Irrational Exuberance*, Princeton University Press, Chapter 9, Efficient Markets, Random Walks and Bubbles, pp.171-190.
4. Rakshit, Mihir (2002), *The East Asian Crisis*, OUP, New Delhi, Chapters 2 and 3, pp. 8-73.
5. Desai, Padma (2004), *Financial Crisis, Contagion and Containment: From Asia to Argentina*, OUP, New Delhi., Chapter 11: International Monetary Fund to the Rescue: How Did it Fare? Badly. Pp.212- 241.

Supplementary Reading:

1. Sriram, M.S. (2017), *Talking Financial Inclusion in Liberalised India: Conversations with Governors of the Reserve Bank of India*, Routledge.

Module IV: Some Contemporary Issues (3 weeks)

The framework built in the previous modules will be used to discuss three important contemporary issues. The question of how China is building a global currency, the financial crisis of 2008 and demonetisation- global and Indian experiments.

Essential Readings:

1. Subacchi, Paola (2017), *People's Money*, Columbia University Press, pp1-27.
2. Reddy, C. Rammanohar (2017), *Demonetisation and Black Money*, Orient Black Swan, pp. 1-44.
3. Tirole, Jean (2017), *Economics for the Common Good*, Princeton University Press, Chapter 12, pp. 326-352.
4. Tirole, Jean (2014), *The Contours of Banking and the Future of its Regulation in Akerlof, George et.al. (ed). What Have We Learned? Macroeconomic Policy after the Crisis*. The IMF and MIT.
5. Reddy, Y.V. (2009), *India and the Global Financial Crisis: Managing Money and Finance*, Anthem Press, Chapter 23, Globalisation, Money and Finance: Uncertainties and Dilemmas, pp.328-338.

Supplementary Readings:

1. Rogoff, Kenneth (2016), *The Curse of Cash: How Large-Denomination Bills Aid Crime and Tax Evasion and Constrain Monetary Policy*, Princeton University Press.
2. Walby, Sylvia (2015), *Crisis*, Polity Press, Cambridge UK.

8. Pedagogy:

f. Instructional strategies:

The course will combine lectures, group activities, class discussions, and student presentations.

g. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

h. Expertise in AUD faculty or outside

The faculty at AUD who have a background in Economics are well equipped to teach the course.

i. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

4. Assessment structure (modes and frequency of assessments): Class assignment: 20%, Class presentation 10%, Attendance and class participation 10%, Mid-term: 30%, End-term: 30%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its Fourth meeting held on 26th April, 2019 and has been approved in the present form.

Amr Shams

Signature of the Dean of the School

166
36 ec

Programme Structure
MA Law, Politics and Society
School of Law, Governance and Citizenship
Ambedkar University Delhi

The programme comprises of 64 credits over 4 semesters. It includes 14 taught courses (4 credits each), a compulsory summer internship (2 credits) and a written dissertation (6 credits). Of the 14 taught courses, 7 are core courses and 7 are elective courses, which students can select from a list of courses on offer.

Semester 1 (4 compulsory courses)

| S.No. | Course Name | Type | Credits |
|-------|---|------|---------|
| 1. | Introduction to Law and legal Methods | Core | 4 |
| 2. | An Introduction to Jurisprudence and Legal Philosophy | Core | 4 |
| 3. | Law and the Making of Modern India | Core | 4 |
| 4. | Indian Constitutionalism: Law, History & Politics | Core | 4 |

Total Credits

16

Semester 2 (2 Compulsory + 2 elective courses)

| S.No. | Course Name | Type | Credits |
|-------|-------------------------|----------|---------|
| 1. | Law, State and Politics | Core | 4 |
| 2. | Sociology of Law | Core | 4 |
| 3. | Elective I | Elective | 4 |
| 4. | Elective II | Elective | 4 |

Total Credits

16

Semester 3 (Summer Internship + 1 Compulsory + 3 elective courses)

| S.No. | Course Name | Type | Credits |
|-------|--|------------|---------|
| 1 | Internship (During summer break, after the completion of II semester coursework and exams) | Compulsory | 2 |
| 2 | Research Methodology | Core | 4 |
| 3 | Elective Course I | Elective | 4 |
| 4 | Elective Course II | Elective | 4 |
| 5 | Elective Course III | Elective | 4 |

Total Credits

18

Semester 4 (Dissertation + 2 elective courses)

| S.No. | Course Name | Type | Credits |
|-------|--------------|------------|---------|
| 1 | Dissertation | Compulsory | 6 |
| 2 | Elective I | Elective | 4 |
| 3 | Elective II | Elective | 4 |

Total Credits

14

2167
60

I. Elective Courses offered as part of MA Law, Politics and Society:

| S. No. | Course | Credits |
|--------|--|---------|
| 1 | Theorizing the Indian State | 4 |
| 2 | Rethinking Development | 4 |
| 3 | Speech, Crime and Law | 4 |
| 4 | Constitutionalism and Social Transformation | 4 |
| 5 | Criminal Imaginaries and Legal Order | 4 |
| 6 | Law, Environment and Development | 4 |
| 7 | Comparative Constitutional Law | 4 |
| 8 | Feminist Jurisprudence | 4 |
| 9 | Economic Analysis of Law | 4 |
| 10 | Law and Modernity | 4 |
| 11 | Law, and Politics and Indigeneity | 4 |
| 12 | Legal Biographies and the History of the Law in Modern India | 4 |
| 13 | Policing and Society | 4 |
| 14 | Law, Society and Crime | 4 |
| 15 | Citizenship Struggles and Practices in India: Legality and Beyond | 4 |
| 16 | Measure for Measure: Intersections of Law, Literature and Language | 4 |

Ambedkar University Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

| | |
|---|--|
| School/Centre proposing the course | SLGC |
| Programme(s) | MA |
| Course title | Measure for Measure: Intersections of Law, Literature and Language |
| Course code | |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Elective |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | OG |
| Course coordinator and team | Lawrence Liang |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is offered as an elective to M.A. students. It seeks to provide an interdisciplinary introduction to law and literature. It also serves as a supplement to the jurisprudence course which was offered as a core M.A. course. If the jurisprudence course looked at legal philosophy internally, this course looks at external engagements with questions of law and justice. This is a course that would also interest students of literature

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Student will be given a list of primary literary texts before hand and are expected to have read them before the course

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD rules

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

5. Proposed date of launch:

Monsoon 2019

169
62

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

In keeping with the vision of offering innovative courses at AUD, this is one of the first M.A. courses in India to examine the phenomenon of law from a literary perspective

7. Course Details:

a. Summary

Legal Theory is a product not just of our legal and political will but also of our narrative imagination

- Robin West

Law and legal interpretation resides within the world of language and to that extent legal worlds are simultaneously literary worlds. In many ways the law and literature movement was the first serious inter disciplinary foray within legal studies. The movement successfully dislodged the place of law from its canonical existence within legal texts and doctrinal analysis to look at the various public forms in which the legal imaginary circulates. It argued for the importance of looking at literary texts both as a mirror of social relations as well as a critique of institutions of law and justice. Both legal and literary texts constitute discourses that reflect and construct our normative worlds, and both are embedded within larger cultural contexts. Bringing the two discourses together opens up challenging new ways of thinking about law and justice. The focus of this course will be on the constitution and reconstitution of language within legal and literary practice. It begins with the premise that language is never stable but changing and that it is perpetually remade by its speakers, who are themselves remade, both as individuals and as communities, through what they say. This course tracks changes in the meaning of language and of the world: about the ways in which words come to have their meanings and to hold or to lose them and how they acquire new meanings in the world of law and literature.

b. Objectives

The course will equip students with

1. An understanding of the law and literature movement
2. An analytical framework to understand the relationship between law, language and literature
3. A way of approaching legal questions simultaneously as aesthetic questions

c. Expected Learning Outcomes

Developing skills of close readings of text in a comparative fashion across disciplines

Ability to analyse law and to read cases from a different disciplinary perspective

- 220170
20

63

- d. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Recomposing the legal archive

In November, 1781, the captain of a slave ship Zong ordered 150 Africans to be drowned so that the ship's owners could collect insurance monies. The 500 word legal decision of *Gregson vs Gilbert (1783)* remains the only extant public document related to the massacre of these African slaves. For ten years, the lawyer and poet Marlene Nourbese Philip worked with the text of the judgment to finally write *Zong!*, a collection of poems composed entirely of the language of the judgment. Using *Zong!* as the central text this module will lay out the conceptual terrain of this course and survey the key debates within law & literature.

Module 2. Tragic Justice : Shakespeare, Law and Remaking the world

Law and ideas of justice play an essential role in much of Shakespeare's work. In many plays, characters refer to contemporary laws and legal institutions; and the plays raise larger questions about justice and the workings of the law. By reading his plays as a conceptual lexicon of law and justice, we ask what it may mean to think of the relationship between language, poetic measure and the 'measure of justice'. We examine Shakespeare's representations of justice and its connections to social and political order, crime and the law. This is an enquiry situated both within modern conceptions of justice as it is within Shakespeare's dramatic vocabularies.

Module 3: Archives of Authority and Justice

In this module, following Shoshana Felman, we approach literature as an archive which encapsulates not closure but precisely what in a given case refuses to be closed. This module will focus on the set of legal cases read along with literary texts and examine how the two archives staged overlapping, if differential dramaturges of power and justice.

Module 4 : Everyday life of law and literature

Outside of the realm of 'law as exception' is the world of the everyday life of law, and in this module we examine the quotidian life of the law in literature. In particular we focus on how the ordinary is transformed when it becomes a legal event even as the legal event also gets folded within the logic of the ordinary temporal logic and rhythm of courtrooms. If the domain of public legal debates generally focus on prominent constitutional cases or on issues of moral dilemmas with a capital M, in this module we ask what it means to inhabit the commonplace of the law as it unfolds in the nooks and corners of statutes as well as courtrooms.

Module 5: Foundational Violence in law & literature

Robert Cover says that "Legal interpretation takes place in a field of pain and death" and legal interpretive acts signal and occasion the imposition of violence upon others. And yet

202 171
64

this experience of pain is often condemned to the life of a legally sanctioned amnesia. A life taken and a few freedoms lost to the force of law are reduced to cases, that will be studied, cited and discarded once their utility is over. And if the unworthy lives are expelled where do we retrieve their memory. The historical archive is clearly one of the sources and scholars like RadhikaSingha and Shahid Amin have successfully retrieved many narratives of violence and pain from these archives. The literary archive however remains a bit of a mystery to legal scholars interested in understanding the arena of law as a field of pain and death. This module attempts to unearth through an analysis of literary texts a narrative that returns violence to its rightful origins: the place of law.

Module 6. Modernism on trial

In the last module, we turn from the life of law in literature to the legal careers of literature, or specifically of a literary movement namely Modernism. Modernist literature is inextricable from the history of obscenity. The trials of figures like James Joyce, D. H. Lawrence (including in India) remain significant events in the history of twentieth century literature. These trials reveals how modernist obscenity reflected a contest not just over the idea of obscenity, but also of ideas of the literary in the face of new media technologies. The module also returns us back to the core concerns of this course via an examination of modernism's reinvention of literary language. If on the one hand obscenity laws attempted to discipline literary experimentation, then at the same time authors were compelled to employ euphemism, irony, or silence in order to avoid legal consequences, resulting in newer forms of writing and expression.

e. Content

| Measure for Measure: Intersections of law, language and literature | |
|--|--|
| Syllabus with List of Readings | |
| <p>Module 1: Recomposing the legal archive</p> <p>In November, 1781, the captain of a slave ship Zong ordered 150 Africans to be drowned so that the ship's owners could collect insurance monies. The 500 word legal decision of <i>Gregson vs Gilbert (1783)</i> remains the only extant public document related to the massacre of these African slaves. For ten years, the lawyer and poet MarleneNourbeSe Philip worked with the text of the judgment to finally write <i>Zong!</i>, a collection of poems composed entirely of the language of the judgment. Using <i>Zong!</i> as the central text this module will lay out the conceptual terrain of this</p> | <p>Essential Readings</p> <p>Gregson vs Gilbert (1783)</p> <p>Marlene NourbeSe Philip, <i>Zong</i> (Zongs Number 1, 7, 11, 14, 17 & 24)</p> <p>Wallace Stevens, <i>Men made out of words</i> (Poem)</p> <p>Anne Carson, <i>Autobiography of red</i>, pp.3-7 (Poem)</p> <p>James Boyd White, <i>Judicial</i></p> |

| | |
|---|---|
| <p>course and survey the key debates within law & literature</p> | <p><i>Opinion and the Poem: Ways of Reading, Ways of Life in Ledwon, Lenora Law and Literature: Text and Theory</i> 1995</p> <p>Shoshana Felman, Introduction to <i>The Juridical Unconscious: Trials and Traumas in the Twentieth Century</i> Harvard University Press, 2002</p> <p>Walter Benjamin, <i>The Storyteller</i> from <i>Illuminations</i>, Schocken Books, 1969 pp.84-110</p> <p>Supplimentary Readings Teresa Godwin Phelps, <i>Law and Literature is More Important Than Ever</i> in Austin Sarat Ed., <i>Law and Literature Reconsidered, Studies In Law, Politics, And Society</i> Volume 43 Thomas C. Grey, <i>The Wallace Stevens Case: Law and the Practice of Poetry</i></p> <p>David Kader & Michael Stanford, <i>Poetry of the Law: From Chaucer to the Present</i></p> <p>Leland de la Durantaye, Introduction: <i>Lolita, and a Hitherto Little Remarked-upon Reader</i> from <i>Style Is Matter: The Moral Art of Vladimir Nabokov</i>, Cornell University Press, 2010</p> |
| <p>Module 2. Tragic Justice : Shakespeare, Law and Remaking the world Law and ideas of justice play an essential role in much of Shakespeare's work. In many plays, characters refer to contemporary laws and legal institutions; and the plays raise larger questions about justice and the workings of the law. By reading his plays as a conceptual lexicon of law and justice, we ask what it may mean to think of the relationship between language, poetic measure and the 'measure of justice'. We examine</p> | <p>2.1 "I have a smack of Hamlet myself, if I may say so" In which two stars crossed lovers invite us to think about the contemporaneity of Shakespeare as an inventor of language and concepts</p> <p>2.2 "Though well we may not pass upon his life/ Without the form of justice" In which a senile old king and his meditations on life invite us</p> |

| | |
|--|--|
| <p>Shakespeare's representations of justice and its connections to social and political order, crime and the law. This is an enquiry situated both within modern conceptions of justice as it is within Shakespeare's dramatic vocabularies.</p> | <p>to think about tragedy and the im(possibilities) of justice 2.3 "Give me the Ocular Proof"/ <i>"If you dare not trust that you see, confess not that you know"</i> In which we look at the gathering of evidence and establishment of guilt in <i>Othello</i> and <i>Measure for Measure</i> 2.4 "By the bloody books of the law" In which a man's suspicion of his wife's fidelity raises questions of world destroying doubt and scepticism 2.5 "Fair is foul and foul is fair" In which a couple's ruthless ambition becomes an opportunity to think of violence, sacrifice and justice</p> <p>Essential Readings: King Lear by William Shakespeare Othello by William Shakespeare Macbeth by William Shakespeare</p> <p>Supplementary Readings Stanley Cavell, <i>Disowning Knowledge in Seven Plays of Shakespeare</i> (Chapters 1, 2 & 7) Ian Ward, <i>Shakespeare and the Legal Imagination</i>, pp.1-20 Regina Mara Schwartz, <i>Loving Justice, Living Shakespeare</i>, pp.1-16 Jan Kott, <i>Shakespeare Our Contemporary</i> (Extracts relevant to the three plays)</p> |
| <p>Module 3: Archives of Authority and Justice In this module, following Shoshana Felman, we approach literature as an archive which encapsulates not closure but precisely what in a given case refuses to be closed. This module will focus on the set of legal cases read along with literary texts and examine how the two archives staged overlapping, if differential dramaturges of</p> | <p>Essential Readings Harper Lee, <i>To kill a mockingbird</i>, Harper Modern Classics, 2002. James Miller, <i>Remembering Scottsboro: The Legacy of an Infamous Trial</i>. Princeton University Press, 2009.</p> |

| | |
|--|---|
| <p>power and justice.</p> | <p>Susan Glaspell, <i>A jury of her peers</i>, Digireads.com, 2005</p> <p>Extra Judl.Exec.Victim Families vs Union Of India, AIR 2016 SC 1213</p> <p>Mahashveta, Draupadiin <i>Mahasweta Devi Breast Stories</i>. Translated by GayatriChakravortySpivak, Seagull Books, 1997</p> <p>Supplimentary Readings</p> <p>Siddharth Chauhan, Representations of the Indian emergency in popular fiction</p> <p>Karla Fc Holloway, Chapter 2: <i>Bodies as Evidence (of Things Not Seen)</i> in <i>Legal Fictions: Constituting Race, Composing Literature</i>, Duke University Press Books, 2014, Extracts from Rohinton Mistry, <i>A Fine balance</i>, Vintage International, 1997</p> |
| <p>Module 4 :Everyday life of law and literature</p> <p>Outside of the realm of 'law as exception' is the world of the everyday life of law, and in this module we examine the quotidian life of the law in literature. In particular we focus on how the ordinary is transformed when it becomes a legal event even as the legal event also gets folded within the logic of the ordinary temporal logic and rhythm of courtrooms. If the domain of public legal debates generally focus on prominent constitutional cases or on issues of moral dilemmas with a capital M, in this module we ask what it means to inhabit the commonplace of the law as it unfolds in the nooks and corners of statutes as well as courtrooms.</p> | <p>Essential Readings</p> <p>Kafka, Franz. <i>The Trial</i>. Simon & Brown, 2016.</p> <p>K by Giorgio Agamben in Clemens, Justin, et al., editors. <i>The Work of Giorgio Agamben: Law, Literature, Life</i>. Edinburgh University Press, 2011.</p> <p>Mayur Suresh, <i>The "Paper Case": Evidence and Narrative of a Terrorism Trial in Delhi</i>, Law & Society Review, Vol. 53(1) (2018)</p> |

| | |
|--|---|
| | <p>RavitReichman, <i>The Affective Life of Law: Legal Modernism and the Literary Imagination</i> Stanford Law Books, 2009.</p> <p>Vijay Tendular, <i>Silence; The court is in session</i>, Oxford India Paperbacks, 1996</p> <p>Tahima Annam, <i>The Courthouse from A Golden Age</i>, Harper Perennial, 2009. (Extracts)</p> <p>Supplimentary Readings</p> <p>Benjamin Balint, <i>Kafka's Last Trial: The Case of a Literary Legacy</i>. Norton & Co, 2019. (Extracts)</p> |
| <p>Module 5: Foundational Violence in law & literature</p> <p>Robert Cover says that "Legal interpretation takes place in a field of pain and death" and legal interpretive acts signal and occasion the imposition of violence upon others. And yet this experience of pain is often condemned to the life of a legally sanctioned amnesia. A life taken and a few freedoms lost to the force of law are reduced to cases, that will be studied, cited and discarded once their utility is over. And if the unworthy lives are expelled where do we retrieve their memory. The historical archive is clearly one of the sources and scholars like RadhikaSingha and Shahid Amin have successfully retrieved many narratives of violence and pain from these archives. The literary archive however remains a bit of a mystery to legal scholars interested in understanding the arena of law as a field of pain and death This module attempts to unearth through an analysis of literary texts a narrative that returns violence to its rightful origins: the place of law.</p> | <p>Essential Readings</p> <p>Donald Barthelme, <i>Some of Us Had Been Threatening Our Friend Colby</i>. Penguin, 2011.</p> <p>Vladimir Nabokov, <i>Invitation to a Beheading</i>. Penguin UK, 2012. (Extracts)</p> <p>Paul Dunbar, <i>The Lynching</i> Ofube Benson</p> <p>JayananditaKasibathla, <i>Constituting the Exception: Law, Literature and the State of Emergency in Postcolonial India</i>. UMI Dissertation Services, 2006. (Chapter 2)</p> <p>Saadat Hassan Manto, <i>Selected partition stories from Manto, Mottled Dawn</i>. Penguin Books India, 2011.</p> |
| <p>Module 6. Modernism on trial</p> <p>In the last module, we turn from the life of law in</p> | |

literature to the legal careers of literature, or specifically of a literary movement namely Modernism. Modernist literature is inextricable from the history of obscenity. The trials of figures like James Joyce, D. H. Lawrence (including in India) remain significant events in the history of twentieth century literature. These trials reveals how modernist obscenity reflected a contest not just over the idea of obscenity, but also of ideas of the literary in the face of new media technologies. The module also returns us back to the core concerns of this course via an examination of modernism's reinvention of literary language. If on the one hand obscenity laws attempted to discipline literary experimentation, then at the same time authors were compelled to employ euphemism, irony, or silence in order to avoid legal consequences, resulting in newer forms of writing and expression.

Essential Readings

Ranjit D. Udeshi v. State of Maharashtra. AIR 1965 SC 881

Chris Forster, Chapter 1 & 2

Filthy Material: Modernism and the Media of Obscenity. OUP, 2018.

Kevin Birmingham, Extracts from *The Most Dangerous Book:*

The Battle for James Joyce's Ulysses. Head of Zeus, 2014.

Extracts from Robert Spoo,

Modernism and the Law.

Bloomsbury Publishing, 2018.
Kajri Jain, *Taking and Making Offence Husain and the Politics of Desecration* in Ramaswamy, Sumathi, Ed. *Barefoot across the Nation: M F Husain and the Idea of India*, Routledge, 2019.

8. Pedagogy:

1. Instructional design

The course will be a combination of lectures, thematic discussions and presentations.

2. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

3. Expertise in AUD faculty or outside

The core faculty has academic training in the field of Political Science and Cultural Anthropology.

4. Linkages with external agencies (e.g., with field-based organizations, hospital, any others)

None

8 Assessment structure (modes and frequency of assessments)

The course will have four types of assessment:

- Mid-term Exam (20%)
- Attendance and Participation (10%)
- End-term Exam (30%)
- Short Written Response Assignments (2 x 20%)

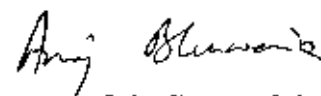
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its Fourth meeting held on 26th April 2019 and has been approved in the present form.



Signature of the Dean of the School

178

743

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|--|
| School/Centre proposing the course | School of Law, Governance and Citizenship |
| Programme(s) | MA Law, Politics and Society |
| Course title | Citizenship Struggles and Practices in India: Legality and Beyond |
| Course code | |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Elective |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | PG |
| Proposed date of Launch | August 2019 |
| Course coordinator and team | Dr. Anushka Singh |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

An Undergrad Elective Course titled Citizenship Theories offered by SLGC introduces UG students to the theoretical framework of citizenship.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)
 No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Maximum no. of students can be the entire cohort

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course, Monsoon semester, seminar mode, elective offered to 3rd semester students

5. How does the Course link with the vision of AUD :

179 72
2023

The course introduces students to the idea of citizenship specifically in context of India and how it conditions the discourse around equality, justice and entitlements. The course cuts across socio-political cleavages taking up the questions of rights, liberties, and obligations to examine how constitutional claims and legal status are woven into the struggles for citizenship.

6. How does the course link with the specific programme(s) where it is being offered?

The course will be offered to MA students of SLGC as an Elective course. Citizenship is one of the themes on which SLGC is founded. The course has been designed keeping in mind the centrality of law-social science intersection to impart the interdisciplinary training in students that the School aspires to achieve. Citizenship is one of those dominant themes where the convergence between the legal, political and social comes to fore.

7. Course Details:

a. Summary :

The customary lens of looking at citizenship as a legal status invariably gives rise to a discursive space where struggles around legal recognition bring to fore the differentially envisaged notions of the political. One the many ways thus in which the citizenship debates manifest is the contest of the political with and over the legal. The struggles for citizenship towards the realization of its democratic potentials stands entwined with the process of constant derecognition and segregation in order to mark the distinction between the citizen and the other. This course tries to examine this juxtaposition of the citizen with the other where law emerges as the arbitrator in the liminal spaces of contest for and omission from citizenship.

The relationship between the citizen and the other, far from being that of simple exclusion, manifests in form of diverse mutually constitutive binaries where the category of citizen stands distinct from the criminal, the migrant, the refugee, the suspect, the infiltrator, etc. Each of the categories occupying the liminal space of citizenship is subjected to specific gazes of law where the nature of the legal gaze defines its political existence. This course in context of the citizenship discourse in India studies the citizen and the other. While the course borrows from the theoretical literature from the west as well, the thematic is specifically examined in context of India with the help of a historical perspective, jurisprudential insights and the Indian scholarship on citizenship looking at both its evolution and contemporary forms.

b. Objective:

- The course aims to familiarize the students with citizenship debates both within and beyond the conventional lens of looking at citizenship as a legally recognized right.
- The attempt is to connect the theoretical literature produced on citizenship with empirical realities of citizenship practices
- The citizenship practices would be examined while bringing in issues of contemporary concern such as migration, national register, surveillance etc

c. Expected Learning Outcomes:

On successful completion of this course, students will be able to

1. Demonstrate a knowledge of legal provisions related to citizenship in India
2. Demonstrate a knowledge of key historical and contemporary developments that have shaped citizenship policies and practices in India
3. Participate and contribute through academic argument and research in areas concerning cross-border migration, refugee crisis, identity documentation, etc.

d. Overall Structure:

Module I

Understanding Citizenship-theoretical frameworks

The beginning module addresses the question of how to look at the concept of citizenship in its oscillation between a legal status and a terrain of political struggles. The module revisits the established works on the theme drawing both from political theory and political processes to advance the claim of citizenship being an essentially contested concept. The learnings of this module serve as methodological tools to examine the debates in the following modules.

Module II

Commencement of the process of othering: conflicts over full membership

This module traces the idea of the mutually constitutive binary construct of the citizen and the other while placing it within the idea of statelessness in political philosophy, the engagement with the question of moral versus legal rights and the location of the nationality question in the citizenship debate. The module then looks at the legal-institutional processes specifically in context of India that render the (in)visibility of the 'other' and its lightness within the discourse of rights and justice. It looks at the category of the liminal citizens in India emerging from the shadow of partition such as the displaced persons, the abducted persons, the alien women etc. and the framework of citizenship laid down adjacently.

Module III

Figure of the Migrant- the Ambiguous, the Illegal and the 'desirable'

While the previous module focusses on the liminal categories at the dawn of independence in India allowed compromised and unequal legal identification, this module focuses on the increasing impulses of legal differentiation within citizenship discourse manifested in relation to the migrants. The dominant paradigm in relation to the migrants has found reflection in the institutional responses towards them ranging between peripheral recognition, de-recognition, and illegalization, alongside the corresponding political discourse of criminalization and even the threat of deportation. The module looks at the figures of the Chitmahals, the Chakma, the Rohingyas, etc. An ideological shift away from the dominant paradigm however, has been witnessed in the impulse within citizenship discourse to recognize categories of migrants based on origin, descent and effectively religion. Thus, the latter part of the module enters the debate over the citizenship categories of Persons of Indian Origin, Overseas Citizen of India and the current tensions around the Citizenship Amendment Bill 2016.

Module IV

Security discourse and the Suspect Citizen

The security discourse as an entry into the theme of citizenship destabilizes the binary between the citizen and the other as the security imperative unfolds a parallel process of othering within the category of the entrenched citizen where the lines of otherness are drawn along the law-abiding good citizen as distinct from the dissident suspect citizen. The dissident citizen then becomes the subject of the state's panopticon. While the

governing gaze on the liminal zone of citizenship stands intact subjecting the peripheral citizens and the illegals to increasing surveillance, their semblance of existence with the suspect citizens adds further complexities to citizenship debates.

Module V

Politics of the Governed and its consequences

This module moving beyond the institutional-legal framework of citizenship, looks at the citizenship practices from below and their politics of survival bordering and often occupying the zones of illegality yet being jurisgenerative. Advancing the idea of insurgent citizenship, this module focuses on the myriad struggles and mobilizations carried out by those on the margins of the citizenship entitlements.

c. Content:

Module I

Understanding Citizenship- theoretical frameworks

3 weeks

Essential Readings:

- T. H. Marshall, 1950, Citizenship and Social Class, in *Citizenship and Social Class and Other Essays*, Cambridge, Cambridge University Press, pp. 1-85 (selected extracts)
- G Poggi, 2003, Citizens and States, Retrospect and Prospect, in Quentin Skinner and Bo Stråth (eds), *States and Citizens- History, Theory, Prospects*, CUP, pp. 39-49.
- Anupama Roy, 2013, Making Citizenship Familiar, in *Gendered Citizenship, Historical and Conceptual Explorations*, Orient BlackSwan, pp. 1- 42.
- Iris Marion Young, 1989, Polity and Group Difference: A critique of the Ideal of Universal Citizenship, *Ethics*, Vol. 99, No. 2, pp. 250-274
- NirajaGopalJyal, 2013, Introduction, in *Citizenship and its Discontents: An Indian History*, Cambridge & London: Harvard University Press, pp. 1- 24.
- Anupama Roy, 2016, We the People, Citizenship in the Indian Constitution, in *Citizenship in India, Oxford India Short Introductions*, OUP, Pp. 58- 113

Module II

Commencement of the process of othering: conflicts over full membership

2 weeks

Essential Readings:

- John Hoffman, 2004, *Citizenship Beyond State*, Sage, pp. 17-30; pp. 49- 62.
- Seyla Benhabib, 2004, 'The right to have rights': Hannah Arendt on the contradictions of the nation-state, in *The Rights of Others, Aliens, Residents, Citizens*, CUP, pp. 49-70.
- Ranabir Samaddar, 2015, The Violent Foundations of Citizenship, in Samir Kumar Das (ed) *Democracy and Violence*, OUP,
- Niraja Gopal Jayal, 2013, Legal Citizenship and the Long Shadow of the Partition, in *Citizenship and its Discontents: An Indian History*, Cambridge & London: Harvard University Press, pp. 51-80.
- Anupama Roy, 2010, The Citizenship Act, 1955, Liminal Citizenship at the Commencement of the Republic, *Mapping Citizenship in India*, OUP, pp. 33- 91 (selected parts).
- The Citizenship Act, 1955

Module III

Figure of the Migrant- the Ambiguous, the Illegal and the 'desirable'

3 weeks

Essential Readings:

- Anupama Roy, 2016, Ambivalent Citizens, in *Citizenship in India, Oxford India Short Introductions*, OUP, pp. 115- 154.
- Anupama Roy, 2016, Ambivalence of Citizenship in Assam, *Economic and Political Weekly*, Vol. 51, Issue No. 26-27.
- Sanjib Baruah, 2009, The Partition's Long Shadow: The Ambiguities of Citizenship in Assam', *Citizenship Studies*, Vol. 13, Issue 6.

- NasreenChowdhory, 2018, State Formation, Marginality and Belonging: Contextualizing Rights of Refugees, in *India, Bangladesh and Sri Lanka, in Refugees, Citizenship and Belonging in South Asia*, Springer, pp. 43-71.
- AkhilRanjanDatta, 2018, National Register of Citizens Political Destiny of Immigrants in Assam, *Economic and Political Weekly*, Vol. 53, Issue No. 8.
- The Illegal Migrants Determination by Tribunals Act, 1983 and SarbanandSonowal vs. The Union of India
- NHRC v. State of Arunachal Pradesh &Anr, 1996
- Anupama Roy, 2010, Blood and Belonging, in *Mapping Citizenship in India*, OUP, pp. 135-160.
- Citizenship Amendment Bill, 2016
- MohsinAlamBhat, 2019, The Constitutional Case against the Citizenship Amendment Bill, *Economic and Political Weekly*, Vol. 54, Issue No. 3.

Supplementary readings:

- B. S. Chimni, B. S. 2005, Outside the Bounds of Citizenship: The Status of Aliens, Illegal Migrants and Refugees in India, in Rajeev Bhargava and Helmut Reifeld (eds.) *Civil Society, Public Sphere and Citizenship*, New Delhi: Sage Publications, pp. 277-313.
- Ujjwal Kumar Singh, 2018, National Human Rights Commission of India- The 'Inside-Outside' Body, *Economic and Political Weekly*, Vol. 53, No 5.
- RanabirSamaddar, 2018, The NRC Process and the Spectre of Statelessness in India, *The Wire* (25 October 2018)
- Rohingya Refugees Fact-Finding Report, 2018, *Human Rights Law Network*

Module IV

Security discourse and the Suspect Citizen

2 weeks

Essential Readings:

- John Torpey, 2000, Coming and Going: On the State Monopolisation of the Legitimate 'Means of Movement', in *The Invention of the Passport: Surveillance,*

Citizenship and the State, CUP, pp. 4-20.

- Ujjwal Kumar Singh, 2014, Surveillance Regimes in Contemporary India, in F Davis, N McGarrity and G Williams (eds), *States of Surveillance: Counter Terrorism and Comparative Constitutionalism*, Routledge, pp. 42-58
- BtihajAjana, 2012, Biometric Citizenship, *Citizenship Studies*, Vol.16, No.7
- Iris Marion Young, 2003, The Logic of Masculinist Protection: Reflections on the Current Security State. *Signs*, Vol 29, No 1, pp. 1-26.
- House Of Lords, Select Committee on the Constitution, 2nd Report of Session 2008–09, *Surveillance: Citizens and the State*, Volume I: Report (Selected parts)

Module V

Politics of the Governed and its consequences

2 weeks

Essential Readings:

- James Holston, 2008, Citizenship Made Strange, *Insurgent Citizenship*, Princeton, Princeton University Press, pp. 3-37.
- SeylaBenhabib, 2004, Democratic iterations: the local, the national, and the global, in *The Rights of Others, Aliens, Residents, Citizens*, CUP, pp. 171- 211.
- ParthaChaterjee, 2004, Populations and Political Society, *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, Columbia University Press, pp. 27- 52.
- Veena Das, 2011, State, Citizenship, and the Urban Poor, *Citizenship Studies*, Vol.15, No. 3-4
- TaranginiSriraman, 2018, Refugees and their Displaced Documents of Identity, in *In Pursuit of Proof, A History of Identification Documents in India*, OUP, pp. 90- 162 (selected parts)

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, thematic discussions and student presentations. The intent is to transact the course in seminar mode with specific reading material carefully chosen for each class and student presenters.

and discussants assigned for each of them. Regular writing exercise in class would also help students improve skills and engage with the themes and material at hand, more closely.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

- c. Expertise in AUD faculty or outside

The faculty members at SLGC with diverse training in Law, Political Science and anthropology are well equipped to teach the course

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

| | |
|------------------------------------|----|
| Response essay | 20 |
| Mid-term exam | 25 |
| Class test | 20 |
| End term presentation | 25 |
| Class participation and attendance | 10 |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

18780

The proposal was discussed by the Board of Studies in its Fourth meeting held on 26th April 2019 and has been approved in the present form.

Anuj Khurana

Signature of the Dean of the School

188

81

SCHOOL OF LAW, GOVERNANCE AND CITIZENSHIP

MINUTES OF THE 4TH MEETING OF THE BOARD OF STUDIES, 26 April 2019

Present: Dr. Usha Ramanathan, Prof. Ujjwal Kumar Singh, Prof. B.S. Chimni, Dr. Arudra Burra, Prof. Rukmini Sen, Prof. Lawrence Liang, Dr. Malabika Pal, Dr. Anuj Bhunia, Dr. Pooja Satyogi, Dr. Javed Wani, Dr. Anushka Singh, Dr. Ngoru Nixon and Mr. S.R. Prabakaran

Feedback was received by email from Prof. Janaki Nair who could not attend the meeting.

The meeting commenced with adopting the agenda—considering 2 outlines for the MA Programme and 7 course outlines for the BA programme and a policy decision regarding modification in the dissertation credit policy for the MA programme.

A. Specific Suggestions for the 7 B.A. Course Outlines to be offered in the Monsoon semester 2019

1. MODERN POLITICAL THOUGHT

Course facilitator: Dr. Javed Wani

Programme BA LPS

The course is important and lucid. There could be a question about how can one understand the overall logic of the course; who are these people and why must one be reading them. In trying to bring in the contemporary, we run into the danger of losing the historicity. The course shows development over a period of 70 years and there is a need to retain that sense. It is important to add a narrative which makes sense of how this movement of thought has taken place. The structure and the readings need to be separated. Some speeches, shorter writings from the thinkers need to be included. The students should be able to get an idea of the objective of the course and how it is connected to the other courses.

The specific suggestions are:

- Module I: The segment on Ramabai should be tied to a single concept.
- Module III: Instead of using the word communalism, it should be changed to communitarianism and nation.
- Partha Chatterjee's book 'Moment of Arrival' could be too difficult for BA students and Tagore's essay on nationalism should be included.
- Include thinkers from the left to represent the intellectual history of the left.
- The readings are individual based, e.g. Gandhi. They could be brought into a conversation with others, e.g. Gandhi-Marx-Tagore.

189

- There are some original texts that might even be easier than secondary readings on Ramabai. Three readings that could be included would be Rukhmabai Raut's letters to the editor (TOI) on age of consent, Ramabai's "The High Caste Hindu Woman", and Kamaladevi Chattopadhyay - full anthology titled "A Passionate Life".

Status: Approved.

2. NATIONALISM AND THE STRUGGLES FOR INDEPENDENCE IN INDIA

COURSE FACILITATOR: DR. Javed Wani

Programme BA LPS

With respect to when this course is taught, if it is taught alongside modern Indian Political Thought, it makes sense. This should be a foundational course but it is an elective. There is a lot of primary and visual material that should be used.

The specific suggestions were:

- Some aspects of the national movement, many people have got left out (e.g. Subhas Chandra Bose, Bhagat Singh)
- S. Bandhopadhyay can be used as a thread.
- Module III on Partition does not include Ritu Menon and Urvashi Butalia. One suggestion for this section was Gyanendra Pandey's "The Other Side of Silence".
- The way courses speak to each other was highlighted by the example that in Modern Political Thought we use the term 'challenge of communalism' but here we have 'emergence of communalism'.
- There is a need for short readings on the real actors of the national movement; not a representation of the movement but the movement. There is a need to represent diversity within the movement.
- There is a need to include something that is about historiography and the thinking of the discipline.

Status: Approved

3. READING GANDHI

Course facilitator: Dr. Ngoru Nixon

Programme BA LPS

There is a core philosophical question in this course; that must be preserved. The specific suggestions include:

190
2

- Some readings of Ambedkar should be included, otherwise it would be incomplete
- Regarding critique of modernity, need to include ideas of alternative modernity; Sanjay Subrahmanyam's "Connected Histories"
- On the global perspective, include something on Gandhi and relation to nonviolence and peace
- The argument on Gandhi and Race; Arundhati Roy's and Rajmohan Gandhi's response in EPW
- May need to bring back Gandhi and his Critics
- Need to problematize Gandhi and his times; short letters published - Gandhi on Peace, Gandhi on Caste; his response on how to deal with Hitler
- In Module I, Charles DiSalvo on Gandhi as a Lawyer and S.N. Agarwal on Gandhian Constitution could be included
- Suresh Sharma's work on the last two years of Gandhi could be included
- It is important to include "My Experiments with Truth" as essential reading
- Gandhi's sedition trial in 1922 needs to be included; for Gandhi and the Poona Pact, include the speech by Ambedkar on BBC Radio.
- Women autobiographies, to the extent that they intersect with Gandhi need to be included, e.g. Ashoka Gupta's "Those days in Noakhali"

Status: Approved.

4. CITIZENSHIP: THEORIES AND CONTEMPORARY CONCERNS

Course facilitator: Dr. Pooja Satyogi

Programme BA LPS

This course runs adjacent to the course on political movements and is important for a program in SLGC.

The specific suggestions are:

- In Module IV, what is a Banoptican? This term should be removed.
- Terror and citizenship should be included; citizenship is given but taken on the ground of terror.
- Scales of citizenship – favoured citizenship in the forms of NRIs etc. What are the rights involved here?
- Economic citizenship should be foregrounded
- The United Nations is recognizing stateless citizens for the purpose of the Olympics.
- The gap seems to be the theory-India segment; Marshall's critique of citizenship seems to be separate from Indian debate. The question is how does one connect Marshall with Indian experience.
- There was a question whether we should use pluralism instead of multiculturalism. Gurpreet Mahajan is not very accessible.
- It was suggested that in Module IV, global concerns should be included; experiences of terror etc. are very crucial; the distinction between documented citizen and documentary citizen.

- The Citizenship Act and its amendments should be included; *Maitrayee Chaudhuri's article on the First Plan and its solution to citizenship ["Citizens, Workers and Cultural Emblems: An Analysis of the First Plan Document of India 1938"]*
- It was suggested that rather than Anupama Roy's "*Becoming Citizens*", her "*Gendered Citizenship*" should be included.
- How to address populism; can we use populism as a category to understand its relation to contemporary politics; lot of writing in *German Law Journal*, the issue of populism versus constitutionalism; Hannah Arendt on 'Totalitarianism' - the right to have rights.
- There is lack of clarity in Module III; the question of sub-nationalism should be included given how important it is.
- The brief submitted by the GOI and senior counsel with the Supreme Court on the Rohingya issue would be an interesting document to look at.
- Include the issue of buying citizenship, e.g. case of Estonia.

Status: Approved.

5. INDIAN CONSTITUTION AND POLITICS

Course Facilitator: Dr. Anushka Singh

Programme BA LPS

This course is the first formal introduction to the Law and Politics Course; its focus is on the design and structure of the Indian Constitution. Specific suggestions include:

- Along with Granville Austin, if one could add other readings which may have got left out.
- There was not enough 'Politics' in the course; if it has to be historical there needs to be more readings from that particular period on, for instance, the debate on centre-state relations, parliament v judiciary; the question is how much history you would want to include compared to how much of contemporary issues.
- The constitutional scheme on adoption of international norms needs to be included; the International dimension is completely missing at the moment.
- Lavanya Rajamani's article in the Oxford Handbook of the Indian Constitution and excerpts from the Shah Commission Report (which is available online) should be included. However, the readings from the Oxford Handbook may be difficult for undergraduates. In particular, remove the chapter written by Lawrence.
- Despite being a state subject in the Constitution, the WTO Agreement on Agriculture has been adopted by the Centre.
- The difference between Art.370 and 371 is difficult to understand unless one reads the constitutional text.
- The constitutional dimensions of Preventive Detention, the safeguards need to be included. Include a reading by M. K. Nambiar on Preventive Detention.
- It is important for the students to understand each provision, the constitutional amendments.

- Remove Judiciary v Parliament.

STATUS: Approved.

6. INTRODUCTION TO LAW

COURSE FACILITATOR: Dr. Saumya Uma

Programme BA LPS

The focus of this course is on the dominant ideas. There is a need to incorporate the perspectives which are not so dominant. The specific suggestions are:

- It may be fruitful to teach how to read government reports, in addition to Law Commission Reports
- There needs to be an introduction to Tribunals.
- The students should be introduced to Parliamentary Standing Committees; not just statutes but also rules so include Standing Committee on Delegated Legislation.
- They need to be introduced to the pre-legislative process, from Cabinet to Parliament, there should be peoples' participation; Delhi High Court Judgment is coming up on knowing and assessing the laws.
- Study PRS as an Institution
- In Module I, for the section on "Social and political context of law", there seems to be no corresponding readings. Include Lawrence Freidman, Law and Society.
- Some basic concepts need to be introduced- Rule of law or that the idea that law will take its own course; extra-parliamentary law making like ordinances; the use of the Money Bill route.
- One needs to incorporate the differential applications of the law (different kinds of laws- spatially or through definitions of communities).
- Need to add a small introduction to the structure of the legal profession; add professional dilemmas, e.g. representing the rapist or when the Bar Council says no one should defend a particular kind of defendant).
- Regarding evaluation, 30 marks for quizzes seem too much.

Status: Approved

7. INTRODUCTION TO MONEY AND FINANCE

COURSE FACILITATOR: Dr. Malabika Pal

Programme BA LPS

The course highlights contemporary debates, including demonetization. The specific suggestions include:

193

- Include M.S. Sriram's book, "Talking Financial Inclusion in Liberalised India- Conversations with Governors of the Reserve Bank of India", Kenneth Rogoff's book, "The Curse of Cash" and Sylvia Walby's book "Crisis".
- There is a need to bring in the relationship between technology and money

STATUS: Approved.

B. Specific Suggestions for the 2 M.A. Course Outlines to be offered in the Monsoon semester 2019

1. CITING AND INCITING: INTERSECTIONS OF LAW, LITERATURE AND LANGUAGE

Course facilitator: Prof. Lawrence Liang

Programme MA LPS

The specific suggestions are:

- Drop "inciting" from the title of the course
- One can include the form of legal judgment and why do judgments have a paragraph form.

STATUS: Approved.

2. CITIZENSHIP STRUGGLES AND PRACTICES IN INDIA: LEGALITY AND BEYOND

Course facilitator: Dr. Anushka Singh

Programme MA LPS

Specific suggestions are:

- Whether global concerns were present in the course. For example, with respect to labour-Indians in the Gulf in comparison to Indians in the US.
- Regarding Module V, documentary citizenship be included along with insurgent citizenship. Include in discussions, NRIs and PIOs as well as ecological refugees and biological citizenship.

STATUS: Approved.

Role of Syllabus Making and actual classroom implementation:

Regarding the role of syllabus making and its relation to the actual student demographic, the dilemma is between how to balance what is ideal on paper and the reality of the classroom. Regarding the nature of the syllabus, the question is whether we should retain these despite their impracticability at the level of implementation or do we adjust the syllabus according to the level of the students. Rather than dealing with it as a matter of dilution, one should use diversity as a solution. Some of these courses could have been designed ten years ago; there is a need to make it more contemporary.

Decision on Policy regarding Dissertation Credits:

The proposal is for reduction of dissertation credits from 10 credits to 6 credits. The Board of Studies recommends that the dissertation should be dropped altogether. In case that is not done, as an alternative, the dissertation credits should be reduced to 6 credits along with reduced expectations.

Aj. K. K. K.

1959

Reduction of Dissertation Credits**MA, Law, Politics and Society****School of Law, Governance and Citizenship (SLGC), AUD**

It is proposed that the credits assigned to the dissertation component for the MA programme 'Law, Politics and Society' at the School of Law, Governance and Citizenship be reduced from 10 credits to 6 credits. As things currently stand, a student enrolled in this programme is expected to do 64 credits over 4 semesters. This includes 7 compulsory courses and 6 optional courses (all for 4 credits), an internship for 2 credits and a dissertation which carries 10 credits. Based on the experience with our first MA cohort graduating at the end of this semester, a dissertation of 10 credits means that students are required to do only one other course in their final semester, which has been found to be inadequate. The proposed decrease in dissertation credits from 10 to 6 would increase the required number of optional courses in the final semester to 2. Such an increase in coursework will also allow students to get better grounding in their area of interest.

Amy Blunnie

2019

19682

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Culture and Creative Expression |
| Programme(s) | MA (Film Studies) |
| Course title | Evolution of Cinema as Art - II |
| Course code | SCC2FS109 |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Core, IInd semester MA Film Studies (Winter semester, 2019 - 20) |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Vebhuti Duggal (or any other faculty member in Film Studies) |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, it connects to and develops from the 1st semester core courses (*Evolution of Cinema as Art I*) offered as part of the MA Film Studies programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No special requirements, however, students crediting this course from outside MA Film Studies will be required to familiarise themselves with some key ideas, films and texts that are part of the *Evolution of Cinema as Art I* (MA Film Studies, I semester).

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per cohort size

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course in the winter semester, 2019 - 20

5. Proposed date of launch:

January 2020

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will form part of the core courses for MA Film Studies. It aids, thus, in the building of disciplinary knowledge and in this it is central to the very foundational discourses and debates of the programme. Further, it allows for the instilling of (i) critical thinking and (ii) analytical reasoning, especially across various kinds of materials (texts (secondary, primary) and films).

7. Course Details:

a. Summary:

This course lays out certain key debates in film studies, beginning in the 1950s and 60s. It does so through a combination of film screenings and scholarship being discussed. The course intends to continue with the grounding that began in ECA I with a canonical Euro-American history of cinema. While working chronologically and in terms of regions across the world, it nevertheless draws strands of dis/continuity across movements, cinema styles, film language etcetera. Along with the historical study of cinema, we will be also considering some canonical and theoretical writing on cinema as it ties into the different moments.

This course taken as a whole maps different key film movements from across the world. Thus, it works with 4 modules divided into three weeks each, looking at major film movements across international cinema. Module I looks at Hollywood, bringing in a discussion on Classical Hollywood Cinema, 'new' Hollywood, and indie cinema. Modules II - IV take us to various key directors and moments, movements in world film history. Through the course, across *all* the modules there will be an emphasis on debates such as 'world cinema', the idea of the film festival, 'arthouse/ art cinema' and the 'auteur.' Further, genres like melodrama, realism, and categories such as race, gender and sexuality that are raised will also be discussed. Thus, the course works through these key terms across different film movements, which in film theory have usually been associated with the region/country they originate from.

b. Objectives

For students to (a) gain familiarity with a sense of the larger debates in film form and a sense of film form historically, in different spaces and across film movements (b) to be able to deploy these debates through the course of their research, particularly as they build towards the MA dissertation requirement in the fourth semester. Thus, it hopes to also impart research-related skills and the ability to communicate ideas that inhere in cinematic expression effectively. It is also important for students to be able to develop ideas on Indian cinema in relationship to a broader field of film studies concepts as well as understand traditions of cinema in a relational mode.

c. Overall structure.

Please see below

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Reading and screening List, week-wise**

Note: ** Screenings are in-class, collective exercises that are necessary along with readings and discussions. Individual films may as listed here may be changed by the course instructor, if necessary so long as they speak to the key concerns that each module highlights.

Week I / Course overview and Introduction, and ECA I recap

No readings

Screening: *The 400 Blows* (dir. Trauffaut, 1959)/ TBC

Module I: Hollywood, 1950s onward

Key themes for discussion: (i) development of CHC (ii) film genre: melodrama (iii) industry and production (iv) race, gender, class on screen (corresponding to particular films)

Week II/ Classical Hollywood Cinema

Readings

1. David Bordwell, Janet Staiger and Kristin Thompson. *Classic Hollywood Cinema: Film Style and Mode of Production to 1960*. London: Routledge, 2005 (1985), **.
2. Steve Neale, *Genre and Hollywood*. London/New York: Routledge, 2000, **.

Screening: *Mildred Pierce* (dir. Michael Curtiz, 1945)

Week III/ 'New' Hollywood

Readings

1. Thomas Elsaesser et al (Eds) *The Last Great American Picture Show: New Hollywood Cinema in the 1970s*. Amsterdam: Amsterdam University Press, 2004, 9 - 18, 37 - 70.
2. John Thurman, "Citizen Bickle or the allusive *Taxi Driver*: Uses of intertextuality" in *Senses of Cinema*, issue 37, October 2005 Available at http://sensesofcinema.com/2005/american-cinema-the-1970s/taxi_driver/.

Screening: *Taxi Driver* (dir. Scorsese, 1975)

Week IV/ 'indie' contra Hollywood

Readings

1. Geoff King, *American Independent Cinema*. London: IB Taurus & Co, 2004, **.
2. Emanuel Levy, *Cinema of Outsiders: The Rise of American Independent Film*. New York: New York University Press, 1999, **

Screening: *BlacKkKlansman* (dir. Spike Lee, 2018)

Additional references:

American 'Extreme' cinema dossier:

<http://sensesofcinema.com/2016/american-extreme/introduction-american-extreme/>

Module II: Film movements around the world I: European 'Art Cinema' and the 'Auteurs'

Key themes for discussion: (i) 'Art' Cinema and the 'new waves' across Europe (ii) What is an 'auteur'? and film criticism (iii) Film festivals, cinephilia (iv) Gender on-screen and off (v) Producing in 'alternative' ways/ non-industrial production (vi) Melodrama transformed through race

Week V/ French New Wave

Readings

1. Richard Neupert, *A History of the French New Wave Cinema*. University of Wisconsin Press, 2007, **.
2. Francois Trauffaut, "What do critics dream about?" in *The Films in my Life*. Trans. Leonard Mayhew. New York: Touchstone Book, 1985, pp 3 - 16.
3. Jill Forbes, "Gender and Space in *Cleo de 5 a 7*" in *Studies in French Cinema* Vol 2, no. 2, 2002, pp. 83 - 89.

Screening: *Cleo de 5 a 7* (dir. Varda, 1961)

Week VI/Rc-thinking the 'European' wave(s): co-productions, subtitling

Readings

1. Mark Beiz, *Beyond the Subtitle: Remapping European Art Cinema*. Minneapolis: University of Minnesota Press, 2009, **.

200

Screening: *RoGoPaG* (dir. Godard, Pasolini, Rossellini, Gregorotti, 1962) or *Le Mempris* (dir. Godard, 1963)

Week VII/ 'New' German cinema

Readings

1. Robert C. Reimer, "A Comparison of Douglas Sirk's *All that Heaven Allows* and R. W Fassbinder's *Ali: Fear Eats the Soul*; or How Hollywood's New England Dropouts Became Germany's Marginalized Other." *Literature/Film Quarterly* 24.3 (1996): 281-87.
2. Sholini Chaudhuri, "Ali: Fear Eats the Soul (1974): An Anatomy of Racism." in Jeffrey Geiger & R. L Rutzky, ed. *Film Analysis: A Norton Reader*. New York, London: WW Norton & Company: 2005, 641-659.

Screening: *Ali, Fear eats the Soul* (dir. Fassbinder, 1974)

Module III: Film movements around the world II: 'World Cinema' and its auteurs

Key themes for discussion: (i) Formal experimentation: political cinemas and poetic strategies (ii) Realism's enduring legacies (iv) What is 'World Cinema'?

Week VIII/ Political Cinemas from Latin America

Readings

1. Fernando Solanas and Octavio Gettino, "Towards a Third Cinema" (to be accessed at <http://www.marginalutility.org/wp-content/uploads/2017/03/Towards-a-Third-Cinema-by-Fernando-Solanas-and-Octavio-Gettino.pdf>)
2. Julio Garcia Espinosa, "For an Imperfect Cinema" (to be accessed at <https://www.cjumpcut.org/archive/onlinesays/JC20folder/ImperfectCinema.html>)
3. Glauber Rocha, "The Aesthetics of Hunger" (to be accessed at https://www.amherst.edu/media/view/38122/original/ROCHA_Aesth_Hunger.pdf)
- 4.

Screening: *La Hora de los Hornos* part I (dir. Solanas and Gettino, 1968) or *Memorias del Subdesarrollo* (dir. Alea, 1968)

Week IX/ 'Ozu and the poetics of cinema'

Readings

1. Alastair Phillips and Julian Stringer (Eds) *Japanese Cinema: Texts and Contexts*. London/ New York: Routledge, 2007, 1 - 24, 112 - 123.
2. Scott Nygren, *Time Frames: Japanese Cinema and the unfolding of History*. Minneapolis: University of Minnesota Press, 2007, **.

Screening: *Tokyo Story* (dir. Ozu, 1956)

Week X/ Iranian Realism?

Readings

1. Hamid Dabashi, *Close Up: Iranian Cinema, Past, Present, Future*. London/ New York: Verso, 2001, pp. 1 -32.
2. Shobini Chaudhuri and Howard Finn, "The open image: poetic realism and the New Iranian cinema" in Julie Codell (Ed) *Genre, Gender, Race and World Cinema*. Oxford: Blackwell, 2007, pp. 388 - 407.

Screening: *Zang-e-Tafri* (dir. Abbas Kiarostami, 1972)/ *Takhte-Siah* (dir. Samira Makhmalbaf, 2000)

Module IV: Film movements around the world III: New formations, c. 1985 - present

Key themes for discussion: (i) re-engaging film festivals, auteurs, 'world cinema' (ii) melodrama revisited: memory, history, nation (iii) new formal experiments: ecologies of the city and the forest

Week XI/ Chinese cinema (Vth/VIth generations)

Readings

1. Valeric Jaffee, 'Bringing the World to the Nation: Jia Zhangke and the Legitimation of Chinese Underground Film', *Senses of Cinema*, issue 32, July 2004 at http://sensesofcinema.com/2004/feature-articles/chinese_underground_film.
2. Ning Ma, "Signs of angst and hope: history and melodrama in Chinese fifth-generation cinema," *Screen*, Vol 44, no. 2, Summer 2003, pp. 183-199.
3. Tan Ye, "From the Fifth to the Sixth Generation: An Interview with Zhang Yimou," *Film Quarterly*, Vol 53, No. 2 (Winter 1999-2000), pp. 2-13.

Screening: *Still Life* (dir. Jia Zhanke, 2006)

Week XII/ City, memory, history: the case of Hong Kong Cinema

Readings

1. Akbar Abbas, *Hong Kong: Culture and the Politics of Disappearance*. Minneapolis: University of Minnesota Press, 1997, **.
2. Roy Chow, "Sentimental Returns: On the Uses of the Everyday in the Recent Films of Zhang Yimou and Wong Kar-wai," in *New Literary History*, Volume 33, Number 4, Autumn 2002, pp. 639-654.

Screening: *In the Mood for Love* (dir. Wong kar Wai, 1997)

Week XIII/ 'New Asian' winners in the festival circuit

Reading

1. David Teh, "Itinerant Cinema: The Socialist Surrealism of Apichatpong Weerasethaku" in *Third Text*, Vol 25, issue 5, 2011, pp. 595 - 609. Available at <https://www.tandfonline.com/doi/abs/10.1080/09528822.2011.608973>.

2. TBC

Screening: *Uncle Boonmee Who can Recall His Past Lives* (dir. Apichatpong Weerasethakul, 2010)

Additional references:

Erin Manning, "Introduction." *Nocturnal Fabulations: Ecology, Vitality and Opacity in the Cinema of Apichatpong Weerasathakul*, edited by Érik Bordeleau, Toni Pape, Ronald Rose-Antoinette and Adam Szymanski. London: Open Humanities Press, 2017, pp. Available at http://openhumanitiespress.org/books/download/Bordeleau--Pape--Rose-Antoinette--Szymanski_2017_Nocturnal-Fabulations.pdf.

May Adadol Ingwanij and David Teh, "Only light and memory: the permeable cinema of Apichatpong Weerasethakul" in *Seismopolite: A Journal of Arts and Politics*, 2011. Available at <http://www.seismopolite.com/only-light-and-memory-the-permeable-cinema-of-apichatpong-weerasethakul>.

Week XIV/ Conclusion

No readings, wrap-up discussions in class.

8. Pedagogy:

a. Instructional design

1. Lecture with clips of films to illustrate key arguments of essays and to open up debates within film studies.

2. Discussions of films that are screened in class

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Classroom equipped with sound system and projector

c. Expertise in AUD faculty or outside

The course might take inputs from outside AUD, otherwise to be taught by existing faculty members.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

No

9. Assessment structure (modes and frequency of assessments)

Mid-term exam (may be take home or in-class): 35%

End-term paper: 35% (25 + 10)

The final paper (not exceeding 3000 - 3500 words including notes and references) will be due at the end of the semester. This includes abstract and annotated bibliography building towards the final paper to be submitted 45 days before the final submission (10% of the total grade).

In-class presentation: 30%


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ^{10th} meeting held on ^{26th} April 2015 and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Culture and Creative Expression |
| Programme(s) | MA (Film Studies) |
| Course title | Introduction to Film Theory |
| Course code | SCC2 FS 110 |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Core, IIIrd semester MA Film Studies (Monsoon semester, 2019 - 20) |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Vebhuti Duggal (or any other faculty member in Film Studies) |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, it connects to the 1st semester core courses (*Sequence and Script Analysis*, *Evolution of Cinema as Art*) offered as part of the MA Film Studies programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No special requirements. However, students crediting this course from outside MA Film Studies will be required to familiarise themselves with some texts in classical film theory that are part of the *Evolution of Cinema as Art I and II* (MA Film Studies, I semester).

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed)

Usual cohort size

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

205

Semester-long course in the monsoon semester, 2019 - 20

5. Proposed date of launch:

August 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will form part of the core courses for MA Film Studies. It aids, thus, in the building of disciplinary knowledge and in this it is central to the very foundational discourses and debates of the programme. Further, it allows for the instilling of (i) critical thinking and (ii) analytical reasoning

7. Course Details:

a. Summary:

This course lays out certain key debates in film theory, past and present. It does so through a combination of film screenings and key film theory texts being discussed. The course looks at key readings in film theory. It works through the canon of writing within film studies (specifically, post-classical film theory) covering areas such as psychoanalytic readings of film, apparatus theory, cognitivism as well as later approaches that have developed in Film Studies including questions of history, culture and media. The course further tries to make the location(s) of the theorisation evident through its ability speak to the contexts of Indian and other South Asian cinematic examples through screenings, discussions and some readings.

b. Objectives

For students to (a) gain familiarity with debates on film theory (b) to be able to deploy these debates through the course of their research, particularly as they build towards the MA dissertation requirement in the fourth semester. Thus, it hopes to also impart research-related skills and the ability to communicate ideas that inhere in cinematic expression effectively. It is also important for students to be able to develop ideas on Indian cinema in relationship to a broader field of film studies concepts.

c. Overall structure:

Please see below.

206 203

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Note: ** indicates page numbers to be confirmed. In no week is a complete book assigned, these are only excerpts from various books or single book chapters or essays that the students are expected to read.

Screenings are in-class, collective exercises that are necessary along with readings and discussions. Individual films may as listed here may be changed by the course instructor, if necessary so long as they speak to the key concerns that each week highlights/engages with.

Reading List, week-wise

Week I / Course overview and Introduction or, why film theory

No readings

Screening: *Hugo* (dir. Scorsese, 2011)

Week II/ Early debates on the medium

Readings

1. Hugo Munsterberg, *Photoplay: A Psychological Study*. New York/London: D. Appleton and Company, 1916, **.

Screening: *The Passion of the Joan of Arc* (dir. Dreyer, 1928)

Additional reading:

[Already read in ECA I] Selections from Bela Balazs, Sergei Eisenstein, Andre Bazin, Siegfried Kracauer, Walter Benjamin.

Week III/ The non-fiction film theories

Readings

1. John Grierson, "The Documentary Producer" in *Cinema Quarterly*, vol. 2, no. 1, 1993, pp. 7 - 9.
2. Bill Nichols, *Introduction to Documentary*. Indiana: Indiana University Press, 2001, **.

Screening: *Supermen of Malegaon* (dir. Khan, 2008)

Weeks IV and V/ Structuralism and Semiotics

Readings

1. Christian Metz, "Some points in the Semiotics of the Cinema" in Leo Brody and Marshall Cohen (eds) *Film Theory and Criticism*. Oxford: Oxford University Press, 2009, pp 68 - 75.
2. Roland Barthes, *Mythologies*. London: Vintage Classics, 2000, pp. 56 - 57.
3. Robert Stam et al. *New Vocabularies in Film Semiotics: Structuralism, post-structuralism and beyond*. London/New York: Routledge, 1992, pp. 29 - 69.

Screening: *Bhuvan Shome* (dir. Sen, 1969)

Week VI/ Apparatus Theory

Readings

1. Jean-Louis Comolli, *Cinema against spectacle: Technology and ideology revisited*. Trans. Daniel Fairfax. Amsterdam: Amsterdam University Press, 2015, **.

Screening: *La Règle du Jeu* (dir. Renoir, 1939)

Week VII and VIII/ Psychoanalysis and feminist film theory

Readings

1. Christian Metz, "Identification, Mirror" and "The Passion for Perceiving" in Leo Brody and Marshall Cohen (eds) *Film Theory and Criticism*. Oxford: Oxford University Press, 2009, pp. 800 - 813.
2. Laura Mulvey, "Visual Pleasure and Narrative Cinema" in Leo Brody and Marshall Cohen (eds) *Film Theory and Criticism*. Oxford: Oxford University Press, 2009, pp. 833 - 844.

Screening: *Sancharram* (dir. Pullappally, 2004)

Suggested reading

Stephen Heath, *Questions of Cinema*. London: MacMillan, 1981, pp. 76 - 112.

Week IX/Sound theory

Readings

1. Mary Ann Doane, "The voice in cinema: The articulation of body and space" in Leo Brody and Marshall Cohen (eds) *Film Theory and Criticism*. Oxford: Oxford University Press, 2009, pp. 318 - 330.
2. Rick Altman, "Moving Lips: Cinema as Ventriloquism" in *Yale French Studies*, No. 60, Cinema/Sound (1980), pp. 67-79.

Screening: *A Quiet Place* (dir. Krasinski, 2018)

Additional reading:

[Already read in ECA I] Michel Chion, *The Voice in Cinema*. Trans. Claudia Gorbman. Columbia: Columbia University Press, 1993, pp. 1 - 13.

Week X/ Cognitivist film theory

Readings

1. Gregory Currie, "Cognitivism" in Robert Stam and Toby Miller (Eds) *A Companion to Film Theory*. Oxford: Blackwell Publishing, 1999, 105 - 122.

Screening: *Meghe Dhaka Tara* (dir. Ghatak, 1960)

Suggested Reading

Ira Bhaskar, "Historical Poetics: Narrative and Interpretation" in Robert Stam and Toby Miller (Eds) *A Companion to Film Theory*. Oxford: Blackwell Publishing, 1999, 387 - 412

Week XI/ Cinema and the virtual

Readings

1. Gilles Deleuze, *Cinema-1: The Movement-Image*. Trans. Hugh Tomlinson and Barbara Habberjam. Minneapolis: University of Minnesota Press, 1986, pp. 1 - 11.

Screening: *Om-Dar-Ba-dar* (dir. Swaroop, 1988)

Week XII/ Embodiment, Affect, and the Spectator

Readings

1. Vivian Sobchack, *Carnal Thoughts: Embodiment and Moving Image Culture*. Berkeley: University of California Press, 2004, **.

Screening: *Shirin* (dir. Kiarostami, 2008)

Additional references

Laura U. Marks, *Touch: Sensuous theory and multisensory media*. Minneapolis: University of Minnesota Press, 2002.

Week XIII/ Cinema and/as media

Reading

1. Seung-hoon Jeong, *Cinematic Interfaces: Film Theory after New Media*. New York/ London: Routledge, 2013, pp. 1 - 18.

Screening: *Love, Sex aur Dhoka* (dir. Banerjee, 2010)

Suggested reading

DN Rodowick, *The Virtual Life of Film*. Harvard: Harvard University Press, 2007.

Week XIV/ Conclusion

No readings, wrap-up discussions in class.

8. Pedagogy:

a. Instructional design

1. Lecture with clips of films to illustrate key arguments of essays and to open up debates within film studies.

2. Discussions of films that are screened in class

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Classroom equipped with sound system and projector

- c. Expertise in AUD faculty or outside

The course might take inputs from outside AUD, otherwise to be taught by existing faculty members.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

No

9. Assessment structure (modes and frequency of assessments)

Mid-term exam (may be take home or in-class): 35%

End-term paper: 35% (25 + 10)

The final paper (not exceeding 3000 - 3500 words including notes and references) will be due at the end of the semester. This includes abstract and annotated bibliography building towards the final paper to be submitted 45 days before the final submission (10% of the total grade).

In-class presentation: 30%

Signature of Course Coordinator(s)

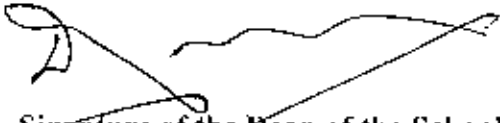
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

25/01/210

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{10th}.....meeting held on April 26th 2019 and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

| | |
|--|--|
| School/Centre proposing the course | School of Culture and Creative Expressions |
| Programme(s) | Literary Art Creative Writing |
| Course title | Seven Forms of Poetry |
| Course code | SCC2LA213 |
| Credits | 4 |
| Course type (core/ compulsory/optional/any other – please specify) | Elective |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Dr. Akhil Katyal |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

It connects to and builds on the introductory course on poetry writing offered as an elective in the M.A. Literary Art Creative Writing Programme - *Crafting Poems* - and can function as a more specialized poetry-writing practice-based course where students can explore, analyze and strengthen the 'formal' dimension in their poetry practice.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): An interest in reading and writing poetry.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): No more than 15.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester long course
5. Proposed date of launch: July 2019
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

It strengthens the practice-based Poetry focus of the M.A. Literary Art Creative Writing Programme at the SCCE, in addition to our existing strengths in Fiction and Non-Fiction. It serves as a specialization for students interested in exploring the ‘formal’ dimension within their practice as poets. By focusing both on the primary and critical readings for every given form of poetry — Ghazal, Haiku, Villanelle, Concrete Poetry/Visual Poetry, Limerick, Sestina and Acrostic — we would be able to explore these chosen forms both as practical challenges of craft as well as grounded historical and socio-cultural entities to be interpreted, contextually located and practiced in a critically informed manner.

7. Course Details:

Summary: This course is a practice-based poetry-writing course where the students will critically read and write ‘formal’ poetry. The semester will be split into seven 2-week modules, each focussed on a particular poetic form, where we shall spend one week studying the history, the socio-cultural context and the craft elements of that particular poetic form — Ghazal, Haiku, Villanelle, Concrete Poetry/Visual Poetry, Limerick, Sestina and Acrostic — and spend the next week workshopping the students’ own poems written in that form. Proceeding with the pragmatic assumption that the alleged ‘constraint’ of form is productive, in that it provides creative challenges and generative tangents for poets to explore their thematic preoccupations in newer, sharper and ideationally demanding ways, the course attempts to inculcate a strong practice of the ‘formal’, and to deepen the students’ understanding of the relationship between ‘form’ and ‘content’ in their own practice as poets.

Objectives: The objective of this course is to develop a strong appreciation of formal craft within the student practitioners of poetry, by familiarizing them with seven distinct poetic forms, both as objects of study and practice. In doing so, the 'formal' within poetry is revealed as being more than just an application of predetermined rules, instead becoming an exploratory mode in which subject matters and intents of various kinds find a productive crucible, a generative closure, and a device most conducive for their expression. This, in turn, serves to sharpen and critically inform the long-term creative choices of poetry practitioners.

Overall structure: See below.

Contents (brief note on each module; indicative reading list with core and supplementary readings): See below.

Week 1: Introduction: Form and/in Poetry

Critical Readings:

Pinsky, Robert, 'The Pursuit of Form', in *Singing School*, W.W. Norton: 2013: New York and London.

Leverlov, Denise, 'Some Notes on Organic Form', in *Poetry*, Vol. 106, No. 6, September 1965, The Poetry Foundation: Chicago.

Hass, Robert, 'Introduction', in *A Little Book on Form: An Exploration into the Formal Imagination of Poetry*, 2017, HarperCollins: London and New York.

Szirtes, George, 'Formal Wear: Notes on Rhyme, Meter, Stanza and Pattern', in *Poetry*, Vol. 187, No. 5, February 2006, The Poetry Foundation: Chicago.

Week 2-3: Ghazal

() Primary Readings:

Ghazal on Ghazals by John Hollander
Tonight by Agha Shahid Ali
Bring the Flowers to Bloom by Faiz Ahmed Faiz
Hip-Hop Ghazal by Patricia Smith

Critical Readings:

Shahid Ali, Agha, 'Introduction', in *Ravishing Disunities: Real Ghazals in English*, University Press of New England (Hanover NH), 2000, pg. 1-14. *Ravishing Disunities: Real Ghazals in English*, afterword by Sara Sulcri Goodyear, University Press of New England (Hanover, NH), 2000.

Shahid Ali, Agha, 'The Rebel's Silhouette: Translating Faiz Ahmed Faiz', *Katha Utsav*: 1991, <http://www.katha.org/translation-essays.html>.

Week 4-5: Haiku

Primary Readings:

In Kyoto by Basho
On a branch by Kobayashi Issa
In a Station of the Metro by Ezra Pound
After the Gentle Poet Kobayashi Issa by Robert Hass

Critical Readings:

Simpson, Megan & Marshall, Ian, 'Deconstructing Haiku: A Dialogue' in *College Literature*, Summer 2006, Johns Hopkins University Press: Baltimore, pp. 117-134.

Week 6-7: Villanelle

Primary Readings:

One Art by Elizabeth Bishop
Do not go Gentle into that Good Night by Dylan Thomas
If I could tell you by W.H. Auden
Mad Girl's Love Song by Sylvia Plath

Critical Readings:

Kanc, Julie, 'The Myth of the Fixed-Form Villanelle', in *MLQ: Modern Language Quarterly*, Vol. 64, No. 4, 2003, pp. 427-443, Project Muse, muse.jhu.edu/article/48641.

Hass, Robert, 'Victorian Medievalism: Sestina and Villanelle', in *A Little Book on Form: An Exploration into the Formal Imagination of Poetry*, 2017, HarperCollins: London and New York.

Week 8-9: Concrete Poetry/Visual Poetry

Primary Readings:

Easter Wings by George Herbert

Soweto by Kamau Brathwaite

Sonnet in the Shape of a Potted Christmas Tree by George Starbuck

toon tune by Gustave Morin

Critical Readings:

Draper, R.P., 'Concrete Poetry', in *New Literary History*, Vol 2, No. 2, Form and its Alternatives, Winter 1971, pp. 329-340, Johns Hopkins University Press: Baltimore.

Week 10-11: Limerick

Primary Readings:

A Young Lady of Lynn by Anonymous

There was an Old Man with a Beard by Edward Lear

"How awkward when playing with glue" by Constance Levy

Life Gyaan for Humpty Dumpty by Aditi Rao

Critical Readings:

Rieder, John, 'Edward Lear's Limericks: The Function of Children's Nonsense Poetry', in *Children's Literature*, Volume 26, 1998, Johns Hopkins University Press: Baltimore, pp. 47-60.

Week 12-13: Sestina

Primary Readings:

A Miracle for Breakfast by Elizabeth Bishop

A Sestina for a Black Girl Who Does Not Know How to Braid Hair by Raych Jackson

Farm Implements and Rutabagas in a Landscape by John Ashbery

The Guest Ellen at the Supper for Street People by David Ferry

Critical Readings:

Caplan, David, 'The Age of the Sestina', in *Questions of Possibility: Contemporary Poetry and Poetic Form*, 2005: Oxford University Press: Oxford, pg. 17-42.

Week 14-15: Acrostic

Primary Readings:

A Boat Beneath a Sunny Sky by Lewis Carroll

A Poem for S. by Jessica Greenbaum

Canicular Acrostic by Anthony Kerrigan

London by William Blake

Critical Readings:

Klemp, P.J., 'Now Hid, Now Seen': An Acrostic in *Paradise Lost*', in *Milton Quarterly*, Vol. 11, No. 3, pg. 91-92, October 1977; Vaughn, Mark, 'More Than Meets the Eye: Milton's Acrostics in 'Paradise Lost'', *Milton Quarterly*, Vol. 16, No. 1, March 1982, pp. 6-8.

O'Neill, Emily, 'People Keep Hiding Anti-Trump Acrostics in Their Resignation Letters—Here's Why The Acrostic is the Perfect Poetic Form for this Political Moment', in *Electric Literature*, <https://electricliterature.com/people-keep-putting-hidden-anti-trump-messages-in-their-resignation-letters-heres-why/>, August 2017.

8. Pedagogy:

- Instructional design: Poetry Reading/Writing Workshop
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector/Sound facilities
- Expertise in AUD faculty or outside: One visiting poet Form/Craft based workshop will be organized as a part of this course.
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others): N.A.

9. Assessment structure (modes and frequency of assessments):

| | |
|--|-----|
| Mid-Term Poetry Portfolio: Ghazal, Haiku, Villanelle (2 each) | 30% |
| End-Term Poetry Portfolio: Concrete/Multi-media poetry, Limerick, Sestina, Acrostic (2 each) | 40% |
| Class Participation + Peer Review | 30% |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its
.....10th.....meeting held on April-26-2019.....and has
been approved in the present form.

Signature of the Dean of the School



Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Board of Studies and the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Culture and Creative Expressions |
| Programme(s) | Literary Art Creative Writing |
| Course title | Contexts and Conditions of Production: Considering Cultural Infrastructures |
| Course code | SCC2LA214 |
| Credits | 4 |
| Course type (core/compulsory/optional/any other - please specify) | Elective |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Dr. Anita E. Cherian |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

No, it doesn't.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others - please specify): A commitment to thinking analytically about cultural practice.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): No more than 20.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other - please specify): Semester long course

5. Proposed date of launch: July 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course strengthens the analytic and methodological orientations of both the Practice and Studies programmes offered at the SCCE. It will have particular relevance to students interested in examining the generative conditions of writing and performance. Further, with relation to the M.A. Literary Art Creative Writing Programme (SCCE) from where it is being offered, it will serve to prepare students who are interested in research beyond the MA degree.

7. Course Details:

Summary:

This course will consider the conditions of possibility that engender cultural production, specifically the production of literary and performative texts. Its primary concern is methodological; it works with a desire to consider ways of examining texts that do not immediately reference either the subject or figure of the author/ auteur/ performer, or, that of the work itself, performed or textual, but instead turns to the varied generative conditions that contribute to producing the work. If the course *is* interested in either the author figure or the text, it is interested in these entities as sites where complex (institutionally produced) tendencies of functions intersect. The course does not disavow the aesthetic, instead it seeks to expand critical vocabularies so that there is a self reflexive inclusion of the analytic methods of history, of institutionalization, of cultural policy, of a panoply of cultural infrastructures such as those of cultural labour, audiences and reception, circulation, circuits and distribution, are enabled. The course is concerned with the institutions and the cultural policies that frame and contextualize the production of cultural work.

The course is structured across five units and an introduction. Each of the units will look at readings that set up the contesting, often akin scenarios that engage the fields of literature and performance.

Objectives:

- Introduce students to analytic methodologies that engage with cultural policy, with institutions, and with questions of infrastructure;
- Engage in discussions and writing about how forms of historically informed thought might become integral to cultural analysis;
- Dispel the fairly normative understanding that cultural production happens from spaces of inspiration and individual genius.

Overall structure: See below.

Contents (brief note on each module, indicative reading list with core and supplementary readings): See below.

Introduction (weeks 1-2)

This module introduces the key concepts and methods that the course will examine.

Foucault, Michel, *The Archaeology of Knowledge*, Routledge: London, 1989.

Hall, Stuart, 'Cultural Studies and its Theoretical Legacies', in Morley, David and Kuan-Hsing Chen ed. *Stuart Hall: Critical Dialogues in Cultural Studies*, Routledge: London and New York, 1996, pp. 261-274.

Bennett, Tony, *Outside Literature*, Routledge: London & New York, 1990.

Larkin, Brian, 'The Politics and Poetics of Infrastructure', *The Annual Review of Anthropology*, vol. 42, 2013, pp. 327-43.

1. Institutions/ Patronage/ Production Contexts (weeks 3-5)

Following upon the introduction to the course, this module will look at the varied contexts within which literary texts and performative and visual materials are produced in the Indian context.

Erdman, Joan ed., *Arts Patronage in India: Methods, Motives and Markets*, South Asia Books 1992

Stark, Ulrike, *An Empire of Books: The Naval Kishore Press and the Diffusion of the Printed Word in Colonial India*, Permanent Black: New Delhi, 2009.

Guha Thakurtha, Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*, Permanent Black: Delhi, 2004.

Cherian, Anita, 'Institutional Maneuvers, Nationalizing Performance, Delineating Genre: Reading the Sangeet Natak Akademi Reports,' *Third Frame*, vol. 2, no. 3, July 2009, pp. 32-60.

2. Cultural Labour (weeks 6-8)

This module is concerned with readings that study the formation of bodies who labour in the cultural sector.

Prakash, Brahma. 'Performing Bidesiya in Bihar: Strategy for Survival, Strategies for Performance,' vol. 33, no. (Spring 2016), pp. 57-81.

Harney, Stefano & Moten, Fred, *The Undercommons: Fugitive Planning and Black Study*, Minor : New York, 2013.

Simone, Abdul Maliq, 'People as Infrastructure: Intersecting Fragments in Johannesburg,' *Public Culture*, vol.16, no. 3 (2004), pp. 407-29.

3. Constituting the Object (weeks 9-10)

This module will deploy two representative essays to identify how literary and performative styles constitute their objects.

Awasthi, Suresh and Schechner, Richard, 'Theatre of Roots: Encounter with Tradition,' *The Drama Review*, vol. 33, no. 4 (Winter 1989), pp. 48-69.

Sangari, Kumkum, 'The Politics of the Possible', *Cultural Critique*, no. 7 (Autumn 1987), pp. 157-86.

4. Audiences/ Readers/ Participants (weeks 11-12)

The readings included in this module will examine approaches to the author, the reader, the participant and the collaborator.

Foucault, Michel, 'What is an Author?', in Bouchard, Donald ed. *Language, Counter-Memory, Practice: Selected Essays and Interviews by Michel Foucault*, Cornell University Press: Ithaca, NY, 1980.

Bala, Sruti, *The Gestures of Participatory Art*, Manchester University Press: Manchester, 2018.

Bishop, Claire, *Artificial Hells: Participatory Arts and the Politics of Spectatorship*, Verso: London, 2012 (selections).

5. Circulation/ Distribution/ Circuits (weeks 13-14)

The reading selections in this module will look at how cultural products circulate and are distributed in the global economy.

Flew, Terry, *The Creative Industries: Culture and Policy*, Sage: London, 2012.

Brouillette, Sarah, *Literature and the Creative Economy*, Stanford University Press, Stanford, California, 2014. (selections).

Sadana, Rashmi, *English Heart, Hindi Heartland: The Political Life of Literature in India*, University of California Press: Berkeley, CA, 2012. (selections).

8. Pedagogy:

Instructional design: Reading/Analysis/ Discussion

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Projector/Sound facilities

Expertise in AUD faculty or outside: the course might invite a visiting speaker if required.

Linkages with external agencies (e.g., with field-based organizations, hospital; any others): N.A.

9. Assessment structure (modes and frequency of assessments):

Students are expected to participate fully in the activities of the classroom, which will include immersive reading, discussion, and engagement. Assessments will include components for presence and participation, a reading response, a seminar presentation, and a term paper. Students who are repeatedly absent will

find themselves in difficulty both in terms of keeping up with the course content and their grade.

| | | |
|----|----------------------------|----|
| 1 | Presence and participation | 20 |
| 2 | Response paper | 25 |
| 3 | Seminar | 25 |
| 4. | Term paper | 30 |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ...^{10th}.....meeting held on...^{26th April 2019}.....and has been approved in the present form.

Signature of the Dean of the School



SCHOOL OF CULTURE AND CREATIVE EXPRESSIONS

AMBEDKAR UNIVERSITY DELHI

MINUTES OF THE NINTH BOARD OF STUDIES MEETING HELD ON 5th December, 2018

The following members were present:

| | |
|-------------------------------------|--------|
| 1. Dr. Anita Cherian | Member |
| 2. Mr. Deepan Sivaraman | Member |
| 3. Dr. Diamond Oberoi Vaheli | Member |
| 4. Prof. K. Hariharan | Member |
| 5. Prof. Ira Bhaskar | Member |
| 6. Dr. Milind Wakankar | Member |
| 7. Dr. Rajan Krishnan | Chair |
| 8. Dr. Santhosh S | Member |
| 9. Prof. Shivaji Panikkar | Member |
| 10. Dr. Soumyabrata Choudhury | Member |
| 10. Prof. Suchitra Balasubrahmanyam | Member |
| 10. Ms. Vasudha Thozur | Member |
| 11. Dr. Urmi Mala Sarkar | Member |

- Minutes of the 8th Board of Studies meeting was passed.

The Chair welcomed the members of the board, briefed them about the developments related to the school and the university in the opening remarks, following which three new courses were taken up for discussion. It was also resolved that in future the notice issued for the Board of Studies meeting at least ten days before should be accompanied by the agenda items and the courses to be discussed in the prescribed proforma so that members can read and reflect on the courses beforehand.

It was reported that the two core courses taught in MA Film Studies program, Psyche and Screen and Images and Signs and Cinema in the second and third semester respectively are sought to be made elective courses, following suggestions from the BOS members in the previous meetings and on the basis of feedback from students. These two courses, while being focussed and rigorous are seen to be of highly demanding nature in terms of the difficulty of the texts, for half the number of students at least. Hence making them electives would allow students who are keen on taking up such intense theoretical courses to pursue them, while allowing other students to seek a more general orientation to theoretical literature in film studies. With that intent two new core courses were presented which would replace these courses.

In continuation of the Evolution of Cinema as Art-I offered in the first semester where students study the evolution of the film narrative from the birth of cinema, through early short films, evolution of film narration, Griffith and Soviet Montage, German Expressionism, Phalke in India and so on, a follow up course named Evolution of Cinema as Art II will be introduced in the second semester to acquaint students with the variety of experiments in film narrations that took place around the world through a sampling of key film texts, movements and auteur. The course was discussed by the members of studies who made a few suggestions on accommodation of which the course may be taken as passed. The following are the suggestions:

1. The course need not look like a survey of national cinemas or take geographical divisions as in area studies as the matrix. It will be better to take key film texts, movements and auteur

for their contribution to the evolution of and experimentation in film narration. Since no comprehensive survey is possible the selection needs to focus on the critical yield for thinking on cinema.

2. It will help if the course is structured through key film texts rather than theoretical readings accompanying them. Hence all films that would be screened need to be named with a brief note on the basis of selection.
3. *It is best to plan for 12 weeks as full 14 weeks may not become possible due to holidays and other contingent events in campus and the city. The two weeks are to be kept as buffer time.*

The second film studies course bearing title "Introduction to Film Theory" was taken up for discussion. The course was passed with the condition that the following suggestions be considered and suitably incorporated.


1. The survey of film theory need not be taken as comprehensive ; the texts given as essential readings can be less in number. The possibility of combining two or three modules into one may be considered. For example a given theoretical text may combine feminist, psychoanalytic and semiotic approaches which if closely read and discussed can help students to understand these in a given context. *There can be long list of texts in suggested readings but essential readings need to be as few as possible to allow for thorough reading and absorption by all students.*
2. The effective teaching weeks may be taken as 12 to compensate for cancellation of classes due to contingent reasons and holidays.
3. Film screenings may not be done during the two plus two hours of teaching each week since the theoretical texts need to be parsed and discussed for the benefit of the students. These may be scheduled separately if it has to be collective viewing. The primary intent of this course is best taken as capacity building to read and comprehend texts of film theory.

An elective course proposed for MA Literary Art program bearing the title "Contemporary South Asian Poetry in English and English Translation" was taken up for consideration. After elaborate discussion the board of studies requested the program to rework the course and present it in the next meeting taking following issues into consideration.

1. It may be considered whether the area studies category "South Asia" is necessary for the purposes of the course. Once the phrase "Contemporary South Asia" is coined, it is hard *not to be a survey course with representative samples from different constituencies.*
2. The choice of the poets to be studied, four in the present format, needs to be substantiated in order to avoid appearing arbitrary. It is felt by members that the contrastinction between the members of the pair "Faiz Ahmed Faiz and Agha Shahid Ali" and the pair "Meena Kandasamy and Tishani Joshi" calls for greater explanation in terms of selection. It may be more useful even to stay with one pair that provides greater coherence and opportunities for critical absorption.

A brief review in the mode of a free wheeling conversation of some of the programs including the pilot program MA Performance Practice (Dance) , during which it was suggested to strive for greater collaboration among different programs in overlapping areas of interest, concluded the meeting.

226

Sd/ 
(Rajan Krishnan)
Dean (O) SCCE

Minutes of the 10th Board of Studies, SCCE, April 26, 2019.

Members present:

1. Dean, Mr. Deepan Sivaraman (Chair)
2. Prof. Anuradha Kapur
3. Prof. Hari Krishnan
4. Prof. Ira Bhaskar
5. Prof. Sumangala Damodaran
6. Prof. Suchitra Balasubramanyan
7. Dr Diamond Oberoi Vahali
8. Prof. Milind Wakankar
9. Dr Anita Cherian
10. Dr Santosh Sadanandan
11. Mr Benil Biswas
12. Ms Shefalee Jain
13. Dr Vebhuti Duggal
14. Dr Akhil Katyal

(Prof. Neelam Mansingh, Dr. Shoumyabrata Choudhury, Ms. Vasudha Thozur, Dr. Urmi Mala Sarkar could not attend the meeting).

Agenda of the BOS:

1. To perform a review of four (Performance Studies, Literary Art, Visual Art, Cinema Studies) of SCCE's five programs.
2. Present two new courses from the Literary Art Creative Writing program for approval before the BOS

Minutes:

1. The BOS made several suggestions regarding the further development of the individual programs and the School itself in response to the presentations made by the programs. Details of these suggestions are outlined below.
2. The two courses in question: i. 'Seven Forms of Poetry' (Dr. Akhil Katyal) and, ii. 'Contexts and Conditions of Production: Considering Cultural Infrastructures' (Dr. Anita Cherian) were both approved by the BOS with certain small changes suggested that were to be incorporated before they were presented before the SCAP;

- I. **BOS comments on the Program review:**
1. Benil Biswas presented an overview of the Performance Studies program as it exists today and the principal concerns felt by faculty with regard to student performance and course transaction. In response to concerns expressed regarding students' ability to engage in sustained writing and reflection such as that required in the mandatory dissertation, BOS members suggested possibilities such as a reconsidering of the form of the dissertation, perhaps a performed/visual/creative submission. Other members were of the opinion that students should not be absolved of the responsibilities of reading, writing and research (Ira Bhaskar, Deepan Sivaraman).
 2. The urgent requirement for a critical writing program to inculcate practices of analytic writing and thinking was affirmed by members of the BOS. The suggestion was made that the summer break might be used to develop a writing practice. Ira Bhaskar pointed out that at universities such as JNU a critical writing course is now a compulsory component of the MA degree. Even students of the Practice programs need to invest in writing, in order, for instance, to be able to write proposals for funding.
 3. The importance of a detailed program review, including an analysis of where graduates find themselves, after five years was emphasized by Suchitra Balasubramanyam ("five years is a generation"). She suggested that such an analysis would give programs and the School significant congruents along which they could review their structure and focus.
 4. Diamond Oberoi spoke of the English Program where a research methodology course was compulsory for all students, though the writing of a dissertation was not.
 5. The challenge posed to students by the demands of a pedagogy largely transacted in English was raised by faculty. This issue was further complicated by students' desire to write their assignments in English despite their relative lack of fluency in the language. Milind Wakankar referred to developments in the School of Languages including new courses which were directed towards developing and disseminating the critical vocabularies available in Hindi. Santosh Sadananandan suggested that the School experiment with translation projects from the various regional languages of critical texts that were context specific. These projects might even serve as a component of the dissertation, or the dissertation itself. Such projects could also possibly be supported by grants from the University.
 6. The Visual Art program's presentation made by Shefalee Jain mentioned that the Program was initiating a process of internal review in order to see what aspects of the Program worked and what didn't. She expressed some concern about the fact that a significant part of the Program's curriculum, critical approaches to the

history of technology in the visual arts, did not seem to be reflected in the end semester, final year, visual art displays. The impact of this was felt more strongly in earlier years. Prof. Hari Krishnan urged the School to explore developments in AR/VR technologies, particularly through freely available VA apps.

7. The BOS was concerned about the faculty's growing distance from their student's inner lives: 'we don't know who our learners' are' (Suchitra Balasubramanyan)
8. Akhil Katyal presented the Literary Art program in outline. This was followed by a presentation of the two courses placed before the BOS for approval.
9. The Literary Art program was asked about the incorporation of materials from across the various regional languages (Ira Bhaskar). Milind Wakankar spoke of the contrapuntal energies and the relationship between the literatures of the premodern and the modern as it is organized in the program's structure.
10. Anita Cheria mentioned that students in these courses read literary historical materials from across the languages represented in the class room with the intention being to orient students towards who they are as writers outside of the frameworks of English, Hindi, and the national.
11. Suchitra raised the issue of the setting of assignments in each course so that they would animate the curriculum. Assignments, she pointed out, should provide space for the articulation of the student's voice and subjectivity.
12. Vebhuti Duggal presented an outline of the Film Studies program and explained the restructuring that the program was undertaking through the introduction of two new core courses which would replace the ones already in place.
13. Ira Bhaskar commented on the 'misnaming' of the course called 'Facets of Indian Cinema' which from its outline seemed to be concerned with a history of Indian cinema, rather than with facets or aspects. Vebhuti explained that the BOS approved course followed a historical arc, however its focus changed depending upon the concerns of the faculty teaching it.
14. Milind Wakankar drew attention to early writing on cinema which seemed to be talking about many different things while almost inadvertently becoming the space where the emergent medium, cinema, became the focus of discussion, where it became a 'thing'. Ira Bhaskar and Vebhuti spoke of the shift in the content of writing on cinema that happened between the early decades of the 20th century and the 50s and 60s when through the writing of scholars such as David Bordwell and David Sklar the cultural institution of film comes to establish itself.
15. Prof. Hari Krishnan spoke of the need to introduce a course on film technology, and also the challenges of introducing such a course in a context where film technology was changing rapidly and incrementally.

22972

16. Ira Bhaskar urged an expansion of the scope of the program by offering more electives in areas such as digital cinema. SantoshSadanandan suggested a rethinking of the titles of the courses most of which seemed like survey courses. Was this he asked a response to the absence of a BA level program or courses in Film Studies? Vebhuti spoke of the challenges of the curriculum, particularly those posed by a restriction of the number of core courses to 7 in the MA.
17. Sumangala spoke of the varied challenges posed in the teaching of particular core courses, especially those taught to Performance Studies students in the 4th semester, who tended to be preoccupied with dissertation writing. She suggested that there should be no core course in the final semester, also teaching for the elective should conclude by the end of February.
18. With reference to the School's desire to start an MA in Film Practice, Ira Bhaskar urged the school to put together all the infrastructure such an MA would require before starting the taught program. It is important to think about the students you are producing at the end of a Practice program.
19. Faculty across SCCE expressed the hope that faculty strengths would grow so that individual programs could grow. At present all faculty on board were teaching to capacity.
20. The BOS concluded with DeepanSivaraman(Chair) thanking the members of the BOS. This would be the last meeting of this group of experts.

II. Comments on Literary Art courses presented for approval

1. AkhilKatyul presented his course. 'Seven Forms of Poetry'. The course was approved unanimously with MilindWakankar suggesting that the course might even be called, 'Seven Kinds of Mood', to suggest the attunements between form and mood.
2. SuchitraBalasubramanyam suggested that Akhil add more detail about how the course develops AUD's vision. Akhil has added this information to his revision of the course.
3. A question was raised about whether the course would encourage the writing of the long poem. Akhil responded by pointing out that in the course as it is designed in the present the sestina would be the space where the long poem was explored and attempted. Sumangala asked if the course would be able to accommodate another faculty member bringing in material from another language and teaching some part of the course. Akhil responded by saying that this possibility could be considered in the future.

23
920

4. Anita Cherlan presented her course, 'Contexts and Conditions,' this course was also approved along with suggestions regarding readings and areas of investigation such as attention paid to forms of state control and intervention, and the ubiquity of the market, represented for instance by the advertising jingle. These suggestions have been incorporated into the revised draft.


Dean (o) SCCE

231

231

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

| | |
|--|----------------------------|
| School/Centre proposing the course | School of Letters |
| Programme(s) | MA English |
| Course title | Folklore and Folkloristics |
| Course code | SOL2EN241 |
| Credits | 4 credits |
| Course type (core/compulsory/optional/any other – please specify) | Optional |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Dr. Amit Singh |

- Does the course connect to, build on or overlap with any other courses offered in AUD?
This course connects with certain courses offered in SLS (History and Sociology) and SCCE. It also connects with several activities of CCK.
- Specific requirements on the part of students who can be admitted to this course (Pre requisites; prior knowledge level; any others – please specify)
No prerequisites
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
40-45
- Course scheduling: (summer/winter course, semester-long course; half-semester course; workshop mode; seminar mode, any other – please specify)
Semester-long course
- Proposed date of launch:
Launched in MS 2016
- How does the course link with the vision of AUD and the specific programme(s) where it is being offered?
Literary studies in the present context are intrinsically associated with other disciplines, like anthropology, sociology, culture studies, ethnography, new media studies, etc. AUD's vision of creating a truly inter-disciplinary ecosystem demands the study of folk and their lores, bringing together diverse disciplines in its pedagogical approach. This course seeks to build a bridge, both theoretically and

functionally, by connecting to other courses and activities which are part of AUD and revolve around the larger area of folklore. With the ever expanding scope of literary studies, *folklore and folkloristics serve as meaningful reservoirs of knowledge*. Thus, this course seems aptly positioned in the MA English programme of School of Letters.

7. Course Details:

a. Summary:

This course deals with the concepts, forms, histories, terms, etymology, methods, and theories that help in understanding the documented as well as lived lores of people. The course begins with an attempt to trace the origin and development of folklore as a discipline, and investigates various theories that helped in this process. Later modules attempt to understand genres of folklore as well as the generic osmosis between folklore and other streams of expression, like mythology, oral texts/ traditions, belief systems, rituals, fairs, festivals, pilgrimages, epics, and so on. Attempts will also be made to trace the intersections and interactions between folklore and nationalism, history and peoples' movements, vernacular art forms, paintings, music, dance, fairytales and children's literature. In other words, apart from investigating folklore as a discipline, this course also focuses on the "dialogues" between folklore and other genres of expression, like music, dance, performance/ art forms, cinema, literature, and so on. Students will be encouraged to investigate such possibilities through presentations and project reports.

b. Objectives

This course aims to prepare students in understanding the nuances of folklore and folkloristics, both in India and internationally. It, also, seeks to sensitize students towards the rich oeuvre of folklore that surrounds them and also that inspired many literatures. It consciously prepares students for research in the prospective areas related to folklore. This course attempts to provide students various avenues to interact with scholars and practitioners of folklore across the world.

c. Overall structure:

The course proceeds with in-class analysis of theoretical and critical writings on folklore. It also examines some significant genres of folklore and some important theories and methods involved therein.

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

8. Module 1: Concepts, Disciplinary Definitions, Thematic Concerns:

2023
233
182

This module attempts to introduce students to the fundamental ideas, key concepts, basic issues, nomenclature and pioneers of folklore and its study. Beginning with the origin, etymology, and various definitions of the term folklore, this module seeks to chart its connections with historical contexts through the contributions of the pioneers who played significant role in the growth and development of this discipline. This module is subdivided as follows:

What Is Folklore and Who are the Folk?

Thoms, William. "Folklore". *The Athenaeum* 982. Reprinted in *The Study of Folklore*. Alan Dundes, Prentice Hall, 1965, pp. 862-863.

Leach, Maria. "Twenty Definitions of Folklore". *The Funk and Wagnall's Standard Dictionary of Folklore*, Funk & Wagnalls Company, 1949, pp. 398-402.

Dundes, Alan. "Who Are the Folk?". *Interpreting Folklore*. Indiana University Press, pp. 1-20.

Ben-Amos, Dan. "The Idea of Folklore: An Essay" in *Folklore: Critical Concepts in Literary and Cultural Studies* Alan Dundes, Volume I, Routledge, 2005, pp. 10-16.

Ben-Amos, Dan. "Toward a Definition of Folklore in Context". *Folklore in Context: Essays*, South Asian Publishers, 1982, pp. 2-19.

Dias, Jorge. "The Quintessence of the Problem: Nomenclature and Subject Matter of Folklore" in *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume I, Routledge, 2005, pp. 29-42.

History of Folkloristics:

Handoo, Jawaharlal. "Development of Folklore Studies: An Introduction" *Current Trends in Folklore*, University of Mysore, 1978, pp. 1-15.

Thematic Concerns In/ with Folklore:

Boyer, Troy. "The Forsaken Founder, William John Thoms: From Antiquities to Folklore". *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume II, Routledge, 2005, pp. 58-65.

Wilson, William A. "Herder, Folklore and Romantic Nationalism" in *Folklore: Critical Concepts in Literary and Cultural Studies* Alan Dundes, Volume II, Routledge, 2005, pp. 4-21

Zipes, Jack. "Once there were Two Brothers Named Grimm: A Reintroduction" in *Folklore: Critical Concepts in Literary and Cultural Studies* Alan Dundes, Volume II, Routledge, 2005, pp. 22-49.

Levin, Isidor. "Vladimir Propp: An Evaluation on his Seventieth Birthday" in *Folklore: Critical Concepts in Literary and Cultural Studies* Alan Dundes, Volume II, Routledge, 2005, pp. 263- 279.

Additional Readings for this Module:

Hlackburn, S. and A.K. Ramanujan *Another Harmony: New Essays on Folklore of India*, University of California Press, 1986.

Propp, V. *Theory and History of Folklore*. Translated by Ariadana Martin and Richard P. Martin, The University of Minnesota Press, 1934, pp. 48-64.

Module 2: Methods and Theories:

This module deals with two important issues at hand: 1) To investigate the links between the challenges, especially in the context of 21st century, before folklore as a discipline and the need for establishing the "Grand Theory" of the discipline and attempt to introduce ideas like 'little tradition' and 'great tradition' and cultural hegemony vis-à-vis folklore in the Indian context .

2) To introduce the students to the changes in theoretical and methodological approaches to the study of folklore. Also, to learn how individuals learn, imitate and perpetuate selected forms and examples of expression, and simultaneously call attention to the perception of folklore as exotic and fantastic as against considering it as a dynamic discourse tuned to the now through its adaptability to contemporary times. This module is subdivided as follows:

Comparative Philology:

Muller, Max. "Folklore: How it Arose, and What it Means". *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume IV, Routledge, 2005, pp. 6-21.

Anthropological School:

Lang, Andrew. "The Method of Folklore" *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume IV, Routledge, 2005, pp. 39-49.

Historic-Geographic Method:

Goldberg, Christine. "The Historic-Geographic Method: Past and Future." *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume IV, Routledge, 2005, pp. 290-306

Structural School:

Propp, V. "The Functions of Dramatis Personae". *Morphology of the Folktale*. Austin. University of Texas Press, 1984, pp 25-65.

Motif Index:

Thomson, Stith. *Motif-Index of Folk-Literature* Bloomington: Indiana University Press, 1955

Ben-Amos, Dan. "The Concept of Motif in Folklore." *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume IV, Routledge, 2005, pp. 196-224.

The Indian Context:

Ramanujan, A. K. "Tel it to the Walls: Tales about Tales". *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume IV, Routledge, 2005, pp. 326-349.

Grand Theory versus Humble Theory:

Dundes, Alan. "Folkloristics in the Twenty-First Century". *Grand Theory in Folkloristics*, Indiana University Press, 2016, pp. 3-36

Noyes, Dorothy. "Humble Theory" *Humble Theory: Folklore's Grasp on Social Life*, 2016, pp. 11-16.

Chad Edward Buterbaugh's "Reflections on Grand Theory, Graduate School, and Intellectual Ballast" *Grand Theory in Folkloristics*, Indiana University Press, 2016, pp. 143-147.

Mills, Margaret A. "What('s) Theory?" *Grand Theory in Folkloristics*, Indiana University Press, 2016, pp. 54-62.

Bauman, Richard. "The Philology of the Vernacular". *Grand Theory in Folkloristics*, Indiana University Press, 2016, pp. 63-70.

Noyes, Dorothy. "The Social Base of Folklore". *Humble Theory: Folklore's Grasp on Social Life*, 2016, pp. 57-94.

—. "Aesthetic is the Opposite of Anaesthetic: On Tradition and Attention". *Humble Theory: Folklore's Grasp on Social Life*, 2016, pp. 127-178.

—. "Compromised Concepts in Rising Waters: Making the Folk Resilient". *Humble Theory: Folklore's Grasp on Social Life*, 2016, pp. 410-436.

Methods in Folklore:

Naithani, Sadhna. "Part 1: The Quest". *In Quest of Indian Folktales*. Orient Blackswan, 2009, pp. 1-59.

Hall, Kiran. Ed. "Method and Interpretation in the Study of Folklore in India: A Comment". *Essays in Indian Folk Traditions*. Archana Publications, 2007, pp. 3-17.

Dundes, Alan. "The Study of Folklore in Literature and Culture: Identification and Interpretation". *Essays in Folk Theory and Methods*, 1990, pp. 49-60.

Bartok, Bela. "Why and how do We Collect Folk Music?". *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume IV, Routledge, 2005, pp. 105-120.

Wildhaber, Robert. "Folk Atlas Mapping". *Folklore: Critical Concepts in Literary and Cultural Studies*, Alan Dundes, Volume IV, Routledge, 2005, pp. 156-172.

Additional Readings for this Module:

Margaret, Lyngdoh. *The Vanishing Hitchhiker in Shillong. Khasi Belief Narratives and Violence Against Women*. University of Tartu.

Kothari, Komal. "The Shrine: An Expression of Social Needs". *Gods of Byways: Wayside Shrines of Rajasthan, Madhya Pradesh and Gujarat*, Julia Elliott and David Elliott, Museum of Modern Art, 1982, pp. 5-31.

Dundes, Alan. "The Devolutionary Premise in Folklore Theory". *Folklore: Critical Concepts in Literary and Cultural Studies* Volume IV, Routledge, 2005, pp. 394-406.

Module 3: Genres of Folklore

237

This module attempts to understand select genres of folklore, both in terms of its subject matter as well as associated theories. Apart from the texts/ genres prescribed in this module, students would be encouraged to explicate the genres of folklore that they are acquainted with, i.e. their own folkloric traditions that have been the part of their growing up, socialization, and in many ways education. In an interactive manner, attempts would be made to trace the history of storytelling in poetry, prose, "drum language" and drama, etc. and give an overview of the social, linguistic and historical background of oral literature.

Epics:

Beck, Brenda B. F. *The Legend of Ponnivala*, Volume I, NIA Educational Institutions, 2015.

---. *The Legend of Ponnivala*, Volume II, NIA Educational Institutions, 2015.

Smith, John D. *The Epic of Pabuji*, Cambridge University Press, 1991.

Legends:

Temple, R. C. *Popular Legends of India and Pakistan*, Sports Publication, 2017.

Folktales:

Grimm, Jacob and Wilhelm Grimm *The Complete Grimms' Fairy Tales* Pantheon Books Inc., 1944.

Ramanujan, A. K. *A Flowering Tree and Other Oral Tales from India*. New Delhi: Penguin Books India (P) Ltd., 1997.

Naithani, Sadhna. "So Wise Some Women Are". In *Quest of Indian Folktales*. Orient Blackswan, 2009, pp. 188-221.

Riddles.

Hall, Kiran "Amir Khusro and Indian Riddle Tradition". *Essays in Indian Folk Traditions*, Archana Publications, 2007, pp. 31-47.

Dundes, Alan. "Some Characteristic Meters of Hindi Riddle Prosody". *Essays in Folk Theory and Method*, 1990, pp 61-132.

Additional Readings for this Module:

1. 238

Hall, Kiran. "Poetics and Genre: Typology in Indian Folklore" *Essays in Indian Folk Traditions*, Archana Publications, 2007, pp. 18-28.

Hunt, Marjorie. *The Smithsonian Folklife and Oral History Interviewing Guide*, Smithsonian Institution, 2003.

Oring, Elliott. *Folk Groups and Folklore Genres: A Reader* Utah State University Press, 1986.

Propp, V. *Theory and History of Folklore*. Translated by Ariadana Martin and Richard P. Martin, The University of Minnesota Press, 1984, pp. 39-47.

Module 4: Student Projects:

This exclusively student-centric module expects from them to work on an approved topic/ genre/ area of their choice and present a detailed report of their work towards the end of the semester. Students will be encouraged to investigate the folkloric traditions of their own region and background. Although they would be expected to come up with a working bibliography in consultation with the course instructor, yet it is expected that they will be acquainted with required readings through the long list provided in their course outline.

Bartis, P. *Folklife and Field Work: A Layman's Introduction to Field Techniques*, American Folklife Centre, 1980.

Long List of Readings:

Aarne, Antti and Stith Thompson *Types of the Folktale* Translated and Enlarged by Stith Thompson. Academia Scientium Fennica, 1961.

Agarwal, Vasudeva. *Ancient Indian Folk Cults*. Varanasi: Prithvi Prakashan, 1970.

Bahadur, K. P. *Folk Tales of U. P.* New Delhi: Sterling Publishers (P) Ltd., 1972.

Banerji, Suresh Chandra. *Folklore in Ancient and Medieval India*. Calcutta: Punthi Pustak, 1991.

Bascom, William R. *Contributions to Folkloristics*. Meerut: Folklore Institute, 1981.

Bauman, Richard. "Differential Identity and the Social Base of Folklore". *Toward New Perspectives in Folklore* eds. Americo Paredes and Richard Hauman. Austin: University of Texas Press, 1972.

—. In *Folklore, Cultural Performances, and Popular Entertainments*: A

- Communications-centered Handbook*. Ed. Richard Bauman. New York: Oxford University Press, 1992
- Ben-Amos, Dan. "Analytical Categories and Ethnic Genres". In *Folklore Genres*, Ed. Dan Ben-Amos. Austin: University of Texas Press, 1976.
- . *Folklore in Context*. New Delhi: South Asian Publishers, 1982.
- Bendix, Regina. *In Search of Authenticity: The Formation of Folklore Studies*. Madison: University of Wisconsin Press, 1997.
- Bhagwat, Durga. *An Outline of Indian Folklore*. Bombay: Popular Book Depot, 1958.
- Bronner, Simon. *Following Tradition: Folklore in the Discourse of American Culture*. Logan: Utah State University Press, 1998.
- Brunvand, Jan. *The Study of American Folklore*, 1-11. New York: Norton, 1978
- Calvino, Italo. *Italian Folktales*. London: Penguin Modern Classics, 2002.
- Chakravarty, Dharitri Narzary and Surajit Sarkar. Eds. *Objects, Identities, Meanings*. New Delhi: Ambedkar University Delhi, 2015.
- Charsley, Simon and Laxmi Narayan Kadekar. Ed. *Performers and Their Arts*. New Delhi and London: Routledge, 2006.
- Clements, William M. Ed. *The Greenwood Encyclopedia of World Folklore and Folklife*. Library of Congress, 2006
- Cook, David A. *A History of Narrative Film*. New York and London: W.W. Norton and Co., 1996.
- Dorson, Richard. "Is There a Folk in the City?". In *The Urban Experience and Folk Tradition*. Eds. Americo Paredes and Ellen Stekert. Austin: University of Texas Press, 1971
- . "Concepts of Folklore and Folklife Studies". In *Folklore and Folklife. An Introduction*. Ed. Richard Dorson. Chicago: University of Chicago Press, 1972.
- . Ed. *Folklore and Folklife: An Introduction*. Chicago: University of Chicago Press, 1972.
- Dundes, Alan. "Who Are the Folk?" *Interpreting Folklore*. Bloomington: Indiana University Press, 1980.
- . *Folklore: Critical Concepts in Literary and Cultural Studies*. 4 Volumes. Oxon: Routledge, 2005.
- . *Interpreting Folklore*. Bloomington: Indiana University Press, 1980.
- . *The Study of Folklore*. New York: Prentice-Hall, 1965.

- Goody, Jack. "Alternative Paths to Knowledge in Oral and Literate Cultures". In *Spoken and Written Language*. Ed. Deborah Tannen. Norwood, NJ: Ablex, 1982.
- Foley, John Miles. *The Singer of Tales in Performance*. Bloomington and Indianapolis: Indiana University Press, 1995.
- . *How to Read an Oral Poem*. Illinois: OUP, 2002.
- Georges, Robert and Michael Owen Jones. *Folkloristics: An Introduction*. Bloomington: Indiana University Press, 1995.
- Goswami, Indira and Prakash Pattanaik. ed. *Indian Folklore*. Delhi: B. R. Publishing Corporation, 2001.
- Gupta, Sri Sankar Sen. *Women in Indian Folklore*. Calcutta: Indian Publications, 1969.
- Handoo, Jawaharlal. *Current Trends in Folklore*. Mysore: Institute of Kannada Studies, 1978.
- . *Folklore in Modern India*. Mysore: Central Institute of Indian Languages, 1998.
- Handoo, J. 2000. *Theoretical Essays in Indian Folklore*. Mysore: Zooni Publications.
- Hiltebeitel, Alf. *Rethinking India's Oral and Classical Epics*. Chicago and London: University of Chicago Press, 1999.
- Hurston, Zora Neale. *Mules and Men*. New York: Harper Perennial, 1995.
- Jakobson, Roman. "Linguistics and Poetics". In *Modern Criticism and Theory: A Reader*. Ed. David Lodge. New York: Longman, 1988.
- Lévi-Strauss, Claude. "The Structural Study of Myth". *Myth: A Symposium* Ed. Thomas Sebeok. Bloomington: Indiana University Press, 1955.
- Lord, Albert B. *The Singer of Tales*. Ed. Stephen Mitchell and Gregory Nagy. Cambridge: Harvard University Press, 2001.
- Luttin, Max. *The European Folktale: Form and Nature*. Trans. John D. Niles. Philadelphia: ISFI, 1982.
- Mills, Margaret A., Peter J. Claus, et al. Ed. *South Asian Folklore: An Encyclopedia* Routledge, 2003.
- Ong, Walter J. *Orality and Literacy*. New York: Routledge, 2002.
- Oring, Elliott. Ed. *Folk Groups and Folklore Genres: A Reader*. Logan: Utah State University Press, 1989.
- Pahell, Dir, Amol Palekar. Perf. Rani Mukherji, Shahrukh Khan. Red Chillies Entertainment, 2005.

- Preston, Cathy. *Folklore, Literature, and Cultural Theory: Collected Essays*, 1995.
- Propp, V. *Morphology of the Folktale*. Austin: University of Texas Press, 1984.
- . "The Principles of Classifying Folklore Genres". In *Theory and History of Folklore*. Tr. Ariadna Martin and Richard Martin. Ed. Anatoly Liberman. Minneapolis: University of Minnesota Press, 1984.
- Ramanujan, A. K. *A Flowering Tree and Other Oral Tales from India*. New Delhi: Penguin Books India (P) Ltd., 1997.
- . 'Towards a Counter System: Women's Tales.' *Gender, Genre and Power in South Asian Expressive Traditions* Ed. Arjun Appadurai, et al. Philadelphia: University of Pennsylvania Press, 1991.
- . 'Who Needs Folklore?' *The Collected Essays of A.K. Ramanujan*. Ed. Vinay Dharwadkar. Oxford: Oxford University Press, 1999.
- . Ed. *Bharat ki Lok Kathain*. Trans. Kailash Kabir. New Delhi: NBT, 2001.
- Reddy, P. Chenna and M. Sarat Babu. *Folklore in the New Millenium*. New Delhi: Research India Press, 2004.
- Sims, Martha and Martine Stephens *Living Folklore. An Introduction to the Study of People and Their Traditions*. 2005.
- Smith, John D. *The Epic of Pabuji*. Cambridge: Cambridge University Press, 1991.
- Teesri Kasam*. Dir. Basu Bhattacharya Perf. Raj Kapoor, Waheeda Rehman. Image Makers, 1966.
- Thompson, Stith. *The Folktale*. Berkeley: University of California Press, 1964.
- . *Motif-Index of Folk-Literature*. Bloomington: Indiana University Press, 1955.
- Thoms, William. "Folklore". *The Athenacum* 982: 862-863. Reprinted in *The Study of Folklore*. Ed. Alan Dundes. Englewood Cliffs, NJ: Prentice-Hall, 1965.
- Toelken, Barre. *The Dynamics of Folklore*. Boston: Houghton Mifflin. University of Texas Press, 1979.
- Vatuk, Ved Prakash. *Studies in Indian Folk Traditions*. New Delhi: Manohar, 1979.

9. Pedagogy:

- a. Instructional design: The course is based on certain modules. However, it relies heavily on interaction with students and their inputs. Attempts would be made by the course instructor to conduct fieldtrip in order to give students firsthand experience of collecting, documenting, analyzing, preserving, and propagating folklore material.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classrooms/others instructional space; any other – please specify)
- c. Expertise in AUD faculty or outside: Dr. Diamond Oberoi Vahali, Prof. Smita Jassal, Dr. Tanuja Kohiyal, Dr. Yogesh Snehi, and Dr. Surajit Sarkar. Prof. Alok Bhalla (EFLU, Jamia Milai, and AUD), Prof. Sadhana Naithani (JNU) and Prof. G. N. Devy (Bhasha Foundation). Prof. Margaret Mills (University of Ohio), Prof. Brenda Beck (University of Toronto), Prof. Dan Ben Amos (University of Pennsylvania), Prof. John Lauden (University of Louisiana), and Prof. Simon Bronner (University of Pennsylvania).
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Students are encouraged to participate in the activities of American Folklore Society (AFS) and International Society for Folk Narrative Research (ISFNR), Association for Asian Studies (AAS) and such other organizations.

10. Assessment structure (modes and frequency of assessments)

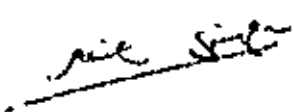
Response Paper: 15%

Class Presentations: 25%

Mid-Term Examination: 20%

Project Report: 40%

The pattern of assessment is subject to revision depending on the composition and size of the class.



Amit Singh

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

1

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form

R. Chohan

Signature of the Dean of the School

244

Minutes of the Fifth Board of Studies Meeting of the School of Letters

24 April 2019

Members present:

Prof. Bodh Prakash
Prof. Gopalji Pradhan
Prof. Jawari Mal Parakh
Prof. Radha Chakravarty
Prof. Sahil Misra
Prof. Satyaketu Sankrit
Prof. Smita Tewari Jassal
Prof. Sonya Gupta
Dr. Amit Singh
Dr. Awadhesh K. Tripathi
Dr. Gulshan Bano
Dr. Milind Wakankar
Dr. Mrityunjay Tripathi
Dr. Vaibhav
Dr. Vikram Singh Thakur
Mr. Sayandeb Chowdhury
Mr. Shelmi Sankhil

Minutes:

The 5th Board of Studies of the School of Letters was held on 24 April 2019 at Committee-II, Kashmir Gate campus.

The following Agenda items were discussed:

1. MA English course, resubmitted after revision:

Course title: Folklore and Folkloristics
Course code: SOL
Course Coordinator: Dr. Amit Singh

The course was presented and discussed

Decision: The Board passed the course with the suggestion that bibliographical details should be included when it is submitted for SCAP consideration and passing.

2. Proposal for introduction of new Masters programme in Hindi.

The proposal for introducing a Masters programme in Hindi was presented and discussed. Proposals for several individual courses were also taken up for discussion.

The following is a summary of the discussion and recommendations:


- **Vision and Objectives:** The vision and objectives of the proposed programme were appreciated. Certain innovative features were noted and discussed, such as the break with chronology in the sequencing of courses, the idea of introducing three streams of specialization, and an exit option with a Diploma after one year.
- **Credit Structure and Exit Option:** Some concerns were raised regarding the "exit option". One of the external experts felt that this innovative arrangement could "dilute" the rigours of a traditional two-year MA in Hindi as the first year of coursework would be diverted for courses on the specializations mentioned. The expert also raised the point that the diplomas on offer (8 credits of specialized courses) in this combined MA programme may not compete well in the job market as there are universities and institutions in Delhi NCR that offer robust programmes in the aforementioned areas. It was suggested that students should not be allowed to exit the programme with a diploma unless they have completed a minimum of 16 credits of coursework in their chosen area of specialization. It was also felt that some of the elective courses in the programme proposal have a direct relationship with the specialized courses, and can be included in the combination of courses for the proposed Diploma. It was recommended that the credit structure of the programme be revised with these issues in mind.
- **List of Courses.** It was noted that the proposal contained details of only the courses to be offered during the first year of the programme. It was recommended that the programme proposal be expanded to include a complete list of courses to be offered across the entire duration of the programme.
- **Core Courses:** The two core courses to be offered in the first semester were discussed
 - a. 'Hindi Sahitya ka Itihaas': It was suggested that the name of the last two modules be changed and a special module on the historiography of medieval Hindi literature introduced.
 - b. 'Hindi ka Aadhunik Katha Sahitya': It was suggested that the novels to be studied be classified and grouped. In module on the modern Hindi story, it was

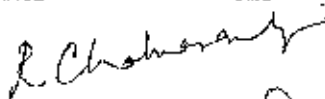
recommended that texts by Omprakash Valmiki and Gyanranjan be added. It was noted that the evaluation method should be more specific.


- **Elective Courses:** Three elective courses were presented and discussed.
 - a. 'Asmita Vimarsh'. It was suggested that in place of 'Deshkaal', another expression, such as 'Asmita Vimarsh ke Uday ki Prashthbhoomi', may be used. It was also recommended that one of the modules should address the question of identity with respect to religious minorities, and readings be chosen to highlight issues of oppression in relation to socio-cultural milieus and state policies.
 - b. 'Anuvad'. It was suggested that the module 'Vaishvikaran aur Anuvaad', be renamed 'Bhartiya Bhasha aur Anuvaad'.
 - c. 'Hindi Sahitya aur Cinema'. It was suggested that some of the modules be renamed. The following names were recommended: Madhyam ke roop mein Cinema ki vishistta; Sahitya aur Cinema ke antarsambandh; Sahitya ke Filmankan ki samasyaayon; Sahitya Aadharit Cinema ka Adhyaan (with reference to any two films)

- **Specialized courses:** Two courses related to specializations were discussed, and suggestions made, as listed below:
 - a. 'Hindi aur Jansanchaar Madhyam': It was suggested that in third module, special emphasis may be given on the political pressure exerted upon media. It was felt that new media such as online journalism may also be included in this course and the history of Television and its impact upon the Indian Society may also be discussed in one of the modules, with greater emphasis. It was recommended that technical and infrastructural requirements for this course should also be presented.
 - b. 'Rachnatmak Lekhan'. It was suggested that the third module, 'Rachna our Rachna Prakriya', be taught as Module 1, and Module 1, 'Rachnatmak Vidhayon ki Prakriti', be taught as Module 2. Likewise, it was felt that 'Rachna Shilp our Bhasha' should be placed as Module 3, and Module 2, remained 'Rachna our Aalochna', be taught as Module 4.

Decision: It was decided that the programme proposal be resubmitted to the Board of Studies with the required revisions and modifications.


Dr. Vikram S. Thakur


L. Chakravarti


J. K. Singh

SCHOOL OF LETTERS

Minutes of First Board of Studies Meeting held on 16 May 2017

People present:

Prof Alok Bhalta (External Expert)

Dr Amit Singh

Dr Bodh Prakash

Dr Diamond Oberoi Vaihali

Prof Gopalji Pradhan

Dr Gunjeet Aurora,

Prof Jawarimal Parakh (External Expert)

Dr Milind Wakankar (External Expert)

Dr Mrityunjay Tripathi

Prof Radha Chakravarty (Chair)

Dr Rajan Krishnan

Prof Salil Misra

Mr Sandeep R Singh

Dr Sanju Thomas

Prof Satyaketu Sankrit

Dr Shad Naved

Mr Shelmi Sankhil

Prof Smita T. Jassal

Prof Sonya Gupta (External Expert),

Dr Vikram Singh Thakur

- Prof. Radha Chakravarty welcomes the experts and opens the meeting.
- Begins with a round of introductions.

Reporting Items:

- Credit structure of IPTA course is to be changed. Course is to be divided in Parts I and II offered in two successive semesters.
- Change in credit structure of MA English dissertation (from 4 credits in semester IV to 8 credits across semesters III and IV).

Discussion of courses submitted to BOS:

A. English Courses:

1. Folklore and Folkloristics: Presented by Amit Singh

Remarks: It was decided that the course should be reformulated and resubmitted to BOS-SOL.

- Salil: what is the potluck assessment? How are foodways connected to folklore practices?
- Amit: foodways is a topic of folklore.
- Salil and Prof. Bhalla: assessment of 20% on potluck?
- Sonya: potluck not reflected in any of the course modules.
- Smita: the course is too vast. Some of the issues can be taken up in discussions. Maybe the course could be about oral traditions vis a vis the literary traditions. Then the folk linkage with orality: one way to go about it. The course is looking at too many things. Asks the course to be focused more.
- Amit: all the readings will go in a course reader. Not all texts will be for discussion.
- Rajan: exciting course. The course has to have a lecture plan. But somewhere the course outline does not offer a way to reflect on folklore.
- Milind: extremely ambitious course. A bibliography of a hundred dissertations. Instead of a survey/encyclopedic approach, can we work with questions instead? Folk is a fertile place to begin asking questions. Question of marginality and subalternity – with folk as the horizon for city-based students. Folk and modernism is another theme? Ex. Ramanujan as a point to question the folk. The question of *lok* in Hindi. Not just info about the folk. Pick up the film *Paheli* (modernist version of a folk story).
- Salil: course needs to have inclusivity and some exclusivity too in the interest of coherence

- Prof. Parakh: this is only a 4 credit course. Can't fit all the readings in it. Panchat'ra, for example, is not folk lit. Where does the folk exist? Folk is differentiated across caste. Ex: 1857 can be approached through folk songs. Please specify what folklore is in the first place.
- Alok Bhalla: the course is very diffuse. Why is children's literature folk tale? Connect with modernity, social transformation. Why does folklore become important in India and Europe? Folklore is just about being disciplined in India. Why the belated entry of folklore in academic study? Course needs to be reorganized and reconceptualized. How has folklore been studied? Most of the course bibliography comes from the Euro American tradition. Function of the course should be to theorize rather than itemize.
- Amit: Indian readings and debates are part of the reading list.
- Satyaketu: Renu – *lok* in Renu is a very strong element. *Git* also a part of these stories. Ramacharitamans has *lok* elements. These could be good elements of a course.
- Sonya: course wants to give lot of information: a perspective based approach may be more desirable. Gender, caste (Prem Chowdhry) can enrich this course further.
- Amit: student discussion can address many of the above issues.
- Prof. Bhalla: fewer texts to show the ways in which older formulations have been used by major writers. We need to move out of overwhelming students with theoretical formulations.
- Salil: modules need to be explained. A basic reformulation.
- Smita: structure the course around questions.
- Rajan: module becomes a kind of breaker in the semester. Specify each module and what is expected of a student.
- Bhalla: go back to the English programme to discuss the course outline. Begin teaching the course in Monsoon 2017.
- Milind: we expect AUD to make pioneering efforts in the field.
- Smita: folklore would interest Sociology students.
- Sonya: maybe think of dividing this course across two semesters.

2. **Translating India:** Presented by Sanju Thomas.

Remarks: The course was recommended for SCAP with some reformulation.

- Course arises from MA interviews responses about mother tongue. Introduces students to concepts of translation, especially in India.
- Salil: modules do not carry descriptions. That will help the students.
- Bhalla: need to rethink the entire notion of translation in India. India has always translated. Translation does not begin in colonial times. We don't have any text in the course_ we have only theory. Example: of Gandhi as a translator. In what was has translation been used to define something called India?

The course title is drawn from a cliché. Can call it "Translation in India" – clearer translation.

This university should make an effort towards understanding how translation is used.

Why is translation manipulative and subversive?

'Unity and diversity' and translation?

Let's have more texts in the course.

We have no criticism of translations in India.

Absence of southern and north eastern languages.

- Milind: translation is a deeply unsettling matter. Ex: Wolf Man and Schreber. We need more texts about what it means to have translation traces within us.
Course details and 'subversive' need to be relooked at.
Translation intensities
- Smrita: Shulman translation of Telugu poetry. Translation in India: often our translators are abroad. Controversy around translations in the Clay Library. Linguistic diversity and translation: to open up the world of India.
Example of Dara Shikoh: Upanishads into Persian. Persian text goes out to the West.
Ways to grab the interest of the students.
Narayana Rao: *A Poem at the Right Moment*
- Prof. Parakh: make a proper course outline. Module 5: translating gender and caste: replace it with "social and cultural aspects of translation". "Politics of translation" should be the final module. Process of translation should come last.
Translation examples come solely from literature. What about other genres/discipline based translation?
Courses are too ambitious.
- Rajan: possibility on campus to contribute to such a course through various languages.
- Sonya: Example: Roberta Menchu in India. Baby Kamble was available in Spanish translation before English. Persian complicates the whole picture even more.
- Radha: does this course presume student is proficient in two languages?
- Alok Bhalla: translation can map a new kind of India.
Act of translation is a serious; not derivative.

3. Remembering Partition. Presented by Vikram Singh Thakur (co-designed by Diamond, Bodh and Vikram)

Remarks: The course was recommended for SCAP with suggestions reincorporated.

- Rajan: choice of texts determine the perspective on partition. The framework has to be laid out if it's not there in the document. Vagueness about the course plan. What is the course discussing?

- Bodh: choice of novels, distributed across regions and time frames. Some key issues of perspective, communalism and national identity; individual and the partition; representation debates.
- Diamond: various issues dealt with through student presentations.
- Rajan: choice of texts is not incidental to a course such as this. If you leave the choice of texts open then the course vision is not clear. Representations are not equivalent. The course has to specify what it is going to discuss
- Salil: ideally course needs to be discussed apart from the identity of people teaching it.
- Diamond: we can have broad rubrics and module.
- Smita: make modules across implications for society and individual.
- Bodh. open ended readings to accommodate the many languages that cover partition.
- Prof. Parakh: memoirs should be included in the main readings. Course is based mostly on translated texts. There is an important Hindi novel: *Chhapon ki wapasi*.
- Alok Bhalla: Changes in attitudes to partition -- The Heart Divided (Mumtaz Shah Nawaz); what is the picture in Pakistan? Bangladesh: Sunil Gangopadhyaya's novel. Credits for Garam Hawa: Ismat and Kaifi? Krishna Baldev Rai, *Guzra hua zamana*. Partition is not just prose.

4. Asian Canadian Literature: presented by Dr. Amit Singh

Remarks: The course was recommended for SCAP with the suggested changes/suggestions.

- Prof. Misra suggested that since Prof. Narang will be teaching this course in the Monsoon 2017 semester, his name should also be added along with that of the course co-ordinator.
- There was discussion on the term Asian Canadian and it was felt that the term needed to be problematised further, in order to take into account the diversity of the Asian community in Canada. Prof. Bhalla suggested that other ways of demarcating the community need to be explored and one such probable term could be 'Canadian Writers from India'. He also suggested that the course be opened up to new possibilities and take into account the new directions taken by the Indian community. The history of the very first arrivals be considered
- No changes were made to the title of the course but it was felt that it is important to tell the students what it excludes and includes in its reference.
- Prof. Misra and Prof. Gupta suggested that course be fleshed out and be more descriptive.
- It should have modules with clearly laid out objectives as these will help pedagogically.
- Dr. Wakankur said that the course was very metrocentric and mostly dealt with questions of diaspora, minorities in the metro. He suggested that the course explore

ways of linking the diasporic experience with that of the anti-colonial struggle as in the case of Black Atlantic literature. Is there an Asia Pacific or Asia Atlantic connection? Critical readings were felt to be very 'multi-culti.'

B. Comparative Literature and Translation Studies Courses:

1. Narrative and Narratology: Presented by Sandeep Singh

Remarks: The course was recommended for SCAP with the following changes/suggestions:

- Dr. Wakankur said the course was interesting and appreciated the economy of the course. He said that there wasn't however, sufficient link between narrative and life in the course. He referred to Paul Ricoeur's three volume, *Time and Narrative* in order to emphasise its importance for critical texts. The inclusion of Aristotle's text in the book points to the link between poetics and rhetoric and these are linked to the question of recognition. He pointed to the link between narrative and life and the philosophical question of why people tell stories. Dhvanyaloka points to the link between Dhvanya and natya. An analogy can be made at two ways of looking at life. The opening chapter of 'Time and Narrative' which deals with Augustine's *Confessions* was referred to as well. Link it with the Dhvanyaloka at the level of the experience of the text.
- Dr. Rajan suggested that the inclusion of Augustine's text can allow for the first section of the course to dispense with other readings.

2. Lyrical Past: Presented by Dr. Shad Naved and Dr. Mrityunjay Tripathi

Remarks: The course was recommended for SCAP with the following changes/suggestions:

- There was a lot of discussion pertaining to the title, more specifically the term 'Indo-Islamic' used in the title. Prof. Parekh stated that the title of the course 'Indo-Islamic' was problematic and that the religious aspect was being emphasised more over the literary. The tradition of Islam was not separate from Indo. If the relation is absent in the course then why does it need to be reflected in the title? Prof. Misra stated that the title pointed to the element of syncretism and should not be understood as pan Islamic. He suggested that time could be referred to in the title. Political correctness can sometimes lead to a loss of essence. Literature can be a part of the influence of religion.
- Prof Parekh suggested that the composite culture that emerged out of this syncretism be referred to in the title.

m

- Prof. Sankrit said that Hindustani could be used. He asked which texts would be taught in Indo as Braj and Dakhni are not very different from Hindi. Since variants of Hindi will be taught, Indo means Sanskrit only.
- However, Prof. Misra felt that the course would lose its distinctiveness by using Hindustani or Kavita. Composite would be an ideological term. He said that the hyphen suggests a unique literature with overlaps and distinctions.
- Prof. Radha suggested that since the title referred to more of an interface, a line of description could be provided in the course regarding this to avoid confusion. No changes were made to the title of the course.
- Responding to the title Dr. Wakankur said that Islam is more of an 'ambient idiom' and that there is a lack of understanding regarding 'ambient idiom'. The course is an archaeology of the present. Readings are an attempt to go back and excavate the past. Read back and look at the fissures, ruptures and schisms. Composite flattens out these ruptures. The term Indo-Islamic is a good term as it points to the hyphen, the problems. It is appropriate for the 'retroactive archaeological project' that the course is. He raised the following points:
 1. Prior to the text some experiential point of entry is required. Rhetorical mobilisation of the text should be prior. Lyric poetry of the Indo-Islamic poetry is precisely the ability to inhabit that rhetoricity.
 2. Reconciliation at the level of dhvani: poetics and rhetoric.
 3. Appreciating the module on seasons he said that this brings in the question of temporality which should be analysed.
 4. Rhetorical, temporality, experiential unites with affect. Links to the modern, queer aesthetic. Prising open and coming up with a lexicon of rhetorical, psychological terms.
 5. Suggested that it could be a good PhD course.

R. Chakravarty
Dear, SOL

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

| | |
|--|--|
| School/Centre proposing the course | School of Human Sciences |
| Programme(s) | MA (Gender Studies) |
| Course title | Intellectual History in South Asia: Women Thinking the World |
| Course code | SHS202863 |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Open Elective |
| Level (Prodoctoral/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Priyanka Jha and Bindu KC |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Given the fact that AUD is a Social Sciences University, many courses speak to each other and do have conceptual overlaps. This particular course draws from courses like "Introduction to Gender" and "Feminist Movements in South Asia." The specificity that it claims is the lacunae many of the courses in Gender Studies face where the particular histories of our postcolonial presents of South Asia is focussed. The course also attempts to fill this lacunae and draws from a women's perspective of intellectual history.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites: prior knowledge level; any others – please specify) No

No. of students to be admitted (with justification if lower than usual cohort size is proposed): 42

255
3

Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester Long

Proposed date of launch: Winter Semester 2020.

How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

AUD's vision is to give a voice to the margins and being part of knowledge production from the subaltern groups. This course is trying to get unheard voices to be heard and thus is definitely part of the larger vision of the University. While this course is offered from Gender Studies, it will be offered as an open elective. Thus, this will also serve as Gender Studies' vision to disseminate its framework and perspective to the larger University community.

Course Details:

Summary:

This course looks at the "political" through a history of ideas perspective. This course would be doing a thematic journey through the ideas generated by the colonial and postcolonial women thinkers of South Asia. This is necessary to get a sense of the span and depth of the thinking generated by them. The course would help us ask the question, Who is a thinker? When women think, do they in fact help us in critiquing what is generally invoked and read as the "political?"

Are questions of women's thinking also methodological questions? Are women being excluded because their ideas are not available in where one usually looks while writing a history of ideas? For instance, should one only be including texts which are treatises and essays - or prose writing, which has become the "rational" genre of expression in modernity and which is usually understood to embody "thinking". What happens when one spreads out into the imaginative? Will this methodological shift in texts help to include the woman as thinker?

What constitutes Knowledge? Is it a written word? Or is it text or speeches or can one read a life and lifeworld of a thinker as a text? What happens to the political when "other texts" like creative literature and the imaginative are brought into the world of ideas? What happens when ideas flow through the ephemerality of speeches and are preserved through dictation or recording?

Kamenon

b. Objectives

- Look at the “political” as a concept.
- Ask the question why there is an obvious exclusion of women as producers of ideas, especially political ideas.
- Ask methodological questions that will allow us to “see” women as thinkers, especially political thinkers.
- Read some of the “originals” by taking a tour of the women’s ideas, mostly concentrating on political thinking which will be from both colonial and post colonial times.
- Rethink the category “woman” that might have made us exclude potential thinkers.
- Redo Intellectual History and shifts towards women’s perspectives.

c. Overall structure:

This is a 4 credit course with 5 modules. The first three modules are conceptual and methodological in nature. The last two modules can be described as “engaged thematic” allowing a reading of some of the primary texts of major women thinkers from South Asia. Though there is a gesture towards South Asian texts, right now, the course is focusing mostly on India.

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Brief description of modules/ Main modules/Readings:

Module I: What is Political? The Hegemony of the Dominant

This module is interested in reconstituting the meaning of the ‘political’ through the lens of gender. The attempt is to shift beyond what is invoked and considered as mainstream which has also been a rendition of the dominant positions and perspectives. We would also ask the question, what does the political exclude? What is affective labour and the gender of this? How does that marginalize women from the political?

Jaggar, Alison M &, Iris Marion Young (Eds.) "Introduction." *A Companion to Feminist Philosophy: Blackwell Companions to Philosophy*, Blackwell, 1999. (selected chapters).

Disch, Lisa and Mary Hawkesworth. (eds). *The Oxford Handbook of Feminist Theory*. OUP, 2016. 1-15.

Philips, Anne (Ed). *Feminism and Politics*. OUP, 1998. Pp: 1-15.

Hardt, M. and Negri, A. *Multitude: War and Democracy in the Age of Empire*. New York: Penguin, 2004. 103 -115.

Module 2: Where are the Women in the Political? Critiquing Historiography and Pedagogy

The evolution of historiography and pedagogy has not been sensitive to the distinctive gendered articulations of the same. This module attempts to position the feminist challenges to scholarship on history and human condition. Posing the challenge to the invisibilization and marginalization of women's writings, engagements and articulations, this module locates the missing voices.

Lerner, Gerda, "Why History Matters." *Why History Matters: Life and Thought*, OUP, 1997. Pp: 199-212.

Gary, Anne, Khader J Serene and Stone Alison, "Introduction" *The Routledge Companion to Feminist Philosophy*, Routledge, 2017. 1-10

Sangari, Kumkum and Sudesh Vaid: "Introduction." *Recasting Women: Essays in colonial history*, Zubaan, 2013. pp. 1-26.

Majumdar, Vecna. *Emergence of Women's Question and role of women Studies*, CWDS, 1995.

Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past.." In Kumkum Sangari and Sudesh Vaid. *Recasting Women: Essays in colonial history*, Zubaan, 2013. pp. 27-88.

Module 3: What is a Text? Methodological Musings

This module is interested in redefining the understanding of what constitutes a 'text', is it simply the written word or does it encapsulates the diversity and multiplicity of the many different ways and mediums through which 'ideas' are shared or communicated. Is women's thinking excluded when one knows how ideas travel, especially in the world of women, where the written comes from privileged positions. Shouldn't one also be

engaging with a variety of mediums through which ideas were shared, eg the performative, literary including life narratives, diaries, memoirs, letters and journals.

Quentin Skinner. 'Meaning and Understanding in the history of Ideas' *History and Theory*, Vol 8, no 1 (1969) pp 3-53.

Sreekumar, Sharmila. *Scripting Lives: Narratives of 'Dominant Women' in Kerala*. New Delhi: Orient BlackSwan, 2009. Pp: 1-15.

Sarkar, Tanika. "A Book of Her Own. A Life of Her Own: Autobiography of a Nineteenth-century Woman." *History Workshop Journal*, 36, 1993, pp: 34-65.

Devika, J. "Housewife, Sex Worker and Reformer Controversies over Women Writing Their Lives in Kerala." *Economic and Political Weekly*. Vol 41, Issue No 17, 2006. pp: 1675-1683.

Kristeva, Julia. *Revolution in Poetic Language*. Margaret Waller (Trans.) New York: Columbia University Press, 1984. 18-24.

Irigaray, Luce, *Speculum of the Other Woman*. Ithaca: Cornell University Press, 1985. pp: 353-364.

Bassard, Katherine Clay. Gender and Genre: Black Women's Autobiography and the Ideology of Literacy. *African American Review*. Vol. 26, No. 1, 1992, pp. 119-129.

Suggested Readings

Guha Thakurta, Meghna & Schendel Willem ed 'The Bangladesh Reader: History, Culture and Politics.', Duke University Press, 2013. Pg: 83-87

Susic J. Tharu & K Lalitha 'Women Writing in India: 600 B.C. to the Early Twentieth Century.' Feminist Press, CUNY, New York. 1991. Pg: 1-37

Sen Debarati. 'Rassundari Debi: Excerpts from Amar J. van Author.' Published by

University of Delhi. <https://docplayer.net/60659998-Paper-women-s-writing-in-the-19th-and-20th-centuries-ii-lesson-rassundari-debi-excerpts-from-amar-jiban-author-debarati-sen.htm>

'Representing Self, Critiquing Society: Selected Lifewritings by Women.' Edited by Meenakshi Malhotra. Worldview Critical Editions. 2016

Sarkar, Tanika. *'Words to Win: The Making of a Modern Autobiography.'* New Delhi: Kali for Women, 1992

Amara

Module 4 & 5: Thematics and Thinkers

This course is keen to attempt a 'herstory' of ideas, so the last two modules identifies certain ideas as themes with women thinkers' engagements with these ideas.

One of the axis through which the course would be looking at the critique emerging from women would take the category of identity seriously. Thus, in the first module, where women have also added their voice to the making of the nation, the course also finds its critique emerging from other women's voices raising questions of identity – which articulate issues of caste, tribe and religion. The latter module takes up the women's critical thinking traditions, not through identity questions but through a conceptual axis – issues of the body, labour knowledge production itself.

Module 4: Thinkers of South Asia: Women Thinkers and critical themes of Nation and Questions of Identity

a) Religion: Pandita Ramabai

b) Caste: Savitribai Phule

c) Tribe : Mahasweta Devi, C.K. Janu and Naga Mother's Association

d) Nation: Kamala Devi Chattopadhyay, and Cornelia Sorabjee: Narratives of partition and others.

Das, Veena. "The Figure of the Abducted Woman: The Citizen as Sexed." *Life and Words: Violence and the Descent into the Ordinary*, University of California Press, 2006 18-37.

Bhasin, Kamla & Menon Ritu. *Borders & Boundaries: Women in India's Partition*, Rutgers Press 1998, Pp: 1-30

Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan Classics, 2013.

Zia, Afiya. *Faith & Feminism in Pakistan: Religious Agency or Secular Autonomy?* Susscx Academy Press, 2018, 1-14.

Chattopadhyay, Kamaladevi. *Inner Recesses Outer Spaces: Memoirs*. ~~1986~~ ~~1986~~.

Sorabji, Cornelia. In Susie Tharu and K.Lalita. (Eds). *Women Writing in India: 600 B.C. to the early twentieth century*. New York: The Feminist Press, 1991. Pp: 296-308.

Ramabai, Pandita. "Prefatory Remarks." *High Caste Hindu Women*. Bombay: Maharashtra State Board for Literature and Culture Mantralaya, 1887. Pp: 29-39. https://archive.org/stream/highcastehinduwo00ramauoft/highcastchinduwo00ramauoft_djvu.txt

Shinde, Tarabai. "A Comparison between Men and Women." Susie Tharu and K.Lalita. (Eds). *Women Writing in India: 600 B.C. to the early twentieth century*. New York: The Feminist Press, 1991. Pp: 223-234.

"Few poems by Savitribai Phule." <https://drambedkarbooks.com/2015/01/03/few-poems-by-savitribai-phule/>

Devi, Mahasveta. "Draupadi". Translated with a Foreword by Gayatri Chakravorty Spivak. https://academiccommons.columbia.edu/download/fedora_content/.../1343169.pdf

Janu, C.K.. *Mother-forest: The Unfinished Story of Janu*. N. Ravi Shanker (Translator). Zubaan, 2004.

Module 5 Thinkers of South Asia: Body, Labour, Knowledge

This module continues the examination of the thematics in the following manner.

- a) Body: Rukmini Devi, Ismat Chughtai
- b): Labour: Anusuaya Sarabai, Godavari parulekar, Prabhadevi Dasgupta
- d) Knowledge: Kumari Jayawardane, Hisila Yami, Saraswati Amma, Rokeya Sakhawat Hussain

Arundale, Rukmini Devi. "Introduction." *Some Selected Speeches and Writings of Rukmini Devi Arundale*, Vol 1, Kalakshetra Foundation, 2006.

Jayawardane Kumari: *Feminism and Nationalism in third World*, Kali for Women, 1996.

Godavari Parulekar, *Adivasis Revolt*, National Book Agency, 1975.

Yami, Hisila. *People's War and Women's Liberation in Nepal*. Janadhawani Publication, 2007.

Chughtai, Ismat. *Lihaaf*. http://www.manushi-india.org/pdfs_issues/PDF%20file%20110/9.%20Short%20Story%20-%20Lihaaf%20%5BThe%20Quilt%5D.pdf

Hossain, Rokya Sakhawat. "Sultana's Dream."
<https://digital.library.upenn.edu/women/sultana/dream/dream.html>

Ray, Sangeeta. 'Woman as Nation and a Nation of Women: Tagore's *The Home and the World* and Hosain's *Sultana's Dream*' *En-gendering India: Women and nation in colonial and postcolonial narratives*, Duke University Press, 2000.

Valliappan, Reshma. *Fallen, Standing: My Life as a Schizophrenist*. Women Unlimited, 2015.

Chib, Malini. *One Little Finger*. New Delhi: Sage Publications, 2011.

Supplementary Readings

Vadgama, Kussom (ed.), *An Indian Portia: Selected Writings of Cornelia Sorabji: 1866 to 1954*. New Delhi: Zubaan, 2011.

Shinde, Tarabai. Rosalind, O'Hanlon, (Ed). *A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. OUP India. 2000

Mani, Braj Ranjan. *A Forgotten Liberator: The Life and Struggle of Savitribai Phule*. Mountain Peak, 2008.

Uma Chakravarti: *Gendering Caste: Through a Feminist Lens (Theorizing feminism)*, New Delhi: Sage, 2003.

Spivak, Gayatri Chakravorty. "Draupadi" by Mahasveta Devi. *Critical Inquiry*, Vol. 8, No. 2, Writing and Sexual Difference. (Winter, 1981), pp. 381-402

Radha Kumar, *The History of Doing: Women's Movement in India*, Kali for Women, 1993.

Stree Shakti Sangathana, *We were making History*, Kali for Women, 1989.

Anna Sailer, 'Various Paths are opened today': The Bengal Jute Mill Strike of 1929 in Ravi Ahuja ed *Working Rights and Worker Militancy*, Tulika 2013.

~~Lerner Gerda, "Introduction." *The Creation of Patriarchy*, Oxford University Press (OUP), 1986. Pp: 3-14.~~

Disch, Lisa. "Towards a Feminist Conception of Politics." *Political Science and Politics*. Vol. 24, No. 3 (Sep., 1991), pp. 501-504.

Butler, Judith (Editor). *Feminists Theorize the Political*. Routledge, 1992. pp 3-21.

c. Pedagogy:

- a. Instructional design : Classroom teaching, visual texts and research
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom.
- c. Expertise in AUD faculty or outside : Within AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Library

Kumar

f. Assessment structure (modes and frequency of assessments):

Mid Term Assessment (Class Test): 40%

End Term Assessment (Term paper): 40%

Participation: 20%

for Baidya KC
Kishu Mera
25-6-2017
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its meeting held on and has been approved in the present form.

Kishu Mera
Signature of the Dean of the School

25-6-2017

AMBEDKAR UNIVERSITY DELHI (AUD)

Sixth Meeting of the School of Human Studies Board of Studies: Minutes

Friday, 26th April 2019, Faculty Lounge, Kashmere Gate campus

Members Present: Prof. Krishna Menon, Prof Honey Oberoi Vahali, Prof Rachana Johri, Prof. Anita Ghai, Prof. Nivedita Menon, Dr Divya Jagan, Dr. Amrita Narayanan, Ms. Anshumita Pandey, Dr. Lovitoli Jimo, Dr. Mamatha Karollil, Dr Yogesh Snehi and Dr. Diamond Oberoi Vahali.

Members Absent: Dr. Rachna Chaudhary, Dr. Rajan Krishnan, Prof Harsh Mander and Dr Viveck Bhandari.

Special Invitee Present: Prof. Jatin Bhatt, Prof Anup Dhar, Dr. Bindu K.C, Dr. Priyanka Jha and Ms. Deepi Sachdev.

Introduction and welcome by the Dean SHS, Prof. Krishna Menon.

Item 1

- Minutes of the 5th Board of Studies meeting was passed.
- Prof. Menon also informed the house that Experiencing the Self (ETS), SHS foundation course will be taught by the Gender Studies faculty Dr. Bindu KC in the Monsoon Semester 2019 to MA Gender Studies, Semester-3 students. Prof. Honey Oberoi Vahali informed the house that Gender Studies faculty has proposed to teach ETS course with some modification and perspective of gender in teaching the said course. The BoS members in principle approve for some modification in the transaction of ETS course in order to cater to the needs of Gender Studies.
- Prof. Anita Ghai also expressed her interest in teaching this course after having audited it for one semester in order to bring the perspective of disability studies into the foundation course.

Item 2

MA Gender Studies open elective course on *The 'Herstory' of Ideas: Women's Intellectual History in South Asia* was presented by Dr. Priyanka Jha and Bindu KC (The BoS approved the course with a new title and the course team was advised to incorporate the suggestions wherever possible.)

Following are the suggestions offered by the members of the BOS

The need for such course was felt by the members and the members congratulated Dr. Priyanka Jha and Dr. Bindu KC for coming up with an excellent course which was one of its kind in India. The members also suggested some changes and modification to the course.

1
266
Krishna Menon

Following are the observations of the members on this matter:

Prof. Nivedita Menon:

- Suggested an alternative title- **Intellectual History in South Asia: Women Thinking the World.**
- She also pointed out that in **Module 4** (Tribes), perspectives from the north-east *could be incorporated.*
- In the module on **Bodies, Labour and Knowledge Module 5**, it was suggested that the writings of **Sharmila Rege** could be incorporated.
- In **Module -2**, the suggestion was to add **Uma Chakravarti's** iconic essay 'Beyond the Altkerian Paradigm', as well as writings of **Sudesh Vaid** and **Kum Kum Sangari.**
- In **Module -3**, the suggestion was to also look at **Tanika Srakar's** work on **Rassundari Devi.**
- The absence of writing from **Pakistan** was pointed out and it was suggested that **feminist writings from South Asia that challenge the idea of the nation-state** could be incorporated. In addition to **Kamla Bhasin. Veena Das**, the writings of the Pakistani feminist **Afiya Zia** was recommended. **J. Devika's** essays on nation and gender was also suggested.

Prof. Honey Oberoi Vahali:

- Professor Vahali suggested that this course could be considered in future as one of the **Foundation Courses** of the school.
- She suggested that works of **Irigary** and **Kristava** could also be incorporated.

Prof. Anita Ghai:

- The course team was urged to address the issue of experiencing the body with disabilities and not to leave out this dimension from the course.

Dr. Amrita Narayanan:

- She appreciated the attempts to bring gender and psychoanalysis closer and suggested the works of **Christopher Bollas**

267

Krishna Kumar

- In **Module 5**. Readings by Sangceta Ray on Sultana's Dream in the book *Engendering India*. And by Swarnamalya Ganesh- *Body in Devdasi Tradition and Knowledge* was suggested.

Prof Rachana Johri:

- Professor Johri advised that readings that appear in other courses offered by the school may be replaced by newer readings.

Prof. Jatin Bhatt:

- With reference to **Module -5** he suggested the book *Unfashionable Human Body* by Bernard Rudosky.

Prof. Krishna Menon

- Professor Menon suggested incorporating some important writings by Kamala Devi Chattopadhyaya.

Dr Divya Jalan:

- **Disability:** With reference to the experience of the body with disabilities Divya Jalan suggested that writings in languages other than English and Hindi also be looked at.
- She also suggested bringing in folklore and craftwork in addition to texts as source of experiences.

Ms. Anshumita Pande

- Suggested a book on poetry *Therigatha- Poems of the earliest recorded Buddhist nuns*.

Prof. Krishna Menon concluded the discussion by pointing out that this is the first time the course would be introduced and based on the experience of teaching it. further revisions and changes can be introduced later.. She cautioned the course team on the danger of trying to include all suggestions/comments but to pick and choose in order to keep the initial imagination of the course intact. .

The BoS approved the course with a new title and advised the course team to incorporate the suggestions wherever possible.



Krishna Menon

Item 3 – REPORTING MATTER

MA Psychology Assessment Committee: Deepti Sachdev reported to the members of BoS, the reconstitution of new assessment committee for MA psychology programs. The members consist of Mr. Gangumai Kamei, Mr. Wrick Mitra, Ms. Deepti Sachdev (programme Coordinator) and Dean SHS.

Item 4

To Review the Existing Attendance Policy of SHS MA Programmes (copy attached) based on compulsory attendance with grade cuts – the school proposed that this be replaced with pedagogical and assessment initiative to ensure better attendance in class by students.

The BoS approved the proposal of the SHS to move away from the compulsory attendance policy with grade cuts, toward newer initiatives that would think of assessment and pedagogical means to improve classroom attendance, while allowing individual teachers to earmark some sections of the course as the ones needing compulsory attendance.

Prof. Honey Oberoi Vahali explained the adoption of an attendance policy by the SHS.

Given the professional nature of the Masters Programme in SHS, it was felt that attendance had to be an important part of the requirements of the programme. In 2014, after much deliberations, an attendance policy for SHS was approved by BoS, SCAP and AC with 65% attendance requirement for students to pass the course. The policy also had within it provisions for grade cuts associated with the extent of attendance. (a copy of the SHS attendance policy is attached).

The idea was to facilitate students but students often experienced it as punitive. In the process both SHS MA programmes came together and formulate a grade policy for attendance.

Following are the observations of the members on this matter:

Dr. Lovitoli Jimo: (Gender Studies programme coordinator)
and Ms. Deepti Sachdev the Psychology programme coordinator

- conducted programme level review of the attendance policy and both programmes have resolved that at master's level, there is a need to think of other pedagogical and assessment tools to ensure that students attend classes, rather than depend on measures such as grade cut.

269
4

Kishu Menon

Prof. Rachana Johri:

- She suggested that Group work and other activities and assessment processes should be strengthened so that attendance in classes improves.

Dr. Divya Jalan:

- She suggested that compulsory attendance policy should be shed in favour of meaningful pedagogical and assessment approaches to encourage student presence in class.

Prof. Anita Ghai:

- Professor Ghai suggested that a careful selection of readings that are meaningful, creative and fresh would encourage students to participate in the classroom discussions and thus improve attendance, instead of resorting to a compulsory attendance policy.

Dr. Mamatha Karolik:

- She insisted that attendance need not be seen as a punitive measure but as an integral part of the pedagogical requirements of certain courses and was not in favour of the move away from compulsory attendance with grade cuts

Prof. Nivedita Menon

- She observed that a body in class is not equal to attendance- hence instead of compulsory attendance, she suggested that some segments of the course could be made compulsory for the assessment process and the questions could draw from the memory of the collective engagement that the class had with the specific reading or issue.
- She observed that there should be no mandatory attendance with grade cuts, Instead, she urged the school to start structured conversations between teachers and students on the challenges posed by the issue of attendance and class participation.

Ms. Deepti Sachdev:

- She was of the firm opinion that it was not mandatory attendance that brought students to class. instead it was the quality of discussions and reading material used that motivates students to attend classes.

5
270
Kishna Menon

Dr. Amrita Narayan:

- While she too expressed her discomfort with compulsory attendance and grade cuts, she did advice the school to ensure that future professionals develop a sense of professionalism and etiquette while also encouraging students to develop a sense of accountability and responsibility.

Ms. Anshumita Pandey:

- She expressed her agreement with the proposal of the school to move away from the compulsory attendance policy accompanied with grade cuts.

Dr. Yogesh Snehi

- He pointed out that erratic attendance is a challenge that many MA programmes with AUD are facing. However, he wondered whether the absence of electives in the *Psychology programme could explain to a certain extent student absenteeism*. He also pointed out that the assessment schedules and a packed calendar of submissions could also be responsible for absenteeism.
- In response to Dr. Snehi's observations, Prof. Honey Oberoi Vahali reminded the board that when the MA Psychology programme was imagined in 2008, there was no elective because it was the first time that psychoanalysis was being brought within the university programme not just in India but also in Asian context and hence, there was a greater focus on compulsory courses.
- Now after ten years, the time she observed is right for a review of the structure of the programme , a process that has already begun at the programme level. She also said that the programme team and teachers should continue to have the right to insist on certain attendance requirements for their respective courses.

Dr. Diamond Oberoi Vahali:

- Dr. Vahali observed that students need to be encouraged to participate in the discussions in class, through a combination of interesting reading materials and new assessment situations , rather than compulsory attendance and grade cuts.

Prof. Anup Dhar:

- He agreed that it was time for the school to move away from compulsory attendance policy, but at the same time to collectively look at student's problem and attendance and to review the assessment policy.

271
6

Kishu Kler

Prof. Jatin Bhatt:

- He was of the opinion that the Faculty needs to ensure that students are interested in the classroom discussions. A sense of ownership of the learning process and shared learning situations would enhance attendance in classes.
- To help students cope with multiple assessments and submission deadlines, he suggested that mechanisms should be devised whereby students and teachers have greater communication and are able to coordinate their work better.

The BoS approved the proposal of the SHS to move away from the compulsory attendance policy with grade cuts, toward newer initiatives that would think of assessment and pedagogical means to improve classroom attendance, while allowing individual teachers to earmark some sections of the course as the ones needing compulsory attendance.

The Chair Prof. Krishna Menon ended the meeting with the vote of thanks and with a note to get back to the BoS members with the outcome of AC decision.

Prof. Krishna Menon
Chairperson - Board of Studies,
School of Human Studies



Dean
School of Human Studies
AMBEDKAR UNIVERSITY DELHI
Lothian Road, Keshmere Gate
Delhi-110008
website: www.sud.ac.in

272

272

7

272

Review of the existing attendance policy of the SHS MA programs (MA Psychology and MA Gender Studies)

SCHOOL OF HUMAN STUDIES

The SHS faculty has been deliberating for long on the need of an attendance policy for its two M.A. Programmes in Psychology and Gender Studies. The faculty members of respective programmes have been discussing this issue in the light of student absenteeism and its subsequent effect on assessments and decline in the quality of classroom experience.

In the school meeting on 15/05/14, it was decided that a minimum attendance of 65% will be required for every course. The course coordinators will closely monitor the students attendance.

Prior to each assessment the attendance will be calculated and only those students who qualify 65% and above will be permitted to submit/sit for their assessment*.

The attendance policy will come into effect for students seeking admission in SHS MA programmes in Monsoon semester 2014. A sub-committee in the School has been constituted to look into exceptional and emergency conditions in which a student may not be able to meet the required attendance.

*(Such a provision may enable students to build on their attendance throughout the semester. For instance, in case a student does not have 65% attendance for the 1st assessment, the student can still make up to meet the requisite attendance criteria by the time the next assessment is due.)

Krishna Menon

School of Human Ecology (SHE)

MA Environment and Development

The MAED is a rigorous, full-time, interdisciplinary programme with strong emphasis on reading, writing and field-based research. It is unique in India given its orientation and scope, which is guided by the idea that ecological challenges such as atmospheric pollution, resource depletion, and the attendant threats to ecosystems and biodiversity, result from a complex interaction of socio-political and biophysical factors. Students are exposed to core ideas and approaches from the ecological and social sciences to understand issues at the intersection of human society and the biophysical environment. The programme aims to create change-makers who can contribute to sustainability and social justice at the national and global scale through research, advocacy and practice.

Structure

- The 64 credits required for completion of the Programme are distributed between Core courses (32 credits), specialised Elective courses (22 credits), summer internship (2 credits) and MA dissertation (8 credits).
- For their dissertation, students are required to take up an independent research project under a designated faculty supervisor. It commences at the end of Semester III and is completed in Semester IV. It is assessed on the basis of a written dissertation thesis and a viva voce.
- Students can choose to specialize in three broad areas through selection of elective courses and dissertation topic: (a) Environmental Policy and Management; (b) Ecosystems, Conservation and Society; (c) Environmental Politics and Justice

Core Courses:

- Development and Social Change
- Ecology, Ecosystems and Biodiversity
- Environmental History
- Environmental Law, Policy and Governance
- Environmental and Ecological Economics
- Social and Political Ecology
- Research Methods I
- Research Methods II

Select list of Elective Courses:

| | Environmental Policy and Management | Ecosystems, Biodiversity and Conservation | Environmental Politics and Justice |
|-------------------------|--|---|---|
| Area specific electives | GIS and Remote Sensing; Environment and Health; Restoration Ecology; Environmental Impact Assessment; Social Impact Assessment; Project Management | Advanced Ecology; Applied Population Ecology; Ecological Statistics; Conservation Biology | Agrarian Environments; Conservation & Livelihoods; Gender and Environment; Geopolitics, Resources and Political Ecology |
| Cross-cutting electives | Adaptation to Climate Change; Development and Public Health; Displacement, Resettlement and Rehabilitation; Urban Development and Environment | | |

Abhishek

School of Human Ecology

Eighth Meeting of the Board of Studies (6th May 2019)

The eighth meeting of the Board of Studies of the School of Human Ecology was held on 6th May 2019 at 2 pm at the Kashmiri Gate campus of AUW. The meeting was attended by the following:

- | | |
|---------------------------------|---|
| 1. Prof. Krishna Achuta Rao | 7. Dr Venugopal Maddipati |
| 2. Prof. Sudha Vasani | 8. Dr Suresh Babu |
| 3. Dr Vikram Dayal | 9. Dr Dinam Hemlata Devi |
| 4. Prof. Asmita Kabra | 10. Dr Pulak Das |
| 5. Prof. Dharendra Dutt Dangwal | 11. Dr Budhaditya Das |
| 6. Dr Malabika Pal | 12. Dr Monica Kaushik (Special Invitee) |

Agenda

| S. No. | Title |
|--------|---|
| 1 | Action Taken Report on minutes of the 7 th meeting of the BoS |
| 2 | Item for Ratification. Change in course code for Ecological Statistics to SHE2ED328 |
| 3 | Reporting Items. a. Annual report of SHE (2017-18) b. Achievements and updates of 2018-19- faculty recruitment, faculty promotion, new initiatives, collaborations, student progression, key gaps |
| 4 | Items for Discussion. Proposed new/modified MA courses a. New Elective Course- Conservation Biology (4 credits) b. Modified Core Course- Environmental History (4 credits) |
| 5 | Any other items, with the permission of the Chair |

Discussion and Decisions

- Item 1: The members confirmed the minutes of the 7th meeting of the BoS of SHE and noted the Action Taken Report on this meeting.
- Item 2: The Dean apprised the members about the background to the agenda item pertaining to the course code of Ecological Statistics (**Annexure 1**). It was noted that the course contents remain unchanged and the course code is being changed simply to maintain ease of retrieval of data from the university's ERP system. After a brief discussion, the members agreed to ratify the decision of the Dean to change the course code of Ecological Statistics to SHE2ED328.
- Item 3: The Dean presented the Annual Report (2017-18) and provided the members with a summary of the achievements and updates of the School of Human Ecology. The members took note of and appreciated the achievements. The Dean updated the members about the change in faculty composition of the School due to transfer of Prof Praveen Singh and Dr Rohit Negi to the newly created School of Global Affairs, and the consequent adjustments in teaching responsibilities in the MA Environment & Development (MAED) programme. The board members underscored the urgency of recruiting faculty to ensure smooth functioning of the teaching and research programmes.

Asmita

4. Item 4(a): Dr Budhaditya Das presented the revised outline of the course Environmental History (Annexure 2), a first semester core course of the MAED programme. It was pointed out that the course has been offered since the inception of the programme in 2010, and has not been revised till date. The members approved of the overall structure of the course, and provided several additional suggestions about the pedagogy, content and reading material. They suggested that the objective of the course should be highlighted, which is to develop historical thinking, learn historical (including archival) methods, rather than simply learning the chronological environmental history of the Indian subcontinent. Very advanced readings should be minimized, and simpler texts should be used, keeping in mind the interdisciplinary nature of the student body. Some members suggested that a few important themes/ concepts like conservation, agrarian history and the anthropocene should be covered in depth, while others were in favour of a more exhaustive list of themes, in line with the previous version of the course. The course coordinator was asked to balance between these alternatives, keeping in mind the contemporary and interdisciplinary nature of the MAED programme. The course was duly approved by the Board of Studies, subject to the abovementioned minor revisions.
5. Item 4(b). The Dean introduced Dr Monica Kaushik, who has been associated with SHE as Visiting Faculty (Winter Semester 2019) and has been asked to develop a new 4-credit elective course titled Conservation Biology. Dr Kaushik presented the course outline (Annexure 3) to the members. A detailed discussion of the course followed, in which the members appreciated the course outline and agreed that the course will add value to the basket of science-based courses offered in the MAED programme. The course coordinator was asked to divide the reading list module-wise and to indicate the essential and additional readings separately, as well as to provide the page details for books included in the reading list. The members approved the new course titled Conservation Biology (course code SHE2ED329), subject to the abovementioned minor revisions.
6. Under 'Any Other Items', the Dean introduced the labeled agenda item "To discuss and approve minor revisions to three existing core courses offered in the Monsoon semester". It was pointed out that these three courses (SHE2ED301: Ecology Ecosystems and Biodiversity; SHE2ED302: Development and Social Change, and SHE2ED201: Research Methods I) are being offered since the inception of the MA programme in 2010. All these courses were originally approved in the 1st meeting of the SHE Board of Studies, held on 24th October 2011, and subsequently approved by the Standing Committee on Academic Programmes (SCAP) and the Academic Council. It was also pointed out that over the last 8 years, the same faculty member has been offering the course, and several minor modifications have been made to these courses to update the reading list and to improve the flow between different modules of the courses. The courses were placed before the members to review and discuss the changes made to the originally approved course outlines. After due discussion, the members agreed to approve the revised course outlines of the courses SHE2ED301: Ecology Ecosystems and Biodiversity; SHE2ED302: Development and Social Change, and SHE2ED201: Research Methods I (which are attached at Annexures 4, 5 and 6 respectively).

The meeting ended with a vote of thanks to all the members.

(Minutes prepared by the Dean, Prof. Asmita Kabra)

I have read the minutes above and approve of them.

Prof. Krishna Achuta Rao — by circulation
Prof. Sudha Vasani — by circulation
Dr Vikram Dayal — by circulation
Prof. Asmita Kabra — Alkabra
Prof. Dharendra Dutt Dangwal — Dangwal
Dr Malabika Pal — by circulation
Dr Venugopal Maddipati — do -
Dr Suresh Babu — do -
Dr Dinam Hemlata Devi — do -
Dr Pulak Das — do -
Dr Budhaditya Das — do -

Alkabra

Dean, SHE
School of Human Ecology
AMBEDKAR UNIVERSITY DELHI
Lohian Road, Kashmere Gate
New Delhi - 110 006
Website : www.aud.ac.in

Annexure 2

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Human Ecology |
| Programme(s) | MA Environment and Development (MAED) |
| Course title | Conservation Biology |
| Course code | SHE2ED329 |
| Credits | Four |
| Course type (core/compulsory/optional/ any other - please specify) | Elective |
| Level (Predoctoral)/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Dr. Suresh Babu (Coordinator), Dr. Monica Kaushik |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This elective course on builds on the two core courses offered in the first semester i.e., course 'Ecology, Ecosystem and Biodiversity (EEB)' and 'Environmental history (EH)'. This course also helps in making connection with the subsequent course offered in fourth semester 'Conservation and Livelihood (C&L), Applied Population Ecology (APE) and Restoration ecology (RE).

2. Specific requirements on the part of students who can be admitted to this course: (Prerequisites; prior knowledge level; any others - please specify)
Students who successfully complete the core course Ecology, Ecosystem and Biodiversity can take this course

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
20

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other - please specify)
Semester long course, offered in the Monsoon Semester

5. Proposed date of launch:

The course will be offered from Monsoon Semester 2019.

278

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will encourage students to critically evaluate effects of anthropogenic actions on earth's biodiversity especially in developing country like India. This course will empower them to understand the ecological mechanism in shaping earth's biodiversity through natural processes and anthropogenic activities. The course is in line with AUD's vision of developing critical thinking and field-based learning and ecological sustainability.

7. Course Detail

a. Summary

Conservation of biological diversity is critical to maintaining the future of life on our planet. In this epoch of sixth mass extinction loss of life forms also indicate irreversible loss of genetic material, ecosystem services and loss of natural resources. Links of biological diversity are very intricately connected to the fundamental spheres of human life such as social and mental well-being, aesthetic factors, spiritual implications, economic indicators and ethical considerations. This means that conservation of biological diversity is essential for the existence of all life forms including that of humankind.

- The course will begin with giving an understanding of the biological diversity, its distribution on earth, patterns of biodiversity gradient and the underlying mechanisms. This will be followed by the discussion on various threats to biological diversity, underlying processes for biodiversity loss and ecosystem degradation as well as its consequences for ecosystem function. Species extinction will be analyzed to understand the variation in extinction rates across species and regions, reasons for extinction across regions and species. The essentials of conservation planning and design as currently practiced based on ecological principles will then be studied. Rehabilitation of degraded habitats, reintroduction and translocation biology and the related debates will also be covered.

b. Objectives

- To understand current debates and strategies in the area of conservation biology and articulate the role of science in conservation.
- To understand the ecological process shaping earth's biodiversity and the underlying factors for its decline and conventional as well as new strategies of conservation such as rewilding, reintroduction and restoration.

279

- To understand and appreciate the importance of spatial and temporal scale while investigating the differences in biodiversity and its related properties.
- To understand India's conservation dilemma's, its protected area network and major conservation projects would increase their employability in conservation organization.

c. Overall structure

| Unit | Module | Module description |
|------|---|--|
| I | Patterns of biodiversity and process of change | |
| | 1 | Underlying process structuring biodiversity |
| | 2 | <i>Causes of Biodiversity Loss</i> |
| II | Understanding Extinction | |
| | 3 | Patterns of Extinction |
| | 4 | Consequences of Extinction |
| III | Strategies for Conserving Biodiversity | |
| | 5 | <i>Conservation of Species and Populations</i> |
| | 6 | <i>Conserving Communities/Ecosystem through Protected Areas</i> |
| | 7 | <i>Protected Network of India</i> |
| | 8 | <i>Case studies of Conservation from India</i> |
| | 9 | <i>Historic Range of Variability for Biodiversity Conservation</i> |
| IV | Future of Conservation Biology | |
| | 10 | <i>Rewilding, Reintroduction and Restoration</i> |
| | 11 | <i>Conservation of Biodiversity outside Protected Areas</i> |
| | 12 | <i>Urban landscapes as venues for biodiversity conservation</i> |

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Underlying process structuring biodiversity

In this module meaning and elements of biodiversity will be discussed. What is biodiversity and how it distributed over earth and biogeographic realms. What are some prominent gradients of biodiversity (latitude, altitude) and its underlying mechanisms for observed (Area effect, energy availability, time)? How changing the scale of inquiry changes the patterns? What is the meaning of biodiversity hotspots?

Essential Reading

282
280

Gaston, K. J. (2000). Global patterns in biodiversity. *Nature*, 405, 220–227.

Wilson, E.O. 1988. *The Diversity of Life*. Chapter 11:215-242.

Sodhi, Navjot S.Phrlich, Paul R.Conservation Biology for All. Chapter 2:27-44

Myers, N., Mittermeier, R. A., Mittermeier, C. G., Fonseca, G. A. B., and Kent, J. (2000). Biodiversity hotspots for conservation priorities. *Nature*, 403, 853–858.

Background Reading

Hillebrand, H. (2004). On the generality of the latitudinal diversity gradient. *American Naturalist*, 163, 192–211.

Rahbek, C. (1995). The elevational gradient of species richness: a uniform pattern? *Ecography*, 18, 200–205

Colwell, R. K., Rahbek, C., and Gotelli, N. J. (2004). The mid-domain effect and species richness patterns. what have we learned so far? *The American Naturalist*, 163, E1–E23

Module 2: Causes of Biodiversity Loss

The causes of biodiversity loss will be studied in detail, specifically, habitat loss, land-use change, habitat fragmentation, and overkill (hunting). Recent threats such as plastic pollution, biological invasion, infectious diseases and climate change will be discussed. Students would ponder on questions such whether species or ecosystem usually face single or multiple threats and how these threats interact to aggravate the risk.

Essential Reading

Dirzo, R., & Raven, P. H. (2003). Global state of biodiversity and loss. *Annual Review of Environment and Resources*, 28(1), 137-167.

Clavero, M., & García-Berthou, E. (2005). Invasive species are a leading cause of animal extinctions. *Trends in Ecology & Evolution*, 20(3), 110.

de Souza Machado, A. A., Kloas, W., Zarfl, C., Hempel, S., & Rillig, M. C. (2018). Microplastics as an emerging threat to terrestrial ecosystems. *Global change biology*, 24(4), 1405-1416.

Daszak, P., Cunningham, A. A., & Hyatt, A. D. (2000). Emerging infectious diseases of wildlife-- threats to biodiversity and human health. *science*, 287(5452), 443-449.

Background Readings

Convention on Biological Diversity: <http://www.cbd.int/>

Primack, R.B. 2012. *A primer of conservation biology*. 5th edn. Sinauer Associates, Inc., Sunderland. Chapter 3: 80-125.

Module 3: Patterns of Extinction

What is extinction? Is extinction a recent phenomenon (rates of background and current extinction)? Comparison of extinction rates across species and regions, what are the underlying processes for this difference in extinction rates? What makes a species particularly prone to extinction? What makes certain regions more prone to extinction than others? Such understandings can help avoid circumstances that lead to species extinctions. Concepts of environmental and demographic stochasticity, extinction lag, extinction vulnerability and extinction vortex will be discussed

Essential Reading

- Primack, R.B. 2012. A primer of conservation biology. 5th edn. Sinauer Associates, Inc., Sunderland. Chapter 5: 135-165.
- Adams, D. & M. Carwardine, 1990. Last Chance to See. Pp. 105-142. Ballantine Books, New York.
- Brooks, T. M., Pimm, S. L., and Oyugi, J. O. (1999). Time Lag between deforestation and bird extinction in tropical forest fragments. *Conservation Biology*, 13, 1140-1150.
- Bucher, E.H. 1992. The Causes of Extinction of the Passenger Pigeon. Pp. 1-36 In. *Current Ornithology* Vol. 9: 1-36. Plenum Press, New York & London.

Background Reading

- Clavero, Miguel, and Emili Garcia-Berthou. 2005. Invasive species are a leading cause of animal extinctions. *Trends in Ecology and Evolution* 20: 110.
- Pounds, J. A., Bustamante, M. R., Coloma, L. A., Consuegra, J. A., Fogden, M. P., Foster, P. N., ... Puschendorf, R. (2006). Widespread amphibian extinctions from epidemic disease driven by global warming. *Nature*, 439(7073), 161.
- Threatened amphibians: <http://www.globalamphibians.org>

Module 4: Consequences of Extinction

How does extinction influence persistence of dependent species? What are the consequences of extinction of certain species on community stability (i.e. top predators, seed dispersers, scavengers)? Case studies of top predator loss on community structure and functioning as well as loss of mobile linkers such as (dispersers, pollinators) will be discussed. When does extinction of such species lead to trophic cascade? Are there any consequences for ecosystem functioning? This module introduces students to the concept of ecosystem services and the role of species diversity in maintaining these services.

Essential Reading

- Brook, B. W., Sodhi, N. S., and Ng, P. K. L. (2003). Catastrophic extinctions follow deforestation in Singapore. *Nature*, 424, 420-423.
- Bond, W. J. (1994). Do mutualisms matter? Assessing the impact of pollinator and disperser disruption on plant extinction. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 344(1307), 83-90.

Background Reading

282

Baskin, Y. 1994. Ecosystem function of biodiversity. *Bioscience* 44(10): 657-660.

Chapin, F.S. et al. 2000. Consequences of changing biodiversity. *Nature* 405: 234-242.

Module 5: Conservation of Species and Populations

Understanding the characteristics of dwindling species and identify the reasons for the decline can help in designing its conservation strategy. How many individuals of a species are required to ensure its survival in a foreseeable future? How ex-situ conservation can help in conservation of species? What ecological principles should be followed in ex-situ settings to achieve the aims of species conservation?

Essential Reading

Gippoliti, S., & Carpaneto, G. M. (1997). Captive breeding, zoos, and good sense. *Conservation Biology*, 11(3), 806-807.

Primack, R.B. 2012. A primer of conservation biology. 5th edn. Sinauer Associates, Inc., Sunderland Chapter 6: 170-208.

Shaffer, M. L. (1981). Minimum population sizes for species conservation. *BioScience*, 31, 131-134

Background Reading

Balmford, A., Mace, G. M., & Leader-Williams, N. (1996). Designing the ark: setting priorities for captive breeding. *Conservation Biology*, 10(3), 719-727.

Conde, D. A., Flesness, N., Colchero, F., Jones, O. R., & Scheuerlein, A. (2011). An emerging role of zoos to conserve biodiversity. *Science*, 331(6023), 1390-1391.

Module 6: Conserving Communities/Ecosystem through Protected Areas

How has biodiversity conservation traditionally been conceived and implemented globally? The concept of protected areas (PAs) is introduced. What goes into designing and planning a Protected Area network? The concepts of biodiversity hotspots, flagship species, indicator species, umbrella species and other relevant concepts are explored. Considerations in the shape, size and continuity of Protected Areas are discussed.

Essential Reading

Bruner, A.G., Gullison, R.E., Rice, R.E. & da Fonseca, G.A.B. 2001. Effectiveness of Parks in Protecting Tropical Biodiversity. *Science* 291: 125-128.

Caro, T.M. & G.O'Doherty. 1999. On the use of surrogate species in conservation biology. *Conservation Biology* 13(4): 805-814.

Myers, N., R.A.Mittermeier, C.G. Mittermeier, G.A.B. da Fonseca, J. Kent. 2000. Biodiversity hotspots for conservation priorities. *Nature* 403: 853-858.

Background Reading

Borges, R. 2003 The anatomy of ignorance or ecology in a fragmented landscape: Do we know what really counts? Chapter 2: 56-85 In Saberwal, V.K. and M. Rangarajan (eds.) 2003 Battles over Nature: Science and Politics of Wildlife Conservation. Permanent Black, New Delhi.

Kareiva, P. & M. Marvier. 2003. Conserving biodiversity coldspots. *Scientific American*, July-August, Pp.345-351.

Module 7: Protected Network of India

How convention on biological diversity asserts a responsibility on signatories' countries to conserve biological diversity in their countries? What are the other conventions and targets encouraging country's efforts towards increasing protected area coverage? What are the different categories of protected areas in India contributing to the PA network and what is the current status of protected area in India? What sets these PA categories apart from each other particularly in terms of their management legal framework? Are there efforts to monitor the quality of these PAs?

Essential Reading

Protected Areas of India. http://www.wiienviis.nic.in/Database/Protected_Area_854.aspx

IUCN - World Database on Protected Areas. <https://www.protectedplanet.net/country/IND>

Module 8: Case studies of Conservation from India

What are various species-specific conservation projects of India and how these species were selected for conservation? What strategies and mechanisms have been adopted by these projects for conservation of focal species?

Essential Reading

Johsingh, A. J. T., & Goyal, S. P. (2005). Tiger conservation in India: The past, present and the future. *Indian Forester*, 131(10), 1279-1296.

Karanth, K. Ullas, et al. "Science deficiency in conservation practice: the monitoring of tiger populations in India." *Animal Conservation forum*. Vol. 6. No. 2. Cambridge University Press, 2003.

Venkataraman, A. B., Kumar, V. N., Varma, S., & Sukumar, R. (2002). Conservation of a flagship species: prioritizing Asian elephant (*Elephas maximus*) conservation units in southern India. *Current Science*, 82(8), 1022-1033.

Background Reading

Rastogi, A., Hickey, G. M., Badola, R., & Hussain, S. A. (2012). Saving the superstar: a review of the social factors affecting tiger conservation in India. *Journal of Environmental Management*, 113, 328-340.

Jhala, Y. V., Qureshi, Q., & Gopal, R. (2015). The status of tigers in India 2014. National Tiger Conservation Authority, New Delhi and Wildlife Institute of India, Dehradun.

Rangarajan, Mahesh, Ajay Desai, R Sukumar, PS Raza, Vivek Menon, S Vincent, Suparna Ganguly, BK Talukdar, Brijendra Singh, Divya Mudappa, Sushant Chowdhary and AN Prasad. *Cajah Securing*

the Future for Elephants in India. (2010). The Report of the Elephant Task Force, Ministry of Environment and Forests. August 31, 2010. New Delhi: Ministry of Environment and Forests, 2010. <http://www.environmentandsociety.org/node/2697>.

Module 9: Historic Range of Variability for Biodiversity Conservation

What is the meaning of historic range of variability? How the conservation of species through protected areas need to incorporate the historic range of variability (fire, drought etc.) that maintained the biodiversity of the given landscape? Are the current management practices in Indian protected areas incorporating the concepts of HRV? What are the limitations or the barriers in applying the concept of HRV for biodiversity management?

Essential Reading

- Tinker, DB, WH Romme, and DG Despain. 2003. Historic range of variability in landscape structure in subalpine forests of the Greater Yellowstone Area, USA. *Landscape Ecology* 18:427-439.
- White PS, Pickett STA. In: *The Ecology of Natural Disturbance and Patch Dynamics*. Pickett STA, White PS, editors. Academic Press; 1985. pp. 3-13

Background Reading

- Turner, M.G., et al. 1993 A revised concept of landscape equilibrium: Disturbance and stability on scaled landscapes. *Landscape Ecology* 8:213-227.

Module 10: Rewilding, Reintroduction and Restoration

Can species locally extinct or extirpated still be conserved? Will species threatened due to climate change still be able to reach the suitable habitat? How rewilding, reintroduction and restoration help conserve biological diversity. What ethical and ecological dilemmas these strategies are facing? Are these strategies viable in developing countries facing challenges for supporting increasing human and livestock population?

Essential Reading

- Seddon, P. J. (2010). From reintroduction to assisted colonization: moving along the conservation translocation spectrum. *Restoration Ecology*, 18(6), 796-802
- Nogués-Bravo, D., Simberloff, D., Rahbek, C., & Sanders, N. J. (2016). Rewilding is the new Pandora's box in conservation. *Current Biology*, 26(3), R87-R91.
- Hobbs, R. J., & Norton, D. A. (1996). Towards a conceptual framework for restoration ecology. *Restoration ecology*, 4(2), 93-110.

Background Reading

- Pimm, S. L., Russell, G. J., Gittleman, J. L., & Brooks, T. M. (1995). The future of biodiversity. *Science*, 269(5222), 347-350.
- Seddon, P. J., Griffiths, C. J., Soorae, P. S., & Armstrong, D. P. (2014). Reversing defaunation: restoring species in a changing world. *Science*, 345(6195), 406-412.

Module 11: Conservation of Biodiversity outside Protected Areas

Biodiversity in a mega diverse country like India cannot be conserved only through PA network as a large number of species reside outside protected areas. In such situation, what are the mechanisms through which human and biodiversity co-exist? What are few historical mechanisms for biodiversity conservation in India and other developing countries? What recent strategies have been devised by for conserving species or ecosystem outside the PA network? This module would be discussed using case study of Sarus crane in agricultural fields of Uttar Pradesh India.

Essential Reading

- Athreya, V. R., Thakur, S. S., Chaudhuri, S., & Belsare, A. V. (2007). Leopards in human-dominated areas: A spillover from sustained translocations into nearby forests?. *Journal-Bombay natural history society*, 104(1), 45.
- Bhagwat, S. A., Willis, K. J., Birks, H. J. B., & Whittaker, R. J. (2008). Agroforestry: a refuge for tropical biodiversity? *Trends in Ecology & Evolution*, 23(5), 261-267.

Module 12: Urban landscapes as venues for biodiversity conservation

Many landscape features that increase livability for people can also play an important role in sustaining native wildlife populations. Urban areas though fragment natural areas but can help in biodiversity conservation either by maintaining ecologically important areas and or by containing human growth and development limited to urban areas thereby reducing pressure on rural or peri-urban areas. In this module we would investigate features of urban areas if managed can help in conserving the biodiversity within the city and allowing migrants species to utilize these habitats on their journey. Also, these habitats could act as steppingstone for species tracking their niches as a result of climate driven habitat loss.

Essential Reading

- Aronson, M. F., Lapczyk, C. A., Evans, K. L., Goddard, M. A., Lerman, S. B., MacIvor, J. S., ... Vargo, T. (2017) Biodiversity in the city: key challenges for urban green space management. *Frontiers in Ecology and the Environment*, 15(4), 189-196.
- Ives, C. D., Lentini, P. E., Threlfall, C. G., Ikin, K., Shanahan, D. F., Garrard, G. E., ... Rayner, I. (2016). Cities are hotspots for threatened species. *Global Ecology and Biogeography*, 25(1), 117-126.

Background Reading

- Schilthuizen M. (2018). Darwin comes to town. How the urban jungle drives evolution. London: Quercus Books.

8. Pedagogy:

a. Instructional design

286

Lectures will be interactive, and students are expected to contribute to the discussion in class. Outline notes will be circulated after each lecture, and students will be expected to critically engage with the prescribed readings. Readings and topics discussed in a lecture may be further discussed in the tutorials, as decided by faculty and students.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Some modules of the course may be taught and assessed through field-based case studies and techniques as per the convenience of the course faculty.

- c. Expertise in AUD faculty or outside

Visiting Faculty

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

Students will be assessed on the basis of a combination of quizzes, take-home essays (one or two), independent projects and an end-semester exam.

| Assessment | Weight | Description |
|------------|--------|---|
| 1 | 30% | Quiz |
| 2 | 20% | Take-home essay/Quiz |
| 3 | 10% | Take home essay |
| 4 | 10% | Field visit/ Independent project/ Take home essay |
| 5 | 30% | End-semester exam |

Signature of Course Coordinator(s)

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its8th.....meeting held on.....6th May 19.....and has been approved in the present form.

Alcabra

Signature of the Dean of the School

282 286

Annexure 5

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

| | |
|--|---------------------------------------|
| School/Centre proposing the course | School of Human Ecology |
| Programme(s) | MA Environment and Development (MAED) |
| Course title | Environmental History |
| Course code | SHE2ED103 |
| Credits | Four |
| Course type (core/compulsory/optional/ any other – please specify) | Core |
| Level (Predoctoral/MA/PG Diploma/Certificate/UG) | MA |
| Course coordinator and team | Dr. Budhaditya Das |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The proposed course is an introductory course on the discipline of environmental history, with a particular focus on South Asia. The course lays the groundwork for key concepts and ideas to be discussed in the two core courses offered in the second semester of MAED, i.e. Environmental Law, Policy and Governance (ELPG) and Social and Political Ecology (SPE). Subsequent elective courses that engage with rural social worlds, forested and agropastoral landscapes will also be connected with the course on Environmental History. Students will be familiarised with concepts of colonialism, power, law, property, state and community that will be vital in understanding postcolonial societies of the Global South.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify)

None.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

This is a core course offered to the full cohort of students in the first semester of the MA in Environment and Development

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester long course, offered in the Monsoon Semester

5. Proposed date of launch:

The course is being offered since 2010. The modified version of the course will be offered from Monsoon Semester 2019.

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will encourage students to build a historical understanding of contemporary environmental concerns and acquaint them with intellectual genealogies of ideas of prudence, stewardship, environmental determinism, conservation and wilderness. In doing this, the course will lay the groundwork for many of the subsequent interventions in the social science courses taught in the MAED programme. The course is in line with AUD's vision of developing critical and humanistic thinking among students in the domain of liberal arts and social sciences.

7. Course Details:

a. Summary:

The course seeks to build a historical consciousness among students, and a critical awareness of the ways in which human societies and non-human environments have shaped each other over 2500 years in South Asia. The course introduces students to the discipline of environmental history as practiced in India, the formative and significant works of scholarship in the discipline, and the key debates that have stimulated historical research on environmental issues. It aims to critically examine the ways in which colonialism and capitalism transformed human-environment interactions in the Global South since the sixteenth century. The course will attempt to highlight linkages between the discipline of environmental history and the traditions of environmentalism in postcolonial India.

b. Objectives

- To learn modes of historical thinking and the turn towards social and environmental history within the discipline.
- To critically examine debates about prudence, resource use and the role of state and communities in conservation in precolonial and colonial societies.
- To examine the ecological and environmental change wrought by colonialism and capitalism
- To understand the effects of colonialism and capitalism on South Asian landscapes and communities of pastoralists, peasants and forest-dwellers.
- To appreciate the role of ideas and ideologies in shaping human perceptions and action towards their environments in different historical periods.

c. Overall structure:

| S. No. | Module Name |
|--------|---|
| 1. | <i>Introduction to Historical Thinking</i> |
| 2. | Environments and Histories |
| 3. | Human Societies in Early South Asian Environments |
| 4. | Politics and Resource Use in Pre-Colonial India |
| 5. | Colonialism I: Contact, Commerce and Empire |
| 6. | Colonialism II. Ideology, Property and Law |
| 7. | Forests and Shifting Frontiers |
| 8. | State, Pastures and Pastoralists |
| 9. | Landscapes and Wildlife Conservation in the Raj |

| | |
|-----|---|
| 10. | Canals, Irrigation and Environmental Change |
| 11. | Colonial Governance of Floods and Floodplains |
| 12. | Nationalism, Nature and Development |

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Introduction to Historical Thinking

This module will familiarise students with the diverse responses to the question 'What is History?' It will introduce students to modes of historical thinking and the turn towards studying the subaltern and the non-human within the discipline.

Carr, E.H. (1987) *The Historian and His Facts*, in *What is History?* (Second Edition). London: Penguin Books (pp. 7—30).

Module 2: Environments and Histories

The module will introduce the key questions that inform the discipline of environmental history. It will enable students to understand the different ways in which human societies have culturally adapted to their environments and have modified ecosystems in pursuit of the dominant modes of resource use in early human societies: foraging, agriculture and pastoralism.

Cronon, W. (1995). 'The Trouble with Wilderness, or Getting Back to the Wrong Nature', excerpted from, *Uncommon Ground: Toward Reinventing Nature*. W.W. Norton & Company, Inc.

Gadgil, M. and Guha, R. (2013). *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press. Chapters 1 and 3, pp. 11—68 and 91—112.

Module 3: Human Societies in Early South Asian Environments

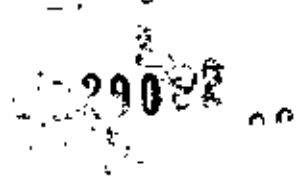
This module will focus on human-environment interactions in early South Asia and examine resource use and ideas of nature in the pre-Mauryan and Mauryan empires. The module will introduce the idea of environmental determinism and critically analyse its applications in this period of South Asian history.

Sen, A. P. (1998). 'Of Tribes, Hunters and Barbarians: Forest Dwellers in the Mauryan Period', *Studies in History*, 14, pp. 173—191.

Thapar, R. (2001). 'Perceiving the Forest: Early India', *Studies in History*, 17, pp. 1—16.

Module 4: Politics and Resource Use in Pre-Colonial India

The module will introduce students to early theoretical frameworks that gained popularity in the study of environmental history of India. The module will employ region and period-specific case studies from pre-



colonial South Asia to critically examine ideas of prudence, sustainability and community conservation that dominated the aforementioned frameworks.

Guha, S. (2002). Claims on the commons: Political Power and natural resources in pre-colonial India, *The Indian Economic and Social History Review*, 39, 2&3, pp. 181—196.

Kumar, M. (2008). Situating the Environment: Settlement, Irrigation and Agriculture in Pre-Colonial Rajasthan, *Studies in History*, 24, pp. 211—233.

Module 5: Colonialism I: Contact, Commerce and Empire

The module will examine ecological transformations wrought by traders, explorers, imperial armies and settlers in the early phase of mercantile capitalism, with specific reference to the Columbian Exchange. The module will discuss the effects of the said transformations in developing ideas of desiccationism, degradation and conservation in the colonies and metropolises of the British Empire.

Grove, R. (1993). Conserving Eden: The (European) East India Companies and their Environmental Policies on St. Helena, Mauritius and in Western India, 1660 to 1854, *Comparative Studies in Society and History*, Vol. 35, No. 2, pp. 318—351.

Worster, D. (1988) *The Ends of the Earth: Perspectives on Modern Environmental History*. Cambridge: Cambridge University Press, Chapter 5, pp. 103—117.

Module 6: Colonialism II: Ideology, Property and Law

The module will discuss categories of thought and ideologies of nature that informed the policies and rule of the colonial state in South Asia. The module will focus on concepts like waste, value and property and examine the attempts of the colonial state to bring order and classification to unruly agrarian environments.

Guha, R. (1990). An Early Environmental Debate: The making of the 1878 forest act, *The Indian Economic and Social History Review*, 27, 1, pp. 65—84.

Menon, A. (2004). Colonial Constructions of 'Agrarian Fields' and 'Forests' in the Koli Hills, *Indian Economic and Social History Review*, 41, pp. 315—337.

Module 7: Forests and Shifting Frontiers

The module will examine the colonial demands for timber, nontimber forest produce and revenues, and the institutions and legislations that transformed forest landscapes in South Asia. The module will introduce the concept of the 'resource frontier' in environmental history and the processes of territorialisation and state-making in forest landscapes.

Rangarajan, M. (1994). Imperial agendas and India's forests: The early history of Indian forestry, 1800—1878. *Indian Economic and Social History Review*, 31, pp. 147—167.

Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Western Himalayas*. Delhi: Oxford University Press

Module 8: State, Pastures and Pastoralists

The module will consider the transformations within long-distance nomadism, alpine and semi-arid pastoral ecosystems in the Indian subcontinent in the colonial period. The effects of land settlements and colonial policies of sedentarisation and agrarianisation on agro-pastoral livelihood systems will be critically examined through region-specific case studies.

Arnold, D. and R. Guha (Editors). (1995). *Nature, Culture, Imperialism. Essays on the Environmental History of South Asia*, Chapters 1 and 2.

Singh, C. (2009). Pastoralism and the Making of Colonial Modernity in Kullu, 1850—1952, *Nomadic Peoples*, Vol. 13, Issue 2, pp. 65—83.

Module 9. Landscapes and Wildlife Conservation in the Raj

The module will discuss the continuities in imperial attitudes towards wild fauna between the Mughal and British rulers, through the linkages between *shikar*, sovereignty and masculinity. The colonial game laws and campaigns against 'vermin' and 'dangerous beasts' will be analysed for their effects on faunal populations in South Asia, whereas the role of hunters, naturalists and sportsmen in initiating conservation efforts will be examined.

Mandala, Vijaya Ramadas. (2015). The Raj and the Paradoxes of Wildlife Conservation: British Attitudes and Expediencies, *The Historical Journal*, 58, pp. 75—110.

Rangarajan, M. (2001). *India's Wildlife History*. Delhi: Permanent Black, Chapters 2, 3 and 4 (pp. 11—45).

Module 10: Canals, Irrigation and Environmental Change

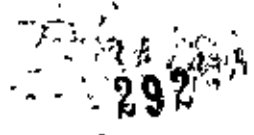
The module will introduce students to colonial hydrology and the political project of building dams, canals and irrigation networks in important river basins in north and northwest India. The work of irrigation engineers and public works department will be examined as instances of imperial science and administration along with their concomitant effects on agrarian and fluvial regimes.

Gilmartin, D. (1994). Scientific Empire and Imperial Science: Colonialism and Irrigation Technology in the Indus Basin, *The Journal of Asian Studies*, Vol. 53, No. 4, pp. 1127—1149.

Mosse, D. (2006). Rule and Representation: Transformations in the Governance of the Water Commons in British South India, *The Journal of Asian Studies*, Vol. 65, No. 1, pp. 61—90.

Module 11: Colonial Governance of Floods and Floodplains

The module will continue the discussion of the earlier module by focusing on colonial practices of flood control and management, and examine the limitations of hydraulic interventions and colonial attempts to control society and nature.



- D'Souza, R. (2003). Canal Irrigation and the Conundrum of Flood Protection: The Failure of the Orissa Scheme of 1863 in Eastern India, *Studies in History*, 19, 1, pp. 41—68
- Weil, B. (2006). The Rivers Come: Colonial Flood Control and Knowledge Systems in the Indus Basin, 1840s to 1930s, *Environment and History*, 12, No. 1, pp. 3—29.

Module 12. Nationalism, Nature and Development

The final module of the course will introduce students to the linkages between conceptualisations of nature and the ideologies of nationalism in the late colonial period. The intellectual contributions and practices of key figures of the anti-colonial struggles will be discussed, and the ways in which they prefigured debates around environment, conservation and development in newly independent India.

- Rangarajan, M. (2015). *Nature and Nation: Essays on Environmental History* Ranikhet: Permanent Black.
- Sharma, M. (2017). Ambedkar and Environmental Thought, in *Caste and Nature: Dalits and Indian Environmental Politics*. Delhi: Oxford University Press.

Additional Readings

- Cederlof, G. (2002). Narratives of Rights: Codifying People and Land in Early Nineteenth-Century Nilgiris, *Environment and History*, Vol. 8, No. 3, pp. 319—362.
- D'Souza, R. (2006). Water in British India: The Making of a 'Colonial Hydrology'. *History Compass*. 4/4, pp. 621—628.
- Skaria, A. (1998). Being *Jangli*: The politics of wildness. *Studies in History*, 14, pp. 193—215.
- Whitehead, Judy. (2010). John Locke and the Governance of India's Landscape: The Category of Wasteland in Colonial Revenue and Forest Legislation, *Economic and Political Weekly*, Vol. XLIV, No. 50, pp. 83—93.
- Cronon, W. (1983). *Changes in the Land. Indians, Colonists, and the Ecology of New England*. Hill and Wang: New York.
- MacKenzie, J.M. (1997). *The Empire of Nature: Hunting, Conservation and British Imperialism*. Manchester: Manchester University Press.

8. Pedagogy:

a. Instructional design

Lectures will be interactive, and students are expected to contribute to the discussion in class. Outline notes will be circulated after each lecture, and students will be expected to critically engage with the prescribed readings. Readings and topics discussed in a lecture may be further discussed in the tutorials, as decided by faculty and students.

293 393

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None.

- c. Expertise in AUD faculty or outside

Within SHE


- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None.

9. Assessment structure (modes and frequency of assessments)

Students will be assessed on the basis of a combination of short memos, take-home essays (one or two) and an end-semester exam.

| Assessment | Weight | Description |
|------------|--------|--|
| 1 | 35% | Short Memos In-class/ Take-home/ In-class activities |
| 2 | 15% | Take Home Essay 1 |
| 3 | 15% | Take Home Essay 2 |
| 4 | 35% | End-semester test/ exam |


Signature of Course Coordinator(s)

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{8th}.....meeting held on.....6th May 2019.....and has been approved in the present form.


Signature of the Dean of the School

Annexure 3

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2018)

| | |
|---|--|
| School: | Human Ecology |
| Programme with title: | MA Environment and Development |
| Semester to which offered: (I/ III/ V) | I semester |
| Course Title: | Ecology, Ecosystems and Biodiversity |
| Credits: | 4 Credits |
| Course Code (new): | SHE2ED101 |
| Type of Course: | Compulsory |
| Cohort | MAED |
| Course Coordinator and Team: | Dr Suresh Babu (CC) |
| Email of course coordinator: | suresh@aud.ac.in |
| Pre-requisites: | None |

Aim:

This course is an introduction to the scientific principles that govern the natural world around us and their applications to contemporary ecological concerns. The course will be a primer on basic ecological theory relating to the hierarchical organization of biological complexity as it is viewed in ecology – from individuals to ecosystems and beyond.

The contents would introduce students to processes that occur at populations, community and ecosystem levels. A brief section on Evolutionary Biology would produce the necessary anchorage for the central ecological principle discussed in the course.

The course will be taught in modules of 4 hours each week. The field skills module would be transacted at a field location with an opportunity to understand, estimate and measure ecological variables in the real-life conditions.

Learning Objectives:

The course will build a working knowledge of ecological concepts and terminology that are necessary to understand the contemporary ecological challenges. The students will also learn to apply theory to environmental/ecological problem solving. The field skills module will teach them to measure ecological variables that are relevant to natural resource management and human ecology.

Course Outcomes:

- Understanding of core ecological concepts such as biochemical basis of living, Evolutionary theory, Populations, Communities, Ecosystems and Global Biogeography
- Ability to effectively communicate through written material, graphs and oral presentations, to explain complex ecological phenomena, across and within learner groups
- Ability to recognize ecological underpinnings and patterns in natural phenomena, and apply the conceptual apparatus to the real world scenarios with a view to addressing issues and providing solutions.
- Ability to analyze ecological data, evidences and representations and ability to comment/draw independent conclusions supported by lines of reasoning and evidence
- Ability to define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships
- Ability to conduct research with self awareness, reflexivity and interpret scientific findings with societal contexts
- Ability to understand and use technology in a variety of situations, ranging from retrieving data from repositories, to collecting data from the field using instrumentation,
- Ability to analyze data using appropriate custom softwares, and visualizing and communicating information using variety of media
- Ability to do an independent ecological study, starting from a study design, to survey, to compilation and analysis of data and take a project to its logical conclusion.
- Ability to work in multicultural work groups, to accomplish complex tasks involving, theoretical, field based and lab based projects.
- Ability to discern and avoid unethical behaviour such as fabrication, falsification or misrepresentation of data and avoid plagiarism in any form
- Ability to appreciate biodiversity conservation challenges and environmental sustainability issues
- Ability to adapt to a variety of learning situations ranging from, theoretical, lab based and field based projects, that involve multiple learning contexts.

Course Content:

The Coursework is divided into broadly Five Sections, further divided in to 12 Modules.

The sections are: (i) Basic Evolutionary Theory, (ii) Organismal and Population Ecology, (iii) Community Ecology, Dynamics & Species Interactions, (iv) Ecosystem Ecology and (v) Field Biology and Projects

| No. | Module |
|-----|--|
| 1 | Introduction to Ecology, Ecosystems and Biodiversity |
| 2 | Basics of Evolutionary Biology |
| 3 | |
| 4 | |
| 4 | Population Ecology |
| 5 | Basics of Community Ecology |
| 6 | |
| 7 | Basics of Community Dynamics |
| 8 | Basics of Community Dynamics: Ecological Succession |
| 9 | Food Webs and Food Chains |
| 10 | Ecosystems of the World |
| 11 | Ecology & Field Biology |
| 12 | |

Indicative Reading List:

- Begon, M., Townsend, C. R., & Harper, J. L. (2006) *Ecology: From Individuals to Ecosystems*. Malden, MA: Blackwell Publishers.
- Diamond, J., & Case, T. J. (Eds.) (1986). *Community Ecology*. New York: Harper and Row Publishers, Inc.
- Futuyma, D. J. (2009). *Evolution* (2nd ed.). Sinauer Associates Inc.
- Krebs, C. J. (1999). *Ecological Methodology* (2nd ed.). Harlow, England: Addison Wesley Longman, Inc.
- Krebs, C. J. (2008). *The Ecological Worldview*. CSIRO Publishing/ CABI Publishing.
- Krebs, C. J. (2009). *Ecology: The Experimental Analysis of Distribution and Abundance* (6th ed.). New York: Harper & Row.
- Ricklefs, R.E. & Miller, G. (2000). *Ecology* (4th ed.). W.H. Freeman & Co.
- Townsend, C. R., Begon, M., & Harper, J. L. (2008). *Essentials of Ecology* (3rd ed.). Blackwell Publishing.

Assessment:

Course evaluation will be done through a combination of tests/quizzes, writing assignments, field projects and student presentations. In All there will be Four Assessment situations- consisting of a short quiz, two tests, and a field based project (10, 20, 30, 40%) respectively.

Alcabra

Ambedkar University Delhi

Course Outline

Monsoon Semester (July-December 2018)

| | |
|---|--|
| School: | Human Ecology |
| Programme with title: | MA Environment and Development |
| Semester to which offered: (I/ III/ V) | I semester |
| Course Title: | Development and Social Change |
| Credits: | 4 Credits |
| Course Code (new): | SHE2ED102 |
| Type of Course: | Compulsory |
| Cohort | MAED |
| Course Coordinator and Team | Prof. Asmita Kabra |
| Email of course coordinator: | asmita@aud.ac.in |
| Pre-requisites: | None |

Course Description:

The course will seek answers to some key questions about the world we live in: What is 'development', and how can it be measured? What is 'underdevelopment'? Have these ideas and concepts changed over time? Why are some countries or regions so rich, and others so poor? What is the role of the state, the market and civil society in achieving 'development'? What are the new challenges of development in the 21st century? In doing so, the course aims to integrate the concepts and perspectives of a range of social science disciplines to demonstrate how they can usefully be combined to further understanding of problems of development and social change.

Learning Objectives

By the end of this course, students will have a well-rounded understanding of key theories that have informed the idea of development. They will be informed about the diverse experiences of development in different parts of the world. They will understand of some of the most significant debates about sustainable development. They will also be able to examine the concept of development more critically in the context of the changed geopolitics of the 21st century. They will be able to ask additional questions like: Who decides what is development, for whom, and with what consequences? They will be able to understand the intricate links between economic growth and development on the one hand and poverty, inequality and environmental degradation on the other.

Learning Outcomes

On successful completion of this course, students will be able to:

1. Read, comprehend and analyse complex texts pertaining to economic development in the global South
2. Critically analyse development discourses from different social science disciplines like economics, sociology and political science

3. Understand the role of power and politics in the pursuit of sustainable development
4. Understand real world development problems through country case studies
5. Analyse and synthesise sustainable development data from a variety of sources like the UN, World Bank etc.
6. Critically evaluate ideas, evidence and experiences of development issues and challenges in different countries from an open-minded and reasoned perspective
7. Learn about diverse values and beliefs about development from multiple cultures and with a global perspective
8. Pursue careful field-based enquiry into the 'big questions' of justice, well-being and sustainability in local, empirical contexts
9. Identify sources of data and information to pursue lifelong, self-directed learning about issues and debates on sustainable development

Course Outline

| S.No. | Module |
|---------|--|
| Unit I | The history of development |
| 1 | What is development - Issues of definition and measurement |
| 2 | Colonial, capitalism and development |
| 3 | Industrialization and nationalist growth |
| 4 | International relations and nationalist development |
| 5 | Globalization and development: the early decades |
| 6 | Structural adjustment, the Washington Consensus and beyond |
| Unit II | Development Debates and Challenges in the 21 st century |
| 7 | Development, inclusion and social justice |
| 8 | Development and sustainability |
| 9 | Beyond development? Alternative imaginations |
| 10 | The anti-development and post-development critiques |
| 11 | Rejecting Development: New social movements |
| 12 | The everyday realities of development |

Course Organization and Teaching

This course consists of five hours of face to face interactions each week, including classroom lectures, guided readings, group work and tutorials. Lectures will be interactive and will allow for intensive class participation and discussion. Outline notes for each lecture, as well as additional study material will be posted to students on Google Classroom.

Reading List

Core text books:

1. Chang, Ha Joon (ed.) *Rethinking Development Economics* London: Anthem Press.
2. McMichael, Philip (2007) *Development and Social Change* Pine Forge Press.
3. Reinert, Eric (2008). *How Rich Countries Got Rich ... and Why Poor Countries Stay Poor*. London, Constable and Robinson Ltd.
4. Rich, B. (2013). *Foreclosing the future: The World Bank and the Politics of Environmental Destruction*. Washington D.C.: Island Press.

Key readings:

1. Benedict J. Tria Kerkvliet (2009). Everyday politics in peasant societies (and ours), *The Journal of Peasant Studies*, 36:1, 227-243.
2. Carson, R. 1962. *Silent Spring*. Crest Books, New York. (excerpts)
3. Doyle, T and D. McEachern (2007). *Environment and Politics*. Routledge (excerpts)
4. Ferguson, James. 2006. The Anti-Politics Machine. In Aradhana Sharma and Akhil Gupta (Eds.). *The Anthropology of the State: A Reader*, London: Blackwell Publishing, pp. 270—286.
5. Jong-Il You. 2002. *The Bretton Woods Institutions: Evolution, Reform and Change*. Chapter 8 in Deepak Nayyar (ed) "Governing Globalization". New Delhi, Oxford University Press.
6. Rodrik, Dan. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's *Economic Growth in the 1990s: Learning from a Decade of Reform*". *Journal of Economic Literature*, Vol. XLIV (December 2006), pp. 973-987.
7. Rodrik, Dan. *The Globalization Paradox: Democracy and the Future of the World Economy*. W.W. Norton, New York and London, 2011. Chapter 3.
8. Saith, Ashwani. Goals set for the Poor, Goalposts set by the Rich. IIAS Newsletter. Autumn 2007.

Other Resources

- Website: www.gapminder.org
- A variety of journal papers, films, blogs and other resource material will be made available online during the course transaction

Assessments:

There will be 3 types of assessments during the course:

| Assessment | Weight | Description |
|------------|--------|---------------------------------------|
| 1 | 30% | Participation in classroom activities |
| 2 | 40% | Test |
| 3 | 30% | Term paper and presentation |

Ashwani

**School of Human Ecology
Ambedkar University Delhi**

Course Outline

Time Slot: 2x2 hours/week

Course Code: SHE2ED201

Title: Research Methodology I

Type of Course: Compulsory

Cohort for which it is compulsory: MAED

Cohort for which it is elective: NA

No of Credits: 4

Semester and Year Offered: Monsoon Semester, every year

Course Coordinator and Team: Dr Oinam Hemlata Devi

Email of course coordinator: hemlata@aud.ac.in

Pre-requisites: None

Course Objectives/Description:

This course consists of three sections. An introductory module on social science research of section I is followed by two main sections. The second section on Basic Research Skills will help the students consolidate their basic academic and research skills through formal activity-centered, hands-on training. There are no prescribed readings for the course. Worksheets and some reading material will be distributed during the classroom interaction.

The third section provides an introduction to research and research design bringing the knowledge of theoretical foundation and research ethics of social science research consisting of the formulation of a research problem, research questions, and objectives to deconstruct a research design for understanding general framework of research.

This course will have continuous assessment in the form of classroom and take-home assignments to be done individually, in pairs and in groups. The repertoire of skills included will hold the students in good stead for the remainder of the Master's programme and will also constitute the foundation for qualitative and quantitative research methods training that they are required to undertake.

Learning Objectives:

- Train the students the basic elements of research.
- Know the basic tenets of research as a creative and strategic process
- Train students to think logically and scientifically in a multi-disciplinary framework.
- Ability to identify, analyze and evaluate alternative approaches to ways of problem solving
- Logical reasoning, argumentation skills and use of the scientific method
- Formulation of a logical, relevant and practicable research design

Course Outcomes:

On successful completion of this course, students will be able to:

1. Demonstrate key elements and concepts in Social Science Research.
2. Exhibit reading a worthwhile experience, by showing competencies in comprehension reading and analysis skill when making inferences and implying to the main idea or relating one reading with other readings or with the context of real world problems and issues.
3. Communicate better ideas through the skills of effective writing, assessing a systematically organised thought process before the actual writing begins, giving credits to the original writers.
4. Use specialised software of referencing, i.e. Mendeley reference manager.
5. Establish an awareness of logical reasoning to read, analyse, argument and interpret critically from an open minded and reasoned perspective with the course materials that are related to the core courses of MA in Environment and Development.
6. Work in teams, proactive and peer learning to bring a balanced quality laden scholarship.
7. Apply creative, logical and scientific rigour in identifying, analysing and interpreting a problem under study.
8. Ability to plan, design and execute a study following an appropriate set of research skills and ethical guidelines.
9. Equip with the skills of presentation, team work and discussion sessions to deliver the values of multicultural aptitude and curiosity for research on various issues.

Brief description of modules/ Main modules:

Section I: Introduction to Social Science Research (4 hours):

Section II: Basic Research Skills (34 hours)

Section III: Research Design (12 hours)

Assessment details with weights:

There will be a continuous assessment of the classroom activities and end-term examination. The Classroom activities are the learning process which should be flexible enough to provide the students time and scope for improvement. The students have to perform well in both the examinations.

| Sl.No. | Assessment | Weightage in percentage |
|--------|--|-------------------------|
| 1 | Continuous assessment (set of classroom activities) | 70 |
| 2 | End term examination | 30 |

Alkabra

SHE Course Coding

Core Courses offered in MAED:

| Course Name | Course type | Credit | Course Code |
|--|-------------|--------|-------------|
| Ecology, Ecosystems and Biodiversity | Core | 4 | SHE2ED101 |
| Development and Social change | Core | 4 | SHE2ED102 |
| Environmental History | Core | 4 | SHE2ED103 |
| Social and Political Ecology | Core | 4 | SHE2ED104 |
| Environmental Law, Politics and Governance | Core | 4 | SHE2ED105 |
| Environmental and Ecological Economics | Core | 4 | SHE2ED106 |

Field Practicum Courses

| Course Name | Course type | Credit | Course Code |
|-----------------------------------|-------------------------|--------|-------------|
| Research Methodology I | methods/field practicum | 4 | SHE2ED201 |
| Research Methodology II | methods/field practicum | 4 | SHE2ED202 |
| Field Practicum Summer Internship | methods/field practicum | 2 | SHE2ED203 |
| Dissertation | methods/field practicum | 8 | SHE2ED204 |

Elective Courses

| Course Name | Course type | Credit | Course Code |
|---|-------------|--------|-------------|
| Adaptation to Climate Change | Elective | 2 | SHE2ED301 |
| Africa: Environment and Development | Elective | 2 | SHE2ED302 |
| Agrarian Environments | Elective | 2 | SHE2ED303 |
| Applied Population Ecology | Elective | 2 | SHE2ED304 |
| Basic Principles of Restoration Ecology | Elective | 2 | SHE2ED305 |
| Biodiversity and Conservation in the Developing World | Elective | 2 | SHE2ED306 |
| Development and Public Health | Elective | 2 | SHE2ED307 |
| Development Communications | Elective | 2 | SHE2ED308 |
| Displacement, Resettlement and Rehabilitation | Elective | 2 | SHE2ED309 |
| Ecological Restoration in Practice | Elective | 2 | SHE2ED310 |
| Ecological Statistics I (course discontinued) | Elective | 2 | SHE2ED311 |
| Ecological Statistics II (course discontinued) | Elective | 2 | SHE2ED312 |
| Environment and Health | Elective | 2 | SHE2ED313 |
| Environmental Impact Assessment | Elective | 4 | SHE2ED314 |
| Gender and Environment | Elective | 2 | SHE2ED315 |
| Geographic Information Systems I | Elective | 2 | SHE2ED316 |
| Geographic Information Systems II | Elective | 2 | SHE2ED317 |
| Geopolitics, Resources and Political Ecology | Elective | 2 | SHE2ED318 |

| | | | |
|---------------------------------------|----------|---|-----------|
| Poverty and Development | Elective | 2 | SHE2ED319 |
| Urban Development and Environment | Elective | 4 | SHE2ED320 |
| Urban Development and Environment | Elective | 2 | SHE2ED321 |
| Agrarian Change and Rural Development | Elective | 4 | SHE2ED322 |
| Advanced Ecology | Elective | 4 | SHE2ED323 |
| Conservation and Livelihoods | Elective | 2 | SHE2ED324 |
| Political Ecology of Urban Air | Elective | 2 | SHE2ED325 |
| Ecology and Society | Elective | 4 | SHE2ED326 |
| Social Impact Assessment | Elective | 2 | SHE2ED327 |
| Ecological Statistics | Elective | 2 | SHE2ED328 |
| Conservation Biology | Elective | 4 | SHE2ED329 |

Course offered at PhD-level

| Course Name | Course type | Credit | Course Code |
|--|-------------|--------|-------------|
| Methods in Human Ecology | Core | 4 | SHE3ED101 |
| Introduction to Ecological Theory and Applications | Core | 4 | SHE3ED102 |
| Development and Social Change | Core | 4 | SHE3ED103 |
| Environmental History of South Asia | Core | 4 | SHE3ED104 |
| Social and Political Nature | Core | 4 | SHE3ED105 |
| Environmental Law, Policy-Making and Governance | Core | 4 | SHE3ED106 |
| Environmental and Ecological Economics | Core | 4 | SHE3ED107 |
| Advanced Econometrics for Livelihoods Research | Core | 4 | SHE3ED108 |
| Seminar I | Core | 2 | SHE3ED109 |
| Seminar II | Core | 4 | SHE3ED110 |

Alkabra

305

SCHOOL OF GLOBAL AFFAIRS

Minutes of the 1st Meeting of the Board of Studies

9 May 2019

The following members of the BoS were present in the meeting:

1. Professor Praveen Singh, Dean & Chairperson
2. Professor Avijit Pathak
3. Professor Ashwini Deshpande
4. Professor Nakkeeran N.
5. Professor Sharique Farooqui
6. Dr. Anil Persaud
7. Dr. Rohit Negi
8. Dr. Sunalini Kumar
9. Dr. Partha Saha
10. Dr. Ngoru Nixon
11. Dr. Rachna Mehra
12. Dr. Shad Naved
13. Ms. Divya Chopra

Special Invitees

1. Professor Manoranjan Mohanty
2. Dr. Amit K. Mishra
3. Dr. Kaustav Banerjee
4. Dr. Santosh K. Singh
5. Dr. Samik Chaudhury
6. Dr. Pritpal Singh Randhawa
7. Dr. Teena Anil
8. Dr. Ekta Singh
9. Dr. Anna Zimmer
10. Professor Amol Padwad
11. Dr. Krishna K. Dixit
12. Dr. Shubhra Gupta
13. Ms. Severin Kuok
14. Dr. Bidhan Das

Professor Nirja Gopal Jayal, Dr. Meenakshi Gopinath, Dr. Partha Mukhopadhyay and Mr. Arunava Dasgupta, all members of the BoS, had intimated their inability to attend the meeting.



306

The meeting began with a round of introductions.

Dean SGA provided an introduction to the rationale behind creation of the School of Global Affairs, the programmatic and thematic focus of the School, and the pedagogical philosophy that places importance on a field and practicum. It was also emphasized that the School faculty teach in both BA and MA programmes. He also informed the BoS about the future programmatic expansion, as well as more faculty members joining the School in the near future.

The vision behind the new undergraduate programmes in interdisciplinary thematic areas launched by the School was also shared. The programme coordinators of each of the five BA and MA programmes presented the important features of these programmes.

Members commended the bold and much needed initiatives of the School, especially the emphasis on developing foundational knowledge and skill in the areas of language, ways of knowing along with the focus on studying the global linkages. The members offered several important suggestions:

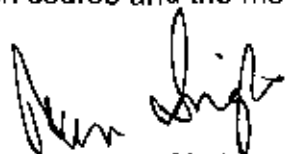
- Global Studies / Affairs (and even Urban Studies) is still mentored from the Universities in the Global north. It is imperative that these new fields of studies located in South Asia, should attempt to theorize and provide a non-western perspective to global affairs. The task is not going to be easy as most knowledge domains are dominated by the West / North.
- Considering the complex and intricate ways in which the local, regional and global are enmeshed will require conceptualizing knowledge differently. The School will have to encourage and develop an interdisciplinary methodology and culture of scholarly inquiry. This task will be challenging as many earlier attempts to do so have failed due to the strong institutional grip of disciplinary cabals.
- Developing an alternate / student-centric pedagogy will require developing strong linkages with the grassroot movements and organisations, apart from national and global institutions. Every course in all the programmes should attempt to bring the 'field' closer to the classroom.
- Emphasis on language is an integral and positive aspect of the programmes. Our school graduates are not properly grounded in any languages, including the vernacular languages. There is an urgent need to sensitize students to language as a form of articulation.
- The idea of offering foundation courses in the category of 'Ways of Knowing' is a good one and will open up the minds of young students to methodological pluralism. But the existing courses (Logic & Reasoning, Nature of Science,

Introduction to Social Sciences and Humanities) compartmentalize knowledge. Can each course in this basket be developed with the methodological plurality at its centre?

The above discussion was followed by presentation and detailed discussion on each of the 22 courses (see below list of courses) to be offered in the Monsoon Semester of 2019.

| | |
|-----|--|
| | BA Programme Core Courses |
| 1. | Chinese Language III |
| 2. | French Language III |
| 3. | Understanding the Global |
| 4. | Religion in a Global World |
| 5. | Governing the City |
| 6. | Working with Numbers |
| | BA Programme Elective Courses |
| 7. | Introduction to Health, Medicine & Society |
| 8. | Colonialism and Urbanisation |
| | BA Programme Foundation Courses |
| 9. | Introduction to Political Economy |
| | MA Elective Courses |
| 10. | Kashmir and the Himalayan Region |
| 11. | Technology-Human Interface |
| 12. | GIS I |
| 13. | GIS II |
| 14. | Agrarian Change & Exclusion |
| 15. | Comparative Social Policy |
| 16. | Rethinking Urbanisation: A Gender Analysis |
| 17. | Urban Health & Wellbeing |
| 18. | Urban Agriculture |
| 19. | Pastoralism |
| 20. | Ecological Perspectives from Literature |
| | MA Core Courses |
| 21. | MA Urban Studies Studio |
| 22. | MA Global Studies Seminar |

The BoS approved all the 22 courses presented with minor modifications. A detailed note on each course and the modifications is appended.



Signature of the Dean / Chairperson

Minutes of the 1st Meeting of the Board of Studies, 9 May 2018

Action taken based on comments received during Board of Studies meeting

1. French Language 3 (4 credit Core: BA Global Studies)

Comments received: The BoS suggested that a week-wise concrete progression in the course may be added.

Response / Action taken: The information regarding the above has been added in the document under the heading of the 'overall structure' in the course outline.

2. Chinese Language 3 (4 credit Core: BA Global Studies)

Comments received:

The BoS noted that the AUD students are at an advantage as foreign language training is happening along with getting exposed to literature from other social sciences and humanities. Some members asked why call it Chinese, and not Mandarin language. It was also suggested that students must know the system determining the creation of alphabets of the language. It was also informed that for speakers of Indian languages, learning Chinese can be made advantageous, and that there are books in Hindi and Bengali explaining this.

Response / Action taken:

The course coordinator informed that the set of four language courses introduces students with Modern Standard Chinese language (Putonghua/Mandarin). Students are familiarised with Chinese phonetic structure, learning of tones, and accurate pronunciation. Students begin learning with the aid of pinyin, and they are introduced to Chinese writing system, radical strokes, Chinese characters and basic grammar. It was also pointed out that the systemic nature of Chinese and the advantages of the knowing Hindi in learning Chinese are already incorporated in the teaching tools.

3. Understanding the Global (4 credit Core: BA Global Studies)

Comments received:

The Board members felt that this course could be emancipatory for a 17-18 year student who is already globalized in terms of the market and MacDonaldisation (which can be a violent form of globalisation). So the course should help students socially locate themselves (in terms of caste, gender, religion) in a globalized world. Otherwise, they will internalize the hierarchy of the globe produced by colonization and globalization. The other comment was to keep the focus of the course on the difference between TO BE global and TO KNOW the global. It was suggested that

more films (e.g. Baraka), creative literature, newspapers, and enactment by students of historical episodes (that address the question of TO BE GLOBAL) could be added. Finally, it was pointed out that the make up of the first assessment of 40% should be specified clearly.

Response /Action taken

The suggestions will be incorporated and kept in mind while transacting the course. More films have been added in the reference material. The assessment structure has been further elaborated and clarified. In the Introduction section, discussion and readings on the Global, Globalisation and Globality have been added.

4. Religion in a Global World (4 credit Core: BA Global Studies)

Comments received:

It was suggested that more emphasis should be given on folk religions as globally these constitute more than 50% of followers. The course should also try to make a distinction between 'Religiosity' and 'Organised Religion', as these are blurred in this course. How is this course addressing the development of religion over time? The course could be split into two: a) historical study of the emergence and globalisation of religions (folk and organised), and (b) religiosity affecting politics and the contemporary. The following specific suggestions were made:

1 Reconsider the 'Basic Tenets' section of the course.

1 In unit 1, begin with the question 'Meaning of Life and Existence', the damage that has been done to this question (see Durkheim and Webber), and the limitations of science in addressing this question.

1 Add a discussion on collective emancipation through religion (see Gandhi versus Ambedkar debate), and search for the personal space, peace and intimacy (see Tagore's "The Poet's Religion").

Response /Action taken

- i. Most of the suggestions have been incorporated.
- ii. As for making this course specific and focused, the course is meant to be an introductory, entry level course and is intended to engage with the students on some of the key contemporary questions around religion. Expectation is that this course will initiate interest in young students to take up the theme around religion later on as they progress.

310

5



5. Governing the City (4 credit Core: BA Sustainable Urbanism)

Comments received:

The Board felt that Urban Studies too (like Global Studies) has to get out of the Euro-American-centric perspective. It was also suggested to incorporate the global history of human settlement that leads to the Global City as a political economy question. The question of how the community of migrants intervene (or not) in the governance of the City needs to be added in the course. It was also suggested that rather than limiting the discussion on politics and power to one module (Politics and the Urban Poor), it should run through the course / programme. There is a need to problematise how politics and power have been replaced with Governance as a category.

Response /Action taken

- i. All concerns raised have been incorporated in the course
- ii. A separate course on 'Right to the City' will be created and offered in the subsequent semesters.

6. Working with Numbers (4 credit Core: BA Sustainable Urbanism)

Comments received:

The Board suggested that each module should be further elaborated, and topics on sample and population census should be included.

Response / Action taken:

All modules have been further elaborated and a module on sample and census has been added in the introductory module.

7. Health, Medicine and Wellbeing (4 credit Elective: All BA programmes)

Comments received:

The Board appreciated the idea behind the course, but suggested that the idea of power and discourse and their relations to health, wellbeing and death should be added, along with *body-to-body politics*. Further, it recommended adding *healing* as a concept, including alternate healing practices (e.g., spiritual discourse). The course should also discuss different medical systems (and unqualified providers of these systems). It was suggested that number of readings may be reduced.



Response / Action taken:

All the suggestions have been incorporated in different modules and the list of readings revised accordingly. A smaller and relevant list provided as core readings and a set of additional readings provided

8. Colonialism and Urbanisation (4 credit Elective: All BA programmes)

This course aims to understand the peculiarities of colonial urban growth in relation to indigenous towns and cities. By the end of the course, students can locate some of the present urban practices to their origin in the colonial period especially those related to mapping, cartography, census, civic governance, policies etc. As the proportion of urban dwellers increases in India, it is important for students to understand where and why urban features as we know them began. Many institutions and civic issues of today (urban morphology, civic management, cultural institutions, social relations) have their roots in the colonial period.

Comments received

Most comments related to the course was about the title of the course. Alternative titles suggested were 'Colonial Cities' and 'Colonialism and the making of the Urban Spaces'. It was also suggested to include the *qasbah* as an important category. Further, it was felt that there should be some discussion on the builders of the cities – labour, architects, construction companies, planners, and emergence of the 'expert'. It was also suggested that field visits should be an important part of the transaction of this course.

Response:

The course title has been changed to 'Colonial Urbanisms' as the course is looking at processes (like governance; migration, etc.) along with changes brought about in space and place. Bayly and Yang's works have been added to include a discussion on the 'qasbah'. Other suggestions have also been incorporated. Field visits have been added for some of the units.

9. Introduction to Political Economy (4 credit Foundation: All BA programmes)

Comments received:

The course introduces 1st year UG students to some important concepts of political economy. The idea in this foundation course is to introduce students to regions (Asia, south east Asia, east Asia etc.) and concepts.

3112



The most important suggestion for the course was to include more recent publications as they bring on the table the post-2008 critique of globalization (mostly from the 'right'). It is necessary to include a discussion on developments in China, India, and on 'Brexit', Trump and AI. 'Value' as a concept should be added, and Neoliberalism should be replaced with 'Crisis'. The note on assessments should be further elaborated.

Response / Action taken.

The suggestion on updating the reading list has been incorporated to include the developments in the post-2008 period. Out of 20 readings, 6 are post 2008 (2009-18), and 11 are between 2004-2008. Throughout the transaction of the course, the arguments of the Chicago School in opposition to the Institutional school or the Neoclassical school or even the Marxist school are discussed in detail. The concept of Value (use value, exchange value and surplus value), is the running thread in three introductory modules, i.e. in Money, Labour and Commodity. Neoliberalism has been taken out of the course and replaced with Crisis. Explanatory note on open book exam has been added in assessment structure.

10. Kashmir and the Himalayan Region (4 credit Elective: All MA programmes)

The elective course for MA-GS students focuses on centres of globality, and offers an opportunity to think globally from a South Asian region - the Himalayan region with a particular focus on Kashmir. It will introduce students to the study of interconnected histories through engaging among other things in a discussion on the notion of global, local, region, networks, circulation etc., within the paradigm of global and longue durée history.

Comments received:

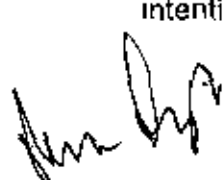
In general the readings were considered to be too many and too heavy. It was further suggested lighter popular representations of Kashmir might be used in the introduction as a way of orienting students to the course.

Response / Action taken

The suggestions have been incorporated and necessary changes will be made as per the class interest and preparedness.

11. Technology-Human Interface

This elective course attempts to address the present surge of 'globalism' by disentangling the multiple and multi-layered relationships between science and technology and the way it interacts with human perception and existence. The intention is to understand how human beings perceive, relate, receive and



experience the world around them through scientific knowledge and technological artifacts.

Comments received:

The Board suggested that there should be a discussion on how different human bodies (female, trans, differently abled), at different ages (infant, post puberty, cosmetic, elderly) experience this technology-human interface differently. Another suggestion was to bring in a discussion on how technocracy in alignment with capitalism makes ethical moral concerns secondary. Case studies of techno-hallucination, techno-spectacles and the separation of the real from the mythical need to be brought in to discussion. It was also suggested that a discussion on Technology-Human interface should be grounded in real world challenges in various kinds of work, e.g. scavenging. It was felt that films / documentaries should be included in resources

Response / Action taken

One module has been added to discuss concrete cases of Technology-human interface and existential issues related to technology. Several other changes, especially with regard to readings, have been made.

12. & 13. Geographic Information System (GIS) I & 2 (2 credit Electives: All MA programme)

Comments received:

The members wondered if the course could be re-configured to align with the focus of the two MA programmes, including areas such as agrarian change and urbanization. It was also suggested that a third 2 credit more advanced course should be added so the student can earn 6 credits in this stream of study?

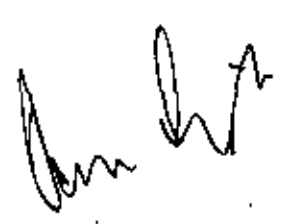
Response / Action taken

This is a generic practice-based course which can easily be made relevant to the cohorts doing this course. More courses on advanced level of GIS can be created later.

14. Agrarian Change and Exclusions (4 credit Elective: All MA programmes)

This elective course explores the interconnectedness between agrarian change, exclusions and globality. It examines the various modes of extraction and the (re)-shaping of agrestic relations of production and distribution under global capitalism.

314



Comments received:

It was suggested the need to cut down mode of production and agrarian relations unit, which is almost half of the course, and instead use the other 4 weeks to deal with the contemporary concerns and new and old realities of the agrarian, e.g. crop burning, Lays case against the potato farmers, and land acquisition (not landed and landless), suicide, plantation economy. The present emphasis on the historical, such as the discussion on mode of production, can be reduced since the contemporary is throwing new issues and challenges. It was also felt that scholarship from other disciplines like sociology should be included in the course materials (look beyond economics). Alongside Phule's Ghulamgiri, one could cover Cultivator's Whipcord also since it deals with the agrarian. It was pointed out that the assessment structure needs to be elaborated further.

Response / Action taken:

Almost all suggestions with regard to removing/including topics / modules and making related changes in the reading and other materials have been. Explanatory note on open book exam added in assessment structure section.

15. Comparative Social Policy (4 credit Elective: All MA programmes)

The course introduces students to the field of social policy through a comparative lens. Global social policy is analyzed by bringing forth issues of politics and considerations of power.

Comments received:

The Board suggested that there is a need to problematize social policy and on associated concepts like welfare, welfare state. It was also suggested that rather than following a regional trajectory, analyse social policies thematically like post-socialist, post-colonial social policy. Concerns were raised about the expanse of the course and it was suggested that the number of modules be reduced by removing the last module and clubbing and reshuffling others. A change in the title of the course was also advised.

Response / Action taken

The course adopts a political economy lens to understand social policy which has been elaborated and also a discussion on associated concepts have been incorporated. The title has been accordingly changed to 'Politics of Social Policy: A comparative historical perspective'. The number of modules has been reduced, and some have been modified. As suggested, the thematic focus has been brought forth.



16. Rethinking Urbanisation: A Gender Analysis (4 credit Elective: All MA programmes)

The course introduces students to gender as a critical category. It not only situates gender as merely an additional dimension of urban inequality, but also sees gender as continuously being remade at different scales, through national legislation and changing life circumstances, thereby presenting different layers of complexity for coherent analysis.

Comments received:

Since this is a gender course, it was suggested that a discussion on masculinities and other sexualities should also be included. It was observed that the course could begin with local examples like sex workers and other class inhabitants of the city as well as include spaces of production as well as consumption in the city, including the temporal division of the production and consumption of the city (e.g., the post mid night city). A discussion on ambiguity and anonymity in the city in contrast to the 'liberatory' seduction of the city could be included. The course could also include surveillance as generating a culture of fear in the city, the break down of trust in urban life. These concerns can be incorporated through the project work in the course. More specific suggestion was to include the BBC documentary interview with the perpetrators of the Munirka rape case, and to further elaborate the assessment structure.

Response / Action taken:

Suggestion and comments have been incorporated. Unit two has been restructured to explore how urban spaces are socially and culturally constructed and represented, and in the process reinforce different gender identities. Illustrative note on the number of formative and summative assessments, nature of student participation, stage of assessment and criteria for each assessment has been added in the section on assessment structure.


17. Urban Health and Wellbeing

This course introduces students to urban health and well-being as an outcome of the complexities of the urban way of life. It deals with the historical, demographic, physical, social, economic and institutional attributes of urbanization which along with innate biological and behavioural characteristics, constitute the multi-sectoral and multi-level determinants of urban health and well-being.

Comments received:

It was suggested that issues like substance abuse, disability and gender could also be included. Recent urban culture of physical activity that includes, walking, cycling etc. and their impact on health and well-being can also be included in the course. It

316



was felt that the course was too heavy in terms of the number of modules and readings – both need to be reduced/changed. Since the assessments are already writing heavy, remove book review and instead make the project/field work compulsory.

Responses / Action taken

Substance abuse has been included as a separate sub-module under Module 4. It can be covered if time permits. Disability and gender does not feature explicitly in the course but would be a part of the Module 3 on 'Inequity in Urban Health and Well-being'. A sub-module on the Culture of Physical Activity has been included now under Module 4. Only three to four key issues would be covered in Module 4, depending on the time available.

Book review as an assessment has been removed. The second assessment now consists entirely of group work on mapping of health service providers or health provider preference with reason.

18. Urban Agriculture

The course aims at critically exploring urban agriculture in the Global South as well as Global North. A critical perspective on AUD's relationship to neoliberal urban governance, as well as on the gendered dimension of urban farming is maintained throughout the course.

Comments received:

The Board suggested that there should be more emphasize on urban politics in Delhi especially due to the newer developments. It was also suggested that the cohort size may be small as the course will involve a lot of field / practical work. Space for the gardening and practical exercises could also be on terrace in case the garden is not available.

Response / Action taken

All the comments have been incorporated.

19. Pastoralism:

The course is interested in a gamut of issues—including rural change, land, resources, human/environment relations and urbanisation—through the lens of pastoralism.

No suggestions were made to revise the course. The course was approved as is.



317

20. Ecological Perspectives from Literature

The course is envisaged as a tool to explore the way nature / environment is understood, imagined and made. The key components of course includes reading a few literary and non-fiction texts and engage with issues such as environmental crisis, human greed, critiquing cultural and socio-historical contexts, capitalism, consumerism to mention a few.

Comments received:

Few suggestions were made about readings, especially readings by Indian authors. For instance, works of Sharan Kumar Limbale, Daya Pawar, Mary Daly, Kalyan Rao (Untouchable Spring), Gabriel Garcia Marquez may be included under core readings. On assessments, it was advised that quiz or tests are not suitable for postgraduate students. So, these need to be replaced by response/term papers, project or reviews.

Response / Action taken:

The suggested works have been added in the reading list. Besides, relevant and appropriate readings will be incorporated during the course transaction. The assessment component on quiz/tests has been replaced by response/term papers and reviews.

21. MA-US Studio (4 credit Core: MA Urban Studies)

The historical context of studio pedagogy lies at the intersection of apprenticeship and the recognition of **practice as a series of uncertain but creative acts**. Studios are an integral part of urban and regional planning curricula internationally. The studio builds on the foundations laid by core courses in the first year of the programme.

Comments received.

The discussions and suggestions centred mostly around the transaction of the course. It was felt a more detailed description on how the studio fits within the MAUS curriculum and how links up with other courses, including the practicum component may be added. Include predefined outputs for each stage of the studio, including on the process of data collection (in the form of visual, oral and materials). There was a need to reduce the open-ended-ness (from the artistic to the technical policy paper) of the expectations of the studio. Have a clearly defined social and spatial separation within the studio. Identify clear tools and methods for site engagement that can be used by the students. Thematics can be selected from prior courses.

318




It was pointed out that the requirement of a GIS lab for the studio may be removed as the GIS elective course will be offered in the same semester, it cannot be assumed that students will use these tools during the studio,

Response / Action taken

The detailed links and also how the studio is placed within the programme is now mentioned clearly. Suggestions have been noted and kept in mind during the transaction of the course. The requirement for GIS has been removed.

22. Seminar (2 credit Core: MA Global Studies)

No changes were suggested except that the final student presentation could involve the entire cohort.



Dean, School of Global Affairs

**SCHOOL OF GLOBAL AFFAIRS
AMBEDKAR UNIVERSITY DELHI**

**Courses to be offered during Monsoon Semester 2019
For approval of the SCAP / AC**

Table of Contents

| S# | Name of the Course | Page Nos. |
|---|---|------------------|
| BA Programme: Core Courses | | |
| 1. | Chinese Language III | 2-6 |
| 2. | French Language III | 7-12 |
| 3. | Understanding the Global | 13-23 |
| 4. | Religion in a Global World | 24-30 |
| 5. | Governing the City | 31-38 |
| 6. | Working with Numbers | 39-45 |
| BA Programme: Elective Courses | | |
| 7. | Introduction to Health, Medicine & Society | 46-54 |
| 8. | Colonial Urbanisms | 55-63 |
| BA Programme: Foundation Courses | | |
| 9. | Introduction to Political Economy | 64-69 |
| MA Elective Courses | | |
| 10. | Kashmir and the Himalayan Region | 70-77 |
| 11. | Technology-Human Interface | 78-84 |
| 12. | GIS I | 85-90 |
| | GIS II | 91-96 |
| 13. | Agrarian Change & Exclusion | 97-103 |
| 14. | Politics of Social Policy: Comparative Historical Perspective | 104-113 |
| 15. | Rethinking Urbanisation: A Gender Analysis | 114-122 |
| 16. | Urban Health & Wellbeing | 123-134 |
| 17. | Urban Agriculture | 135-144 |
| 18. | Pastoralism in a Changing World | 145-152 |
| 19. | Ecological Perspectives from Literature | 153-159 |
| MA Core Courses | | |
| 20. | MA Urban Studies Studio | 160-166 |
| 21. | MA Global Studies Seminar | 167-181 |

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|--------------------------------|
| School/Centre proposing the course | SGA |
| Programme(s) | BA Global Studies (BA-GS) |
| Course title | Beginners Level (Chinese 3) |
| Course code | SGA16S201 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Compulsory Global Studies |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | UG |
| Course coordinator and team | Severin Kuok (Adjunct Faculty) |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course offered as part of the compulsory foreign language component of the BA-GS programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Must have completed Chinese 1 and Chinese 2

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As prescribed at the launch of the course.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

5. Proposed date of launch:

Monsoon 2019

321

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course will be offered to students who have passed Chinese 1 and 2 in the first year of BA-GS. It continues with the learning of the Chinese language which includes new vocabulary and grammar constructions. The acquiring of a foreign language is not limited to just the ability to speak another language but also allows for greater understanding and insight into the culture and people of the said language. As one of the five main global languages, the learning of the Chinese language by non-natives has become very attractiveness because of China's growing stature as a superpower. Knowing Chinese will allow students to access primary materials which otherwise remain inaccessible and help them to understand

Course Details:

a. Summary

By the end of two semesters the students would have a strong grasp of the new pronunciations and unique tonal nature of the Chinese language. In this semester, the aim is to further strengthen oral tonal skills, increase vocabulary and deal with newer structures of Chinese grammar. While 'Pinyin', which is the Romanization of the Chinese characters, will continue to part of the learning process, the idea is to wean the learner away from this. This will help the student to grasp new characters and vocabulary directly from the characters which is the ultimate goal. Listening, speaking, reading and writing skills will be reinforced in a regular manner.

b. Objectives

- The most general objectives of the course are to introduce China, its language and culture. Specific objectives are to help students develop an informed understanding of Chinese linguistic behaviour, society and culture. Concrete objectives include:
- Further increase the student's grasp on the grammatical structure and vocabulary in Chinese.
- Reduce dependency of 'pinyin' i.e. romanization of the Chinese characters.
- Increase the use of the most basic and frequently used everyday expressions in Chinese.
- Gaining fluency in speaking and increasing listening ability for everyday use of the language.

- The students should be able to read and write over 250 characters and comprehend more than 500 words.

c. Overall structure:

| | | | | | |
|---|--|--|--|---|--|
| WEEK I Prepositional phrases; | WEEK II Complement of degree. Preposed objects. Names of some sports. | WEEK III Words of location. Verbs indicating existence. Names of places of utility. | WEEK IV Usage of auxiliary verbs such as 要, 会, 能, 可以. | WEEK V Modal particle 了. | WEEK VI Negative form of sentences with modal particle 了. Names of food and drink. |
| WEEK VII The aspectual particle 了. Negative form of sentences with aspectual particle 了. Usage of 就 and 才. | WEEK VIII The complex attributive. Vocabulary for travel requirements. | WEEK IX Multi-verbal sentence. Names of some Chinese cities. | WEEK X The structural particle 的, 得 and 地. | WEEK XI The structural particle 的, 得 and 地 continued. More vocabulary for travel. | WEEK XII The complement of result. Vocabulary on weather. |

Prescribed Textbooks:

1) Elementary Chinese Reader (Revised Edition) Part 1 with Audio CDs, published by Sinolingua, Beijing, China

2) Elementary Chinese Reader (Revised Edition) Part 2 with Audio CDs, published by Sinolingua, Beijing, China

B. Pedagogy:

a. Instructional design

323

The course will be a combination of lectures, class activities such as role-plays, tutorials and oral presentations.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Projector and speakers would be required.

- c. Expertise in AUD faculty or outside: Till now Adjunct Faculty, but eventually regular faculty would be required.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Contact with other institutions where Chinese is taught, attending cultural events held by the Chinese embassy in Delhi periodically will be beneficial for students as it would provide a real time Chinese language environment.

9. Assessment structure (modes and frequency of assessments)

The course will have the following kinds of assessments.

- Class participation (10%)
- Dictation (10%)
- Class presentation (20%)
- Mid semester examination (20%)
- Final examination (40%)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

324
CVF

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|-------------------------------------|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | BA – GS, SSH |
| Course title | French III |
| Course code | SGA1GS202 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Core for GS and SSH |
| Level (Predoctoral / MA /PG Diploma / Certificate / UG) | UG |
| Course coordinator and team | Dr. Shubhra Gupta (Adjunct Faculty) |

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

This course is offered as part of the compulsory foreign language component of the BA-GS programme.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre requisites; prior knowledge level; any others – please specify)

Must have completed the courses, French I and II

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

30-35

4. **Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

5. **Proposed date of launch:**

Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Languages are a window into different cultures around the world. In this globalized world, learning a foreign language opens the mind to the way of life of people in other countries thereby giving students a larger perspective. French is spoken in Europe as well as Africa and, of course, parts of Asia and Northern America. An insight into French and Francophone culture and history through learning this language would complement the global studies course.

7. Course Details:

a. Summary

Learning a foreign language is not only a practical skill that adds value to any CV but is also useful in discovering and understanding a foreign culture and people. French is amongst the top languages in the world having an official status in many countries. It is also one of the official languages of many international bodies like the United Nations. A language with a rich history, French has influenced art, literature, cinema, philosophy, gastronomy among other fields worldwide. Learning French can lead to a deeper understanding of not just French but also Francophone culture including Canada, parts of Africa, Europe and Asia.

b. Objectives

The following objectives are to be achieved by the end of French III

- Listening Comprehension – To be able to understand phrases and the highest frequency vocabulary related to areas of personal relevance like social media, shopping and daily activities. To be able to catch the main points in short, clear, simple messages and announcements
- Reading Comprehension - To be able to read short, simple texts and understand short basic personal letters. To also be able to find specific, predictable information in simple everyday material such as posters, advertisements, prospectuses, menus and timetables
- Spoken Interaction and production - To be able to use a series of phrases and sentences to describe briefly one's family, living conditions and carry out a very general conversation related to one's life.
- Writing - To be able to write short messages and notes related to matters of immediate need as well as short personal letters.

c. Overall structure:

In this course, I propose to adopt a task-based and communication-based approach to teaching a foreign language wherein students will learn French through various activities and tasks to be performed in groups or individually. The focus of the classes will be to get students to accomplish various tasks for which grammar and vocabulary will be the tools provided through the book, other documents, songs or videos. I will try to use authentic documents so that students do not feel that their knowledge is limited to a classroom. The documents will also provide information about French and Francophone culture in order to ensure holistic learning. Of the four skills of reading comprehension, listening comprehension, spoken expression and written expression, the course shall focus more on the first three as one of the ideas behind this course is to enable students to identify French when they see or hear it and use acquired knowledge to understand what it could mean even if they come across a document that is above their language level.

The textbook I shall refer to in class is divided into nine "dossiers" on different themes containing three "leçons" each around that theme. I propose to complete the first four dossiers in the third semester and the remaining dossiers in the fourth semester as there are more weeks of class in the winter semester. Thus, my target is to complete the three leçons of a dossier per month.

d. Contents

One cannot exactly specify the time in which certain concepts will be covered as the response of the students determines the pace and sometimes the direction of teaching. However, by the end of the third semester, students will have gone beyond the A1 level as defined by the Common European Framework for languages and shall have begun the A2 level. Overall, the course shall follow the outline laid out in the book for the second level so that it serves as a reference point for the students. The course shall be supplemented by documents from other books, songs and videos and other internet resources in order to make a particular activity more interesting and promote autonomy in the students' learning experience.

In the third semester, the topics to be covered will be social media, stereotypes and housing and development of the city. In grammar, the students will learn the relative pronouns as well as the pronouns *y* and *en* and the past imperfect tense. The vocabulary related to social media, housing, furniture and daily and touristic activities will be used. Students will be able to make longer, more descriptive sentences giving at least a few details.

Readings:

Textbook:

- Hugot, Catherine et al., *Alter Ego + 2 : méthode de français : A2*, Paris : Hachette, 2012

Other books that may be consulted:

- Cocton, Marie-Noëlle et al., *Saison 2*, Les éditions Didier, 2014
- Denyer, Monique et al., *Version originale 2*, Editions Maison de Langues, 2010
- Grégoire, Maïa, *Grammaire progressive du français – niveau débutant*, Cléinternational, 2010
- Noutchié-Njiké, Jackson, *Civilisation progressive de la francophonie – niveau débutant*, Clé international, 2016
- Miquel, Claire, *Vocabulaire progressif du français – niveau débutant*, Cléinternational, 2014
- Charliac, Lucile et al., *Phonétique progressive du français – niveau débutant*, Cléinternational, 2014
- Grand-Clément, Odile, *Civilisation en dialogues – niveau débutant*, Cléinternational, 2007
- Miquel, Claire, *Grammaire en dialogues – Niveau débutant*, Clé international, 2005
- Debyser, Francis and Jean-Marc Caré, *Jeu, langage et créativité : les jeux dans la classe de français*, Hachette, 1992
- Weiss, François, *Jeux et activités communicatives dans la classe de langue*, Hachette, 1989

Internet sources

www.rfi.fr (International French Radio)

www.tv5monde.fr (International French TV channel)

8. Pedagogy:

a. Instructional design

The course will be a combination of activities, role play dialogues, written expression and oral presentations.

329

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Projector and speakers are a must. A language lab would be ideal to refine the students' language skills.

- c. Expertise in AUD faculty or outside
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

The French language learning institute, Alliance française de Delhi, is a cultural hub for French and Francophone culture where many plays, concerts, photo exhibitions and various other cultural activities are organized. Linkage with this institute would be beneficial for the students and provide them access to a francophone environment that is motivating and that promotes language learning by going beyond the classroom.

9. Assessment structure (modes and frequency of assessments)

Continuous evaluation is required. The course will have the following assessments:

- Class participation, attendance and workbook (10%)
- Oral exam towards the end of the course (10%)
- Class presentation (20%)
- Worksheets related to the topics covered once a month (30%)
- Final examination at the end of the course (30%)

Signature of Course Coordinator(s)

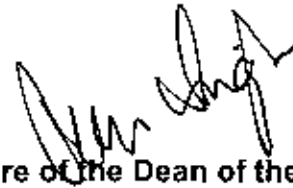
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|--|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | BA in Global Studies |
| Course title | Understanding the Global |
| Course code | SGAUGS 203 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Core for Global Studies Students, Elective for others |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | UG |
| Course coordinator and team | Global Studies Programme Team |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course builds on the major and foundation courses previously taken by students, and expands their frame to develop a global perspective to concepts, regions and historical phenomena. It also compliments the various disciplinary programmes at Karampura Campus that employ a global perspective and interrogate the process of globalisation.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

The course will be offered to 3rd semester undergraduate students.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SGA norms.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

5. **Proposed date of launch:** Monsoon 2019

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered as a major course to second year undergraduate BA Global Studies students and as an elective for other students. It contributes to developing AUD and SGA's interdisciplinary vision of higher education. For UG students at Karampura Campus, this course builds on first year courses, such as those that fall within foundation baskets such as Ways of Knowing, South Asia in the World, and Justice and Democracy. For BA-GS students this course is designed to consolidate their introduction thus far to the key thematic areas of the programme, i.e., Global Humanities, Political Economy and Foreign Languages. Looking forward to the completion of their UG degrees, this course will provide students with a well-rounded exposure to important issues and challenges of the contemporary, emergent world.

7. **Course Details:**

a. **Summary:**

This course introduces students to the varied aspects of and thinking around the contested process of globalization. It considers globalization through a historical and critical framework and offers an interdisciplinary perspective on the phenomenon. Each week students will examine a specific global issue from the vantage point of a particular world region (e.g. climate change and Sub-Saharan Africa; migration and Western Europe; economic crisis and South America). The underlying idea is to focus on the connections between places and peoples, as well as the tensions and disjunctures at these intersections.

b. **Objectives:**

The most general objectives of the course have to do with building geographical and historical literacy amongst undergraduate students, and more specific ones are related to a critical appreciation of thinking globally and of globalization as a process. Concrete objectives include:

- Explore the various characteristics of what defines global studies (Transnational, Interdisciplinary, Contemporary and historical, Critical and Multicultural, and Global Responsibility)
- To build knowledge of global human and physical geography

- To develop a global perspective and an understanding of globalization as a process
- To understand diverse global concerns from interdisciplinary perspectives
- To develop an appreciation of interrelations and connectedness of situated processes and peoples

c. Overall structure:

| Module # | Subject | World Regions (indicative) | Weeks |
|----------|---|-------------------------------|-------|
| 1 | Introduction: Global, Globalisation and Globality | --- | 2 |
| 2 | The Global Inequality | Africa, North America | 2 |
| 3 | Environment and Society | Southeast Asia, South America | 2 |
| 4 | Cultures in Contact | Europe, South Asia | 2 |
| 5 | Nation and State | West Asia, East Asia | 2 |
| 6 | Global Futures | - | 2 |

This course is organized around six units.

Modules # 2-5 take up different themes and debates of relevance that are studied and illustrated by locating them in specific world regions.

By looking at how a particular issue affects two different regions, we aim to develop a comparative perspective and a cross-cultural worldview while also challenging the lay association of certain regions with some 'inherent' characteristic. The final unit invites students to put the pieces back together and think globally about the future of globalization and globality.

The module-wise descriptions are below:

- d. Contents** (brief note on each module; indicative reading list with core and supplementary readings)

Reference Books:

- Patricia J. Campbell, et al., *An Introduction to Global Studies*. Wiley-Blackwell, 2010.

334
215

- Mark Juergensmeyer (Editor), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013
- Manfred B. Steger, *Globalization: A Very Short Introduction*. OUP, 2003
- Eric Sheppard, et al., *A World of Difference: Encountering and Contesting Development*, 2nd Edition. The Guilford Press, 2009. Recommended but not yet consulted.

Unit I: Introduction: Global, Globalisation and Globality

The key idea behind this unit is to introduce students to the idea of globality and a global perspective through a discussion of the meanings of and debates about globalization. To do so, the module raises for discussion questions such as: What is and when was globalization? How do we make sense of it? Why global studies? What isn't global? And, Where is the global?

Indicative reading list

- Patricia Campbell et al., Chapter 1, "Going Global" in *An Introduction to Global Studies*. Wiley-Blackwell, 2010, pp. 1-26
- Mark Juergensmeyer (Ed.), "Thinking Globally" Introduction to Part 1 of *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 3-27
- Steger, Manfred, "Globalization: A contested concept" (pp. 17-36) and "Is globalization a new phenomenon?" (pp. 69-92), in *Globalization: A Very Short Introduction*, Oxford University Press, 2013.

Visual Material

China Blue (2005), Documentary, Director, Micha X. Peled: "*China Blue* takes us inside a blue-jeans factory, where Jasmine and her friends are trying to survive a harsh working environment. When the factory owner agrees to a deal with his Western client that forces his teenage workers to work around the clock, a confrontation becomes inevitable. Shot clandestinely in China, under difficult conditions, this is a deep-access account of what both China and the international retail companies don't want us to see - how the clothes we buy are actually made."

Baraka (1992), non-narrative documentary film directed by Ron Fricke. It explores themes via a compilation of natural events, life, human activities and technological phenomena shot in 24 countries on six continents over a 14-month period. Locations featured include the Church of the Holy Sepulchre in Jerusalem, the Ryoan temple in Kyoto, Lake Natron in Tanzania, burning oil

fields in Kuwait, the smouldering precipice of an active volcano, a busy subway terminal, tribal celebrations of the Maasai in Kenya, and chanting monks in the Dip Tse Chok Ling monastery.

Unit II: Global Inequality

This unit takes a 'history of the present' approach to ask the following question: what explains the unprecedented levels of inequalities that characterize the contemporary human condition? What is the relationship between poverty, gender and inequality? Such an investigation implies looking seriously at the pre-colonial world, at the work of colonialism, and the forms postcolonial formations have taken, alongside the ways in which the world-system of organizing production and exchange as well as its governance have changed over time. The focus regions are Sub-Saharan Africa and North America.

Indicative reading list

- Manfred Steger, "The economic dimension of globalization" (pp. 37-56), in Steger, *Globalization: A Very Short Introduction*, Oxford University Press, 2013.
- Sudhir Anand, et al, *Debates on the Measurement of Global Poverty*. OUP, 2010. ("Part I: Measuring Global Poverty")
- Mayra Buvinic, "Women in Poverty: A New Global Underclass" from *Foreign Policy in Mark Juergensmeyer (Ed), Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 305-312
- Patricia J. Campbell, et al., "The Gendered World" (pp. 214-244) in Campbell et al., *An Introduction to Global Studies*. Wiley-Blackwell, 2010.

Additional Readings:

- Robert B. Reich, "Who Is Us?" from *Harvard Business Review* in Mark Juergensmeyer (Editor), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 267-269
- Kimberley Kinder, *DIY Detroit: Making do in a city without services*. Minnesota University Press, 2016. Chapters 5 and 6.
- William Beinart, *Twentieth-Century South Africa*. Oxford University Press, 2001. Part 1.

Visual Material

Life and Debt (2001), Documentary, Director: Stephanie Black. *Life and Debt* is a feature-length documentary which addresses the impact of the International Monetary Fund, the World Bank, the Inter-American Development Bank and current globalization policies on a developing country such as Jamaica.

Unit III: Environment and Society

This unit aims to introduce theories of *global environmental change*. The unit will work with a political ecology framework, showing the imbrications of environmental concerns with the wider political economy. Case studies from South East Asia and South America will be used.

Indicative reading list

- Patricia J. Campbell et al, "The Natural Environment", in Patricia J. Campbell, et al., *An Introduction to Global Studies*. Wiley-Blackwell, 2010, pp. 122-155
- Manfred Steger, "The ideological dimension of globalization" (pp. 93-112), in Steger, *Globalization: A Very Short Introduction*, Oxford University Press, 2013.
- Catherine Gautier, "Climate Change" from *The Encyclopedia of Global Studies* in Mark Juergensmeyer (Editor), *Thinking Globally. A Global Studies Reader*. University of California Press, 2013, pp. 339-344
- Ron Fujita, "Turning the Tide" from *Heal the Ocean: Solutions for Saving Our Seas* in Mark Juergensmeyer (Ed), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 345-346
- Peter Dauvergne, 'The Politics of Deforestation in Indonesia', *Pacific Affairs* 1993, 66(4): pp. 497-518.
- Kathryn Hochsetler and Margaret E. Keck, *Greening Brazil: Environmental Activism in State and Society*. Duke University Press, 2007. Ch 4.

Visual Material

Darwin's Nightmare (2004), Documentary, Director: Hubert Sauper. A documentary on the effect of fishing the Nile perch in Tanzania's Lake Victoria. The predatory fish, which has wiped out the native species, is sold in European supermarkets, while starving Tanzanian families have to make do with the leftovers.

Unit IV: Cultures in Contact

During the early years of the most recent phase of globalization, scholars foresaw the supposed 'McDonaldisation' of the world, that is, an American—more broadly, Western—cultural hegemony across the newly integrating world. However, things have unfolded with more complexity. Cultural forms rooted in places like China, India and Latin America, for instance, have been more resilient and malleable than anticipated. Moreover, large-scale movement (migration) between regions is rapidly transforming long-held ideas of 'place' and people's identifications with it and each other. This is as true of South Asian urbanization as it is of the so-called migration 'crisis' in Europe.

Indicative reading list

- Manfred Steger, "The cultural dimension of globalization", in Manfred B. Steger, *Globalization. A Very Short Introduction*. OUP, 2003, pp. 69-92
- Saskia Sassen, "Global Cities" from *The Encyclopedia of Global Studies*, in Mark Juergensmeyer (Editor), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 208-213
- Benjamin Barber, "Jihad vs. McWorld" from *Jihad vs. McWorld*, in Mark Juergensmeyer (Editor), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 200-201
- Doreen Massey, (2010), 'A Global Sense of Place', available from http://www.aughty.org/pdf/global_sense_place.pdf, accessed 12 September 2016, (and http://banmarchive.org.uk/collections/mt/pdf/91_06_24.pdf)
- Theodora Dragostinova (2016), 'Refugees or Immigrants? The Migration Crisis in Europe in Historical Perspective', *Origins*, 9(4). Available at <http://origins.osu.edu/article/refugees-or-immigrants-migration-crisis-europe-historical-perspective>, accessed 2 September 2016.

Additional Readings.

- Doreen Massey, (2010), 'A Global Sense of Place', available from http://www.aughty.org/pdf/global_sense_place.pdf, accessed 12 September 2016.
- Shirley A. Fedorak, *Global Issues: A Cross-Cultural Perspective*. University of Toronto Press, 2013. Ch 5,7.

Visual Material

La Haine (1995), Feature film, Director, Mathieu Kassovitz. *La Haine* is about three young friends and their struggle to live in an impoverished multi-ethnic

French housing project in the suburbs of Paris. The title derives from a line spoken by one of them, Hubert, "*La haine attire la haine!*", "hatred breeds hatred."

Unit V: Nation and State

Over the long history, there have been varied interactions between power and its subjects. More recently, this has taken the form of nation-states on the one hand, *and on the other, those it seeks to rule. Sometimes the two are interwoven*, while at other times, there is contradiction and confrontation. In addition, regional and global forms of governance have emerged with their own internal tensions and conflict-ridden margins.

Indicative reading list

- Kenichi Ohmae, "The Cartographic Illusion" from *The End of the Nation-State*, in Mark Juergensmeyer (Editor), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 220-223
- Zygmunt Bauman, "After the Nation-State—What?" from *Globalization: The Human Consequences*, in Mark Juergensmeyer (Editor), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 227-228
- P.J. Campbell et al., Chapter 6 "Population and Consumption, in Patricia J. Campbell, et al., *An Introduction to Global Studies*. Wiley-Blackwell, 2010, pp. 161-181.
- Radhika Vyas Mongia, "Race, Nationality, Mobility: A History of the Passport," *Public Culture* (1999) 11 (3): 527-555.

Additional Readings:

- Yongshun Cai (2010), *Collective Resistance in China: Why Popular Protests Succeed or Fail*. Stanford University Press.
- Joe Sacco (2001), *Palestine*. Fantagraphics Books.

Visual Material

Persepolis (2007), Animated Feature, Directors: Vincent Paronnaud, Marjane Satrapi. *Persepolis* is a 2007 adult animated film based on Satrapi's graphic novel about her life in pre and post-revolutionary Iran and then in Europe. The film traces Satrapi's growth from child to rebellious, punk-loving teenager in Iran. In the background are the growing tensions of the political climate in Iran in the

70s and 80s, with members of her liberal-leaning family detained and then executed, and the background of the disastrous Iran/Iraq war.

Unit VI: Global Futures

This course has introduced the student to thinking the present and past globally. But, What of the future? What will future globalizations look like? Can a global perspective aid in preparing us for the opportunities in an increasingly global world and equip us to deal with the consequences of accumulated globalizations? This final unit of the course introduces students to some of the contemporary debates regarding our global futures.

Indicative reading list

- Manfred Steger, "Challenges to Globalism" (pp. 113-130) and "Assessing the future of globalization" (pp. 114-131) in *Globalization: A Very Short Introduction*, Oxford University Press, 2013.
- Mark Juergensmeyer (Editor), *Thinking Globally: A Global Studies Reader*. University of California Press, 2013, pp. 389-406
- Richard Falk et al (eds.), *Exploring Emergent Global Thresholds: Towards 2030*. Orient Blackswan, 2017.

Visual Material:

Snowpiercer (2013), an English-language science fiction action film based on the French graphic novel *Le Transperceneige* by Jacques Lob, Benjamin Legrand and Jean-Marc Rochette. The film is directed by Bong Joon-ho, and written by Bong and Kelly Masterson. In a future where a failed climate-change experiment has killed all life except for the lucky few who boarded the *Snowpiercer*, a train that travels around the globe, a new class system emerges.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, guided readings, and presentations, with emphasis on collaborative-learning. The course will be transacted through an online platform (like Classroom) and will enable students to track their own progress as well as interact with faculty in online mode.

- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

- c. **Expertise in AUD faculty or outside**

The course team has intensive understanding of the field. However, guest lectures will be organized, specifically on regions such as China, the Indian Ocean, Africa and Latin America etc., from amongst the AUD faculty and/or scholars from outside the university.

- d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their participation in class as demonstrated through their work on short thought pieces that engage with the key concepts of the course in real life settings (4@10 = 40%).
- The second assessment will consist of a report / essay based on independent work conducted by the student on a region and issue of interest, such as images, objects and places (25%).
- The third assessment will consist of a final examination (35%).

Signature of Course Coordinator(s)

Note:


1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

341.

3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | BA Global Studies |
| Course title | Religion in a Global World |
| Course code | SGAIGS204 |
| Credits | 4 |
| Course type (core/compulsory/optional/any other – please specify) | Core for GS and SSH / Optional for others |
| Level (Pre-doctoral/M/PG Diploma/Certificate/UG) | UG |
| Course coordinator and team | Santosh K. Singh |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course has been tailored to respond to some of the contemporary questions related to religion and to understand the conditions that led to the global upsurge in religion-based conflicts. The course builds on the premise that the young undergraduates need to be familiar with the broad central concerns of various religious traditions in order to critically engage with their normative frameworks. There is a course on religion in BA, Sociology programme but which is more rooted in classical anthropological tradition. This course, in contrast approaches the themes from a more contemporary perspective. Notwithstanding the ordinary overlaps, the course is distinctly different in its approach and key questions that it attempts to address from a multiple, and not just sociological, lens.

2. Specific requirements on the part of students who can be admitted to this course:
 No specific requirement
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 50

343

4. **Course scheduling** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Full semester course
5. **Proposed date of launch:** Monsoon Semester, MS 2019
6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course both thematically and in terms of its execution adheres to the vision of AUD, as it aims to critically engage with a key theme of our time. The fieldwork component of the course further underlines its commitment to engaged scholarship and learning motto.

7. **Course Details.**

a **Summary:**

Religion as an institution, and as an idea, has shown remarkable resilience and adaptability. The project of modernization had anticipated that with progressive secularization, the world will be less and less religious; and eventually religion will disappear. The prophecy about the death of God did not come true; rather there has been an upsurge in religiosity all over the world. Religion today is perhaps the most indelible marker of one's identity. Much of the violence and upheaval in our public spaces are related to the question of religious identity and affiliation.

b **Objectives**

1. Introduce the students to the broad key concepts and perspectives on religion.
2. Understand the concept of religion through an overarching discussion on common threads running across some of the prominent religious traditions.
3. Critically examine the concept and its diversity under various key rubrics such as violence, gender, class/caste and community.
4. Familiarize the students to the nuances of some of the contemporary debates around the issues of fundamentalism, communalism and secularism.

c Overall Structures

| | Topic | Duration |
|----|---|----------|
| 1. | What is Religion | 2 weeks |
| 2. | Understanding the evolutionary trajectories | 3 weeks |
| 3. | Religion as protest from the margin | 2 week |
| 4 | Violence in the name of religion | 3 week |
| 5. | Environment, Religion, and beyond the "organized" | 2 weeks |
| 6. | Globalization and religion | 2 weeks |

d Contents

Unit1. What is religion? Meanings, disenchantment and the responses to the Enlightenment project

The module introduces the idea of religion from a broad sociological lens. It discusses the idea of enlightenment and science and their relationship with religion. More significantly it attempts to understand the revival of religion in public life as a response to disillusionment with the project of scientism.

Durkheim, Emile. 1915. *Elementary forms of Religious life*. London. George Allen and Unwin. (Chapter 1)

Tai, Mariam 2006. "Science and religion in Development: From Denial to Recognition in Amitabh Kundu and Mariam Tai (ed.) *Science, Religion and Development: Advancing the Discourse*. Sinai Publications. Pp. 23-30.

Weber, Max 2002 *The Protestant Ethic and the spirit of Capitalism*. Translated by Stephen Karlberg. London. Blackwell (Ch 1, 3 and 4)

H.H. Gerth and C. Wright Mills (Translated and edited). 1946. *From Max Weber: Essays in Sociology* New York: Oxford University Press pp. 129-156.

Unit2. Understanding the evolutionary trajectories of religion: (Islam, Hinduism, Christianity, Sikhism, Jainism, Buddhism and Folk religion)

The section traces the journey of various religious traditions, including folk religions, in an evolutionary framework.

(The module will be transacted in a workshop mode, followed by group presentations by the students.)

Mittal, Sushil and Gene Thursby. 2018. Religions of India: An Introduction. New York Routledge Pp. 1-20

Zaehner R.C. 1966. Hinduism. New York: Oxford University Press.(Introduction only)

Madan T.N. 1992 *Religion in India*. New Delhi: Oxford University Press.

Ahmed, Akbar s. 1999. Islam Today: A short introduction to Muslim World. London: I.B Tauris Publishers. Pp 1-51.

Unit3. Religion as protest from the margin

Religion has been a powerful force of rebel and dissent against the established and exclusionary practices. The module highlights this dimension of religion through some examples from India.

Jurgensmeyer, Mark. 1988, Religious rebels in the Punjab: The social vision of untouchable. Delhi: Ajanta

Singh, Santosh Kumar 2011. 'Globalization and religious identity in India Understanding the subaltern context of the sacred'. In MihaelaGligor and Sherry Sabbarwal (ed.) *Patterns in Philosophy and Sociology of Religion*. Delhi/ Jaipur: Rawat Publishers.

Fuchs, Martin 2019. Dharma and the Common good: Religion as Problem and Answer- Ambedkar'scritical theory of Social rationality. In Martin Fuchs and VasudhaDalmia (ed.) *Religious Interactions in Modern India*. Delhi: Oxford University Press.

Kaviraj, Sudipta.1995 'Religion, Politics and Modernity', in UpendraBaxi and Bhikhu Parekh (Eds), *Crisis and Change in contemporary India*. New Delhi: Sage Publication

Unit4. Violence in the name of religion

Religion's relation with violence is the key theme of our time. The module intends to understand the phenomenon through brief discussions around tropes such as secularism, nationalism and ethnic identity formations.

Brass. P. 1998. 'Secularism out of its place', *Contribution to Indian Sociology*. Vol.32. Issue 2

Vanaik, Achin. 2017. *The Rise of Hindu Authoritarianism, Secular Claims, Communal Realities*. London: Verso (Intro and Chapter 1)

Peter Van der Veer. 1997. *Gods on Earth: Religious Experiences and identity in Ayodhya*. Delhi: Oxford University Press. (Chapter 1 and 2)

Kaur, Ravinder (ed.) *Religion, violence and Political mobilization in South Asia*. Delhi. SAGE.

Unit5. Environment, Religion and beyond the "organized"

The module aims to invite students to engage with other connections of human life with religion. One such theme is relationship of religion with nature and environment. The module intends to critically engage with the overbearing presence of organized religions in our understanding of religion as the only trope. Discussion on Gandhi and Tagore helps illuminate this aspect.

Glaysner, Frederick 2011. "The Poet's Religion of Rabindranath Tagore" in the *Rupkatha Journal on Interdisciplinary Studies in Humanities* Vol 3 No.4. PP 400-416.

McAnally, Elizabeth 2018. "Buddhism, Bodhisattvas, and the compassionate wisdom of water" in Laura Hobgood and Whitney Bauman (ed.) *Religion and Nature: The Elements*. UK: Bloomsbury Handbook of religion. Pp: 199-208.

Guha R. 2006. *How much should a Person consume? Environmentalism in India and the United States*. Berkeley: University of California Press. (Introduction only)

Jordens, J. 1998. *Gandhi's religion. A homespun shawl*. UK: Palgrave Macmillan. Pp. 1-4, and 67-77.

Unit6. Globalization and Religion

The module, in the end, strings together the multiple perspectives discussed above in the broad framework of globalization and what it does to the very idea of religion and religious identities.

Melissa, Wilcox (ed.) 2012. Religion in Today's world: Global issues, Sociological perspectives. Routledge.(Chapter 2, 3)

Kanungo, Pralay.2007 'Globalization, the Diaspora and Hindutva', in BhupinderBrar et al (Ed)*Globalization and the Politics of Identity in India*, New Delhi: Pearson. Pp. 50-63.

Berger, L. Peter. 2005. Global Pluralism and religion. Studios' Publicos.98 (Autumn 2005). Pp.1-13.

8. Pedagogy:

a. Instructional design: The course aims to bring together multiple perspectives, both scholarly and every day, in order to unravel the complex dynamics of religious traditions, especially in context of a plural society like India. The compulsory field visit component further emphasizes this intent. Other than the module specific class room teaching the course intends to invite scholars from outside the academia for lectures and workshops.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

It would require ordinary technical support to screen documentaries and films related to the themes.

c. Expertise in AUD faculty or outside: AUD has a few faculties whose research interest revolves around related themes and their involvement in the transaction of the course will only add to the overall quality

d. Linkages with external agencies (e.g , with field-based organizations, hospital; any others):

For the compulsory field visit, we would need to make contacts with organizations related to the course and its broad objectives

9. Assessment structure (modes and frequency of assessments): Assessment:

Group presentation: 20%

Field visit: 30% (The Field here would imply student visits to sites of religiosity, to essentially observe and study the people, practices and the phenomenon associated with the place (It will not be a compulsory component, to respect the atheists/non believers). The students will then present their reflections in the class room.

Term paper: 20%

End semester: 30%

Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.**
- 2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.**
- 3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.**

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | BA Sustainable Urbanism |
| Course title | Governing the City |
| Course code | SGAISU201 |
| Credits | 4 |
| Course type (core / compulsory / optional/ any other – please specify) | Core for BASU, elective for other BA programmes |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | BA IIIrd Semester |
| Course coordinator and team | Dr. Pritpal Singh Randhawa |

- Does the course connect to, build on or overlap with any other courses offered in AUD?**
 The course is intended as one of core courses for the students of BA Sustainable Urbanism. It builds up on two existing core courses, namely 'Urban Worlds' and 'Urban Environment', offered by the BA-SU programme of the School of Global Affairs. The proposed course would focus on how cities are governed and managed by different actors, agencies and institutions through various policy and planning initiatives.
- Specific requirements on the part of students who can be admitted to this course:** (Pre requisites; prior knowledge level; any others – please specify): No requirement
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
 The entire cohort of BA-SU, and those SSH students who have opted for this trajectory, will enroll in the course. The number of students from other programmes will be as per AUD norms.
- Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course
- Proposed date of launch:** Monsoon 2019

350
31



6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The core concern of the course is to understand if and how our cities are being planned and governed to make them more sustainable and equitable, which is in tune with AUD's thrust on sustainability and social justice.

7. Course Details:

a. Summary

This course is aimed at developing an understanding of the ways in which our cities are governed and managed by different actors, agencies and institutions, through various planning and policy initiatives in liberalized India, using the lens of urban inequality and sustainability. An overview of the patterns of urbanisation and its challenges in India would be provided, followed by a layout of the basic concepts and structures of urban governance at the national, state and municipal level. The recent shifts within urban governance in the form of public private participation (PPP) and other "participatory" processes (such as *Bhagidari* in Delhi) will also be examined. Further, the course and content of select planning and policy initiatives would be critically analysed. This analysis would be undertaken through the mode of workshops. Finally, the nature and role of different forms of urban activism in influencing decision making processes would be explored, through use of specific case studies.

b. Objectives

- i. To gain an understanding of actors, agencies and institutions responsible for governing and managing the city.
- ii. To gain an ability to read planning, policy and programme documents.
- iii. To build critical understanding of contemporary plans, policies and programmes.
- iv. To understand how judiciary, civil society, NGO and media influence the decision making process.

c. Overall structure:

This course is organized around four units.

| | Topic | Duration (week) |
|----|--|-----------------|
| 1. | Urbanisation and Governance | 2 |
| 2. | Participatory Processes | 2 |
| 3. | Reading Plans, Policies and Programmes | 5 |
| 4. | Advocacy and Activism | 3 |

d. Contents

Unit 1 - Urbanisation and Governance (2 Weeks)

The first unit will introduce the core themes and concerns of this course. At the outset, the patterns and challenges of urbanization in India would be laid out with focus on scenarios of urban poverty and inequality, especially in the liberalization period. Thereafter, the concept of governance will be examined by reviewing how it has been understood in social sciences and development practice. Followed by the discussion on who is responsible for governing, planning and managing our cities. Herein, the tripartite structure of urban governance at the national, state and municipal level would be explained, and the vast network of actors and agencies involved in the design and implementation of plans, policies and programmes for different sectors would be mapped out. Further, the 74th constitutional amendment to empower the Urban Local Bodies (ULBs) would be brought to focus.

Essential Readings

Bhagat, RB (2011). Emerging Pattern of Urbanisation in India, *Economic and Political Weekly* 46(34): 10–12.

Munshi, S., Abraham, B. P. and Chaudhari, S. (2009). *The Intelligent Person's Guide to Good Governance*, Delhi: Sage Publication India Pvt. Ltd.

Reut, J., Lama-Rewal, S. T. (2009). *Governing India's Metropolis*, Delhi: Routledge (Chapter 1: Engaging with the Concept of Governance in the Study of Indian Metropolises).

Pandey, K. K. (2012). Administration of Urban Development and Urban Service Delivery, Theme Paper for the 56th Member's Annual Conference, Indian Institute of Public Administration, New Delhi.

Suggested Readings

Nath Mishra, B. (2015). Crisis of Urban Governance in India, Policy Report No. 10, The Hindu Centre for Politics and Public Policy.

Documentary Film

In Depth – 74th Constitution Amendment available at <https://www.youtube.com/watch?v=Kv6fjq7Y-4I>

Unit 2 - Participatory Processes (2 Weeks)

One of the many shifts within urban governance in India in the last three decades has been the emphasis on participation. This unit will basically discuss two types of changes in the participatory processes. First is the shift in urban governance starting from the 74th constitutional amendment in 1992, to the reforms proposed in Jawaharlal Nehru Urban Renewal Mission in 2006 and the recent initiative of Special Purpose vehicle (SPV) under the Smart City Mission in 2015. Secondly, it will discuss the changing nature of people's participation through the case of *Bhagidari* initiative (by Congress Government in mid 2000) and the Mohalla Sabha (by AAP Government in 2014) in Delhi. If and how have these initiatives helped in representing the voices and concerns of the marginal sections in the city? This core question would be posed to critically analyse the intent and impact of these initiatives.

Essential Readings

Ranganathan, M., Kamath, L. and Baindur, V. (2009). Piped water supply to greater Bangalore: putting the cart before the horse, *Economic and Political Weekly*, 44 (33), 53-62.

Mohanty Aditya (2014). When Participation Trumps Governance: From Bhagidari to Mohalla Sabhas in Delhi, *Economic and Political Weekly*, 49 (14),pg

Lama-Rewal, S. T. (2011). Urban Governance: How Democratic? In Zerah, M. H., Dupont, V. and Lama-Rewal, S. T. (eds), *Urban Policies and Right to the City in India*, New Delhi: UNESCO and Centre de Sciences Humaines.

Suggested Readings

Ghertner, A. (2015). *Rule by Aesthetics: World Class City Making in Delhi* (Chapter 2: Gentrifying the State: Governing through Property), New Delhi: Oxford University Press.

Jain, A. K. (2003). Actioning New Partnerships for Indian Cities, *Cities*, 20 (5), 353-359.

Unit 3 - Reading Plans, Policies and Programmes (5 weeks)

This unit will begin with an overview of key urban policies and plans in liberalised India. The politics of policy making would be discussed in addition to how these policies are actually translated on ground in the shape of master plans, regional plans, city development plans, climate change action plans, city sanitation plans and detail project report (DPR) etc. The bulk of

the unit will be delivered in a workshop mode wherein the students would be trained to critically read different kinds of planning, policy and programme documents. Following is the list of possible themes of the workshop:

- Comparison of select components of successive Master Plans of a city.
- Analyzing zonal maps by relating it with the situation on the ground.
- Correlating select components of Regional Plan and Master Plans.
- Comparing the projections (of select components) in Jawaharlal Nehru Urban Renewal Mission JNNURM with actual changes on ground using research data published after its implementation.
- Analysing the climate change action plan in relation to environmental challenges of a select city.

Essential Readings

Priya, R. (1993). Town Planning Public Health and Urban Poor: Some Exploration from Delhi, *Economic and Political Weekly*, 28 (17), 824-834.

Batra, L. (2009). A Review of Urbanisation and Urban Policy in Post-Independent India. Working paper Series (CSLG/WP/12), Centre for the Study of Law and Governance, New Delhi: Jawaharlal Nehru University.

Banerjee-Guha, S. (2009). Neoliberalising the 'Urban': New Geographies of power and injustice in Indian cities, *Economic and Political Weekly*, 44(22), 95-107.

Suggestive List of Planning and Policy Documents for Workshop

Delhi Master Plan 2001, Delhi Development Authority available at http://www.rgplan.org/delhi/MASTER-PLAN-FOR-DELHI_2.pdf

Delhi Master Plan 2021, Delhi Development Authority available at <http://dda.org.in/ddanew/pdf/Planning/reprint%20mpd2021.pdf>

Regional Plan 2021, National Capital Regional Planning Board (NCRPB) available at http://rgplan.org/regional-plan-of-up/Regional_Plan_of_NCR_2021.pdf

Jawaharlal Nehru Urban Renewal Mission (JNNURM) available at [http://mohua.gov.in/upload/uploadfiles/files/1Mission%20Overview%20English\(1\).pdf](http://mohua.gov.in/upload/uploadfiles/files/1Mission%20Overview%20English(1).pdf)

Smart Cities Mission available at [http://smartcities.gov.in/upload/uploadfiles/files/SmartCityGuidelines\(1\).pdf](http://smartcities.gov.in/upload/uploadfiles/files/SmartCityGuidelines(1).pdf)

Unit 4: Advocacy and Activism (3 Weeks)

This unit will bring into focus the role of civil society, non-government organizations (NGOs), media and judiciary in shaping urban policies and plans. Interventions such as public interest litigations, research and media advocacy, and forms of collective actions would be studied. Herein, some of the case studies of advocacy on diverse issues would be highlighted such as the role of Society for the Promotion of Areas Resource Centre (SPARC) in slum redevelopment in Bombay, role of National Association of Street Vendors of India (NASVI) In the making of Street Vendors Act 2014 etc. Using these examples, the unit would conclude with a discussion on the nature of emergent urban activism in India.

Essential Readings

Doshi, S. (2013). The Politics of the Evicted: Redevelopment, Subjectivity, and Difference in Mumbai's Slum Frontier, *Antipode*, 45 (4), 844–65.

Bhowmik, S. K. (2010) (eds). *Street Vendors in the Global Economy*, New Delhi: Routledge (Chapter 12: Advocacy Coalitions Influencing Informal Sector Policy: The Case of India's National Urban Street Vendors Policy).

Kumar, Ravi (2008). Globalization and Changing Patterns of Social Mobilization in Urban India, *Social Movement Studies*, 7:1, 77-96.

Zimmer, A. (2011). *Everyday governance of the waste waterscapes: A Foucauldian analysis in Delhi's informal settlements*, PhD Dissertation submitted to Rheinische Friedrich-Wilhelms-University of Bonn (Chapter II: Governmentality and Everyday Governing Practices in the Waste Waterscapes: Theoretical Consideration for the Analysis).

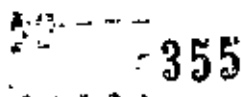
Suggested Readings

Ramanathan, U. (2006). Illegality and the Urban Poor, *Economic and Political Weekly*, 41(29), 3193-3197.

Sundram, S. S. (2008). National Policy for Urban Street Vendors and Its Impact, *Economic and Political Weekly*, 43 (43), 22-25.

Documentary Film

New Delhi Private Limited produced by Hazards Centre available at <https://www.youtube.com/watch?v=D0IkveNoQxc&t=163s>



8. Pedagogy:

a. *Instructional design*

The course will be a combination of lectures and hands-on activities in the class. In addition to readings, there will be a substantial use of visual material such as documentary films, photographs, figures and maps etc. Both Unit 2 and 3 will be transacted simultaneously. The Unit 3 - Reading Plans and Programmes, will be transacted in a workshop mode. Herein, some external experts would be invited to conduct a few sessions. A field trip to a project site will also be planned. The course will make use of online platform 'google classroom' that enables students to track the course's progress and their own contributions.

b. *Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):*

None

c. *Expertise in AUD faculty or outside*

The faculty teaching the course has training in the field of Policy Studies and was also a part of Delhi based alliance *Sajha Manch* involved in researching and advocating on issues of urban poverty, including shelter and livelihood.

d. *Linkages with external agencies (e.g., with field-based organizations, hospital; any others)*

There is already an existing linkage with urban activists working on different aspects of urban poverty and inequality. Some of them will be invited to share their experience of policy advocacy and activism. Also, experts will be invited to facilitate few sessions of Unit 3.

9. Assessment structure (modes and frequency of assessments)

The course will have formative and summative assessment situations explained in the table below.

| Types of Assessment | Types of Assignments | | |
|----------------------|----------------------|---|--|
| | Formative Assessment | Short Response note to evaluate reading, analytical and writing skills (10%). | Hands-on activities in the class – reading, understanding and analysing plans and programmes (30%) |
| Summative Assessment | | Mid Term Exam (25%) | End Semester Exam (25%) |

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

357

**School of Global Affairs
Ambedkar University Delhi
Proposal for Launch of a Course**

| | |
|---|----------------------------|
| School/Centre proposing the course | SGA |
| Programme(s) | B.A (Sustainable Urbanism) |
| Course title | Working with Numbers |
| Course code | SGAISU202 |
| Total Credits | 4 |
| Course type (core/compulsory / elective/any other – please specify) | Core |
| Level (Pre-doctoral / MA / PG Diploma / Certificate / UG) | UG |
| Proposed date of launch | Monsoon 2019 |
| Course coordinator and team | Partha Saha |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This is an introductory course which provides a foundation for further courses in quantitative analysis as well as for the discussion of empirical evidence in other courses. While developing this course, specific requirements of sustainable urbanism programme have been kept in mind, and therefore, delivery of this course will broadly be in the context of sustainable urbanism. There might be some overlaps with introductory undergraduate courses in statistics offered by other disciplines.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

This course will be pitched at a very elementary level, and so there is no requirement of any prior knowledge.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

It is a core course, and therefore it depends on the class strength. Usual AUD norms related to class size should be applicable to this course as well.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Third Semester.

358

5. How does the course link with the vision of AUD?

This is a basic tools course. In consonance with AUD's vision it equips students to ground their understanding of social realities in concrete facts while at the same time being aware of the limitations and blind spots of the methodologies they are employing. The aim of the course is to foreground a range of relevant topics in elementary quantitative analysis which would help in getting a better empirical grasp on concepts introduced in other courses under Sustainable Urbanism programme. The topics will try and capture most recent issues discussed, and methods applied in elementary quantitative analysis.

6. How does the course link with the specific programme(s) where it is being offered?

The availability of information about happenings all over the world and computing power are making empirical analysis an integral part of various fields of study, particularly programmes like Sustainable Urbanism which is closely associated with the world of practice. The courses in B.A. Sustainable Urbanism programme make use of empirical findings to illustrate core ideas wherever relevant and this course equips students to make such a journey possible.

7. Course Details:

a. *Summary:*

This is an introductory course which will equip students with elementary knowledge of data analysis. This course will help students to develop basic understanding of various tools and techniques of quantitative data analysis. They will also be familiarized with working with data in worksheets and classroom teaching will be supplemented by group activities and empirical exercises. In a nutshell, at the end of this course, students are expected to have confidence in carrying out preliminary quantitative studies and meaningful evidence based discussions on issues of Sustainable Urbanism.

b. Objectives:

- i. To develop the practical skills of data exploration and visualization.
- ii. To develop acumen of evidence based learning and empirically verify happenings related to Sustainable Urbanism.
- iii. To have confidence to use empirics in order to enhance understanding of various topics discussed in this programme.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

828
8^A
359

Starting from the elucidation of the relevant concepts and methods, the course will explore various tools and techniques applied in research related to measuring sustainability. The course will promote group work, and practical application of tools and techniques discussed in the class. The course, composed of twelve modules, and there are three main themes which are covered in these twelve modules. The three main themes are:

- Unit 1: Basic concepts, data exploration and visualization;
- Unit 2: Basic descriptive statistics and index numbers;
- Unit 3: Application of elementary quantitative techniques in order to understand certain important indicators of Sustainable Urbanism.

There will be a certain degree of flexibility in terms of the course objectives depending on the class dynamics.

d. Contents (Module wise):

| Module No. / UNIT | Topic |
|--|---|
| UNIT 1 Basic concepts, data exploration and visualization | |
| 1 | Introduction to Basic Concepts in Statistics |
| 2 | Univariate Frequency Distribution |
| 3 | Tabulation and graphical-representation of data |
| 4 | Summation & Other Statistical Procedures |
| 5 | Introduction to Sample & Census |
| UNIT 2 Basic descriptive statistics and index numbers | |
| 5 | Measures of Central Tendency |
| 6 | Measures of Dispersion |
| 7 | Dealing with Bivariate Data & Correlation |
| 8 | Index Numbers |
| UNIT 3 Application | |

360

41

11:20:00

| | |
|--------|--|
| 9 - 12 | Working with Various Kinds of Sustainability Indices like Air Quality Index, Environmental Performance Index, Sustainable Governance Index, Sustainable Society Index etc. |
|--------|--|

Core Reading

- [MMC] Moore, D.S., McCabe, G.P. and Craig, B.A. (2009), *Introduction to the Practice of Statistics*, 6th edition, W.H. Freeman and Co
- *Statistics in Social Sciences: Current Methodological Developments* – S Kolenikov, D Steinley, L Thombs (eds)
- *Elementary Statistics* – Neil A Weiss
- Reports of UNDP and other international organizations while working on modules 9 to 12.

About the Units:

Unit 1: Modules 1 – 4

Unit 1 will provide an introduction important concepts and definitions, visualizing and interpreting univariate data, and understanding basic statistical and mathematical methods used in empirical analysis. Importance of this module lies in the fact that intelligent graphical presentation of data can often provide guidance towards adopting appropriate research questions and also provide crucial background knowledge about characteristics of various data points vis-à-vis each other.

After introducing basic concepts in statistics, this unit will explore various forms of graphical representation of univariate data starting with various kinds of graphical representation of univariate frequency distribution which will be followed by cross-tabulation of bivariate data sets along with their graphical representation. This unit will then introduce basic calculations using mathematical and statistical formulae which are used in data preliminary data analysis. In addition to introducing concepts and techniques through classroom lectures, it is also intended to hold workshops in computer labs to give students first hand exposure to working with numbers taking specific examples from existing data sets. The last part of this unit will provide an introduction to sampling techniques, and advantages and disadvantages of census enumeration.

In a sense, the first unit will acquaint students with different graphical methods of looking at data, introduce some basic mathematical concepts like Rectangular Coordinates, Functions, Graphs, Equations, Frequency Distribution, Relative &

Cumulative Frequency Distribution, and Tabulation & Graphical Presentation of Data.

Unit 2: Modules 5 – 8

In today's globalized and increasingly connected world where accessibility of information does not pose much of a problem, the real challenge is how to analyze different information in specific contexts. This module will introduce students to some of the basic and fundamental techniques of exploring and analyzing quantitative information and their applications in different contexts. Following up on graphical presentation of data discussed in the previous module, this module will focus on measures of central tendency, measures of dispersion, bivariate data and correlation, and index numbers.

In measures of central tendency which basically represents a typical or central entry of data set, the three most commonly used measures of central tendency will be discussed, which are, mean, median, and mode. In measures of dispersion, concepts and techniques will be introduced which will analyse variance and standard deviation of a population and of a sample along with introducing methods which are used to approximate sample standard deviation of grouped data. Further, this unit will also introduce methods on how to use coefficient of variation to compare variation in different data sets. Like in Unit 1, in addition to introducing concepts and techniques through classroom lectures, it is also intended to hold workshops in computer labs to give students first hand exposure to working with numbers taking specific examples from existing data sets. The final section of this unit will deal with definitions and concepts related to index numbers and suitability of their applications.

Unit 3: Modules 9 – 12

This unit will attempt give practical exposure to students in dealing with real time data and will also help in understanding various indicators used in the literature on Sustainable Urbanism. Though there is a set of indicative indices that will be looked into with some detail and assignments will be based on these indicators, this list of indicators need not be exhaustive, and some indicators may be dropped or added in consultation with other faculty members in the programme. Some of the indices that we propose to deal with (depending on class dynamics) are Air Quality Index, Environmental Performance Index, Sustainable Governance Index, Sustainable Society Index etc. To repeat, to what extent practical exposure can be provided to students will depend on class dynamics and time spent on earlier units.

8. Pedagogy:

- a. Instructional design: combination of lectures, participation and presentations, group work.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Computer Room for conducting some of the classes.
- c. Expertise in AUD faculty or outside: AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Not necessary.

9. Assessment structure (modes and frequency of assessments)

Break-up:

The assessments will be based on applications of classroom teaching, and will be test of ability of students to apply their understanding about quantitative skills in different real life as well as hypothetical situations. In this way, the assessments will go beyond testing theoretical understanding of concepts and methods.

One written examination and two assignments will be given. Their respective weightage are as follows:

- Assignment 1: Based on whatever is discussed in modules 1 – 4 (30% weight)
- Written Examination: Based on modules 5 – 8 (40% weight)
- Assignment 2: Based on modules 9 – 12 (30% weight)


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.


Signature of the Dean of the School

364

45

225

**School of Global Affairs
Ambedkar University Delhi
Proposal for Launch of a Course**

| | |
|--|--|
| School / Centre proposing the course | School of Global Affairs |
| Programme(s) | B.A (Social Sciences and Humanities, Sustainable Urbanism, Global Studies) |
| Course title | Introduction to Health, Medicine and Society |
| Course code | SGA EL202 |
| Total Credits | 4 |
| Course type (core /compulsory / elective / any other – please specify) | Elective |
| Level (Pre-doctoral / MA / PG Diploma / Certificate / UG) | UG |
| Proposed date of launch | Monsoon 2019 |
| Course coordinator and team | N. Nakkeeran |

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
This is an introductory course on health and medicine and their relationship with society and culture.
2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):** None
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** 50
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** III / IV Semester
5. **How does the course link with the vision of AUD?**
Health and medicine as a domain both constitute as well as reflect social inequalities. The course has a potential to provide a critical and transformative understanding to students.
6. **How does the course link with the specific programme(s) where it is being offered?**
The course has a seamless and explicit link with urbanisation and globalisation as well as with social sciences and humanities, which are the principal frames of the three BA programs for which this course will be initially offered.

7. Course Details:

a. Summary:

The course is expected to be interdisciplinary; drawing its core strengths from a range of social sciences disciplines in conjunction with the field of public health. The course will introduce key concepts around health, illness, disease, medicine and wellbeing and will try to emphasise how health and medicine in a society get inscribed and constituted by social institutions and processes. The course also will introduce to the students the key concerns around health in the country.

b. Objectives:

- i. To understand 'health and illness' distinct from 'medicine'
- ii. To provide an understanding on health that emphasises the role of social, political, economic and psychological factors in constituting health of individuals and groups
- iii. To appreciate the role of culture, identity and power as individuals and groups experience and engage with medicine and health care systems.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

Health as a domain is seamlessly connected with everyday life. Yet the domain remains largely outside of social science understanding in mainstream university education except perhaps in higher research works that individually focuses on health. As a result in spite of emergence of separate sub-disciplines such as health sociology, medical anthropology, health psychology etc., the field of health and associated concepts remain opaque to rigorous social science enquiry compared to the extent to which concepts like say nationalism or culture have been explored.

This course on 'Introduction to Health, Medicine & Society' is being introduced at the undergraduate level, juxtaposed with other social sciences courses, to open up this field for a wider and extensive exploration within social sciences education, with the hope that some of the these students would continue this exploration into their masters and higher degrees and meaningfully contribute to rearticulate the field of health in terms of theory and practice.

The course will be transacted in about four modules as explained below:

| Modules | Description | Weeks |
|---------|--|-------|
| 1 | Introduction to key concepts: Medicine, systems of medicine, medical pluralism; health, wellbeing; illness, disease; healing, care; health | 3 |

| | | |
|----------|---|----------|
| | culture, health equity, public health, primary health care | |
| 2 | Medicine and health: Bio-medical model of health vs. social model of health; contribution of medicine towards health, Health system, health care delivery, access to health care | 3 |
| 3 | Social determination of health: Distributional aspect of health; Forces, processes and factors; Economic status, work, caste, gender, state, urbanisation, globalisation, development; Health differentials across groups; social determinants of health and social determination of health | 3 |
| 4 | Meaning, experience and difference: health and medicine as lived experience: Recognition based orientation on health and wellbeing; cultural domination, non-recognition and the lived experience of stigma and discrimination; medicine, body, power and discourse. | 3 |
| | Revision and assessment | 2 |

d. Contents (Module wise):

Summary of modules

Module 1: Introduction to key concepts

In this module, key concepts around medicine, systems of medicine, illness, disease, wellbeing, care, healing, health equity, public health and the like will be introduced along with their scope, overlaps, and interrelationships, and how they get problematized within an inter-disciplinary social science understanding.

Module 2: Medicine and health

This module will especially focus on medicine as a concept and system of knowledge; its claim to explain and provide solutions to health and disease related aspects of human life and its limitations thereof. This will serve to give a balanced critique on bio-medical model of health and introduce students to alternative explanations on disease and health that locate these aspects within social, cultural and structural arrangements. Concepts like health systems and medical systems will be discussed here.

Module 3: Social determination of health

Distributional aspect of health; factors, forces and processes that constitute differentials in health status and access to health care will be discussed in this

module. Health differentials across economic status, work, caste, gender, and regions/state will be highlighted. Such differentials will be explained through an introduction to Social Determinants of Health model, followed by a critique on this model taking the discussion to the idea of social determination of health.

Module 4: Meaning, experience and difference: health and medicine as lived experience

While the distribution based understanding of health focuses on 'avoidable and unfair differentials' with equity as the central thrust, a recognition based orientation focuses on cultural domination, non-recognition and the lived experience of stigma and discrimination. This module aims to develop this complementary explanatory framework to articulate a discursive understanding of body, health, wellbeing with power, identity, difference and experience in the foreground.

Core Readings

Module 1: Introduction to key concepts

- Boyd, K.M., "Disease, illness, sickness, health, healing and wholeness: exploring some elusive concepts", *J Med Ethics: Medical Humanities* 2000;26:9-17
- Britten, N., "Patients' ideas about medicines: a qualitative study in a general practice population", *British Journal of General Practice*, 1994, 44, 465-468.
- Evans, M.W., "Chapter 2: Basic Concepts in Public Health", 35-47.
- Gilson, L., "Health Systems", in Lucy Gilson (ed.) *Health policy and systems research: A methodological reader*, Alliance for Health Policy and Systems Research, WHO, 2012;23-6
- Rovesti M, et al., "Health and Illness in History, Science and Society", *Open Access Maced J Med Sci*. 2018 Jan 25; 6(1):163-165. <https://doi.org/10.3889/oamjms.2018.056>
- Seidlein, A.H., and Salloch, S., "Illness and disease: an empirical-ethical viewpoint", *BMC Medical Ethics* 2019; 20:5 <https://doi.org/10.1186/s12910-018-0341-y>

Module 2: Medicine and health

- Colgrove, J. (2002) "The McKeown thesis: A historical controversy and its enduring influence", *American Journal of Public Health*, 92, 5, pp. 725-729.
- Das Gupta, Monica, "Public Health in India: Dangerous Neglect", *EPW*, Dec, 3, 2005, 5159-65.

- Helman, Cecil G., "Medicine and Culture: Limits of Biomedical Explanation", *Lancet* 337(8749), May 4, 1991, pp. 1080-83
- John, J., "Universal health care and nationwide public health. Tale of two declarations from one city", *Indian Journal of Medical Research*, 134, Sep 2011, p.250-52
- Link, B.G. & Phelan, J.C., "McKeown and the Idea That Social Conditions are Fundamental Causes of Disease", *American Journal of Public Health*, May 2002, Vol 92, No. 5

Module 3: Social determination of health

- Acharya S., (2010) "Caste and Pattern of Discrimination in Rural Public Health Care Services" in Thorat S and Katherine S Newman (eds.) *Blocked by Caste-Economic Discrimination in Modern India*. Oxford University Press, pp: 208-252.
- Arnold, D., (19913) "Introduction" in *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-century India*. University of California Press, pp: 1-11.
- Baru, Rama, (2003) "Privatisation of Health Services: A South Asian Perspective", *Economic and Political Weekly*, Vol. 38, No. 42 (Oct. 18-24), pp. 4433-4437
- Carr, S., Unwin, N., & Pless-Mulloli, T. (2007). *An Introduction to Public health and epidemiology*. (Chapter 7:83-96) New York: OUP.
- Harrison, M., and Pati, Biswamoy, (2009) "Social history of health and medicine: Colonial India", in Biswamoy Pati and Mark Harrison (eds.) *The Social History of Health and Medicine in Colonial India*, Routledge: London, 1-14.
- Marmot, M., (2005) "Social determinants of health inequalities", *Lancet*; 365: 1099–104
- Singer, M., (2004) "Social origins and expressions of illness", *British Medical Bulletin* 69: 9–19 DOI: 10.1093/bmb/ldh016

Module 4: Meaning and experience of medicine, health and illness

- Addlakha R. (2008) "Disability, gender and society", *Indian J Gend Stud* 15(2): 191–207.

- Burns JK. (2009) "Mental health and inequity: a human rights approach to inequality, discrimination, and mental disability". *Health Hum Rights* 11(2):19–31.
- Kleinman, A., (1985) "Interpreting Illness Experience and Clinical Meanings: How I See Clinically Applied Anthropology" *Medical Anthropology Quarterly*, Vol. 16, No. 3: 69-71 <https://www.jstor.org/stable/648599> Accessed on 14-04-2019
- Krieger, N., (2004) "Embodiment: a conceptual glossary for epidemiology" *J Epidemiol Community Health*, 59:350–355. doi: 10.1136/jech.2004.024562
- Mule N, Ross LE, Deeprase B, et al. (2009) "Promoting LGBT health and wellbeing through inclusive policy development" *Int J Equity Health*8:18.
- Synnott, A., and Howes, D., (1992) "From Measurement to Meaning. Anthropologies of the Body" *Anthropos*, Bd. 87, H. 1/3:pp. 147-166 <https://www.jstor.org/stable/40462579> Accessed on 14-04-2019

Additional readings

Module 1

- Helman, Cecil G., "Disease versus illness in general practice", *Journal of the Royal College of General Practitioners*, September 1981, pp 548-51
- Hofmann, Bjørn, "Disease, illness, and sickness" In *The Routledge Companion to Philosophy of Medicine* Routledge, <https://www.routledgehandbooks.com/doi/10.4324/9781315720739.ch2>, Accessed on: 13 Apr 2019
- Tulchinsky, T.H., and Varavikova, E.A., "What is the 'New Public Health'?", *Public Health Reviews*, Vol. 32, No 1, 25-53
- World Health Organisation, "Chapter one: Why do health systems matter?" *The World Health Report 2000: Health Systems: Improving Performance*, 2000; 1-19.

Module 2

- Annandale, E., (198), *The Sociology of Health & Medicine: a Critical Introduction*. Polity Press.
- McKeown, T., *The Role of Medicine: Dream, Mirage or Nemesis?* Oxford: Blackwell, 1979

- Sathyamala, C., Bhanot, N., and Sundharam, N., Taking sides: The choices before the health worker, Asian Network for Innovative Training Trust (1986)
- Zurbrigg, Sheila, (1984) The Life and Death of One Child: Rakku's Story, Centre for Social Action, Bangalore.

Module 3

- Corell, J., Bryant, C., and Henderson, J.N., (2001) Social and Behavioral Foundations of Public Health. Thousand Oaks, CA: Sage Publications.
- Hahn and Inhorn (2009) Anthropology and Public health, Oxford: OUP.
- Jeffery, Patricia, R. Jeffery and A. Lyon, (1989) Labour Pains and Labour Power: Women and Child bearing in India, London Zed Books.
- Jham Dhirendra, K., (2004) "Grass widows of Bihar", In Mohan Rao (ed.) The Unheard Scream: Reproductive health and women's health in India, Kali for Women, New Delhi.
- Marmot M., Wilkinson R. G., (eds), (1999) Social Determinants of Health, Oxford: New York.
- Marmot, M., Friel, S., Bell, R., Houweling, TAJ, and Taylor, T., (2008) "Closing the gap in a generation: health equity through action on the social determinants of health", Lancet 372: 1661–69
- Napier, A.D., et al., (2014) "Culture and health", Lancet 384: 1607–39, [http://dx.doi.org/10.1016/S0140-6736\(14\)61603-2](http://dx.doi.org/10.1016/S0140-6736(14)61603-2)
- Paul, Benjamin (ed.) (1955) Health, Culture and Community: Case Studies of Public Reactions to Health Projects., New York: Russell Sage Foundation.
- Ramakka's story - III Health In India https://www.youtube.com/watch?v=C_BbzF068QM (video documentary)
- Sasidharan, Keerthik, The Bloodborne Scourge. The Hindu, 03 May 2019 <https://www.thehindu.com/opinion/columns/the-bloodborne-scourge/article27024404.ece>

Module 4

- Bryan S. Turner, (1987) *Medical Power and Social Knowledge*, London: Sage.

371

- Conrad, P., Barker, K.K., (2010) "The Social Construction of Illness: Key Insights and Policy Implications" *Journal of Health and Social Behavior* 51(S) S67–S79 DOI: 10.1177/0022146510383495 <http://jhsb.sagepub.com>
- Freund P.E., et al., (1999) *Health, Illness and the Social Body* Englewood Cliffs, NJ: PrenticeHall.
- Kleinman, Arthur, (1988) *The Illness Narratives: Suffering, Healing, and The Human Condition*, Basic Books.
- Krieger, N., (2012) "Methods for the Scientific Study of Discrimination and Health: An Ecosocial Approach" *American Journal of Public Health*, Vol 102, No. 5:936–45
- Prasad, P. (2000) "Health Care Access and Marginalised Social Spaces: Leptospirosis in South Gujarat", *Economic and Political Weekly*, October 7, 3688–94
- Trostle, J. A. (2005). *Epidemiology and Culture (Unit 1)*. New York: Cambridge University Press.
- World Health Organization (2001) *The World Health Report: Mental Health: New Understanding, New Hope* Geneva: WHO.
- Hofmann, B., Svenaeus, F., (2018) "How medical technologies shape the experience of illness", *Life Sciences, Society and Policy* 14:3 <https://doi.org/10.1186/s40504-018-0069-y>
- Pierret, J, (2003) "The illness experience: state of knowledge and perspectives for research" *Sociology of Health & Illness* Vol. 25: 4–22
- Bordo, Susan R. (1989) "The Body and the Reproduction of Femininity: A Feminist Appropriation of Foucault". In S. Bordo and A. Jaggar, eds. *Gender(Body)Knowledge: Feminist Reconstructions of Being and Knowing*. New Brunswick, NJ: Rutgers University Press.

8. Pedagogy:

- a. Instructional design: Combination of lectures, participation and presentations, group work.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
None
- c. Expertise in AUD faculty or outside
AUD faculty, with a few guest lectures

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Not necessary. Students may be persuaded to have an observation visit to a health facility.

9. Assessment structure (modes and frequency of assessments)

Break-up:

- Assessments 1 - 4: Class test of 15 marks each, a total of 4 such tests will be held, roughly once in three weeks. Questions in these will be from the compulsory readings meant for the respective module. This test will be for about 45 minutes each. This aims to make the students to devote time to the readings provided and develop a skill to read academic papers, reflect and review them (60%).
- Assessment 5: An assignment expecting them to write an essay on a relevant topic / prepare poster / make a presentation (40%).

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its **1st** meeting held on **9 May 2019** and has been approved in the present form.



Signature of the Dean of the School

373

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|---------------------------------|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | BA Sustainable Urbanism |
| Course title | Colonial Urbanisms |
| Course code | SGAIEL203 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Elective |
| Level (UG) | BA |
| Course coordinator and team | Dr. Rachna Mehra (Coordinator), |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is intended as one among the electives for the students of School of Global Affairs. Within AUD there is another taught course which focuses on Decolonisation (School of Liberal Studies/History). However this course will deal with different urban processes brought about by colonial interventions. It will compliment the course 'Governing the City' offered in the same semester.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SGA norms.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-long course

5. Proposed date of launch: Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered as an elective to third semester BA-Sustainable Urbanism (SU) students in the School of Global Affairs. It will be useful to students pursuing BA in SU, Global Studies, Social Science and Humanities, Law and Politics as colonial urban processes and policies encompassed the legal, political, social and economic aspects of the region under imperial rule.

7. Course Details:

a. Summary

From the 16th century, settlement and imperial colonies were established by different European countries in various continents. The twin impact of imperialism and industrialisation led to systemic changes in the layout, institutions and social structures in older towns as well as in new towns established by the imperial powers. The aim of the course is to introduce students to aspects of urbanisation in modern colonial regimes.

b. Objectives

- To understand colonial urban forms and typologies.
- To comprehend the evolution of civic government.
- Identify and analyze colonialism in a global-urban context.

c. Overall structure:

This course is organized around six units.

| | Unit | Duration |
|----|--|----------|
| 1. | Introduction | 3 weeks |
| 2. | Ports, Forts and Presidencies | 3 weeks |
| 3. | Survey, Surveillance and Civic Governance | 3 week |
| 4. | Imperial Vision in Architectural Monuments | 2 weeks |
| 5. | Work, Labor and Leisure | 3 weeks |

d. Contents

- Unit 1: Colonial Urbanisms. Introduction

The opening module will introduce students to the concept of Colonial Urbanism(s) and its association/co-relation with the idea of Modernity. This will be explored in two ways: one through a comparison of French/Dutch /Portuguese/ British colonial legacies within India and the different kinds of colonial encounters across African and Asian countries. The brush with Modernity will be scrutinized through the influence brought about by industrial and print capitalism, introduction of the system of sewerage and sanitation in the city and ushering in of new sensibilities linked to individualism and bureaucratic rationalities (like separation of home and work place) etc. Urban Modernity came to be reflected not only in the built form of the city but also emerged in the ways of urban interaction and sociability made possible by the emergence and consolidation of 'public sphere', a domain mediating between state and society.

Required Readings

- Douglas Haynes (1992) Rhetoric and Ritual in Colonial India: The shaping of Public Culture in Surat 1852-1948.
- Julie Nichols, Entangled Modernities: South East Asian Colonial Urbanism Vol 26, No1, Fall 2014, <https://www.jstor.org/stable/24347698>
- R Ramachandran, Urbanization and Urban System in India (OUP) (Chapter 3)

Suggested Readings

- Eric Lewis Beverly (2011) 'Colonial Urbanism and South Asian Cities', Social History Vol 36, No.4.
- Michele Lamprakos, Le Corbusier and Algiers: The Plan Opus and Colonial Urbanism in N. Alsayyad, (1992) ed., Forms of Dominance: on the Architecture and Urbanism of the Colonial Enterprise.

- Unit 2: Ports, Forts and Presidencies

The European commercial companies set up base in different parts of India; the Portuguese in Panaji in 1510, the Dutch in Masulipatnam in 1605, the British in Madras in 1639 and the French in Pondicherry in 1673. With the expansion of commercial activity, towns grew around these trading centres. By the end of the eighteenth century the land-based empires in Asia were replaced by the powerful sea-based European empires. International trade, mercantilism and capitalism were the forces to be reckoned with and began to define the nature of society. After the

57
37.6

Battle of Plassey in 1757, the supremacy of English East India Company was established and colonial port cities such as Madras, Calcutta and Bombay emerged as the new economic capitals also known as Presidencies. They also became centres of colonial administration and political power and the urban spaces were ordered in different ways (for eg. segregations in the form of white and black towns).

Required Readings

- Swati Chattopadhyay, 'Blurring Boundaries: The Limits of "White Town" in Colonial Calcutta', *Journal of the Society of Architectural Historians*, Vol. 59, No. 2 (Jun., 2000), pp. 154- 179.
- Susan M Neild, (1979) '*Colonial Urbanism: The Development of Madras City in the Eighteenth and Nineteenth Centuries*' *MAS*, 13, 2, pp.217-246.
- Jeyaseela Stephen (2018), *Pondicherry under the French (Primus)* (Ch 2)
- Mariam Dossal (2010) *Theatre of Conflict, City of Hope: Mumbai 1660 to present times* (OUP) (Ch1 and 2).
- Meera Koshambi and John E Brush (1988) '*Three Colonial Port Cities of India*', *Geographical Review*, Vol.78, No.1 pp.32-47.

Suggested Readings

- Bayly CA (1983), *Rulers, Townsmen and Bazaars: North Indian Society in the age of British Expansion 1770-1870 (Cambridge)*, Ch 8 and 9, pp.303-368.
- Partha Mitter (1640-1757) '*The Early British Port Cities of India: Their Planning and Architecture*'. *Journal of the Society of Architectural Historians* Vol. 45, No. 2 (Jun., 1986), pp. 95-114
- Amar Farooqui, (Oct. 5, 1996), *Urban Development in a Colonial Situation: Early Nineteenth Century Bombay*, *Economic and Political Weekly*, Vol. 31, No. 40 pp. 2746-2759

• Unit 3: Survey, Surveillance and Civic Governance

The colonial rulers began mapping/cartographic practices as a necessary step to understand the landscape and topography of the region and the use of scientific knowledge enabled them to penetrate and gain control over it. As towns grew, maps were prepared not only to plan their development but also to consolidate power and commerce. Regular surveys were carried out to gather statistical data and publish official reports that kept detailed records of the trading activities which regulated

commercial affairs and life in the growing cities. The panoptic gaze of the colonial empire can be unraveled by understanding the power relations between the ruler and the ruled. The revolt of 1857 became an important event in marking the transition of power base from company to the crown and the emerging city governance was tied to new forms of surveillance.

From the late nineteenth century the British tried to raise money for administering towns through the systematic annual collection of municipal taxes. Institutions like the municipal corporation with some popular representation were meant to administer essential services such as providing water supply, making provision for sewerage, building roads and looking after public health. The activities of municipal corporations in turn generated a new set of documentation maintained in municipal record rooms. The growth of cities was monitored through regular headcounts. By the mid-nineteenth century several local censuses had been carried out in different regions. The first all-India census was attempted in 1872. Thereafter, from 1881, decennial censuses became a regular feature. This collection of data is an invaluable source for studying urbanisation in India. This module will help in understanding who collected the data and what purpose did it serve, what was measured and what was not. The various agencies associated with town planning, Municipalities, Improvement Trusts will be the subject matter of this module.

(Visit to Municipal government office /Town Hall Chandni Chowk/ Metcalf house/Ridge and Mutiny Memorial)

Required Readings

- Anthony D King (revised 2012) 'Colonial Urban Development, Culture, Social Power and Environment', (Routledge) (Part V)
- Bernard Cohn (1987), 'The Census, Social Structure and Objectification in South Asia' in *An Anthropologist among the Historians and other essays* (OUP), pp.224-54.
- Matthew Edney (1997), *Mapping an Empire: The Geographical Construction of British India (1765-1843)* (Chicago)
- Howard Spodek (2013), *City Planning in India under British Rule* EPW, Vol. 48, Issue No. 04.
- Narayani Gupta, 'Delhi between the Two Empires 1803-1931, Society, Government and Urban Growth (OUP: Delhi) (Chapter 2 and 3)
- Susan J. Lewandowski, *Urban Growth and Municipal Development in the Colonial City of Madras, 1860-1900* *The Journal of Asian Studies* Vol. 34, No. 2 (Feb., 1975), pp. 341-360



59
378

- U. Kalpagam (Jul. 29, 1995), Cartography and Colonial India, *Economic and Political Weekly* Vol. 30, No. 30 pp. PE87-PE98.

Suggested reading

Christopher Bayly,(1996) *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870*, (Cambridge, Cambridge University Press) (Chapter 1).

- Stephen Legg (2007), *Spaces of Colonialism: Delhi's Urban Governmentalities* (Blackwell) (Chapter 2)
- Veena Talwar Oldenburg (1984), *The Making of Colonial Lucknow (1856-77)* (Princeton) (Ch 2, 3 and 5)
- Vasudha Dalmia (2017), *Fiction as History: The Novel and the City in Modern North India* (SUNY)

- Unit 4: Imperial Vision in Architectural Monuments

The built environment and architecture was the visible symbol of the colonial power signifying domination and compliance to the larger vision of imperial hegemony. The imposing buildings attempted to create an ocularcentric impression on the subjects as the British wanted to distance/distinguish themselves from the enduring legacy of the monumental architecture produced under their predecessors (in the Indian context it was the Mughals). The rulers validated their presence by assimilating western aesthetic ideals to local needs and used indigenous materials like bricks and stones to produce pillars, arches, soaring domes, vaulted roofs etc. resulting in hybrid architectural style. In public buildings, the styles that emerged included neo classical derived from Ancient Rome, neo gothic style inspired from the churches built in northern Europe in the medieval period and the Indo Saracenic style that amalgamated the local and non native influences in public architecture. This module will familiarize students to various kinds of techniques employed to create an indelible mark in colonial architecture/public buildings which was later popularized, adopted and adapted by others as a tribute to colonial built legacy.

Visit to Rashtrapati Bhawan/ India Gate.

Required Readings

- G A Bremner (2016) *Architecture and Urbanism in the British Empire* (OUP) (Chapter 1, 2 and 8)
- Thomas R Metcalf (1989), *An Imperial Vision: Indian Architecture and Britain's Raj* (Faber and Faber: London) (Chapter_3)

- Jyoti Hosagrhar (2005) *Indigenous Modernities: Negotiating Architecture and Urbanism* (Routledge: New York) (Chapter 4)
- Nair Janaki, (2002), *Past Perfect: Architecture and Public Life in Bangalore*, *The Journal of Asian Studies* 61 (4).

Suggested Readings

- Eve Stoddard (2012), Chapter 1 "Making Power Visible": Palladian Architecture as Colonial Icon, in *Eve in Positioning Gender and Race in (Post) colonial Plantation Space: Connecting Ireland and the Caribbean*. (Palgrave Press).

Unit 5: Work, Labor and Leisure

The urban development in hills symbolized the reorganization of space reflecting the cultural ethos of Europe. The hills were promoted as exclusive getaways for the rulers where the idea of work intersected with rest and it became seamlessly entwined with the ideology of the empire. The summer capitals served the dual purpose of representing seats of administrative authority during the grueling months of May to October and concurrently providing recreation to the itinerant populace in a setting which was reminiscent of the British homeland. The hill stations catered to the taste and needs of the sahibs and memsahibs who ruminated nostalgically about their native place. It had provision for clubs, ball rooms etc. creating an exclusive culture of sociability, dalliance and amusements indulging the upper echelons of the colonial rule. A variety of built forms like convalescent depot or sanatorium for recuperation of the invalid (Dagshai), asylum in Ootacamund, private boarding schools for European children (Shimla and Sanawar), the polo and cricket ground for recreation, church and cemeteries specifically shaped the topography of hills. While Simla acquired pre-eminence among all the summer capitals, Darjeeling offered endless possibilities with its expansive tea gardens, cattle stations and served as an entrepot owing to its geostrategic location. They also became commercially lucrative with tea and coffee plantations, cultivation of exotic floral plants, medicinal plants, fruits and vegetables. This accelerated migration to the hills as labour was employed to build and serve there.

Required Readings

- Dane Kennedy (1996), *The Magic Mountains, The Hill Stations and the British Raj* (Berkeley:UCL) (Chapter 1)
- Pamela Kanwar (1990), *Imperial Simla* (OUP: Delhi)
- Queeny Pradhan (2017) *Empire in the Hills* (OUP: Delhi) (Chapter 1, 3, 8)

Suggested Readings

- Nora Mitchell, (1972) *The Indian Hill Station: Kodaikanal* (Chicago)

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures and tutorials.

- #### **b. Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

c. Expertise in AUD faculty or outside

The faculty team teaching the course has training in the field of History and Architecture.

- #### **d. Linkages with external agencies** (e.g., with field-based organizations, hospital; any others):

The census data to measure historical change consists of tables on disease and death, the enumeration of people according to their age, sex, caste and occupation etc. providing figures that creates an illusion of concreteness. The town maps give information regarding the location of hills, rivers, vegetation which was important for planning structures for defence purposes. They also showed the location of ghats, density, quality of houses and alignment of roads which was used to gauge commercial possibilities and plan strategies of taxation.

- A visit to a place which keeps these repositories can be organized.
- A field visit to Municipal government office /Town Hall Chandni Chowk, will be organized to understand the collection and documenting of data.
- Field Visit to Rashtrapati Bhawan/ India Gate/ Metcalf house, Ridge and Mutiny Memorial for understanding the theme on Colonial architecture and monuments.

9. Assessment structure (modes and frequency of assessments)

The course will have four types of assessment situations.

- **Class Test (20%)** Students will be assessed on the basis of their engagement with the educational resources.
- **Quiz (10%)** on the first two modules.
- **The third assessment will involve field-based visit and a written essay (30%).**
- **The fourth assessment will consist of a final examination (40%).**

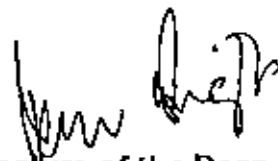
Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
5. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on **9 May 2019** and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|-----------------------------------|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | BA in Global Studies |
| Course title | Introduction to Political Economy |
| Course code | SGA1FC104 |
| Total Credits | 4 |
| Course type (core / compulsory / elective / any other – please specify) | Foundation Course |
| Level (Pre-doctoral / MA / PG Diploma / Certificate / UG) | UG |
| Course coordinator and team | Kaustav Banerjee |

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

The course introduces BA first semester students to the key concepts in global political economy. It is a foundation course for the cohort Global Political Economy and would introduce the global through a political economic perspective. It also compliments the various inter disciplinary programmes at Karampura Campus that engages the local and its interconnectedness with the global.

2. **Specific requirements on the part of students who can be admitted to this course:**

None. This course is a foundation course offered to BA first semester students in the Ways of Knowing basket.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per SGA norms.

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long course

5. **Proposed date of launch:** Monsoon 2019

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered as a foundation course to first year undergraduate BA students at Karampura Campus, within the foundation basket of Ways of

Knowing. It contributes to developing AUD and SGA's interdisciplinary vision of higher education. For BA students, this course is designed to introduce them to the one of key thematic areas of the programme, i.e., Global Political Economy. This course will provide UG students with a conceptual grounding to knowing the global.

7. Course Details:

a. Summary:

The course focuses on the use of political economy to ways of knowing the idea of the global. In a sense, the key concepts would help students to comprehend the importance of space time compression that is crucial to understanding globality. Each concept would be grounded in examples across regions and would establish the global interconnectedness between historical events and the contemporary world.

b. Objectives

This course is organized around ten key concepts/units in global political economy. The module-wise descriptions are below:

c. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Crisis [1 week]

This module looks at definitions, aspects and contours of crisis under capitalism. What is financial crisis? When did it start and how does it affect our lives? This module will introduce the relevance of political economy in comprehending the contemporary global economy.

Short video on RSA Animate: David Harvey - Crises of Capitalism. Weblink:

https://www.youtube.com/watch?v=M8b_A2JMFrc [12 mins]

Recommended Readings:

Palma, G. (2006), The 'Three Routes' to Financial Crisis: Chile, Mexico and Argentina [1]; Brazil [2]; and Korea, Malaysia and Thailand [3], in *Chang, Ha-Joon ed. (2006), Rethinking Development Economics*, Anthem Press, London

Bhagwati, J. (2009). "The Critiques of Capitalism After the Crisis: Myths and Fallacies." *World Affairs Journal*.

Bhaduri, A. (2009), On Neoliberalism, the Democratic State and Corporate-led Globalisation, *The Face You Were Afraid To See*, Penguin, New Delhi

Module 2: Labour [1 week]

In this module, we deal with the following questions: How does division of labour/labourers impact us? What is the difference between free and unfree labour? How does labour produce surplus value?

Recommended Readings:

Sweezy, P. (1962), The Qualitative-Value Problem, *The Theory of Capitalist Development*, Dennis Dobson Limited, London

Brass, T. (1999), Introduction & Towards a Definition of Bonded Labour, *Towards a Comparative Political Economy of Unfree Labour*, Frank Cass, London

Module 3: Commodity [1 week]

This module will look into different aspects of commodity production and circulation. We will examine different commodities across time and spatial locations (supply side). We will also delve into commodity and demand generation.

Recommended Readings:

Fine, B and Saad-Filho (2004), Commodity Production, *Marx's Capital*, Fourth Edition, Pluto Press, London

Module 4: Money [1 week]

This module deals with the history of money. It examines the links between money and commodity circulation. Newer forms of money and its impact on the global will be covered.

Recommended Readings:

Bhaduri, A. (1986), The Social Device of Money, *Macroeconomics: The Dynamics of Commodity Production*, Macmillan, London

Friedman, M. (1956), "The Quantity Theory of Money: A restatement", in *Studies in Quantity Theory*.

Module 5: Agriculture [1 week]

This module looks at the agrarian roots of capitalism. It will explore the connections between agrarian change in different parts of the world. It will delve into understanding agricultural commodities and global value chains.

Recommended Readings:

Byres, T (2006), Agriculture and Development: The Dominant Orthodoxy and an Alternative View, in Chang, Ha-Joon ed. (2006), *Rethinking Development Economics*, Anthem Press, London

Module 6: Industrialisation [1 week]

This module traces the histories of industrialisation across the globe. How does industrialization in the North impact the South and vice versa? What is the agriculture-industry dichotomy?

Recommended Readings:

Weiss, J. (2018), Lewis On Industrialisation And Industrial Policy, *Journal of International Development* Vol. 30, 61–79

Bhaduri, A. & Patkar, M. (2008), Industrialisation of the People, by the People and for the People, *Economic and Political Weekly*.

Module 7: Trade [1 week]

This module looks at forms of trade and exchange. It will delve into theories of comparative and absolute advantage in trade and examine the claims of free trade. It will cover contemporary debate on the importance of external versus internal markets.

Recommended Readings:

Krugman, P. (1993) What Do Undergrads Need to Know About Trade?, *The American Economic Review*, Vol. 83, No. 2, Papers and Proceedings of the Hundred and Fifth Annual Meeting of the American Economic Association, pp. 23-26

Bhagwati, J. (2008), "Why the Critics of Free Trade are Mistaken," C.D. Howe Institute, The Sylvia Ostry Lecture

Bhaduri, A. (2009), Some Implications of Economic Openness with Special Reference to India, *The Face You Were Afraid To See*, Penguin, New Delhi

Module 8: Development [2 weeks]

This module traces the genesis of the term 'development.' The primary focus will be to study capitalist development and examine it in a comparative frame.

Recommended Readings:

Chang, Ha-Joon (2006), The East Asian Development Experience, in Chang, Ha-Joon ed., *Rethinking Development Economics*, Anthem Press, London

Palma, G. (2006), The Latin American Economies During the Second Half of the Twentieth Century – From the Age of 'ISI' to the Age of 'End of History', in Chang, Ha-Joon ed., *Rethinking Development Economics*, Anthem Press, London

Stein, H. (2006), Rethinking African Development, in Chang, Ha-Joon ed., *Rethinking Development Economics*, Anthem Press, London

Module 9: Globalisation [1 week]

This module will look at definitions and histories of globalisations. It will examine the connections between globalisation and development.

Recommended Readings:

Nayyar, D. (2006), Globalisation and Development, in *Chang, Ha-Joon ed. (2006), Rethinking Development Economics*, Anthem Press, London

Bhaduri, A. (2015), Development by Dispossession, S.R. Sankaran Memorial Lecture, NIRD, Hyderabad

Module 10: Different schools of Political Economy [1 week]

The course concludes with how different schools of thought [Neoclassical, Institutionalist and Marxist] conceptualize political economy. In this module, we focus on the methods of political economy and the trajectories traversed by the discipline from its Classical origins to the periods between the World Wars, and the following periods right upto contemporary times.

Recommended Readings:

Hunt, E.K. and Lautzenheiser, M (2011), Introduction, *History of Economic Thought*, Third Edition, M.E. Sharpe Inc., Armonk, New York

Fine, B and Saad-Filho (2004), History and Method, *Marx's Capital*, Fourth Edition, Pluto Press, London

8. Pedagogy:

- a. Instructional strategies: Classroom teaching; Class discussion / informal debates; Pair/group reading of papers; Group presentations; Film appreciation
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): No
- c. Expertise in AUD faculty or outside: Yes, within AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

9. Assessment structure (modes and frequency of assessments):

Given the enabling vision of the University's learner-centric paradigm, the course relies on the concept of an open book exam for all the assessments. This technique attempts to make the learner have an opinion about the readings as the questions are designed in such a way. The student also learns responsibility in an exam hall by not cheating as it is an open book. Finally, the by nullifying the component of surveillance, the exam tries to make the student think out of the box.

- i. Monthly Assessment (3X20% = 60%): Open book written assessment based on Units covered in a month.
- ii. Final examination (40%): essay-based final exam based on full semester syllabus

Signature of Course Coordinator(s)

Note:

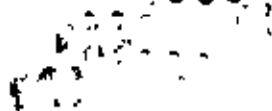
1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School



Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|--|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA-GS |
| Course title | Kashmir and the Himalayan Region |
| Course code | SGA2EL403 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Elective for Global Studies and other students |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | PG |
| Course coordinator and team | Anil Persaud and Adjunct Faculty |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course builds on courses previously taken by students, and expands their frame to develop a global perspective to concepts, regions and historical phenomena.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

The course will be offered to 3rd semester postgraduate students.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SGA norms.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered as an elective course to second year postgraduate Global Studies students. For MA-GS students, this course offers an opportunity to think globally from a South Asian region: the Himalayan region with a particular focus on Kashmir, as such it meets the SGA's requirement to focus on 'centres' of globality.

7. Course Details:

a. Summary:

The course is focused on how global interactions have shaped local histories and imaginations in the context of the Himalayan region and particularly in the region of Kashmir. Other than the Indian Ocean studies, such interconnected histories have not been paid enough attention in the past. The course thus seeks to introduce students to the study of interconnected histories through engaging among other things in a discussion on the notion of global, local, region, networks, circulation etc., within the paradigm of global and longue *durée* history. The course will also further my own academic and research interests on the history of modern and early modern Kashmir, as a region in transition.

b. Objectives

The most general objectives of the course have to do with building geographical and historical literacy amongst postgraduate students, and more specifically to further develop a critical appreciation of thinking globally from within the South Asian region. Concrete objectives include:

- To equip students with key concepts like global history, local history, circulation, borderlands, regions, commodities, etc., and the interconnections across them.
- To introduce students to the history of Kashmir and the Himalayan region over the last 500 years as a region in transition
- To understand diverse global concerns from interdisciplinary perspectives
- To develop an appreciation of interrelations and connectedness of situated processes and peoples

c. Overall structure:

This course is structured across five modules. The modules overlap and inform each other. The module-wise descriptions are below:

| Module# | Subject | Weeks |
|---------|---|-------|
| 1 | Conceptualizing Regions: The Himalayan and the Kashmir Region | |
| 2 | The History and culture of modern and early modern Kashmir | |
| 3 | Routes and Networks | |
| 4 | Objects and Commodities | |
| 5 | Texts | |

- d. **Contents** (brief note on each module; indicative reading list with core and supplementary readings)

Module I: Introduction: Conceptualising Regions: The Himalayan and the Kashmir Region

This module tries to introduce students to the idea of region by focusing mainly on the Himalayan and the Kashmir region in an 'objective' way, and as a 'subjective' consciousness, emphasizing the shifting nature of the idea of region itself. In other words the module seeks to define what 'constitutes' the Himalayan region and where is Kashmir located in that region?

Required reading:

- Bernard S. Cohn, "Regions, Subjective and Objective: Their Relationship to the Study of Modern Indian History and Society", in *An Anthropologist Among the Historians and Other Essays*, New Delhi: Oxford University Press, 1987, pp. 100-135
- Megan Adamson Sijapati & Jacqueline H. Fewkes [eds.], "Himalayan Ummah: Mapping Muslim Communities and Cultures in the Himalayas", *Himalaya, The Journal of the Association for Nepal and Himalayan Studies*, Vol. 38, No. 2, Dec., 2018
- Chitrallekha Zutshi, "Rethinking Kashmir's History from a Borderlands Perspective", *History Compass*, 8/7 (2010), pp. 594–608
- Kumkum Roy, "The Making of Mandala: The Fuzzy Frontier's of Kalhana's Kashmir", in B. Pati, B. P. Sahu, and T. K. Venkatsubramaniam (eds.), *Negotiating India's Past: Essays in Memory of Parthasarathi Gupta*, Delhi: Tulika Books, 2003, pp. 52-66
- Ronald Inden, "Kashmir as Paradise on Earth", in Aparna Rao [ed.], *The Valley of Kashmir: The Making and Unmaking of a Composite Culture?*, Delhi: Manohar, 2008

Suggested reading:

- Krisztina Varró & Arnoud Lagendijk, "Conceptualizing the Region – In What Sense Relational?", *Regional Studies*, Vol. 47, No. 1, pp. 18-28
 - Tanuja Kothiyal, *Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert*, New Delhi: Cambridge University Press, 2016
 - Tapan Raychaudhuri, *Europe Reconsidered: Perceptions of the West in Nineteenth Century Bengal*. New Delhi: Oxford University Press, 1988
 - Kapil Raj, *Relocating Modern Science: Circulation and the Construction of Scientific Knowledge in South Asia and Europe, Seventeenth to Nineteenth Centuries*, Delhi: Permanent Black, 2006
- (More readings would be added later)

Module II: The History and culture of modern and early modern Kashmir

This module introduces students to the history of Kashmir over the last five hundred years, focusing on the cultural and religious practices of the region, and its emergence as a 'frontier region' within the broader paradigm of the Himalayan region.

Required reading:

- Chitralekha Zutshi, *Languages of Belonging, Islam, Regional Identity, and the Making of Kashmir*, New Delhi, Permanent Black, 2004
- Chitralekha Zutshi, *Kashmir's Contested Pasts: Narratives, Geographies, and the Historical Imagination*, New Delhi: Oxford University Press, 2014
- Chitralekha Zutshi [ed.], *Kashmir: History, Politics, Representation*, New Delhi: Cambridge University Press, 2017
- Shonaleeka Kaul, *The Making of Early Kashmir: Landscape and Identity in the Rajatarangini*, New Delhi: Oxford University Press, 2018
- P. N. K. Bamzai, *A History of Kashmir, Political, Social, Cultural*, New Delhi: Metropolitan Book Co., 1973 (First published, 1962)
- M. Ishaq Khan, *Perspectives on Kashmir: Historical Dimensions*, Srinagar: Gulshan Publishers, 1983
- M. Ishaq Khan, *Kashmir Transition to Islam, The Role of Muslim Rishis (Fifteenth to Eighteenth Century)*, New Delhi: Manohar, 1994
- M. Ishaq Khan, "The impact of Islam on Kashmir in the Sultanate period (1320-1586)", *Indian Economic and Social History Review*, Vol. 23, No. 2, (1986), pp. 187-205
- Mridu Rai, *Hindu Rulers, Muslim Subjects, Islam, Rights, and the History of Kashmir*, New Delhi: Permanent Black, 2004

- Walter Lawrence, *The Valley of Kashmir*, London: Henry Frowde, 1895 [Reprinted in Srinagar by Kesar Publishers, 1967]

Suggested reading:

- Nile Green, *Sufism: A Global History*: Oxford: Wiley-Blackwell, 2012

(More readings would be added later)

Unit III: Routes and Networks

This module focuses on the various routes and global networks that connected Kashmir to the 'outside' world and how they shaped its 'local' history. In doing so the module and the two subsequent modules that follow it brings together people, objects, texts, etc., to help signify these routes and networks. In other words the routes and networks become more objectified through people, objects, and texts that flow across these networks, and thus constitute its history.

Required reading:

- Martin Sökefeld, "Jammu and Kashmir – boundaries and movements", *Contemporary South Asia*, Vol. 23, No. 3, pp. 251-265
- Ram Rahul, "Kashmiri Muslims in Tibet", *International Studies* 3, 1961-62, pp. 181-183
- Megan Adamson Sijapati & Jacqueline H. Fewkes [eds.], "Himalayan Ummah: Mapping Muslim Communities and Cultures in the Himalayas", *Himalaya, The Journal of the Association for Nepal and Himalayan Studies*, Vol. 38, No. 2, Dec., 2018
- Marc Gaborieau, "Power and Authority of Sufis among the Kashmiri Muslims in Tibet", *Tibet Journal* Vol. 20 (3), 1995, pp. 21–30.
- William H. Purdon, "On the Trigonometrical Survey and Physical Configuration of the Valley of Kashmir", *Journal of the Royal Geographical Society of London*, Vol. 31 (1861), pp. 14-30
- Rafiq Ahmad, "Orientalist imaginaries of travels in Kashmir: Western representations of the place and people", *Journal of Tourism and Cultural Change*, Vol. 9, No. 3, pp. 167-182
- Simon Digby, "Travels in Ladakh 1820–21: the account of Moorcroft's Persian Munshi, Hajji Sayyid Aii, of his travels", *Asian Affairs*, Vol. 29, No. 3, 1998, pp. 299-311
- Ellsworth Huntington, "The Vale of Kashmir", *Bulletin of the American Geographical Society*, Vol. 38, No. 11, 1906, pp. 657-682
- J. Dowson, "Route from Kashmir via Ladakh to Yarkand by Ahmed Shah Nakshahbandi", *Journal of the Royal Asiatic Society of Great Britain and Ireland*, Vol. 12 1850, pp. 372-385

- H. H. Austen, "Notes on the Valley of Kashmir", *Journal of the Royal Geographical Society of London*, Vol. 31, 1861, pp. 30-37
- Mir Izzet Ullah, "Travels beyond the Himalaya", *Journal of the Royal Asiatic Society of Great Britain and Ireland*, Vol. 7, No. 2, 1843, pp. 283-342
- G. T. Vigne, "Outline of a Route Through the Panj-ab, Kabul, Kashmir, and into Little Tibet, in the Years 1834-8" *Journal of the Royal Geographical Society of London*, Vol. 9, 1839, pp. 512-516
- H. H. Godwin-Austen, "The Map of Kashmir", *The Geographical Journal*, Vol. 15, No. 6 Jun., 1900, pp. 657-659
- F. E. Younghusband, "A Journey across Central Asia, from Manchuria and Peking to Kashmir, over the Mustagh Pass" *Proceedings of the Royal Geographical Society and Monthly Record of Geography*, New Monthly Series, Vol. 10, No. 8 (Aug., 1888), pp. 485-518

Suggested readings:

- David Ludden, "Maps in the Mind and the Mobility of Asia", *The Journal of Asian Studies*, Vol. 62, No. 4 (Nov., 2003), pp. 1057-1078
- David Ludden, "History outside Civilization and the Mobility of South Asia", *South Asia*, Vol. XVII, no. 1, 1994, pp. 1-23
- C. Markovits, J. Poucheпадass, and S. Subrahmanyam (eds), *Society and Circulation: Mobile People and Itinerant Cultures in South Asia 1750-1950*, London: Anthem, 2006,
- Neeladri Bhattacharya, "Predicaments of Mobility: Peddlers and Itinerants in Nineteenth-century Northwestern India" in C. Markovits, J. Poucheпадass, and S. Subrahmanyam (eds), *Society and Circulation: Mobile People and Itinerant Cultures in South Asia 1750-1950*, London: Anthem, 2006, pp. 163-214

Unit IV: Objects and Commodities

This module would draw on the previous module to focus on the flow of objects and commodities into and out of Kashmir, especially Kashmiri Shawls, and their flow into global trade networks.

Required readings:

- Suzanne Daly, "Kashmir Shawls in Mid-Victorian Novels", *Victorian Literature and Culture* (2002), pp. 237-256
- Michelle Maskiell, "Consuming Kashmir: Shawls and Empires, 1500-2000", *Journal of World History*, Volume 13, Number 1, Spring 2002, pp. 27-65
- Jacqueline H. Fewkes, *Trade and Contemporary Society along the Silk Road*, London and New York: Routledge, 2009

Suggested readings:

- Bhaswati Bhattacharya, "Local History of a Global Commodity: Production of Coffee in Mysore and Coorg in the Nineteenth Century" *Indian Historical Review*, 41 (1), 2014, pp. 67-86
- Tariq Omar Ali, *A Local History of Global Capital: Jute and Peasant Life in the Bengal Delta*, Princeton: Princeton University Press, 2018
- Ronit Ricci, *Islam Translated: Literature, Conversion, and the Arabic Cosmopolis of South and Southeast Asia*, Chicago and London: The University of Chicago Press, 2011

(More readings would be added later)

Unit V: Texts

This module focuses on the production of texts on and in Kashmir and what they inform us about the culture of the place from a variety of settings and actors.

Required readings:

- Shonaleeka Kaul, "Kalhana's Kashmir: Aspects of the Literary Production of Space in the *Rajatarangini*", *Indian Historical Review*, 40 (2), pp. 207-222
- Shafi Shauq et. al, *Europeans on Kashmir*, Srinagar: Crown Printing Press, 1997
- Simon Digby, "Pir Hasan Shah and the History of Kashmir", *Indian Economic and Social History Review*, Vol. 1, No. 3, 1964, pp. 95-100
- Anubhuti Maurya "Of Tulips and Daffodils: Kashmir Jannat Nazir as a Political Landscape in the Mughal Empire", *Economic and Political Weekly*, Vol. LII, No. 15, pp. 37-44

(More readings would be added later)

8. Pedagogy:

a. Instructional Design

The course will be a combination of lectures, guided readings, and presentations. The course will be transacted through an online platform (like Classroom) and will enable students to track their own progress as well as interact with faculty in online mode.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
None

c. Expertise in AUD faculty or outside

The course team has intensive understanding of the field. However, guest lectures will be organized from amongst the AUD faculty and/or scholars from outside the university.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their engagement with course materials, i.e, best 4 out of 5 short notes and/or in-class tests (4 x 10% = 40%).
- The second assessment will consist of a term paper based on independent work conducted by the student on the region and issue of interest (25%).
- The third assessment will consist of a final examination (35%).

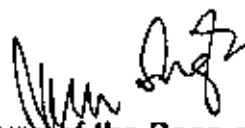
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.


Signature of the Dean of the School

77
396

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA Global Studies |
| Course title | Technology-Human Interface: A Global Perspective |
| Course code | SGA2EL404 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | MA 3 rd Semester |
| Course coordinator and team | Dr. Santosh Kumar Singh (Coordinator) and Dr. Bidhan Chandra Dash |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is a significant addition to the basket of electives offered to the students as it introduces one of the key themes of our time, which is, interface between technology and human society in a global framework. A somewhat similar course titled "Science, Technology and Society" is offered at the Sociology programme at the school of liberal studies but that has a different focus and orientation. This course aims to look at the quality, concerns and questions associated with the interface in a more global conceptual framework.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Nothing specific, except what is ordinarily admissible as per the university norms.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 35

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Full semester course / Monsoon

5. **Proposed date of launch:** MS 2019

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The thematic emphasis and the transactional orientation of the course resonate with the principles and the vision of AUD, as it aims to critically engage with questions of knowledge production, identity articulations and more importantly, the reconstitution of human social life as a result of massive technological intervention.

7. **Course Details:**

a. Summary

It is commonly assumed that the complexities of contemporary globalization are driven by scientific progress and technological innovations. Indeed technology plays a significant role in shaping our world today to the extent that scholars perceive the arrival of 'transhumanism', indicating the transformation that has taken place in human existence. This elective attempts to address the present surge of 'globalism' by disentangling the multiple and multi-layered relationships between science and technology and the way it interacts with human perception and existence. The intention is to understand how human beings perceive, relate, receive and experience the world around them through scientific knowledge and technological artifacts. Instead of treating science and technology as a matter of impact and implementation, this course intends to foreground the proposition that scientific knowledge and technological artifacts are socially shaped/ constructed, not just in their usage, but also in their design destination and technical contents. Science and technology is contested and constructed by societies, collectivities and institutions.

b. Objectives

- The students will be encouraged to step back and reflect on commonsense assumptions on science and technology and apply their knowledge to debunk some of these commonly assumed realities
- The students will be introduced to the world of artefact and to the phenomenology and Anthropology of artefacts
- The students will get an opportunity to understand the political and social dimensions of what has been understood as 'the black box' (the laboratory) in STS studies.

c. Overall structure:

This course is organized around seven modules.

| | Topic | Duration |
|----|--|-----------------|
| 1. | Technology-Human interface | 2 weeks |
| 2. | Technology and the contours of contemporary change | 2 weeks |
| 3. | Media in digital age | 2 weeks |
| 4. | Phenomenology of Technology-Human Interface | 2 weeks |
| 5. | Science fictions and myth making | 2 weeks |
| 6. | Almost Human: (Re)editing of Body and Cyborg | 2 weeks |
| 7. | Patenting knowledge | 2 weeks |

d. Contents

• **M-I: Technology-Human interface: Major Theoretical Contours**

This module intends to introduce the students to the various theoretical contours related to the debates on emergence of scientific inquiry and critical reflections on the altering nature of relationships. We begin with discussion on history and politics of Scientific inquiry and attempt to disentangle multiple layers of the relationships and look at major theoretical traditions.

Readings

Bijker, W.E. et al. ed. 1992. *Shaping Technology/Building Societies*, London, MIT, Page: 225-258

Habermas, J. 1971. 'Technology and Science as "ideology" ', in *Toward a Rational Society*, London: Heinemann.

Latour, B. 2005, *Reassembling the Social: An Introduction to the Actor Network Theory*, New York: OUP, Page Number: 141-159.

Oudshoorn, N. and Pinch, T. 2003. *How Users Matter: the Co-construction of Technology*, Massachusetts: MIT Press. Page:1-29 and 67-80

• **M-II: Technology and the Contours of Contemporary Change**

This module initiates a dialogue among the students on the issues of science technology and social change in the context of contemporary changes taking place due to technology and scientific knowledge. What is the nature of the knowledge

produced and how they are perceived by the people who inhabit these spaces? What are the complex ways science and technology shaping our world and how do we shape the design and destination of technology?

Readings:

Castells, M. 2000. *The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I.* Cambridge, MA; Oxford, UK: Blackwell.

Castells, M. 2004. *The Power of Identity, The Information Age: Economy, Society and Culture Vol. II.* Cambridge, MA; Oxford, UK: Blackwell.

Brook J. and Boal, J. 1995. *Resisting the Virtual Life: the Culture and Politics of Information*, New York: CityLights.

Zuboff, S. 2019, *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontiers of Power*, New York: Public Affairs, Page: 10-30.

• **M-III: Media in Digital Age: Culture and Politics**

This module attempts to capture the way (new) media technologies are shaping our economy, politics and needless to say our everyday life.

Readings:

Castells, M eds, 2004, *Network Society: A Cross Cultural Perspective*, Northampton: Edward Elgar, Page No: 3-48 and 363-382,

Boler, M. 2008, *Digital Media and Democracy: Tactics in Hard Times*, Massachusetts: MIT Press, Page: 31-52, 101-122.

Rajgopal, A, 2004, *Politics After Television: Hindu Nationalism and the Reshaping of Publics in India*, Cambridge: Cambridge University Press, Page No: 30-62, 151-210.

Ravindran, G. 2009, *Moral Panics and Mobile Phones: The Cultural Politics of New Media Modernity in India*, in Erwin Alampay, 2009, eds, *Living the Information Society in Asia*, Singapore: Institute of Southeast Asian Research Studies, Page No: 93-108

• **M-IV: The Phenomenology of Technology-Human Interface**

This module emphasizes on the experiential and existential dimension of technology-human interface. It attempts to address versatile issues arising out of the human existence in the world of artifacts. How do human beings interact and experience the technology? How do their social position impact/ influence their

interaction with the techno world? More importantly, how does human world is experienced in an ever technocratic, hallucinated world of spectacles produced by technology?

Readings

Turkle, S, 2011, *Alone Together: Why do We Expect More from Technology and Less from Each other*, New York: Basic Books, Page No: 151-187.

Turkle, S, 2008, *The Inner History of Devices*, Massachusetts: MIT Press, Page No: 32-54, and 98-138.

Turkle, S, 2005, *Second Self: Computers and Human Spirit*, Massachusetts: MIT Press, Page No: 33-64.

Agarwal, K. 2018, Technological Solutions, Including Robots, Aim to End Manual Scavenging, WIRE, <https://thewire.in/labour/technological-solutions-including-robots-aim-to-end-manual-scavenging>

• M-V: Science Fictions and Myth Making

Demystifying the myth of science and technology and its inherent capabilities of modernizing the society, this module attempts understand the way science and scientific aspirations are riddled with fiction and myth making.

Readings

Abha Sur, 'Dispersed Radiance: Caste, Gender and Modern Science in India' *Sanders, M.ed. 2008. The Philosophy of Science Fiction Films*. Lexington: University of Kentucky Press.

Weldes, J. 2003. *To Seek Out New Worlds: Science Fiction and World Politics*, New York: Palgrave, Macmillan. Page 1-30.

Nanda, M. 2002. *Breaking the Spell of Dharma*, New Delhi: Three Essays Collective.

Nandy, A. 1988. *Science, Hegemony and Violence: A Requiem for Modernity*, New York: United Nations University.

• M-VI: Almost Human: (Re)editing of Body and Cyborg

This module sensitizes the students on how and in which direction science and technologies are 'editing' our own physical existence, such as the body thus our

being. In this module we attempt to understand various issues surrounding assisted technologies and the science of body editing.

Readings

Bjelic, D.I. 2003. Galilio's Pendulum: Science, Sexuality, and the Body-Instrument Link, New York: the State University of New York Press. Page No: 81-114

Lavigne, C. 2013. Cyberpunk Women, Feminism and Science Fiction, London: McFarland and Company Inc. Page: 98-113. &145-160

Wajcman, J. 1991. Feminism Confronts Technology, Pennsylvania: Pennsylvania State University Press.

Pande, A, 2009, Not an 'Angel', not a 'Whore': Surrogates as Dirty Workers in India, Indian Journal of Gender Studies, Vol-16:2, 141-173.

Shetty, P. 2012, India's Unregulated Surrogate Industry, The Lancet, World Report, Vol: 380, Issue:9854, November 10.

• M-VII: Patenting Knowledge: Copyrights and Biotechnology

In this module we discuss issues related to ownership of knowledge, such as innovations in technology and its ownerships. This module will dwell on the issues of copyrights, genetic rights, rights over body and authorship and death of authorship.

Readings

Kleinman, D.L 2005, Science, Technology in Society: From Biotechnology to the Internet, Oxford: Blackwell Publishing, Page No: 15-33, 50-68,

Fuller, S, 2016, Humanity 2.0: What it means to be Human, Past, Present and Future, New York: Palgrave McMillan, Page: 01-60

Oudshoorn, N, 1994, Beyond the Natural Body: An Archaeology of Sex Hormones, London: Routledge, Page No: 1-13.

Zuboff, S. 2019, The Age of Surveillance Capitalism. The Fight for a Human Future at the New Frontiers of Power, New York: Public Affairs, Page: 353-371.

8. Pedagogy:

a. Instructional design

The course will be largely transacted in a class room setting. However a field based project will be undertaken to expose the students to the intimate connection that technology and science have with the society.

- b. *Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)*

It would require ordinary technical support to screen documentaries and films related to the themes.

- c. *Expertise in AUD faculty or outside*

The course intends to organize special lectures by the scientists and specialists working on related themes from outside the university. AUD faculty members working and researching on science and technology based themes will also be invited to engage in the course transaction.

- d. *Linkages with external agencies (e.g., with field-based organizations, hospital; any others)*

For the field/ lab visits, we would need to make contacts with organizations related to the course and its broad objectives.

9. Assessment structure (modes and frequency of assessments)

| | Date of assignment | Value | Due Date of Submission |
|----|---|--------------|---|
| 1. | Assignment | 30 | 20 th of September |
| 2. | Project and Presentation | 40 | 19 th October and 26 th October |
| 3. | Field Visit / Secondary Literature review | 30 | First Week of November |

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
5. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.

84-403-

(Signature of the Dean)

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|---|
| School / Centre proposing the course | School of Global Affairs |
| Programme(s) | MA Urban Studies and MA Global Studies |
| Course title | introduction to Geographic Information I (GIS I) |
| Course code | SGA2EL405 |
| Credits | 2 |
| Course type (core / compulsory / optional / any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | MA 1st Semester |
| Course coordinator and team | Rohit Negi, Amit Mishra (Coordinator) and G Areendran Adjunct faculty |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The Course would be taught from the basics giving an insight into the world of geospatial analysis. The course would lay the foundations for the basic knowledge of GIS and Remote Sensing

Students would receive training in the mapping of land-uses, resources that would help the students gaining an insight into quantitative analysis. The course aims to enhance the critical thinking and problem solving capabilities as well as weave in these skills and sharpening them.

Currently this is a one of a kind course that aims to build a foundation for the students. There is an immense potential for the students taking up this course as this technical course can be practically implemented in any field and help the students with practical knowledge in real world scenarios.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre requisites; prior knowledge level; any others – please specify): *None*
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

The proposed cohort size would be ranging from 20 to 30 students, i.e 1:20 or 1:30 ratio. As the course is a technical course the cohort size would be apt.

4. **Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): 6-7 weeks anytime during the semester.
5. **Proposed date of launch:** Monsoon 2019
6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course is extremely critical to the programme/s since it acts as the bridge between theory and practice, in the form of 'reflection in action'. The course would be strengthening the university's engagement in the regional context, i.e. the NCR, by working on various aspects of contemporarily relevant concerns.

7. **Course Details:**

a. **Summary**

The course entails basic concept of Geographic Information systems & Remote sensing techniques and their application in various fields. In this students acquire a base of geographic knowledge and data collection methods used in subsequent GIS application. Introductory raster GIS operations are discussed and reinforced in computer lab work. Subjects include the acquisition and compilation of data from maps, field surveys and satellite images; and an introduction to the linkage between a map and a database. Students learn to create and manipulate attribute tables, to create and manipulate graphic objects and to link attribute tables to graphic objects (using QGIS). Students are introduced to: layer structures to organize data and maintain data integrity, projection, thematic mapping concepts, selection sets and SQL queries, summary statistics and geocoding.

Introduction in vector GIS, with an emphasis on GIS as a spatial data base for information management. Basic relational database management concepts are introduced and reinforced. Using GIS software (QGIS), students create spatial databases, edit and manipulate data, query databases. Students explore topics including data organization, file structures, topology, and the linkage between

graphic and non-graphic elements of a spatial database. The analytical capabilities of vector GIS, including thematic, Buffer, Area calculation are introduced.

Introduction to GPS and their application with a fieldwork experience will be provided to students.

The following are the broad topics to be covered:

- Introduction to GIS & Remote sensing concepts
- Digitization, Creation of Vector layers,
- Various elements of GIS,
- Editing of Vector layers,
- Creation of Database.
- Introduction & Use of GPS,
- Plotting of GPS data on map
- Conversion of GPS data in to shape file format
- Making map using GPS
- Creating layouts from vector layers.
- Final map representation with all map elements

b. Objectives

- To understand functional basis of a GIS, appreciate the potential uses of GIS in natural resource management.
- Creation of quality spatial data involved in using GIS
- Develops a strategy to implement an effective GIS Implement the technology to store and manage large sets of spatial data, effective tool to identify spatial relationships and pattern recognized methodology to assist in decision-making mechanism for the production of high quality maps using the latest technology in natural resource management.

c. Overall structure:

The studio course will be composed of four parts:

| # | Unit / Process | Duration |
|---|---|----------|
| 1 | Introduction to GIS, GPS and Google Earth | 1 week |
| 2 | Hands-on Training and Practicals | 2 weeks |
| 3 | Field Survey and mapping of layers | 2 weeks |
| 4 | Presentations | 1 week |

d. Contents

Unit 1: Introduction to GIS, GPS and Google Earth

The course begins with an 'open' sense of the theme giving an introduction. Background work therefore is extremely critical in terms of giving a coherent shape to the semester's plan. The students would be given an Introduction to GIS, its uses and applications later in the week they would be also taught the basics and components of a GPS and the uses of Google Earth Pro for mapping purposes.

Unit 2: Hands-on Training and Practical sessions

The second part of the course moves towards a comprehensive understanding and technical aspect. It will make use of several research methods and help the students with developing a critical thinking and problem solving capabilities. The students would be given a hands-on training on QGIS as well as other softwares. Reading material related to specific methods and aspects of work will be shared. At the end of the process, there is a clearer idea of the effectiveness and use of GIS, GPS Types of data and the types of layers.

Unit 3: Field Survey and mapping of layers

This part would involve preliminary visits to surrounding areas and the students would be surveying using various sampling techniques and using GPS Unit/s. The data gathered using the GPS in the surveyed area would be plotted onto a map.

Unit 4: Presentation

The course culminates in the public presentation of the intervention (alongside the documentation of the entire process) at site and/or on campus. The students would demonstrate whatever they have learnt and would provide a project containing all the aspects of the taught course.

Reading list:

- Principles of Geographical Information Systems by P.A. Burrough, & McDonnell,
- Geographic Information Systems and Science. Second edition. By P. A.Longley, M. F. Goodchild, D. J. Maguireand D. W. Rhind. John Wiley, Chichester, 2005.
- Managing Natural Resources with GIS by Laura Lang, Environmental Systems Research Institute.
- Remote Sensingand Image Interpretation by Thomas M. Lilles and, Ralph W. Kiefer.
- GIS: A Visual Approach by Bruce Ellsworth Davis, Bruce Davis
- Essential Earth Imaging for GIS, Lawrence Fox III, 2015

8. Pedagogy:

a. Instructional design

The course will be mostly hands-on work supervised by the faculty. The students would be taught GIS softwares such as QGIS, Google earth Pro and GPS. About half of the course will involve field-based activities, including GPS surveys.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

The course will require a classroom space outside of regular class hours, since guided groupwork will go beyond the slots specified in the timetable. Access to GIS Softwares and printer will also be needed.

c. Expertise in AUD faculty or outside

The faculty coordinator has participated in similar courses as part of UG and PG training in Urban Planning. Collaboration at AUD is sought, among other units. Depending on the question to be taken up by the course, practitioners in the specific domains may be invited as adjunct, for workshops and/or as guest speakers.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

The course is a useful pivot to forge partnerships with external agencies that are working closely on the ground, especially in the field of Natural resource management, conservation, environmental and ecological concerns, etc.

9. Assessment structure (modes and frequency of assessments)

Students will be assessed in continuous assessment mode based on the several milestones during the semester. The general idea is to lead students to different investigations that add-up to a whole, and then observe, interview and examine their presentations and artifacts to assess their capabilities. Pattern and weightage for assessments will be as follows:

- Continuous assessment (40%)
- Mid term (20%)
- Final project (40%)

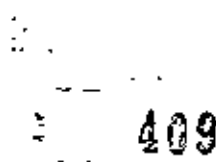
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9th May 2019 and has been approved in the present form.




Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|--|--|
| School/Centre proposing the course | School of Global Studies |
| Programme(s) | MA Urban Studies and MA Global Studies |
| Course title | Introduction to Remote Sensing and Image Processing GIS II) |
| Course code | SGA2EL406 |
| Credits | 2 |
| Course type (core /compulsory / optional / any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | MA 3 rd Semester |
| Course coordinator and team | Rohit Negi, Amit Mishra (Coordinator) and Dr. G Areendran, Adjunct Faculty |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The Course would be building from the foundation laid out in the course "Introduction to Geographic Information System I (GIS I)". The course would start by giving a basic insight into the world of geospatial analysis. The course would lay the foundations for the basic knowledge of Remote sensing and image processing.

Students would receive training in the mapping of land-uses, resources that would help the students gaining an insight into quantitative analysis. The course aims to enhance the critical thinking and problem solving capabilities as well as weave in these skills and sharpening them.

There is an immense potential for the students taking up this course as this technical course can be practically implemented in any field and help the students with practical knowledge in real world scenarios.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre requisites; prior knowledge level; any others – please specify)

Students having completed the GIS-I would have a great learning advantage as GIS II is a continuation of the first course and builds on the foundations laid by GIS I. However students who have a basic knowledge of Geography or having a science background during their bachelors would be advantageous for the course.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

The proposed cohort size would be ranging from 20 to 30 students. i.e. 1:20 or 1:30 ratio. As the course is a technical course the cohort size would be apt.

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** 6-7 weeks anytime during the semester

5. **Proposed date of launch:** Monsoon 2019

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course is extremely critical to the programme/s since it acts as the bridge between theory and practice, in the form of 'reflection in action'. The course would be strengthening the universities' engagement in the regional context, i.e. the NCR, by working on various aspects of contemporary relevant concerns.

7. **Course Details:**

- a. **Summary**

The course entails basic concept of Geographic Information systems & Remote sensing techniques and their application in various fields. In this students acquire a base of geographic knowledge and data collection methods used in subsequent GIS application. Introductory raster GIS operations are discussed and reinforced in computer lab work. The students would be introduced to the world of satellite imagery and the acquisition and compilation of satellite imageries along with data from maps and field surveys. Students learn image processing techniques, change detection and conversion of raster imageries into vector. The students would also be thematic mapping concepts.

Image processing techniques and classification techniques will be key focus in the course. Image georectification, unsupervised, supervised classification of the satellite image will be taught to the students.

The following are the broad topics to be covered:

- Principles of Remote sensing
- Image processing techniques,
- Thematic extraction from Satellite image,
- Area calculation/ Estimation
- Change detection
- Plotting of GPS data on map
- Making map using GPS
- Conversion of Raster in to GIS
- Integration of GIS & Remote sensing.
- Final map representation with all map elements

b. Objectives

- To understand the Image Processing techniques and the basics of remote sensing
- To understand the applications of Remote Sensing in various fields and the land use and land pattern changes in a multi temporal aspect.

c. Overall structure:

The studio course will be composed of four parts:

| # | Unit / Process | Duration |
|---|---|----------|
| 1 | Introduction to Image Processing and Remote sensing | 1 week |
| 2 | Hands-on Training and Practicals | 2 weeks |
| 3 | Field Survey and mapping of layers | 2 weeks |
| 4 | Presentations | 1 week |

d. Contents

Unit 1: Introduction to Image Processing and Remote sensing

The course begins with an 'open' sense of the theme giving an introduction. Background work therefore is extremely critical in terms of giving a coherent

shape to the semester's plan. The students would be given an Introduction to Remote Sensing, its uses and applications later in the week they would be also taught the basics Image Processing and its applications.

Unit 2: Hands-on Training and Practical sessions

The second part of the course moves towards a comprehensive understanding and technical aspect. It will make use of several research methods and help the students with developing a critical thinking and problem solving capabilities. The students would be given a hands-on training on QGIS as well as other softwares. The students would be taught how to download satellite data. Reading material related to specific methods and aspects of work will be shared.

Unit 3 : Field Survey and mapping of layers

This part would involve preliminary visits to surrounding areas and the students would be surveying using various sampling techniques and using GPS Unit/s. The GPS data would be used to cross check the satellite data with the land surface data gathered using the GPS in the surveyed area.

Unit 4: Presentation

The course culminates in the public presentation of the intervention (alongside the documentation of the entire process) *at site and/or on campus*. The students would demonstrate whatever they have learnt and would provide a project containing all the aspects of the taught course.

Reading list:

- Principles of Geographical Information Systems by P.A. Burrough, & McDonnell,
- Geographic Information Systems and Science. Second edition. By P. A.Longley, M. F. Goodchild, D. J. Maguireand D. W. Rhind. John Wiley, Chichester, 2005.
- Managing Natural Resources with GIS by Laura Lang, Environmental Systems Research Institute.
- Remote Sensingand Image Interpretation by Thomas M. Lilles and, Ralph W. Kiefer.
- GIS: A Visual Approach by Bruce Ellsworth Davis, Bruce Davis

- Essential Earth Imaging for GIS, Lawrence Fox III, 2015

8. Pedagogy:

a. *Instructional design*

The course will be mostly hands-on work supervised by the faculty. The students would be taught Remote Sensing, Image Processing and GIS softwares such as QGIS, Google earth Pro and GPS. About half of the course will involve field-based activities, including GPS surveys.

- ### b. *Special needs* (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

The course will require a classroom space outside of regular class hours, since guided group work will go beyond the slots specified in the timetable. Access to GIS Softwares and printer will also be needed.

c. *Expertise in AUD faculty or outside*

The faculty coordinator has participated in similar courses as part of UG and PG training in Urban Planning. Collaboration at AUD is sought, among other units. Depending on the question to be taken up by the course, practitioners in the specific domains may be invited as adjunct, for workshops and/or as guest speakers.

- ### d. *Linkages with external agencies (e.g., with field-based organizations, hospital; any others)*

The course is a useful pivot to forge partnerships with external agencies that are working closely on the ground, especially in the field of Natural resource management, conservation, environmental and ecological concerns, etc.

9. Assessment structure (modes and frequency of assessments)

Students will be assessed in continuous assessment mode based on the several milestones during the semester. The general idea is to lead students to different investigations that add-up to a whole, and then observe, interview and examine their presentations and artifacts to assess their capabilities. Pattern and weightage for assessments will be as follows:

- Continuous assessment (40%)

- Mid term (20%)
- Final project (40%)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies.

The proposal was discussed by the Board of Studies in its 1st meeting held on **9 May 2019** and has been approved in the present form.



Signature of the Dean of the School

415

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|--------------------------------|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA in Global Studies |
| Course title | Agrarian Change and Exclusions |
| Course code | SGA2EL407 |
| Total Credits | 4 |
| Course type (core / compulsory / elective/any other – please specify) | Elective |
| Level (Pre-doctoral / MA / PG Diploma / Certificate / UG) | MA |
| Course coordinator and team | Kaustav Banerjee |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is an elective course in agrarian political economy and hence connects thematically with many courses offered at AUD (especially the 2 credit course on Agrarian Environments [School of Human Ecology] and the 4 credit core course on Capitalism, Colonialism and Development [School of Liberal Studies]). It builds on an interdisciplinary approach to understanding agrarian change and exclusions in a global context.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

Nothing other than what is stated as the eligibility criterion for the MA, GS Programme

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

This is an MAGS elective course and maybe an elective for other programmes, so a class size of 50 students is proposed.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

It is a semester-long course to be offered in the Monsoon Semester 2019.

5. Proposed date of launch: Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course is in line with the University's vision of inculcating inclusiveness by understanding the interlinked processes of exclusions and agrarian change across the world, especially in the global south. It has an interdisciplinary

approach with a wide array of readings from the social sciences thereby equipping students to comprehend different writings by scholars who have specialised in a specific discipline. The specific programme, that is, MAGS takes the problems arising out of global agro-ecological imbalances and the marginalisation of livelihoods seriously, and for that reason, this is one of the electives. Additionally, students interested in contemporary globalisations may be keen to understand the agrarian roots of such phenomena.

7. Course Details:

- a. **Summary:** This course explores the interconnectedness between agrarian change, exclusions and globality. It examines the various modes of extraction and the (re)-shaping of agrestic relations of production and distribution under global capitalism. It traces the global processes of exclusion in agrarian societies and the varied histories of exploitation and resistances that have shaped such changes. The backwardness of agrarian systems is not simply a *result of low productivity but also due to factors like castes, race, patriarchy* etc that prevail to deepen exploitation and inequality. The causality of transformation is intrinsically linked to the global nature of the transformation itself, e.g. how colonialism constructed the agrarian south or how contemporary corporate led globalisation shapes lives and livelihoods across the globe. The course will trace the agrarian roots of such phenomena and offer students a comparative political economic perspective to comprehend the 'global'.
- b. **Objectives:** This course offers students a global political economic framework to conceptualize exclusions and critically engage with the theories of agrarian change. It will offer a different framework of understanding globality through agrarian change and exclusions.
- c. **Overall structure and contents** (brief note on each module; indicative reading list with core and supplementary readings)

Unit 1: Agrarian Roots of the Global: Comparative histories of Exclusion and Accumulation [2 weeks]

This unit will deal in detail with the comparative histories of exclusion and theories of global transformation emanating from agrarian systems. What were the prime movers of change in different agrarian societies? It would evolve an alternative understanding of the history of agrarian change with regards to the role of the various actors/institutions and processes of exclusion, class differentiation and their role in the broader cycle of accumulation. It would also critically explore the idea of the "agrarian" in constructing the "global".

Essential Readings:

- Perelman, M. (2000), Introduction in *The Invention of Capitalism: The Secret History of Primitive Accumulation*, Duke University Press.
- Marx, K. (1867), *The Secret of Primitive Accumulation*, Chapter 26, Capital Vol. 1
- Aston, T.H. & C.H.E. Philpin (2005), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre- Industrial Europe*, Cambridge University Press, New Delhi
- Bhattacharya, N. (2018), Introduction in *The Great Agrarian Conquest: the Making of a Colonial Rural Order*, Permanent Black.
- Hall, D., Hirsch, P. & Li, T.M. (2011), Introduction in *Power of Exclusion: Land dilemmas in South-east Asia*, University of Hawai'i Press

Unit 2: Overlapping categories of exclusion and global barriers to agrarian change [2 weeks]

This unit will look at the overlapping categories of exclusion – patriarchy, caste, race and class and how their global interlocking proves to be insurmountable barriers to change especially in agrarian societies. The role of colonialism and late capitalism in perpetuating backwardness in producer countries will be dealt with in greater detail. This would provide a basis for studying post-colonial agrarian societies and the challenges they face in their attempts at transformation.

Essential Readings:

- Phule, J. (2002), Ghulamgiri [Slavery] & Shetkaryacha Asud [Cultivator's Whipcord] in *Selected Writings*, Leftword Books, New Delhi
- Taussig, M. T. (1980), Chapter 1 in *The Devil and Commodity Fetishism in South America*, University of North Carolina Press, Chapel Hill, USA
- Mies, M (1998) Introduction in *Patriarchy and Capitalist Accumulation on a World Scale: Women in the International Division of Labour*, Zed Books Limited, London and New York
- Agarwal, B., (1998), 'Disinherited Peasants, Disadvantaged Workers-A Gender Perspective on Land and Livelihood', *Economic & Political Weekly*, Vol. 33, Issue No. 13.
- Desai, M., S.H. Rudolph and A. Rudra (eds.) (1984) Introduction in *Agrarian Power and Agricultural Productivity in South Asia*, Oxford University Press, New Delhi
- Mohanty, M. (ed.) (2004), *Selected Readings in Class, Caste, Gender*, Sage Publications, New Delhi
- Ambedkar, B.R. (1936) *Annihilation of Caste*, Critical Quest, New Delhi
- Kumar, D. (1965) Introduction in *Land and Caste in South India*, Cambridge University Press, Cambridge
- Patnaik, U. and M. Dingwaney (1985) Introduction in *Chains of Servitude: Bondage and Slavery in India*, Sangam Books, Madras

- Ribot, J.C. and Peluso, N.L.(2003), 'A theory of access', *Rural Sociology*, 68(1)-153-181

Unit 3: Revisiting the mode of production debates through the lens of exclusion [2 weeks]

This unit will deal in detail with the political economy study of the mode of production debates that were used to characterise agrarian systems and their possibilities of transformation. We examine the modes of surplus extraction and employ the concept to conceptualize the various axis of domination. This unit would critically evaluate the relevance of such debates in characterizing agrarian change.

Essential Readings:

- Thorner, A(1982) 'Semi-feudalism or capitalism: Contemporary debates on classes and modes of production in India', in *Economic and Political Weekly*
- Hindess, B. & P.Q. Hirst, (1975), *Pre-capitalist Modes of Production*, Routledge and Kegan Paul, London
- Patnaik, U. (ed.) (2000) *Agrarian Relations and Accumulation: The 'Mode of Production' Debate in India*, Oxford University Press, Bombay
- Bardhan, P. (ed.) (1989) *Introduction in The Economic Theory of Agrarian Institutions*, Oxford University Press, New York
- Basu, K, (ed.) (1994), *Introduction in Agrarian Questions*, Oxford University Press, New Delhi
- Bhaduri, A. (1983) *Introduction in The Economic Structure of Backward Agriculture*, Macmillan Publishers, New Delhi

Unit 4: Contemporary agrarian questions [3 weeks]

This unit examines contemporary agrarian questions especially issues related to technology, differential impacts of State led agrarian policies (e.g. the Green Revolution, Public Distribution Systems), the politics of aid, the entry of corporates and negative environmental externalities (water table depletion, soil health, crop burning etc.).

Essential Readings:

- Moyo, S, Jha, P & Yeros, P. (2013). The classical agrarian question: myth, reality and relevance today. *Agrarian South*, 2(1), 93–119.
- Banerjee, K. (2015) 'Green Revolution' in *Keywords in Modern Indian Studies* Gita Dharmpal Frick, Monika Kirolskar Steinbach, Rachel Dwyer, and Jahnvi Phalkey (Eds.), Oxford University Press, New Delhi.
- Mazwi, F., Chambati, W. & Mutodi, K. (2018). *Contract farming arrangement and poor resourced farmers in Zimbabwe*. SMAIAS Publications, Harare.

- Banerjee, K. (2011) 'Decentralised Procurement and Universalised Public Distribution Systems - A possible economic mechanism for the National Food Security Act', *Economic and Political Weekly*, Vol No. XLVI No. 52
- Banerjee, A. (2011) 'Food, Feed, Fuel: Transforming the Competition for Grains', *Development and Change*, Volume 42, Issue 2, pp: 529-557.

**Unit 5: The agrarian roots of conflicts and the politics of transformation
[3 weeks]**

This unit examines the agrarian roots of conflict and the politics of transformation. The acquisition of land, extraction of resources, depletion of forests and pasture lands lie at the heart of agrarian based movements and their impact in shaping the contours of transformation are critically examined.

Essential Readings:

- Lerche, J., Shah, A & Harriss-White, B. (2013) *Agrarian Transitions and Left Politics in India*, *Journal of Agrarian Change*, Volume 13, Issue 3, pp: 337-464,
- Moyo, S., P, Jha & P, Yeros. (2012). *Imperialism and Primitive Accumulation. Notes on the New Scramble for Africa*. *Agrarian South: Journal of Political Economy* 1(2), 181-203.
- Brass, T. (2005) 'Neoliberalism and the rise of (peasant) nations within the nation: Chiapas in comparative and theoretical perspective' in *Journal of Peasant Studies* Vol. 32, No. 3, pp 651-691
- Breman, J. (1989) 'Agrarian change and class conflict in Gujarat, India' in *Population and Development Review*, Vol.15, Supplement: Rural Development and Population, Institutions and Policy, pp 301-323
- Guha, S. (2000) 'Economic Rents and Natural Resources: Commons and Conflict in Premodern India' in Agarwal, A. and K. Sivaramakrishnan (eds.) *Agrarian Environments, Resources, Representation and Rule in India*, Duke University Press, London
- Chatterjee, P. (1986) 'The Colonial State and Peasant Resistance in Bengal 1920-1947' in *Past & Present*, Vol. 110, No. 1, pp 169-204
- Guha, R. (1983), *Introduction in Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, New Delhi
- Bhatia, B. (2006) 'On Armed Resistance' in *Economic and Political Weekly* Vol. 41, No. 29, pp 3179-3183
- Damodaran, V. (2005) 'Indigenous Forests: Rights, Discourses and Resistance in Chotanagpur, 1860-2002' in Gunnel Cederlof and K. Sivaramakrishnan (eds.) *Ecological Nationalism: Nature, livelihoods and identities in South Asia*, Permanent Black, New Delhi, pp.115-150

Suggested Readings:

- Agarwal, A. and K. Sivaramakrishnan (eds.) (2000) *Agrarian Environments, Resources, Representation and Rule in India*, Duke University Press, London
- Bhattacharya, N. (2018), *The Great Agrarian Conquest: the Making of a Colonial Rural Order (Permanent Black)*
- Blaut, J. M. (1994) 'Robert Brenner in the Tunnel of Time' in *Antipode: A Radical Journal of Geography*, Vol. 26, No. 4, pp 351-376
- Breman, J. and S. Mundle (eds.) (1991) *Rural Transformation in Asia*, Oxford University Press, New Delhi
- Breman, J. (2007) *Labour Bondage in West India, From Past to Present*, Oxford University Press, New Delhi
- Chandra, N. K. (2002) 'The Peasant Question from Marx to Lenin: The Russian Experience' in *Economic and Political Weekly* Vol. 37, No. 20, pp 1927-1938
- Hariss-White, B. & S. Janakrajan (2004), *Rural India Facing the Twentieth Century*, Anthem Press, London
- Husain, I. (2006), *Karl Marx on India*, Tulika Books, New Delhi
- Lenin, V.I. (1968), *Selected Works*, Progress Publishers, Moscow
- Marx, K. (1970), *A Contribution to the Critique of Political Economy*, Progress Publishers, Moscow
- Mohanty, M. (2006) 'Challenges of Revolutionary Violence: The Naxalite Movement in Perspective' in *Economic and Political Weekly* Vol. 41, No. 29, pp 3163-3167
- Mundle, S. (1979) *Backwardness and Bondage: Agrarian Relations in a South Bihar District*, Pauls Press, New Delhi
- Patnaik, U. (1987), *Peasant Class Differentiation: A Study in Method with Reference to Haryana*, Oxford University Press, New Delhi
- Timberg, T. A. (1982) 'Bihari Backwardness: Does Feudalism Frustrate?' in *Asian Survey*, Vol. 22, No. 5, pp 470-480
- Tse-Tung, M. (1965), *Selected Works, Volume 1 & 2*, People's Publishing House, Peking

8. Pedagogy:

- Instructional strategies:** Classroom teaching; Class discussion / informal debates; *Pair/group reading of papers; Group presentations; Film appreciation*
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** No
- Expertise in AUD faculty or outside:** Yes, within AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

9. Assessment structure (modes and frequency of assessments):

Given the enabling vision of the University's learner-centric paradigm, the course relies on the concept of an open book exam for all the assessments. This technique attempts to make the learner have an opinion about the readings as the questions are designed in such a way. The student also learns responsibility in an exam hall by not cheating, as it is an open book. Finally, by nullifying the component of surveillance, the exam tries to make the student think out of the box.

- i. Monthly Assessment (3X10% = 30%): Open book written assessment based on Units covered in a month
- ii. Project (30%): term paper on a topic/theme of students' interest
- iii. Final examination (40%): essay-based final exam based on full semester syllabus

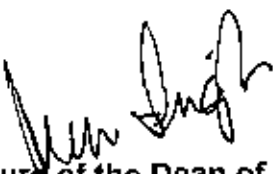
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form


Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA |
| Course title | Politics of Social Policy: A Comparative Historical Perspective |
| Course code | SGA2EL408 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | PG |
| Course coordinator and team | Dr. Ekta Singh |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course introduces students to the field of social policy through a comparative lens. Global social policy is analyzed by bringing forth issues of politics and considerations of power. The course builds on other courses in Global Studies programme at AUD by equipping students with skills and knowledge to critically compare and contrast configuration of social policies in different regions.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30-35

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon course; Semester-long course

5. Proposed date of launch: Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to first year Masters students as an elective and is aimed at enabling students understand the trends and patterns in social policy across the world and the politics thereof. This is in sync with the AUD vision of equipping students with skills and knowledge that makes them informed and competent in an increasingly globalised milieu.

7. Course Details:

a. Summary

This is a survey course designed to introduce students to the configuration and dynamics of social policy in countries that represent different welfare models. While aimed at identifying trends and patterns, the course is intended to help students understand the distinctiveness of social policies in different contexts and the forces - both historical and cultural - shaping them. The course adopts a political economy perspective to make sense of comparative social policy. By comparing what counts as social policy (and what does not) in different contexts - both temporally and geographically, the course problematizes the concept of social policy to discern any possible 'politics of social policy'. The overarching theme that cuts across the course is exploring role of ideas, institutions and processes in determining the shape of social policy. Country and region-specific case studies will be used to compare select social policies.

b. Objectives

- To help students understand the purpose, relevance and tools of comparison in political analysis
- To make students aware of the diverse forms and meanings of social policy across different regions to discern any possible 'politics of social policy'.
- To be able to understand the socio-economic and political rationale for the particular nature of social policies in specific regions of the world.- role of ideas, institutions and processes in determining the shape of social policy
- To be able to discern trends and patterns in social policy configuration and derive crucial insights from important policy experiences in other environments, notwithstanding the cultural differences in which the social policies or sets of policies are conceived and implemented.

c. Overall structure:

This course is organized around five modules.

| | Topic | Duration |
|------|---|----------|
| i. | Understanding Social Policy: Key Concepts, Theories, and Ideologies | 2 weeks |
| ii. | Comparative Social Policy: Theories, Methods, and Frameworks | 2 weeks |
| iii. | Mapping Social Policy globally: A Comparative Historical Approach | 4 weeks |
| iv. | Regime Type and Social Policy: Moving Beyond | 2 weeks |
| v. | State Capacity and Role of Bureaucracy | 2 weeks |

d. Contents

The module-wise description of the course content is given below:

i. Understanding Social Policy: Key Concepts, Theories, and Ideologies (2 Weeks)

The module introduces students to the concept of social policy by laying emphasis on how 'social policy' is different from 'public policy' and familiarizing students with the normative debate around ideas of welfare (state). Rather than treating social policy as a technical or politically neutral concept students will be encouraged to see social and economic policies in conjunction. In other words, *the emphasis will be laid on the 'political economy of social policy'*, including global political economy. Major concepts, theories and ideologies that have shaped social policy will be discussed. At the end of the module students will be able to identify what qualifies as 'social policy' and how 'social policy' is different from 'public policy'. This will be explained through suitable examples of what *constitutes and what does not constitute as 'social policy'*.

Core Readings:

- Richard M. Titmuss (1974). 'What is Social Policy?', in Brian Abel-Smith and Kay Titmuss (eds), *Social Policy: An Introduction*, NY: Pantheon Books.

- Section on 'The Political economy of social policy' in James Midgley & Michelle Livermore (2000) ed. *The Handbook of Social Policy*, Sage.
- P. Alcock, May, M and S. Wright (2012) *The Student's Companion to Social Policy*, (4th Ed.). Chichester: John Wiley & Sons.
- Jayati Ghosh (2002). 'Social Policy in Indian development', *Social Policy in a Development Context Series*.

Suggested Readings

- Paul Spicker (1995). *Social Policy: Themes and Approaches*. London: Harvester Wheatsheaf
- Daniel Beland and Martin Powell (2016). 'Continuity and Change in Social Policy', *Social Policy and Administration*, Vol.50, No.2, March 2016, pp.129-147.

ii. Comparative Social Policy: Theories, Methods, and Frameworks (2 Weeks)

The unit introduces students to 'comparative methods' as an analytical tool to compare social policies through an exposition on different units, levels, and scales of comparison. The purpose and relevance of a comparative approach in illuminating the policy process in different contexts and its contribution to the development and confirmation of theory will be stressed. At the same time the limitations and challenges of a comparative framework will be discussed. Particular emphasis will be laid on 'comparative case study' method in discovering contrasts, similarities, or patterns across cases. Typologies as a tool for comparison will be dealt with, especially Esping Andersen's comparative framework of 'welfare state regimes' and Gough and Wood's typology.

Core Readings:

- J. Hopkin (2002). 'Comparative Methods' in D. Marsh and G. Stoker (eds.) *Theory and Methods in Political Science*, Macmillan: Basingstoke.
- Jochen Clasen (2004). 'Defining Comparative Social Policy' in Patricia Kennett ed. *A Handbook of Comparative Social Policy*, Edward Elgar.
- Mabbett D. and H. Bolderson (1999). 'Theories and Methods in comparative social policy' in J Clasen ed. *Comparative Social Policy: Concepts, Theories and Methods*, Blackwell, Oxford.

107
426

- Barbara Geddes (1990). 'How the cases you choose affect the answers you get: Selection bias in Comparative Politics', *Political Analysis*, 2 (1): 131-150.
- G. Sartori, (1970). 'Concept Misformation in Comparative Politics' *American Political Science Review*, Vol. 64, No. 4. pp. 1033-1053.
- Charles C. Ragin (2014). 'Case-Oriented Comparative Methods' In *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*, University of California Press.

Suggested Readings:

- Steen Mangen (2004). 'Fit for purpose?' Qualitative methods in comparative social policy' in Patricia Kennett ed. *A Handbook of Comparative Social Policy*, Edward Elgar.
- Linda Hantrais (2004). 'Crossing cultural boundaries' in Patricia Kennett ed. *A Handbook of Comparative Social Policy*, Edward Elgar.
- Neera Chandhoke (1996). *Limits of Comparative Political Analysis*, *Economic and Political Weekly*, Vol. 31, Issue no.4, Jan.
- Christian Aspalter (2006) 'New Developments in the Theory of Comparative Social Policy', *Journal of Comparative Social Welfare*, Vol.22, Issue 1.

iii. Mapping Social Policy Globally: A Comparative Historical Approach (4 Weeks)

The module will adopt a comparative historical approach to acquaint students with the historical development of social policy (and welfare state) as it emerged in Europe and the diverse forms it took in different parts of the world. Rather than treating 'social policy' as a universal category, the module will focus on the differential ambit and purview of what has come under social policy in different regions at different points of time across the world. The idea is to help students situate historically the discourse of social policy and appreciate the prevalence of any possible 'politics of social policy'. The contested nature of the substantive focus of social policy across the world will be discussed through comparative historical case studies. Students will also be made conversant with challenges of policy diffusion and policy transfer in different contexts and debates around convergence. Capitalist, communist, postcolonial and post-communist/post-socialist models of social policy will be discussed. Impact of neoliberalism and

the more recent **rightist** turn on social policy in post-communist/communist world (China, Russia, Cuba) and the postcolonial world will be dealt with.

Case Studies: Rehabilitation & Resettlement Policies in cases of land acquisition and displacement, Child Labour, Universal Basic Income, Employment Education, Healthcare.

Core Readings:

- Alvin Finkel (2018). *Compassion: A Global History of Social Policy*, Red Globe Press.
- P. Alcock, May, M and S. Wright (2012) *The Student's Companion to Social Policy*, (4th Ed.). Chichester: John Wiley & Sons.
- Christopher Pierson (1991), 'Origins and Development of the Welfare State 1880-1975' in Christopher Pierson (ed.), *Beyond the Welfare State? The New Political Economy of Welfare*, Cambridge, Polity Press, pp. 102-140.
- Edwin Amenta (2011). 'What We Know about the Development of Social Policy: Comparative and Historical Research in Comparative and Historical Perspective' in James Mahoney & Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Science*, Cambridge, Cambridge University Press.
- Herbert Obinger, Carina Schmitt and Peter Starke (2013). 'Policy Diffusion and Policy Transfer in Comparative Welfare State Research', *Social Policy and Administration*, Vol.47, No.1.

Post-communist Model of Social Policy

- Alvin Finkel (2018). 'Post-Communism' in *Compassion: A Global History of Social Policy*, Red Globe Press.
- Bob Deacon and Michelle Hulse (1997). The making of Post-Communist Social Policy: The Role of International Agencies, *Journal of Social Policy*, Vol.26, Issue 1.

Social Policy in Postcolonial World

- Alvin Finkel (2018). 'The Postcolonial World 1945-1990' in *Compassion. A Global History of Social Policy*, Red Globe Press.
- Anis Dani, Arjan DeHaan *Inclusive States: Social Policy and Structural Inequalities*.
- Ian Gough and Geof Wood, *Insecurity and Welfare Regimes in Asia, Africa and Latin America* , Cambridge University Presss.

- Stephan Haggard and Robert R. Kaufman (2008), *Development, Democracy, and Welfare States*, Princeton University Press, 2008
- Dwaipayan Bhattacharya (2014). 'How to Govern the Poor? The Role of Social Policies in Economic Transformation', in Nandini Gooptu and Jonathan Parry (ed s). *Persistence of Poverty in India*, Social Science Press, New Delhi
- Louis Tillin et.al ed. (2015). *Politics of Welfare: Comparisons across Indian States*. Oxford University Press.
- James Manor and Jane Duckett (2017). 'Significance of Political Leaders in Social Policy expansion in Brazil, India, China, South Africa', *Commonwealth & Comparative Politics*, 55:3.
- Sarah A. Berens (2016) "Crowding Out or Welfare Promotion? How Foreign Aid affects social expenditures in Latin American Welfare Systems", *Social Policy and Administration*, Vol.50, No.3, pp.353-78.
- Sara Niedzweicki and Jennifer Pribble (2017). 'Social Policies and Centre-Right Governments in Argentina and Chile', *Latin American Politics and Society*, Wiley.
- Jimí O. Adésin (2011), "Beyond the social protection paradigm: social policy in Africa's development", *Canadian Journal of Development Studies*, 32: 4.
- Michael W.Kpessa and Daniel Beland (2013) "Mapping social policy development in sub-Saharan Africa", *Policy Studies*, Vol.34, No.3.

iv. Regime Type and Social Policy: Moving Beyond (2 Weeks)

The module will explore the relationship between regime types and social policy outcomes. In particular, the emphasis will be to understand whether authoritarian and democratic regimes produce different types of policies? Is democracy really better than authoritarianism in promoting human welfare? Students will be encouraged to see democracy and authoritarianism not as dichotomous but in a continuum. At the same time limitations of comparisons along regime type will be discussed in the context of globalization through methodology of 'convergent comparisons'.

Case Study: Comparative study of China's 'Social Credit'/ 'Hukou' and India's 'Aadhaar'

Core Readings:

- Mancur Olson (1993). 'Democracy, and Development', *American Political Science Review*, 87 (3).

- Michael Ross (2006). 'Is Democracy Good for the Poor?', *American Journal of Political Science*, Vol. 50, No. 4.
- David Lake and Matthew Baum (2001). 'The Invisible Hand of Democracy, Political Control and the Provision of Public Services', *Comparative Political Studies*, 34:6.
- Amartya Sen (1999). 'Democracy as a Universal Value', *Journal of Democracy*, Vol. 10, No. 3.
- Prasenjit Duara and Elizabeth Perry ed. (2018). *Beyond Regimes: China and India Compared*, Harvard Contemporary China Series.

Suggested Readings:

- Robert George Adolf (2011) 'Are Liberal Regimes more protective of Economic and Social Rights than Authoritarian Regimes? *Asian Politics and Policy*, Vol.3, Issue 3, p.433-460.
- Menno Fenger (2018). 'The Social Policy agendas of populist radical right parties in comparative perspective', *Journal of International and Comparative Social Policy*, 34:3.

v. State Capacity and Role of Bureaucracy (2 Weeks)

The module will investigate the role of bureaucracy in the success or failure of social policy. Idea of 'street-level bureaucracy' and its implications for shaping social policy will be stressed. In addition, the module will focus on - What do we mean by 'weak' and 'strong' state and its relationship with bureaucracy? The larger point of discussion will be the impact of political institutions (transnational and multilevel governance) and the differential roles that bureaucracy has been adopting in different contexts at different points of time.

Core Readings

- Peter Evans (1989). 'Predatory, Developmental and other Apparatuses: A Comparative Political Economy Perspective on the Third World State', *Sociological Forum*, 4:4.

430

100

- Guy Peters (2010). *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*, London: Routledge.
- Bo Rothstein (2015). 'The Chinese Paradox of High Growth and Low Quality of Government: The Cadre Organization Meets Max Weber', *Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 28, No.4.
- Yamini Aiyar, Dongree, A. & Davis, V. (2015). 'Education Reforms, Bureaucracy and the Puzzles of Implementation'. Available online: <https://www.theigc.org/wp-content/uploads/2015/11/Aiyar-et-al-2015-Working-paper.pdf>

Suggested Readings

- Bureaucracy and Society in Transition: Comparative Perspectives, *Comparative Social Research*, Vol. 33, p.1-11.
- Mangla, A. (2015). Bureaucratic Norms and State Capacity in India: Implementing Primary Education in the Himalayan Region. *Asian Survey*, 55 (5), 882–908.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, group discussions and will include both individual and group work.

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Facility of Powerpoint

b. Expertise in AUD faculty or outside

The core faculty has the required training and expertise.

c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessments.

431

- The first assessment will be a continuous assessment which will be gauged through periodic write-ups like policy briefs, class tests and group discussions (30%)
- The second assessment will involve an assignment based on comparative case study of student's choice. (35%)
- The third assessment will consist of final examination (35%).

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|--|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA |
| Course title | Rethinking Urbanization: A Gender Analysis |
| Course code | SGA2EL409 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | PG |
| Course coordinator and team | Teena Anil (Coordinator) |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course introduces students to the gender as a critical category. It is intended as one of elective courses for the students of M.A in Urban Studies. It builds on different existing generic course, namely 'Transformation in Society and Space', 'Power, Injustice, Discrimination', 'Understanding of the Urban', 'Urban Space and Experience offered by MA- Urban Studies programme at the School of Global Affairs. The proposed course would enable a critical understanding to the historical and conceptual underpinning of urbanism and its various manifestation. It is expected that the content of the course will not only prepare the student to grapple with various urban processes, perspectives and theories to be taught in subsequent courses, it will also enable student to critically engaged with other courses offered at school of global affairs pertinent to structural and cultural issues of urban experiences

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Optimum 50 students

4. **Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. **Proposed date of launch:** Monsoon Semester 2019

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered to second year MA students as an elective course. Built on philosophical and ethical examination of the wider range of contemporary studies of urbanization. The course adopts phenomenological framework and examine the experiential implication for the different subjectivities (gender identities), of being-in the city. What it also involved from an ethical and practical viewpoint is not so much the inclusion of the excluded within the visible city, as well as the dismantling and reconstruction of that city in the interest of the excluded. In particular it brings up questions of social justice which are at the heart of AUD's mission and vision.

7. **Course Details:**

a. Summary

Drawing from the premises of Chicago school of urban sociology which suggests that most serious problems of modern society are presented by great cities, the course not only situates gender as merely an additional dimension of urban inequality, but also sees gender as continuously being remade at different scales, through national legislation and changing life circumstances, thereby presenting different layers of complexity for coherent analysis. It will situate how gender relations vitally shape cities and urban life and how gender as a constitutive aspect of social relations that is vitally shaped by cities and urban life. With regard to this, the course provides an interpretative understanding of urbanization. Our everyday experiences also reveals how gendered ideas and assumptions get reflected in the opportunities and pleasures of urban life. This suggests that gender is very much inbuilt into the cities we inhabit. With this course, we will also draw on classical and contemporary readings and themes in urban sociology and critically re-examine them in dialogue with gendered approaches to sociology, geography, and city planning. In the process, a set of conceptual tools to analyze urban processes in our local and other social contexts will be built through class discussions and student research papers. Key topics which will be addressed include: urban modernity, everyday experiences of urban life, construction of space, informal urbanism, right to the city and urbanism a way of life.

b. Objectives;

- To familiarize how gendered relations shapes urban life and vis-à-vis.
- Learn to critically examines the classical and contemporary reading on urban issues from gender perspective
- Enable to develop a gender perspective to understand and analyse complex urban process critically.

c. Overall structure:

Organised in five thematic units the course will critically engaged with dominant models and conceptualizations by addressing various challenges of urbanization, exploring the lived experiences of different subjectivities, analysing their role as active agents of social transformation.

| | Modules | Duration |
|----|--|----------|
| 1. | Situating Experience(s) of Urban Modernity | 3 Weeks |
| 2. | Representation of Space | 2 Weeks |
| 3. | Unpacking Right to the City | 2 Weeks |
| 4. | Gendering Urban Informality | 3 Weeks |
| 5. | Urbanism as a Way of Life | 2 Weeks |

- d. **Contents** (brief note on each module; indicative reading list with core and supplementary readings)

Unit-1 Situating Experience(s) of Urban Modernity:

The main focus of this unit is to draws the gendered map of urban modernity. It highlighting shaping of different subjective identities (Gendered Identities) and their changing relationship with the social and physical spaces of the city, and drawing attention to the ways in which the perceptions and experiences are translated further. The critics of canonical modernism propose that women and other gendered identities had different experiences of modern city to men, and their views/opinion/perspective need to be recognised. The above perspective sees women as empirical observer, their urban walking and writing from the perspective that lacks at the gendered site/signs of city, contradictorily, the urban subculture has provided space to the adult effeminate man exclusively attracted to each other and protected them from hostility of the majority. The city is not necessarily a site where gender, race, or sexed bodies can enjoy the anonymity but also be the focus of (un) wanted attention. With this the unit intend to highlight women and other gender identities social and cultural relationship with the city.

Suggested Readings

- Parsons, Deborah. 2000. *Streetwalking the Metropolis: Women, the City, and Modernity*, Oxford University Press, New York.
- Scott, Joan W. 1986. "Gender: A useful category of historical analysis." *The American Historical Review* 91.5: 1053-1075.

Additional Readings

- Khan Sameera (2007): 'Negotiating the Mohalla: Exclusion, Identity and Muslim Women in Mumbai', *Review of Women's Studies, EPW*, vol.42, no.17, pg. 1527-1533.
- Wilson, Elizabeth.(1992). "Into the Labyrinth" Ch.1 in *The Sphinx in the City: Urban Life, Control of Disorder, and Women*.
- Chauncey, George. 1994. *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*. Basic Books, 1994. [Chapters 5 & 9]

Unit-2 Representation of Space

Critically addressing a priori categorisation of spaces as 'public' and 'private', This unit intensify the debate by exploring the ways in which these categories are socially and culturally defined, prevented, hindered an understanding of the representation of space in everyday life especially In relation to social relationships, hierarchies and power, it will also examine the utility of the idea of women as vulnerable in public space for men's construction of masculine gender identities. It will also analyse how the construction of gender identities occur not in isolation but rather interactively and through opposition.

Suggested Readings

- Jane Jacobs. 1961. "The uses of sidewalks: safety", pp.29-54 in *The Death and Life of Great American Cities*. New York: Random House
- Srivastav, Sanjay.(2014), *Masculinity and Its Role in Gender Based Violence in Public Space in The Fear that Stalk Gender Based violence in Public Space*, Edited by Sara Pilot and Lora Prabhu, Published by University of Chicago Press Chicago.
- Doan, Petra. 2007. "Queers in the American City: Transgendered perceptions of urban space." *Gender, Place & Culture* 14.1: 57-74
- Ranade, Shilpa (2007). "The Way She Moves: Mapping the Everyday Production of Gender Space", *Review of Women's Studies, EPW*, Vol.42, no.17, 1519-1526.

Additional Readings

- Srivastava, Sanjay (2010), Fragmentary pleasures: masculinity, urban spaces, and commodity politics in Delhi, *The Journal of Royal Anthropological Institute*, Vol 16, No. 4, pp. 835-852 (18 pages) Published by: Royal Anthropological Institute of Great Britain and Ireland. Royal Anthropological Institute of Great Britain and Ireland
- Day, Kristen. 2001. "Constructing masculinity and women's fear in public space in Irvine, California." *Gender, Place and Culture: A Journal of Feminist Geography* 8.2: 109-127

Unit-3 Unpacking Right to the City

The right to the city is a collective right for all people who live in, access, and use the city and it entails not only the right to use what already exists in urban spaces, In short, it includes the right to participate in its creation or re-creation. A gender perspective is absolutely essential in the debate towards the right to the city, considering the different needs and uses for spaces which relate directly to a gender identity, how the identification of the right to the city lacks sufficient attention to patriarchal power relations which are ethnic, cultural and gender-related and as such it does not produce a practical standpoint. Moving beyond the rigid categorizations of gender, this unit will analyse and show how it fail to include the intersexed and transgendered populations, a small and highly marginalized segment of the wider population. It will be developed with the critical reading of the selected case studies of everyday experiences of women as well as other subjectivities and their reflections regarding their sense of comfort, belonging to the city they live in.

Suggested Readings

- Petra L. Doan (2010) The tyranny of gendered spaces – reflections from beyond the gender dichotomy, *Gender, Place & Culture*, 17:5, 635-654, DOI: 10.1080/0966369X.2010.503121
- Jagori (2007) *'Is this my city? Women's Safety in Public Spaces in Delhi'*, Jagori. New Delhi.
- Atturi, Tara. 2016. 'Bus/Bas/: The 2012 Delhi Gange Rape Case, City Space and Public Transportation in R. Negi and S. Chakarvarty (eds), *Space, Planning and Everyday Contestation in Delhi*: Delhi: Springer.

Additional Reading

- Desai, R., McFarlane, C., and Graham, S. (2014) The Politics of Open Defecation: Informality, body, and infrastructure in Mumbai: *Antipode*, 47(1), 98-120.
- Sweet, E.L. (2016) Gender, Violence, and the City of Emotion. In Y. Beebejaun (Ed.), *The Participatory City* (pp-120-127), Berlin, Germany: Jovis.

Unit -4 Gendering Urban Informality

The unit aims to reflect beyond the two contrasting and domination debate of urban informality, with reference to urban economies and urban planning. It introduce the concept of urban informality as the mode of urbanization, into the political and cultural fields, to reflect on gendered process informality in terms of their struggles over autonomy, self-expression and resistance while creating, and making use of informal economic activities and culture.

Suggestive Readings

- Roy, Ananya. 2003. City requiem, Calcutta: Gender and the Politics of Poverty. University of Minnesota Press, 2003. [Chapters 1-3]
- Chant, Sylvia and Cathy McIvaine. 2016. Cities, Slums, and Gender in the Global South: Toward a Feminized Urban Future. New York: Routledge.
- Dona, P. L., & Higgins, H. (2011). The demise of queer space? Resurgent gentrification and the assimilation of LGBT neighborhoods, Journal of Planning Education and Research, 31, 6-25.

Additional Readings

- Sharma, S. 2016. 'Housing Spatial Mobility and Paid Domestic Work in Millennial Delhi: Narratives of Women Domestic Workers' in R. Negi and S. Chakarvarty (eds), Space, Planning and Everyday Contestation in Delhi: Delhi: Springer
- Haider, S. 2000. 'Migrant Women and Urban Experience in a Squatter Settlement', in V. Dupont, E. Tarto and D. Vidal (eds), Delhi: Urban Space and Human Destinies. Delhi: Manohar Publishers, New Delhi.

Unit-5 Urbanism as a Way of Life

As the course has progressed and sensitized student to the gendered nature of urban inequalities, This unit aims to develop an understanding with the women as actors (agents) in urban space, it address the contradiction between the claim that urban anonymity can be benefit for marginalised subjectivists (LGBT) in general and women in particular and their visibility in urban context. This unit will also enable to see how space is occupied and employed is an indicator of the extent to which the quest for anonymity has been replaced by the desire for legitimate and acceptance of group identity, the production of difference, and idea of belongingness

Suggested Readings

- Garber, Judith. A (2000). "Not Named or identified": Politics and the search for Anonymity in the city' in Kristine B Miranna and Alam H. Young (Ed),

Gendering the City: Women Boundaries and Vision of Urban Life. Rawman & Littlefield Lanhan, pg. 19-40

- Phadke, Shilpa, Shilpa Ranade and Sameera Khan (2009), 'Why Loiter? Radical Possibilities for Gendered Dissent', in Melissa Butcher and Selvaraj Velayuthum (eds), 'Dissent and Cultural Resistance in Asia Cities, Routledge London.
- Rubin, Gayle. 2002. "Studying sexual subcultures: Excavating the ethnography of gay communities in urban North America." *Out in theory: The emergence of lesbian and gay anthropology (2002)*: 17-68.

Additional Readings:

- Doan, Petra. 2007. "Queers in the American City: Transgendered perceptions of urban space." *Gender, Place & Culture* 14.1: 57-74.
- Rubin, Gayle. 2002. "Studying sexual subcultures: Excavating the ethnography of gay communities in urban North America." *Out in theory: The emergence of lesbian and gay anthropology (2002)*: 17-68.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, special lecture by visiting fellows screenings documentaries and short films, poetry recitation, Faiz poetry on O city of lights, short stories...etc. Mahanagar fictional story as directed by Satyajit Ray, advertisements e.g. Uber adds etc, guided reading sessions of the alternative reading of city by Sarai CSDS, participation and discussion on, electronic lectures of city script an Urban writing festival organised by IHS, class room dairies and field trips within Delhi.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):**
None

c. Expertise in AUD faculty or outside

The core faculty has training in the field of sociology. Few guest lectures, from amongst the AUD faculty and/or scholars from outside the university, will also be organised.

- d. Linkages with external agencies (e.g., with field-based organizations, everyday social spaces, any others)**

Yes, organization working on similar social issues, engaged with communities

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Participation (combined: 35%)

Your participation grade will be determined by general participation in the seminar (15 percent), and two reading presentations over the course of the semester (10 percent each). Each student is required to present once as a proponent of a reading, and once as a critic. As a proponent, you should work to extract a central thesis from the text. What is the author's central argument? What evidence does the author provide to substantiate her argument? You should provide textual evidence to support your interpretation, but please do not simply read a series of block quotes. This should be your reading of the text. Proponent presentations should be up to 10 minutes.

As a critic, you should understand the author's central thesis is and systematically work to refute it. Your critique should approach the reading both internally (disjuncture between the authors' argument and the evidence supporting it; insufficient evidence; logical flaws; misuse of concepts) and externally (proposal of more convincing explanations of the evidence; using competing arguments from other texts; highlighting limitations of the argument in the context of existing scholarship). Critical presentations should not exceed 5 minutes.

- The second assessment will involve a project report related to student research interest of their choice (40%).

In this each student will be expected to produce a 12-15 page research paper on a topic of their choosing. As an integral part of the seminar, we will systematically build these research projects through short assignments over the semester.

- a) Research proposal and preliminary bibliography (5%). Due Week 3. This proposal will establish a research question, explain its importance, and justify its relevance to the course. The proposal text should be no longer than one double-spaced page, with a preliminary bibliography of at least 5 potentially useful academic sources on a second page.
 - b) Literature review (5%). Due Week 5.
 - c) Thesis statement (5%). Due Week 7.
 - d) Detailed outline (10%). Due Week 10.
 - e) Paper presentation (5%). Our last session will be dedicated to short student presentations.
 - f) Final Paper (10%).
- The third assessment will consist of a final examination (25%).

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.


Signature of the Dean of the School



Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|--|-----------------------------|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA |
| Course title | Urban Health and Well-being |
| Course code | SGA2EL410 |
| Credits | 4 |
| Course type (core / compulsory / optional /any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | PG |
| Course coordinator and team | Samik Chowdhury |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is intended as an elective for MA students of School of Global Affairs. It builds on the conceptual understanding of the "urban" as a separate field of development studies.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD norms.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course has been primarily designed as an elective for third semester MA Urban Studies, School of Global Affairs. The MA in Urban Studies programme of SGA is rooted in the realities and experiences of the Global South, and is built on three aspects of urbanism—the lived, the built, and the ecological. “Urban health and Well-being” is essentially a function of all three aspects and can also contribute to the larger vision of AUD of creating a just and equitable society. However urban concerns and their impact on health and well-being are also a *global reality today, with subtle variations across nations – large and small.* Therefore this course can be considered as an open elective for students from other programmes of SGA and even other schools.

7. Course Details:

a. Summary

Urbanisation is currently one of the earth's most intense development challenges, with drastic implications for socio-ecological sustainability, and the health and wellbeing of a major proportion (3.5 billion) of the global population.

Cities have the necessary resources and opportunities to influence health and well-being positively - urban ecology, economy and society can bring several advantages such as greater choice, improved infrastructure and design, larger social support networks, increased employment opportunities and more accessible healthcare. However cities are also sites of extreme poverty and environmental degradation. Urban health, which is a function of *“the lived, the built, and the ecological”*, often therefore is an illustration of contrasts, especially in the Global South.

In addition to health issues, such as infectious diseases and environmental pollution, *cities are now confronted with epidemics of non-communicable diseases associated with unhealthy diets, sedentary lifestyles, obesity, and mental health problems. These contrasts are often reflected and reinforced by education, access to basic amenities, employment status and material wealth.*

Urban health as a policy priority is hardly existent in LMIC countries, masked largely by a false sense of relatively higher economic security in urban areas.

This course introduces students to urban health and well-being as an outcome of the complexities of the urban way of life. It deals with the historical, demographic, physical, social, economic and institutional attributes of urbanization which along with innate biological and behavioural characteristics, constitute the multi-sectoral and multi-level determinants of urban health and well-being. While having

predominantly a global perspective, the course devotes one module to the Indian scenario. Exploring inequity amidst relative abundance is the central theme of this course.

b. Objectives

- Gain understanding of some of the historical, demographic, physical, social, economic, ecological and institutional factors determining urban health and well-being in a global context
- To understand urban disease burden vis-à-vis the non-urban, and acknowledge and observe its heterogeneity even within cities.
- To critically appreciate methods to deal with the emerging and complex issues of urban health in developing countries by reviewing successful case studies.
- To develop a practical understanding of urban health in India – inequity in access and outcomes, determinants, health system and the issue of multiple overlapping jurisdictions, issues of access to health services and financial burden from out-of-pocket health expenditure.
- Gain familiarity with health statistics in India and develop the ability to perform basic data analysis to highlight urban health issues.

c. Overall structure:

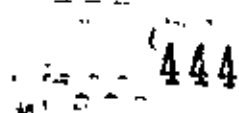
This course is organized around six modules.

| | Modules | Duration (week) |
|----|---|-----------------|
| 1. | Urban way of life - An overview | 1.5 |
| 2. | Disease burden and well-being in urban settings | 1 |
| 3. | Inequity in urban health and well-being. | 1.5 |
| 4. | Health and the urban environment | 3 |
| 5. | Urban health in India | 5 |

d. Contents

1. Urban way of life – An overview

An introductory module that provides an overview of global urbanization – status and prospects. It then introduces students to some urban facts of life viz. importance of cash income, markets, informality, safety nets, women’s work, lifestyle, access to



public services, environmental contamination and governance, all of which impact health and well-being. Finally, this module discusses migration, urban slums and their characteristics. The course elaborates on some of these aspects in the subsequent modules.

Readings

- a) World Urbanization Prospects 2018, United Nations Population Division, <https://population.un.org/wup/>
- b) Marie T. Ruel, Lawrence Haddad and James L. Garrett. "Some Urban Facts of Life: Implications for Research and Policy". *World Development*, Vol. 27, No. 11, pp. 1917-1938, (1999).
- c) Christopher Dye, "Health and Urban Living". Vol 319 *Science*, 8 February 2008
- d) David E. Bloom, David Canning, Günther Fink, "Urbanization and the Wealth of Nations". Vol 319 *Science*, 8 February 2008
- e) The challenge of slums : global report on human settlements, 2003 / United Nations Human Settlements Programme
<https://www.un.org/ruleoflaw/files/Challenge%20of%20Slums.pdf>
- f) Kundu, Amitabh (2009) 'Exclusionary urbanization In Asia- A macro overview' Special Article, Economic and Political Weekly, Vol XLIV No. 48 Nov 28- Dec 4, pp.48-58

ii. Disease burden and well-being in urban settings

This module discusses disease burden in urban areas. A key feature of urban health is the existence of double burden of disease. In addition, urban areas have re-emerged as a hot spot for vector borne diseases like malaria and dengue. The module shall particularly focus on diseases like tuberculosis, dengue, malaria, diabetes, cardio-vascular diseases, accidents, occupational injuries, mental health etc.

Readings

- a) Chapters 3, 4 & 5 of Global report on urban health: equitable, healthier cities for sustainable development. World Health Organization 2016.

- b) A.B. Knudsen & R. Slooff, Vector-borne disease problems in rapid urbanization: new approaches to vector control. *Bulletin of the World Health Organization*, 70 (1): 1-6 (1992).
- c) R. K. Mutatkar. Public Health Problems of Urbanization. *Social Science and Medicine*. Vol. 41, No. 7, pp. 977-981, 1995
- d) Salim Yusuf, Srinath Reddy, Stephanie Öunpuu, Sonia Anand,. Global Burden of Cardiovascular Diseases (Part I) General Considerations, the Epidemiologic Transition, Risk Factors, and Impact of Urbanization. *Circulation*. November 27, 2001
- e) Tim Campbell and Alana Campbell. Emerging Disease Burdens and the Poor in Cities of the Developing World. *Journal of Urban Health* Vol. 84, No. 1.

III. Inequity in urban health and well-being

This module deals with inequities in urban health and well-being. Although it is generally understood that city dwellers, on average, enjoy better health than their rural counterparts, this may reflect the practice of aggregating data that provide an average of all urban residents—rich and poor—rather than disaggregating data by people (e.g., population groups defined by socioeconomic status, race or ethnicity, gender, or migration status) or place (e.g., slum vs. non-slum neighborhoods).

Readings

- a) Hidden cities: unmasking and overcoming health inequities in urban settings. WHO & UNHABITAT (2010). https://apps.who.int/iris/bitstream/handle/10665/44439/9789241548038_eng.pdf?sequence=1&isAllowed=y
- b) Arline T. Geronimus. To Mitigate, Resist, or Undo: Addressing Structural Influences on the Health of Urban Populations. *American Journal of Public Health*. June 2000, Vol. 90, No. 6
- c) Amartya Sen. Why health equity? *Health Economics*. 11: 659–666 (2002)
- d) Roderick J. Lawrence. Inequalities in urban areas: innovative approaches to complex issues. *Scand J Public Health* 2002; 30: 34-40.

- e) Sandro Galea, David Vlahov (eds). Handbook of Urban Health-Populations, Methods, and Practice (Part-I, Chapters 2-12). Springer, 2005.

IV. Health and the urban physical environment

This module captures the urban physical environment and its impact on urban health and well-being. The relevant features of the physical environment that will be particularly dealt with are housing, safe drinking water, sanitation; also important are air and noise pollution, food and nutrition and transport, culture of physical activity, substance abuse etc. While the sub-modules mentioned below are wide-ranging and comprehensive, not all would be dealt with, during the course. Three to four key issues would be covered depending on the time at disposal.

Readings

A. Built environment

- a) Northridge ME, Sclar E, Biswas P. 2003. Sorting out the connections between the built environment and health: a conceptual framework for navigating pathways and planning healthy cities. *J. Urban Health* 80(4):556–68
- b) Krueger J, Higgins DL. 2002. Housing and health: time again for public health action. *Am. J. Public Health* 92:758–68
- c) Evans GW, Wells NM, Chan HY, Saltzman H. 2000. Housing quality and mental health. *J. Consult. Clin. Psychol.* 68(3): 526–30
- d) Berrigan D, Trolano RP. The association between urban form and physical activity in US adults. *Am. J. Prev. Med.* 23(2S):74–79
- e) Diez-Roux AV. 2003. Residential environments and cardiovascular risk. *J. Urban Health* 80. (4):569–89
- f) The significance of parks to physical activity and public health. A conceptual model. *Am J Prev Med.* 2006;28(2S2):159–168.

B. Water, sanitation

- g) Garrett L. 2001. Betrayal of Trust the Collapse of Global Public Health. New York: Oxford Univ. Press

- h) World Health Organ. 1997. Health and the Environment in Sustainable Development: Five years After the Earth Summit. Geneva, Switz.: WHO
- i) Satterthwaite D. 2000. Will most people live in cities? *BMJ* 321:1143–45

C. Air pollution and Climate Change

- j) Samet JM, Dominici F, Currenro FC, Coursac I, Zeger SL. 2000. Fine particulate air pollution and mortality in 20 US cities, 1987–1994. *N. Engl. J. Med.* 343:1742–49
- k) Barata, M., E. Ligeti, G. De Simone, T. Dickinson, D. Jack, J. Penney, M. Rahman, and R. Zimmerman, 2011: Climate change and human health in cities. In: *Climate Change and Cities: First Assessment Report of the Urban Climate Change Research Network* [Rosenzweig, C., W.D. Solecki, S.A. Hammer, and S. Mehrotra (eds.)]. Cambridge University Press, Cambridge, UK, pp. 179-213 <http://uccrn.org/files/2014/02/ARC3-Chapter-7.pdf>
- l) Climate Change and Urban Health. <https://alumni.northeastern.edu/wp-content/uploads/2017/02/Climate-Change-Principles-and-History-of-Urban-Health.pdf>

D. Other Environmental Factors

- m) Vrijheid M. 2000. Health effects of residence near hazardous waste landfill sites: a review of the epidemiologic literature. *Environ. Health. Perspect.* 108(Suppl. 1): 101–12
- n) Passchier-Vermeer W, Passchier WF. 2000. Noise exposure and public health. *Environ. Health Perspect.* 108(Suppl. 1): 123–31

E. Food and nutrition

- p) Urban challenges to food and nutrition security: A review of food security, health, and caregiving in the cities. Marie T. Ruel, James L. Garrett et. al. FCND DISCUSSION PAPER NO. 51. Food Consumption and Nutrition Division. International Food Policy Research Institute. October 1998.

<https://ageconsearch.umn.edu/record/94860/files/urban%20challenges%20to%20food%20and%20nutrition.pdf>

- q) Barry M Popkin. Urbanization, Lifestyle Changes and the Nutrition Transition. *World Development*. Volume 27, Issue 11, November 1999, Pages 1905-1916
- r) Noel W. Solomons, Rainier Gross. Urban Nutrition in Developing Countries. *Nutrition Reviews*, Volume 53, Issue 4, 1 April 1995, Pages 90–95

F. Occupational Health

- s) International Labour Organization (ILO) website on occupational health. <https://www.ilo.org/safework/areasofwork/occupational-health/lang-en/index.htm>
- t) Bulletins of Medico Friend Circle. Available at <http://www.mfcindia.org/main/bulletins.html>

G. Substance Abuse

- u) Ambekar A, Agrawal A, Rao R, Mishra AK, Khandelwal SK, Chadda RK on behalf of the group of investigators for the National Survey on Extent and Pattern of Substance Use in India (2019). Magnitude of Substance Use in India. New Delhi: Ministry of Social Justice and Empowerment, Government of India Bulletins of Medico Friend Circle. Available at <http://www.mfcindia.org/main/bulletins.html>
- v) Ghulam R, Verma K, Sharma P, Razdan M, Razdan RA. Drug abuse in slum population. *Indian J Psychiatry*. 2016;58(1):83–86. doi:10.4103/0019-5545.174390

H. Culture of Physical Activity

- w) Maas J, Verheij RA, Groenewegen PP, de Vries S, Spreeuwenberg P. Green space, urbanity, and health: how strong is the relation? *J Epidemiol Community Health*. 2006;60(7):587–592.
- x) Anjana, Ranjit M et al. "Physical activity and inactivity patterns in India - results from the ICMR-INDIAB study (Phase-1) [ICMR-INDIAB-5]." *The international*

journal of behavioral nutrition and physical activity vol. 11,1 26. 26 Feb. 2014,
doi:10.1186/1479-5868-11-26

- y) Sullivan R, Kinra S, Ekelund U, A.V. B, Vaz M, et al. (2011) Socio-Demographic Patterning of Physical Activity across Migrant Groups in India: Results from the Indian Migration Study. PLOS ONE 6(10): e24898. <https://doi.org/10.1371/journal.pone.0024898>
- z) Saelens BE, Sallis JF, Frank LD. Environmental correlates of walking and cycling: findings from the transportation, urban design, and planning literatures. Ann Behav Med. 2003;25:80–91.

V. Urban health in India

Cities in India are served by a rich array of health services, unlike the rural. This includes the classic public health system (comprising of the PHC, CHC, district hospital, super-specialty hospitals and medical colleges), other public setup (railways, defence, CGHS,ESIS, municipal corporations etc.), private for-profit large corporate hospitals, smaller private hospitals and nursing-homes, private clinics with single/multiple specialty services, private non-profit sector, and of course the omnipresent informal, often unqualified service providers. Even pharmacists play a unique role as a service provider in urban India, given the convenience of over-the-counter dispensation of drugs. In spite of such superior availability of health infrastructure, issues of access remain, especially among the urban poor, which gets reflected in health outcomes.

While the urban population with an anticipated higher purchasing power (vis-à-vis the rural) presents an economic opportunity for the private sector to deliver health care services, there is an associated risk of a simultaneous withdrawal of the Government from the provision of these services, having severe physical (health) and financial implications for the urban poor. Another common feature of the urban health system is overlapping jurisdictions and consequent allocative inefficiency and equity issues. This module will discuss some of these unique features of an urban

health system with particular reference to India and its Impact on health outcomes of the different segments of urban populace.

The module also aims at providing hands on experience of reading, interpreting and analysing data related to urban physical environment, health outcomes and their distribution across urban socio-economic categories.

Readings

- a) Jishnu Das and Jeffrey Hammer. Location, Location, Location: Residence, Wealth, And The Quality Of Medical Care In Delhi, India. Health Affairs. 27 March 2007.
- b) R. B. Singh (eds) Urban Development Challenges, Risks and Resilience In Asian Mega Cities. Springer (2015)
- c) Kamla Gupta, Fred Arnold, and H. Lhungdim. 2009. Health and Living Conditions in Eight Indian Cities. National Family Health Survey (NFHS-3), India, 2005-06. Mumbai: International Institute for Population Sciences; Calverton, Maryland, USA: ICF Macro.
- d) Anjali Chikersal. "An Exploratory Analysis of Urban Healthcare Stakeholders in India". Centre for Policy Research, January 2016.
- e) Siddharth Agarwal. The state of urban health In India; comparing the poorest quartile to the rest of the urban population In selected states and cities. *Environment & Urbanization* 2011, Vol 23(1): 13-28.
- f) NUHM Implementation framework, http://www.nhm.gov.in/images/pdf/NUHM/Implementation_Framework_NUHM.pdf
- g) K.D.Rao, D. Peters, Urban health In India: many challenges, few solutions. *The Lancet*. Vol 3 December 2015
- h) Yasudian C. A. K. Health Service Utilisation in Urban India: A Study. Mittal Publications, 1988
- i) Govt. of NCT Delhi. Urban Slums In Delhi. Report based on NSS 69th Round.
- j) Govt. of India, Slums In India: A Statistical Compendium. 2015.

437 451

Optional Readings

- a. Sharan, Awadhendra. *In the City, Out of Place: nuisance, pollution and dwelling in Delhi, c. 1850-2000*. New Delhi Oxford University Press 2014.
- b. Mishra, Arima. *Health, Illness, Medicine, Ethnographic Readings*. Orient BlackSwan 2010.
- c. Guha Sumit. *Health and Population in South Asia*. Permanent Black. 2009.
- d. Das Veena. *Affliction: Health, Disease, Poverty*. Orient Blackswan New Delhi; 2015.

8. Pedagogy:

e. Instructional design

The course will be a combination of lectures, videos, data analysis and group discussions.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Facility for power-point presentations and audio/video display

g. Expertise in AUD faculty or outside

AUD

h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Field visit may be planned to the nearest public health facility e.g. an ESIS dispensary to understand the profile of beneficiaries, modes of operation and disease burden

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Term paper (30%).
- The mid semester assessment will consist of a group work leading to (1) a complete mapping of health service providers in one's neighbourhood **OR** (2)

a report based on a survey (heterogeneous sample with a maximum size of 20) of health provider preference with reasons (30%).

- The end semester assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

Note:

7. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
8. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
9. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

453

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA Urban Studies |
| Course title | Urban Agriculture |
| Course code | SGAZEL411 |
| Credits | 4 |
| Course type (core / compulsory / optional /any other – please specify) | Elective for MA-US, and other MA programmes |
| Level (Predoctoral / MA /PG Diploma / Certificate / UG) | MA 3 rd semester |
| Course coordinator and team | Dr. Anna Zimmer |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course builds on three core courses of MA-US 2nd semester. Taking up issues of Urban Policy and Planning, it discusses the ways planning has traditionally addressed farming in the city. Looking at more recent changes, it studies how urban agriculture can be built into planning for resilience, but also how it may be used to contest urban planning goals. The course also speaks to the course on Urban Space and Experiences, as it explores the identities of diverse urban farmers/gardeners, subjectivities of urban farmers, and the way gardening produces new forms of urban space. Finally, it also builds on Urban Ecology and Environment, as it picks up on issues of food safety, environmental issues of food production and urban biodiversity. It does not overlap with any other AUD course; however practical initiatives of Urban Agriculture have taken place at the KG Campus within the ambit of the Design Innovation Centre and AUD's Incubation Centre. These initiatives will be looked at as case studies in this course.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Students have to be willing to engage in gardening activities. In case of special needs students, the necessary arrangements will be made by the course coordinator to facilitate their participation.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

The number of students is limited to 30 in order to allow for proper supervision during the practical module.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to third semester MA-US students. A course on urban agriculture allows discussing and exploring dimensions of urban sustainability *and social justice and thus links up well to the overall vision AUD has*. For the MA-US programme, it offers the chance to study the lived experiences of urban areas in the Global South, and reflect on urban-rural dichotomies. It is designed to bridge the theory/practice gap and might also lead to students finding *interesting internships in the field*.

7. Course Details:

a. Summary

The course aims at critically exploring urban agriculture in the Global South as well as Global North. A critical perspective on AUD's relationship to neoliberal urban governance, as well as on the gendered dimension of urban farming is maintained throughout the course. After introducing students to the field, and to the situation of *traditional urban agriculture in Delhi, the course debates household, societal, and city-level dimensions of urban agriculture*. How does urban agriculture contribute to food security, safety, and sovereignty? Which role can it play for integration of various urban groups? Which conflicts arise around urban agriculture? How can cities benefit from urban agriculture? How does UA contribute to articulating urban politics? A final module brings the learnings to bear on recent developments in Delhi.

At a conceptual level, the relationship between this seemingly "rural" practice and urban space is explored. Students also get to question the North/South divide in *the literature which seems to indicate that actors in cities in the Global South practice agriculture only for reasons of nutritional or economic benefits, while in*

fact a large diversity of new actors have emerged that use urban agriculture to link urban consumers to rural farmers, integrate migrants better into the urban fabric, explore ways of sustainable urban living, provide environmental education, and offer new avenues for meaning making in urban life

b. Objectives

- To understand and critically examine the concept of Urban Agriculture in its diversity
- To analyse actors, discourses, practices, and outcomes of Urban Agriculture
- To build a critical ability to engage in debates on urban/rural dichotomies, and Global North/South dichotomies
- To practically engage in urban gardening and interact with Delhi actors in the field in order for students to question their own perceptions, identities, meanings and allow them to widen their networks

c. Overall structure:

This course is organized around six units.

| | Topic | Duration (week) |
|----|---|-----------------|
| 1. | Introduction to Urban Agriculture | 1.5 |
| 2. | The household level dimension: nutrition, income & meaning | 1.5 |
| 3. | Societal impacts of UA | 1.5 |
| 4. | The urban dimension: between planning and insurgent politics | 3 |
| 5. | Shifting identities, political economy, and politics: UA in Delhi | 2.5 |
| 6. | Practicing UA | 2 |

d. Contents

I. Introduction

This module will familiarize students with the definitions of UA and its different types such as commercial vegetable farming and livestock rearing, Community Supported Agriculture, educational gardens, terrace gardening, "guerilla" gardening etc. It will also give a brief overview of the historical dimension of UA, stressing on the tense relationship between peri-urban agriculture and expanding urban areas in India. In this context, contestations and problems around access to land will be discussed.

Required Readings

Covan, T. (2018): The Urban Village, Agrarian Transformation, and Rentier Capitalism in Gurgaon, India. In: *Antipode* 50 (5), 1244–1266. DOI: 10.1111/anti.12404

Mougeot, L. (2000): Urban Agriculture: Definition, Presence, Potentials and Risks, and Policy. IDRC: Cities Feeding People Series Report 31. Retrieved from: <https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/26429/117785.pdf?sequence=12> (16.03.2019)

Narain, V. (2009): Growing city, shrinking hinterland: land acquisition, transition and conflict in peri-urban Gurgaon, India. In: *Environment & Urbanization* 21(2): 501–512. DOI: 10.1177/0956247809339660

Suggested Readings

Ramachandraiah, C. (2014): Urban Mega Projects and Land Conversion in Peri-urban Areas—Impact on Vegetable Production Due to Outer Ring Road in Hyderabad, India. In: *Environment and Urbanization Asia*, 5(2): 319–335. DOI: 10.1177/0975425315577174

Tornaghi, C. (2014): Critical geography of Urban Agriculture. In: *Progress in Human Geography* 38 (4): 551–567.

II. The household level dimension: nutrition, income and meaning

This module addresses four core motivations for practicing urban agriculture: food security and income generation – more working class preoccupations – and food safety as well as meaning making that have emerged as more middle class concerns.

It first focuses on UA as a means to improve nutrition and access to food for deprived urban dwellers. Income generation, in some cases especially for women, is another dimension that will be critically examined, particularly in its relationship to neoliberal agendas of low wages. Both goals have been the larger motivation behind government and non-governmental programmes in the *Global South (but also in post-war Germany for example)*, although critical voices have cautioned against over-optimistic claims to achieve self-reliant food provision in the city for the most disadvantaged groups. Then, the focus will be on concerns around food safety, particularly pesticide use in vegetable production, that play a role in individuals opting for growing their own food. Lastly, the module will explore how UA offers certain urban residents ways to create new meanings in their lives, through reconnecting with “Nature”, by doing physical work outside, and by following the slow process of food production from the seed to the table.

Required Readings

Hovorka, A. (2006) The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana. In: *Gender, Place & Culture*, 13(3), 207-225. DOI: 10.1080/09663690600700956

Lee-Smith, D. (2010): Cillies feeding people: an update on urban agriculture in equatorial Africa. In: *Environment & Urbanization* 22(2), 483-499. DOI: 10.1177/0956247810377383

McClintock, N. (2010): Why farm the city? Theorizing urban agriculture through a lens of metabolic rift. In: *Cambridge Journal of Regions, Economy and Society* 2010(3), 191-207. doi:10.1093/cjres/rsq005

Suggested Readings

Altieri, M. A., et al. (1999): The greening of the "barrios": Urban agriculture for food security in Cuba. *Agriculture and Human Values*, 16(2), 131-140.

Badami, M. & N. Ramankutty (2015): Urban agriculture and food security: A critique based on an assessment of urban land constraints. In: *Global Food Security Vol.4*, 8-15. DOI: 10.1016/j.gfs.2014.10.003

Jarosz, L. (2011) Nourishing women: toward a feminist political ecology of community supported agriculture in the United States. *Gender, Place & Culture*, 18:3, 307-326, DOI: 10.1080/0966369X.2011.565871

Pago, B. (2002): Urban Agriculture in Cameroon. An anti-politics machine in the making? In: *Geoforum* 33: 41-54.

Wakefield, S. et al. (2007): Growing urban health: Community gardening in South-East Toronto. In: *Health Promotion International* 22(2), 92-101.

III. Societal Impacts of UA

This unit will critically examine the benefits that the academic literature has identified in relation to the term "community", or to larger societal concerns. From increased social cohesion and social capital, to empowerment of migrant populations; from integration of long-term unemployed members of society into the labour market to therapeutic and educational gardens; UA initiatives (largely in the Global North) have been found to produce various social benefits. Discussing the term "community" first, the module will then turn to exploring various case studies to understand how UA practices produce these benefits, for whom, under which circumstances, and how these relate to a neoliberal withdrawal of the state from social responsibilities in certain contexts. Moreover, UA has emerged as an important arena in which community dimensions of food

– food sovereignty and food justice – are formulated and negotiated. This module will engage with these debates to examine the role practicing UA plays in achieving these aims, or advancing the collective understanding of these concepts.

Required Readings

Hoover, B. (2013). *White spaces in black and Latino places: Urban agriculture and food sovereignty*. *Journal of Agriculture, Food Systems, and Community Development*. Advance online publication. <http://dx.doi.org/10.5304/jafscd.2013.034.014>

Kurtz, H. (2001) Differentiating multiple meanings of garden and community. In: *Urban Geography*, 22:7, 656-670, DOI: 10.2747/0272-3638.22.7.656

Rosol, M. (2012): Community Volunteering as Neoliberal Strategy. Green space production in Berlin. In: *Antipode*, 44:1, 239–257. DOI: 10.1111/j.1467-8330.2011.00861.x

Suggested Readings

Cabannes, Y. & I. Raposo (2013) Peri-urban agriculture, social inclusion of migrant population and Right to the City, *City*, 17:2, 235-250, DOI: 10.1080/13604813.2013.765652

Heynen, N. et al. (2010): Food Justice, Hunger and the City. In: *Geography Compass* 6:5, 304-311. DOI: 10.1111/j.1749-8198.2012.00486.x

Mares, T. & D. Pena (2010): Urban agriculture in the making of insurgent spaces in Los Angeles and Seattle. In Hou, J. (Ed.): *Insurgent Public Space. Guerilla urbanism and the remaking of contemporary cities*. Pp. 253-267.

McClintock, N. (2014) Radical, reformist, and garden-variety neoliberal: coming to terms with urban agriculture's contradictions. In: *Local Environment*, 19:2, 147-171. DOI: 10.1080/13549839.2012.752797

Rubino, A. (2007): The allotment gardens of the Ile de France: a tool for social development. In: *Journal of Mediterranean Ecology* vol. 8. Pp. 67-75.

IV. The urban dimension: between planning and insurgent politics

This unit will explore how UA speaks to larger concerns of city making. In the policy arena, UA has been adopted not only due to the benefits highlighted in the earlier modules, but also to increase urban biodiversity and cities' resilience in the face of global change. In critical academic circles, the role of UA is hotly

debated. While heralded by some as a harbinger of new urban politics, and the ability to live the Right to the City, build urban commons, and challenge existing planning policies from below, UA has also been seen as being coopted into larger planning endeavours of re-valuing urban space, neoliberalism, and gentrification. Case studies from across the world will allow students to examine these competing claims and critically discuss the relevance of these concepts for Indian debates and realities.

Required reading

Adams, D. and Hardman, M. (2014): Observing guerrillas in the wild: Reinterpreting practices of urban guerrilla gardening. In: *Urban Studies* 51(6), 1103-1119.

Blomley, N. (2004): Un-real estate: proprietary space and public gardening. In: *Antipode* 36(4), 614-641.

Ernwein, M. (2017). Urban agriculture and the neoliberalisation of what? In: *ACME: An International E-Journal for Critical Geographies*, 16(2), 249–275.

Follmann, A & V. Viehoff (2015): A green garden on red clay: creating a new urban common as a form of political gardening in Cologne, Germany. In: *Local Environment*, 20(10), 148-1174, DOI: 10.1080/13549839.2014.894966

NAAS (2013): Urban and peri-urban agriculture. Policy Paper No. 67. National Academy of Agricultural Sciences, New Delhi. Available at: http://www.spandan-india.org/cms/data/Article/A20141016154431_9.pdf (05.04.2019)

Zasada, I. et al. (2018): Urban Agricultural Practice in Residential Areas of Pune, (India) and the Contribution to Urban Sustainability. Paper presented at the International Association of Agricultural Economists (IAAE) 2018 Conference, July 28-August 2, 2018, Vancouver, British Columbia. Available at: <https://ageconsearch.umn.edu/record/276992/> (05.04.2019)

Suggested reading

Barron, J. (2017): Community gardening: cultivating subjectivities, space, and justice. In: *Local Environment*, 22:9, 1142-1158, DOI: 10.1080/13549839.2016.1169518

De Zeeuw, H. et al. (2011): The role of urban agriculture in building resilient cities in developing countries. In: *Journal of Agricultural Science*, 149: S1, pp. 153-163. doi:10.1017/S0021859610001279

Eizenberg, E. (2012): Actually existing commons: Three moments of space of community gardens in New York City. In: *Antipode* 44(3), 764-782.

Purcell, M. & S.K. Tyman (2015): *Cultivating food as a right to the city*. In: *Local Environment* 20(10), 1132-1147.

Saed. (2012): *Urban farming: the right to what sort of city?* In: *Capitalism Nature Socialism* 23(4), 1-9.

Sbicca, J. (2019): *Urban Agriculture, revalorization, and green gentrification in Denver, Colorado*. In: *Research in Political Sociology: Politics of Land*. Vol. 24. np

V. Shifting identities, political economy and politics: UA in Delhi

This last unit will problematize recent developments of urban agriculture in Delhi. It will allow students to apply all the previous learning to the city in which they live, and question current developments in the light of these. Traditional farming activities at the periphery and on the Yamuna bed will be juxtaposed with new initiatives in the city. The latter will be studied largely through exploratory field work of the students, who will examine the existing agricultural set-ups and new UA enterprises in and around Delhi. New organisations operate very differently from farmers using the Yamuna beds for commercial horticulture, and instead cater to an increasingly aware urban middle class in terms of home gardening services, educational services, entertainment and more classical forms of community supported agriculture (vegetable delivery subscriptions). The module will also explore how these new initiatives mobilise expertise of rural migrants or peasant farmers, creating new articulations between agriculture and caste and class. Finally, the module will explore if there are urban politics in Delhi that are framed through UA projects. How do the different levels of government address urban farming? Which interest groups form in the city that take UA as their entry point into larger political debates – and which debates are these? Does Delhi see contestations around urban farming?

Required Readings

Cook, J. et al (2015): *Re-conceptualizing urban agriculture: an exploration of farming along the banks of the Yamuna River in Delhi, India*. In: *Agriculture and Human Values*, 32, 265–279. DOI: 10.1007/s10460-014-9545-z

Ding, D., Liu, P., & Ravenscroft, N. (2018). *The new urban agricultural geography of Shanghai*. In: *Geoforum*, 90, 74–83. DOI: 10.1016/j.geoforum.2018.02.010

te Lintelo, D. et al (2001): *Peri-urban agriculture in Delhi, India*. In: *Food, Nutrition & Agriculture*, 29, 4-13.
<http://www.fao.org/3/y1931m/y1931m00.htm#TopOfPage>

Suggested Readings

Gulati, A. et al (2005): Growth in high-value agriculture in Asia and the emergence of vertical links with farmers. Paper presented at the workshop "Linking Small-Scale Producers to Markets: Old and New Challenges" The World Bank, 15 December 2005. Available at: http://siteresources.worldbank.org/INTRANETTRADE/Resources/Topics/Standards/paper_minot.pdf

Yang, Z. et al (2010): Agro-tourism enterprises as a form of multi-functional urban agriculture for peri-urban development in China. In: *Habitat International*, 34, 374-385. DOI: 10.1016/j.habitatint.2009.11.002

VI. Practicing UA

This unit will be located in the middle of the course and spread over 4-6 weeks. During this module, students will build a small university organic vegetable garden, and tend it with support of the existing gardeners. The aim of this unit is to make learning an embodied experience, where students can practice action research. Questions of identities, meanings, and perceptions around UA will be practically explored, and discussions with the maalis will allow furthering their understanding of class issues, urban/rural divides, and challenges as well as environmental impact of conventional agriculture. A students' assignment will allow them to reflect on their experiences as urban farmers.

8. Pedagogy:

a. *Instructional Design*

The course will be a combination of lectures, group readings, group discussions, films, a field trip, and the practical work. The course will use an online platform (Google Classroom) that enables students to track the course's progress and their own contributions.

b. *Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)*

A space of approximately 3x3 sq ft per student in the university garden, gardening tools, seeds, leaf compost, and the collaboration of the gardening team. If space cannot be allotted in the garden, the roof/terrace space can also be used, but in that case containers, soil and cocopeat will be required as well.

c. *Expertise in AUD faculty or outside*

The faculty team teaching the course has training in the field of urban geography as well as organic agriculture.

- d. *Linkages with external agencies* (e.g., with field-based organizations, hospital; any others)

Special lectures by actors from the field in Delhi will be organised.

9. Assessment structure (modes and frequency of assessments)

The course will have four types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of *their engagement* with the educational resources. This involves short write-ups and short response notes (combined: 20%).
- Students will be asked to reflect on the gardening project in a personal manner and in relationship to the discussed literature (15%).
- The mid semester assessment will require students to conduct interviews with Delhi's emerging actors in the field of Urban Agriculture (30%)
- The end semester assessment will consist of a final examination (35%).

Signature of Course Coordinator(s)

Note:

10. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
11. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
12. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|--|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | All MA programmes |
| Course title | Pastoralism in a changing world |
| Course code | SGA2EL412 |
| Credits | 4 |
| Course type (core/ compulsory / optional / any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | MA |
| Course coordinator and team | Dr Rohit Negi, AUD and external experts |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is planned as an open elective for MA students at Karampura and at other campuses. Some of the concerns around rural change more broadly, of which pastoralism is a part, are discussed in courses in Human Ecology, Sociology, and History.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

No more than 25, since a field-trip is planned as part of the course, and the logistics at site demand a smaller than usual cohort.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to MA students of any programme at AUD. The course builds an understanding of several processes at the intersection of society, *environment and economy*, which are concerns that animate a number of programmes.

7. Course Details:

a. Summary

The course is interested in a gamut of issues—including rural change, land, resources, human/environment relations and urbanisation—through the lens of pastoralism. The course is being offered with two broad objectives – (i) it allows for a general introduction to pastoralism within and outside India; and (ii) it will afford a series of conversations around larger debates in political ecology, with implications for pastoralist lives and livelihoods, but also with relevance to most other natural resource based livelihoods. These debates will require students to grapple with questions of tenure and property, degradation, carrying capacity, markets, climate change and so on.

b. Objectives

- To build knowledge of *pastoral societies, economy and cultures*
- To understand changes in pastoralism in relation to state, land, environment and markets
- To examine rural change through the lens of pastoralism
- To develop analytical and field methodologies

c. Overall structure:

This course is organized around six units, excluding an introductory module.

| # | Topic | Duration |
|---|--|----------|
| 1 | Introduction to pastoralism | 1 weeks |
| 2 | Understanding mobility | 2 weeks |
| 3 | Pastoralism in history and theory | 2 weeks |
| 4 | Land, productivity and resource degradation | 3 weeks |
| 5 | Markets, <i>sedentarisation and urbanisation</i> | 3 weeks |
| 6 | Animal relations and agency | 1 week |

403

d. Contents

i. Introduction to Pastoralism

The introductory unit asks the very basic questions about pastoralism: (i) Who, where, why; (ii) Geographic concentrations worldwide; (iii) Indian populations, (iv) diversity of livelihoods from pastoralism – sale of milk, animals, wool, eggs; (v) pastoralism as a way of life – institutions, cultural context etc

In addition to texts, films will be screened to provide a sense of two very different pastoral systems – in the Himalayas and in Kutch or Rajasthan. This will serve as a useful introduction to pastoralism more generally, but will also allow us to touch upon key debates that we will enter into during the semester.

Required Readings

A Agrawal and V Saberwal (2004). Whither South Asian Pastoralism? Editorial in special issue of *Nomadic Peoples*, 8(2): 36-53.

P Robbins (2004). Pastoralism Inside out: The contradictory conceptual geography of Rajasthan's Raikas. *Nomadic Peoples*, 8(2): 136-149

Suggested Readings

P Gooch (2004) Van Gujjar: The Persistent Forest Pastoralists. *Nomadic Peoples*, 8(2): 125-135.

ii. Understanding mobility

The unit will consider the logic of mobility in response to seasonally available resources, along a moisture, temperature, elevation gradient, the opportunities and challenges associated with such mobility; and the links between mobile pastoralists and settled communities.

Required Readings

A Agrawal (1998). Greener Pastures: Politics, Markets and Community among a Migrant Pastoral People. Duke University Press. Chapter 1: Mobility, Identity and Loss: Recurrent Themes in the lives of marginal people.

P Kavoori (1999). Pastoralism in Expansion: the Transhuming Herders of Western Rajasthan. OUP. Chapter 2: Ecology: The Making of a Pastoral Niche.

Suggested Readings

V Saberwal (1999). *Pastoral Politics: Shepherds, Bureaucrats and Conservation in the Western Himalayas*. OUP. Chapter 2: Access to Forage: Interplay of property, labour, wealth and networks.

III. Pastoralism in History

Pastoralists, speaking broadly, have been historically welcomed by rulers as breeders of animals, as communities as tax paying land users; but were less welcome in colonial times, owing to the perception that they degrade the land and that mobility was a cause for concern since populations were less pliable to territorial authority and taxation. More recently, there is intense competition for grazing lands and increasing dissatisfaction with the way of life among the younger generation.

Required Readings

AS Arha (2016). Hoofprint of Empire: An Environmental History of Fodder in Mughal India (1650-1850). *Studies in History*, 32(2). Available at <https://journals.sagepub.com/doi/10.1177/0257643016645721>

T Kothiyal (2016). Nomadic Narratives: A History of Mobility and Identity in the Great Indian Desert. CUP. Ch 2-4.

M Dove (1992) The Dialectical History of 'Jungle' in Pakistan: An Examination of the Relationship between Nature and Culture. *Journal of Anthropological Research*, 48(3): 231-253.

R Tucker (1988) The evolution of transhumant grazing in the Punjab Himalaya. *Mountain Research and Development*, 6:17-28.

Suggested Readings

C. Singh (2009) Pastoralism and the Making of Colonial Modernity In Kulu 1850-1952. *Nomadic Peoples*, 13(2): 65-83.

IV. Land, productivity and resource degradation

The unit comprises of three sub-sections – (i) on property; (ii) on degradation as a social-political construct; and (iii) and on using a political ecology lens to

understand patterns of land use. Pastoralist management of animals is undertaken to meet diverse objectives – from subsistence in east Africa to animal production in the Himalayas, Gujarat, Rajasthan and the Deccan. The unit will critically investigate the notion of carrying capacity in these contexts and its derivation from ranching models based in the US and Australia. The prevailing institutional arrangements shaping pastoralist access to grazing resources will be subsequently discussed via an introduction to different notions of property – as right of use rather than ownership of resource; community managed resources as opposed to a tragedy of the commons.

Required reading

CM Rose (1994). *Property and Persuasion: Essays on the History, Theory, and Rhetoric of Ownership*. Westview Press. Chapters 1 and 2.

R Axelby (2016) 'Who has the stick has the buffalo': Processes of inclusion and exclusion on a pasture in the Indian Himalayas. *South Asia Multidisciplinary Academic Journal*, 13, available from <http://samaj.revues.org/4096>.

S Lele (1996) Sustainability and the scientist's burden. *Conservation Biology*, 10(2): 354-365.

JE Ellis and D. M. Swift (1988). Stability of African Pastoral ecosystems: Alternate paradigms and implications for development. *Journal of Range Management*, 41:450-459.

M Turner (1993) Overstocking the range: A critical analysis of the environmental science of Sahelian pastoralism. *Economic Geography*, 69: 402-21.

Suggested reading

Stebbing, E. P. (1935). The encroaching Sahara: The threat to the West African Colonies. *Geographical Journal*, 85:506-24.

V Saberwal (1998) Science and the desiccationist discourse of the 19th century. *Environment and History*, 4(3): 309-343.

V. Markets, sedentarisation and urbanisation

The unit focuses on the increasing use of labor, instances of theft and intimidation, reducing access to grazing areas across many South Asian contexts. There has been lessening state or private investment in mobile livelihoods and many have therefore moved into settled agriculture or other, increasingly urban, forms of livelihoods. At the same time, in many instances, the market dynamics that value certain products—such as Pashmina—have led to a reconfiguration of pastoralism towards a narrow set of animals. The economic,

ecological and gender impacts of investing in infrastructure in support of pastoral dairies – the Kutch example—will also be studied in the module. Further, pastoralist investments in property and urban livelihoods are changing the dynamics of social reproduction and these long-term implications will be examined.

Required reading

P Peters (1994). *Dividing the commons: Politics, Policy and Culture in Botswana*. Virginia University Press. Chapter 5: We are hemmed in: Cattle, boreholes and syndicates.

A Wagner (2013). *The Gaddi beyond Pastoralism: Making Place in the Indian Himalayas*. Berghahn Books. Chapter 2: The Gaddi in Images and Ch 4: Doing Kinship, Doing Place.

C Bergmann (2016). *The Himalayan Border Region: Trade, Identity and Mobility in Kumaon, India*. Springer. Chapter 4: Facets of Pastoral Mobility in a Market-Oriented Border Region.

Suggested reading

R Singh, RK Sharma and S Babu (2015). *Pastoralism in transition: Livestock abundance and herd composition in Spiti, Trans-Himalaya*. *Human Ecology* 43(6): 799-810.

VI. Animal relations and agency

Recently, there has been a turn towards understanding the agency of non-humans in shaping the world. That is, not treating them as a dependent variable to societal changes, but as active agents, who, through their actions and performances, create certain conditions that societies have to respond to. This matter is especially important for understanding pastoralism because of the intimate relations these groups develop with animals.

Required reading

R Govindrajan (2015). 'The goat that died for family': Animal sacrifice and interspecies kinship in India's Central Himalayas. *American Ethnologist* 42(3): 504-519.

P Vitebsky (2005). *The Reindeer People: Living with Animals and Spirits in Siberia*. HarperCollins. Part 4: Spirits of the Land.

Suggested reading

M DeMello (2012) *Animals and Society: An Introduction to Human-Animal Studies*. Columbia University Press.

8. Pedagogy:

a. Instructional design

We anticipate that the course will be structured around a mix of lectures, film screenings and course reading.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

Pastoralism figures in the research interests of several AUD faculty in SLS, SHE and SGA. Their expertise will be called upon during the course. In addition, scholars and practitioners from outside AUD will be invited for specific lectures and/or to transact relevant units.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

We anticipate using guest lectures from a variety of universities within and outside Delhi, including faculty at Ashoka Trust for Research in Ecology and the Environment; Centre for Pastoralism, Delhi University and visiting overseas faculty.

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves short response notes, photo-essays, other forms of documentation (combined: 40%)
- The second assessment will involve project-based work preferably as part of field-learning in the form of photo-voice/story and/or presentations (30%).
- The third assessment will consist of a final examination (30%).

Signature of Course Coordinator(s)

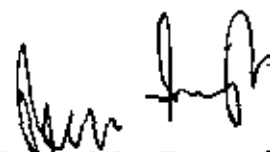
16/151 470

Note:

1. *Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.*
2. *Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.*
3. *In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.*

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

652 471

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA GS and MA US |
| Course title | Ecological Perspectives From Literature |
| Course code | SGA2EL413 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Elective |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | PG |
| Course coordinator and team | Amol Padwad & Krishna K Dixit |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is intended as an elective for MA students of School of Global Affairs. It has connections with concepts such as development, sustainability, urbanization, alienations etc. in other core courses.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD norms.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long course

5. Proposed date of launch:

Monsoon 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course is designed as an elective for the third semester MA programmes offered by the School of Global Affairs. Ecocriticism studies how nature and natural world are imagined through literary texts. Such literary representations are, incidentally, not only generated by particular cultures, they play a significant role in generating those cultures. Therefore, to understand contemporary attitudes and beliefs, literature offers a vantage point. Exploring perceptions about environment is an essential segment of global studies. Literary narratives offer experience-able narratives and "settings" which aid and enhance understanding about environment and environmental change. So, the course is aligned with the broader objectives of the AUD and Global Studies.

7. Course Details:

a. Summary

Language and literature offer a great resource of interaction between humans and environment. Since the arrival of environmental studies in the mid-20th century there emerged a variety of fictionally factual and non-fictional writing on man's changing relationship with ecology. At the onset of 21st century a new school of thought, namely, 'ecocriticism' was initiated as a field of study to investigate and interpret interrelationship between literature and environment. It is also known as 'environmental humanities'. Buell et al (2011) observe that, "ecocriticism converges with its sister disciplines in the humanities: environmental anthropology, environmental history, and environmental philosophy". It is widely acknowledged in humanities that it is a commitment to an environmental praxis that marks this recent movement in literary studies as different from what preceded it.

The present course is envisaged as a tool to explore the way nature / environment is understood, imagined and made. The key components of course will include reading a few literary and non-fiction texts and engage with issues such as environmental crisis, human greed, critiquing cultural and socio-historical contexts, capitalism, consumerism to mention a few.

b. Objectives

Overarching objective of the course is to facilitate exploration of various eco-critical perspectives. The specific objectives of the course include:

- Facilitate engagement with environmental issues through literary narratives

- Understand environmental crises
- Develop critical awareness about sustainability practices

c. Overall structure:

This course is organized around six modules.

| | Modules | Duration (week) |
|----|--|-----------------|
| 1. | Tracing the roots of eco-critical engagement | 2 Weeks |
| 2. | Reflections of environment in literature | 2 Weeks |
| 3. | Exploring eco-critical engagements | 4 Weeks |
| 4. | Towards eco-critical narratives | 4 Weeks |

d. Contents

I. Tracing the roots of eco-critical engagement

This module introduces the eco-critical perspectives and traces the history of such engagement. The core content of this module includes exploring human and nature interaction from a literary - historical perspective. The idea explored in this module is how literature takes cognizance of and critiques the changing equation of human-nature relationship beginning from 'man in nature' to 'man and nature' and finally towards 'man versus nature'.

Readings

Key works

- Henry David Thoreau – Walden
- Stories from R. K. Narayan's Malgudi Days
- Carson, Rachel (1999) *Silent Spring*, London: Penguin.

Critiques

Dobrin, S. L. and C. R. Weisser (2002) *Natural Discourse: Toward Ecocomposition*. Albany: State University of New York.

Hiltner, K. (2015) (Ed.) *Ecocriticism: The Essential Reader*. London: Routledge. (Chapters. Williams, R. – The Country and The City, Shepherd, P. – Ecology and

Man: A Viewpoint, Snyder, G. – The Place, The Region, and The Commons, Heise, U. K. – *The Hitchiker's Guide to Ecocriticism*, Morton, T. – *Imagining Ecology without Nature*)

II. Reflection of environment in literature

This module discusses how the literary writers represented and shaped the worlds in which they and their audiences lived. The focus of this module is on exploring the evolution of the understandings and conceptualisations of environment as reflected in literature.

Readings

Key works

- Joseph Conrad - Heart of Darkness
- Ruskin Bond – How Green Was My Valley
- John Steinbeck – The Grapes of Wrath

Critiques

Cohen, Michael P. (2004) Blues in the Green: Ecocriticism Under Critique, *Environmental History*, 9/1, 9-36.

Glotfelty, Cheryl, and Harold Fromm (1996) (Eds.) *The Ecocriticism Reader: Landmarks In Literary Ecology*. Athens: University of Georgia.

Hiltner, K. (2015) (Ed.) *Ecocriticism: The Essential Reader*. London: Routledge. (Chapters: Buell, L. – Representing the Environment, Soper, K. – The Discourses of Nature, Siewers, A. K. – Reading the Otherworld Environmentally)

III. Exploring eco-critical engagements

This module will focus on the basic tenets, key concepts, and frameworks of eco-critical perspectives. For instance, development vs heritage, man's rights/dominance, access and opportunities, various dimensions of ecological issues (economical, moral, political etc.), theoretical strands/ various schools of thought (eco-feminism, eco-Marxism, eco-philosophy) will be explored.

Essential Readings

David Attenborough – Life on Air

Sunita Narain – *Conflicts of Interest: My Journey Through India's Green Movement*.
Limbale, S. K. (2007) *The Outcaste*. New Delhi: Oxford University Press.
Kalyan Rao, G. (2010) *Untouchable Spring*. Hyderabad: Orient Blackswan.

Critiques

Eduardo, C. (2013) *How Forests Think*. Berkeley, CA: University of California Press.
Garrard, G. (2011) . *Ecocriticism*, New York: Routledge.
Daly, M. (2016) *Gyn Ecology: The Meta-ethics of Radical Feminism*. Boston: Beacon Press.
Zimmerman, M., J. B. Callicot, J. Clark, K. J. Warren, I. G. Klaver (2014) (Eds.) *Environmental Philosophy: From Animal Rights to Radical Ecology*. London: Pearson.
John Bellamy Foster (2015) *Marxism and Ecology: Common Fonts of Great Transition*. Available at https://www.greattransition.org/images/GTI_publications/Foster-Marxism-and-Ecology.pdf
Kerridge R and Sammals N (1998) (Eds.) *Writing the Environment*. London: Z Books.

IV. Towards understanding eco-critical narratives

The focus of this module will be on critically examining the role of literature in promoting or hampering sustainable practices crucial for environmental conservation. The module will discuss various approaches and strategies employed in literature through which ecocritical narratives are constructed leading to the emergence of notions like eco-blogging, Greenwashing, Biomimcry, Biopiracy, etc.

Readings

Patrick Murphy (2009) *Ecocritical Exploration in Literary and Cultural Studies: Fences, Boundaries and Fields*. Lanham, MD: Lexington Books.
Scott Knickerbocker (2012) *Ecopoetics: Language of Nature, Nature of Language*. Lanham, MD: Lexington Books.
Ghosh, A. (2016) *The Great Derangement: Climate Change and the Unthinkable*. Gurgaon: Allen Lane.

Gilding, P. (2011). *The Great Disruption: Why the Climate Crisis Will Bring On the End of Shopping and the Birth of a New World*. New York: Bloomsbury.

Shiva, V. (1999) *Biopiracy: The Plunder of Nature and Knowledge*. Berkley: North Atlantic Books.

Buell, L. (1995) *The Environmental Imagination: How Literary Naturalists From Henry Thoreau and Rachel Carson Have Shaped America*. San Francisco, CA: Sierra Club Books.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, videos, readings and group discussions.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Facility for power-point presentations and audio/video display

c. Expertise in AUD faculty or outside

AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Written Assignments 15X2 30%
- Response Papers 15X2 30%
- End semester examination 40%

Signature of Course Coordinator(s)

477

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its **1st** meeting held on **9 May 2019** and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|---|
| School/Centre proposing the course | School of Global Affairs |
| Programme(s) | MA Urban Studies |
| Course title | Urban Studies Studio |
| Course code | SGA2USS02 |
| Credits | 4 |
| Course type (core / compulsory / optional / any other – please specify) | Core |
| Level (Predoctoral /MA / PG Diploma / Certificate / UG) | MA |
| Course coordinator and team | Dr. Rohit Negi (Coordinator), visiting / adjunct faculty |

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The studio builds on the foundations laid by core courses in the first year of the programme. Students have received training in the mapping of land-uses, resources, sounds and smells of urban spaces, in the preparation of scripts to create photo-voices, in qualitative methods like PRA and interviews, and in quantitative analysis. The studio will weave in these skills while further sharpening and deepening them.

The studio is also a link between taught courses of the first year, the internship during the summer, and independent research planned in the final semester. Students may take up projects that build on the methodological and/or site-specific insights gained during the studio in their dissertation project. Also, successive studio projects may be developed in the same site to deepen knowledge and community engagement. At AUD, studio courses are offered in the School of Design, and feedback from SDes faculty has been received in preparing this course.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Have progressed to third semester of the programme.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

The entire cohort of MAUS will enrol in the course. Internationally, the instructor to student ratio of 1:10 is considered optimal in studio pedagogy, given the intensive nature of interactions and consultative work that extends beyond the class hours.

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long course

5. **Proposed date of launch:** Monsoon 2019

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course is extremely critical to the programme since it acts as the bridge between theory and practice, in the form of 'reflection in action'. Further, it will strengthen the school's engagement with the regional context, i.e. the NCR, by working on various aspects of contemporarily relevant concerns.

7. **Course Details:**

a. **Summary**

The historical context of studio pedagogy lies at the intersection of apprenticeship and the recognition of **practice as a series of uncertain but creative acts**. Studios are an integral part of urban and regional planning curricula internationally¹. Given the mission at the heart of AUD and MAUS' strengths, our studio will foreground a humanistic framework, rather than the almost exclusively physical emphasis in planning. The urban studies studio will work **iteratively with an 'open-ended problem'** in a specific urban/regional site towards its comprehensive understanding, the identification of contradictions and gaps, and outlining of steps, however tentative, to suture the conceptual and/or material voids.

As part of the studio, students will research the nature of a given concern from different vantage points, identify and delineate both the mundane and tricky aspects of the problem, bring coursework in everyday lives and experiences,

¹ As well as architecture and urban design, but given MAUS students' backgrounds and the programme's overall objectives, our studio will be closer to planning in terms of the question, process and output rather than the design disciplines.

planning, policy, and ecology to bear on participatory methods, and **collaboratively design** an intervention that loops back before finalisation. The output may take different forms—land use or transportation plans, policy analyses, community building strategies, ‘pop-up’ museums or films—depending on the problem. Though the primary objective of the studio remains academic, in some instances they may be part of a ‘live’ project. At the time of writing, the programme has been invited to conduct such an exercise to think through water in a peri-urban village, and community heritage in a minority settlement in Delhi. The specific problematic, site and intervention(s) will be unique each semester. For instance, one year, the studio may address mobility in a neighborhood. This would involve mapping of streets and roads as well as the flows of pedestrians and vehicles; surveys across a cross section of the population stratified by age, gender etc; and the identification of bottlenecks and zones of risk. After delineating the contours of the problem, students collectively engage, guided closely by the faculty, in designing context-appropriate interventions in consultation with residents and urban—in this case, transportation—practitioners. Through this process, the studio contributes to grounding the historical and conceptual elements of US curriculum in specificities.

b. Objectives

- To enhance critical thinking and problem solving in the context of urban realities
- To build the ability to collaborate with peers by accomplishing tasks as part of student teams
- To build the capacity to communicate via graphic and audio-visual techniques and social media platforms
- To develop the ability to engage with diverse publics in a participatory manner
- To recognise and appreciate ethics and values in research, collaborative work, and practice

c. Overall structure:

The studio course will be composed of four parts:

| # | Process | Duration |
|---|---------------------|----------|
| 1 | Background work | 2 weeks |
| 2 | Research | 5 weeks |
| 3 | Intervention design | 5 weeks |

| | | |
|---|--------------|---------|
| 4 | Presentation | 2 weeks |
|---|--------------|---------|

Since it does not schedule mid-term or final examination, a 14-week plan is proposed.

d. Contents

i. Background work

The studio begins with an 'open' sense of the theme but within a given geography. Background work therefore is extremely critical in terms of giving a coherent shape to the semester's plan. In part, this involves preliminary visits and consultations with various agents, secondary work, and discussions with peers and the faculty. At the end of the process, there is a clearer idea of the nature of the problem, its rough contours, the publics and agents with whom engagement is required, and some sense of the requisite final output.

Required Readings

Sletto, B (2010) 'Educating reflective practitioners: learning to embrace the unexpected through service learning', *Journal of Planning Education and Research* 29(4): 403-415.

Suggested Reading

Long, JG (2012) 'State of the Studio: Revisiting the Potential of Studio Pedagogy in US-based Planning Programs', *Journal of Planning Education and Research*, 32(4): 431-448.

ii. Research

The second part of the studio moves towards a comprehensive understanding of the problem. It will make use of several research methods. Most of these are methods in which students have been trained during the first year, such as accessing data sets, conducting transects, visual documentation, generating questionnaires and carrying out interviews, and PRA exercises. Students will be trained in additional methods such as running focus groups and charettes as needed. Alongside, through workshops with practitioners, they will gain a sense of the primary thematic of the studio. This process will culminate in the preparation of a report and/or presentation that outlines the problem in detail, and

identifies gaps that a well-thought out intervention may fill. Reading material *related to specific methods and aspects of work will be shared. Students work in groups, which allows them to draw on the respective strengths of the different team-members.*

iii. Intervention Design

From an understanding of the problem, the project moves to designing the *intervention(s)*. Depending on the nature of the project, the possibilities here are varied: from policy document to land-use plan, to a neighbourhood museum. However, the principles through which the output will be shaped are common: groupwork, iterative workflow, learning from practitioners, and consultations with communities. During this process, students gain a close sense of how practice relates to theory and vice versa, the challenges that are part of intervening in the 'real world', and the manner in which practitioners negotiate them. Apart from the artifacts they produce, conversations on the self and ethical dimensions of practice will be encouraged, and students will be required to keep a journal to record their reflections.

iv. Presentation

The studio culminates in the public presentation of the intervention (alongside the documentation of the entire process) at site and/or on campus. This will involve additional inputs related to visual communication and publicity.

8. Pedagogy:

a. Instructional design

The course will be mostly group-based hands-on work supervised by the faculty. About half of the studio will involve field-based activities, including transects, documentation, surveys, discussions and charrettes. The other half involves ideation, consultations with practitioners, and work towards the final output, which could take different forms.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

The studio will require classroom space outside of regular class hours, since guided groupwork will go beyond the slots specified in the timetable. Access to graphic design software and printer will also be needed.

c. Expertise in AUD faculty or outside

The faculty coordinator has participated in similar courses as part of UG and PG training in Urban Planning. Collaboration at AUD is sought, among other units, with the Centre for Community Knowledge and the School of Design. Depending on the question to be taken up by the studio, practitioners in the specific domains may be invited as adjunct, for workshops and/or as guest speakers.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

The studio is a useful pivot to forge partnerships with external agencies that are working closely on the ground, especially on concerns around housing and service provisioning, transportation, waste and sanitation, environmental and ecological concerns. A studio jointly conducted and supervised by AUD and external partners may be explored in the future.

9. Assessment structure (modes and frequency of assessments)

Students will be assessed in continuous assessment mode based on the several milestones during the semester. The general idea is to lead students to different investigations that add-up to a whole, and then observe, interview and examine their presentations and artifacts to assess what they actually know and can do². In terms of distribution:

- The background work will comprise 15% of the grade
- Presentation and reporting of the research component will be 30% of the grade.
- A first cut of the intervention will be 20% of the grade.
- The final output will be 35% of the grade.

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

² Jones, B et al (1994) *Designing Learning and Technology for Education Reform* Oak Brook: NCREL, p. 12.

5. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.



Signature of the Dean of the School

485

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

| | |
|---|-------------------|
| School/Centre proposing the course | Global Affairs |
| Programme(s) | MA Global Studies |
| Course title | MA Seminar |
| Course code | SGA265502 |
| Credits | 2 |
| Course type (core / compulsory / optional / any other – please specify) | Compulsory |
| Level (Predoctoral / MA / PG Diploma / Certificate / UG) | MA III Semester |
| Course coordinator and team | GS Faculty |

10. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is being offered as compulsory course for MA students in Global Studies. It builds on some of core courses being offered in the first two semesters.

11. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No requirement

12. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Entire MA GS 3rd Semester cohort

13. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

14. Proposed date of launch: Monsoon 2019

15. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course emanates from AUD's larger vision to address the concerns of our times in which a critical understanding of processes and consequences of globalization have become indispensable.

16. Course Details:

a. Summary

This course shall bring together MAGS students in small groups to participate in guided reading sessions, including individual or group presentations. These seminar meetings will allow students to expand on their work done during the summer and will help students 'anchor' themselves to the GS programme while they are undertaking elective courses offered through other AUD programmes. Like the Summer Guided Research exercise, the seminar helps the students become researchers.

Each faculty member of the programme will offer a Seminar topic / area. In the initial part of the course transaction, the faculty member may like to take a few lectures (not more than 2-3) outlining the field and sharing a bibliography. The student will choose one of the seminar topics on offer in a particular semester. The seminar topic could be based on her/his interest and/or the work done during the Summer Research Project. At least 3-4 seminars will be offered for each cohort.

b. Objectives

This course intends to encourage students to:

- Critically summarise and present the main ideas / arguments of a text in a group
- Gain ability to explore and 'mine' ideas in a group; experience and evaluate diverse views on a text
- Gain clearer understanding of a text through peer learning:
 - learn to become discussants and facilitators in a discussion;
 - become active listeners and participants in discussions
- Motivate for research and prepare for discussions

c. Overall structure:

d. Contents

Seminar Courses to be offered by Global Studies (students are expected to choose any one):

1. Perspectives on Global Development

2. Time
3. Post-national Cartographies: Nation, Transnational Communities and Development
4. The Commons
5. Global Cities: Then and Now
6. Globalization and Religious Identities

Details of each seminar course is attached. (including an indicative reading list)

17. Pedagogy:

a. Instructional design

One faculty member supervises each small seminar group. The group shall usually meet weekly (for 2-3 hours), and milestones will be set for each participant to monitor their progress. The teacher's role in a seminar is at best that of an experienced learner. The teacher provides a broad outline of the Seminar and a short bibliography. S/he is not the focus of attention. For each session, one student in the class will agree to act as facilitator and submit a report (this activity will be graded). The facilitator's job is to organize the discussion, to keep the conversation on track, to regularly summarize what has been said, to monitor discussion and to wrap up the session in the end. The remaining members of the class are the session participants. Participants will be encouraged to learn to listen actively to each other, and to speak openly to the whole group (not just to the facilitator and/or to the teacher). Every student is expected to identify a set of readings (other than that provided by the teacher) that they would want to discuss in the class.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

c. Expertise in AUD faculty or outside

The core faculty has academic training in the field of proposed seminar course

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

18. Assessment structure (modes and frequency of assessments)

The course will usually have four assessments: (it may vary from faculty to faculty and specific to every seminar course)

- First assessment: Annotated bibliography on the theme
- Second assessment: Reflection paper every fortnight
- Third Assignment: Comprehensive literature review on a topic / research area that should lead to the 4th semester dissertation
- Fourth assessment: Presentation/ Essay

Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
5. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 1st meeting held on 9 May 2019 and has been approved in the present form.


Signature of the Dean of the School

Perspectives on Global Development

Credits: 2

Course Type: Seminar

Course Instructor: Dr. Kaustav Banerjee

Mode of Evaluation: Seminar Paper & Presentation / Book Review

The seminar course would broadly deal with **development as a global ideology** – this would essentially build on the debates around **(under)-development and (post)-colonialism**. The next issue would be analyzing transformation and global debates around **developmental planning**. The theoretical ideas around **development as freedom** would also be explored. There are new dimensions of research which could possibly build on scholarship which looks at **development as exclusion**. The course would also lay out methodological challenges of constructing and analysing **global developmental statistics and indices**.

The course will help students critically analyse the various ideas of development as it exists in social sciences today. Developmentalism as the ideology of most post-colonial nation-states has led to a plethora of issues regarding social transformation and planning (e.g. Escobar, Chakravarty, Chatterjee etc.). This is a possible field of enquiry which could historically locate the shifts and ruptures which have dominated world history post the Second World War. The other domain of debate has been the celebrated works of theorists looking at development as freedom/capabilities/entitlement (e.g. Sen, Nussbaum etc.) This would entail looking at the philosophical and ethical dimensions of development. Additionally, researchers may want to explore development as exclusion. This strand of research could draw on new (and older) scholarship in political-economy (e.g. Ambedkar, Harvey, Bhaduri etc.). Finally, the impact of developmental policies aimed at achieving global yardsticks could be explored in greater details. The aim of this course is to enable critical questioning regarding the crucial idea of development and how it shapes the idea of the global.

Suggested Readings

Bhaduri, A. (2006) *Employment and Development, Essays from an Unorthodox Perspective*, Oxford University Press, New Delhi

Chakravarty, S. (1987) *Development Planning: The Indian Experience*, Oxford University Press, New Delhi

Chatterjee, P. (1993) *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Oxford University Press, New Delhi

Escobar, A. (2001) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, Princeton.

Frankel, F. R. (2005), *India's Political Economy 1947-2004: The Gradual Revolution*, Oxford University Press, New Delhi

Harriss-White, et al. (2013) *Dalits and Adivasis in India's Business Economy: Three Essays and an Atlas*, Three Essay Collective, New Delhi

Harvey, David (2005) *A Brief History of Neoliberalism*, Oxford University Press, Oxford and New York.

Harvey, David (2006) *Spaces of Global Capitalism: A Theory of Uneven Geographical Development*, Verso, London and New York.

Sen, A. (2001) *Development as Freedom*, Oxford University Press, New Delhi.

Time

Credits: 2

Course Type: Seminar

Course Instructor: Dr. Anil Persaud

Mode of Evaluation: Seminar Paper & Presentation/Book Review

This seminar examines time as a global subject. In the first half of the seminar each student will be required to compose and present a review of one to two chapters of each of the following texts thereby leading to a collective, critical summary of the main ideas and arguments of each assigned text in its entirety. In the second half of the seminar, having explored and mined ideas in the assigned readings, each student will be required to prepare and present a literature review of a time-related research area along with an annotated bibliography.

Suggested Readings

Piya Chatterjee, *Time for Tea: Women, Labor and Post-colonial Politics on an Indian Plantation*. Duke University Press, 2001

Prathama Banerjee, *Politics of Time: "Primitives" and History-writing in a Colonial Society*. Oxford University Press, 2006

Vanessa Ogle, *The Global Transformation of Time: 1870–1950*. Harvard University Press, 2015

Richard Price, *First-time: The Historical Vision of an Afro-American People*. University of Chicago Press, 1983.

Post-national Cartographies: Nation, Transnational Communities and Development

Credits: 2

Course Type: Seminar

Course Instructor: Dr. Amit Kumar Mishra

Mode of Evaluation: Book Reviews, Seminar Paper

With the process of globalisation, with its intense flows of commodities, labour and capital, and unprecedented levels and means of communication. Put differently, globalisation has contributed to a symbiotic relationship between countries and transnational flows of human beings and capital. New diasporic communities, with their attachments to multiple national locations, economies and cultures facilitated by new technologies, have become important contours of the 'new, post-national cartography' of the global world (Appadurai, 1996, pp. 40–58). Transnational diasporic networks are contributing significantly towards the integration of national economies into the global political economy by mediating through a complex array of production, circulation and consumption activities. Such integration is further augmented by the fact that transnational businesses and cross-border financial flows have increased appreciably while *dual citizenships held by transnational people are becoming increasingly common*. In this situation, migrants retain their loyalty to their country of origin alongside their loyalty to the country they have been living in. This is a marked ideological shift from the stern markers of belonging, entitlement and participation in an age of 'territorial nations' to one where identity is more malleable and conjectural—key features in an age of a 'de-territorialised world'. This shift marks a recognition of diasporas as independent actors who have the volition to involve themselves in the contemporary world order. It stresses the agency of contemporary diasporas who have the choice to migrate and to renegotiate the cultural, political and economic domains of the 'home' nation state. These ideas mark a noteworthy departure from earlier frameworks that perceived diasporas as victims of their circumstances who were being pushed to emigrate. The negotiations by migrants in the weaving of transnational networks for cultural recuperation also involves certain critical economic activities—remittances, expenditure on services such as communication and travel, capital investment, and philanthropy for the sending countries.

This seminar course intends to encourage students to critically explore some of the crucial contours of the post-national cartographies of the global age e.g. the idea of belonging and redefining the ideas and essentials of citizenship, diaspora-development paradigm, cultural negotiations like culinary cultures etc.

Suggested Readings

Appadurai, Arjun (1996) Sovereignty without territoriality: Notes for a postnational geography, in Patricia Yeager (Ed.), *The Geography of Identity*. Ann Arbor: University of Michigan Press, pp. 40–58.

Bakirathi, Mani and Varadarajan, Latha (2005) The largest gathering of the global Indian family: Neoliberalism, nationalism and diaspora at the Pravasi Bhartiya Divas, *Diaspora*, 14(1), pp. 45–74.

Mishra, Vijay. (1996) The diasporic imaginary: Theorizing the Indian diaspora, *Textual Practice*, 10(3), pp. 421–447.

Ong, Aihwa (2006) *Neoliberalism as Exception: Mutations in Sovereignty and Citizenship*. Durham: Duke University Press.

Portes, A. (2001) Introduction: the debates and significance of immigrant transnationalism, *Global Networks*, 1(3), pp. 181–194.

Varadarajan, Latha (2010) *The domestic abroad: Diaspora in international relations*. Delhi: Oxford University Press.

Vertovec, Steven (2009) *Transnationalism*. London: Routledge.

Werbner, Pnina (2002) *Imagined Diasporas among Manchester Muslims: The Public Performance of Pakistani Transnational Identity Politics*. Oxford: James Currey.

Gopal, Neeraj Jayal, *Citizenship and its Discontents – An Indian History*, HUP, 2013
Appadurai, Arjun, *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press, Minneapolis, 1996.

Narayan, Uma, 'Eating Cultures' in Uma Narayan, *Dislocating Cultures, Identities, Traditions, and Third-World Feminism*, Routledge, London and New York, 1997.

Purnima Mankekar, 'India Shopping: Indian Grocery Stores and Transnational Configurations of Belonging', *Ethnos*, Vol. 67, No.1, 2002, pp.75-98.

Ray, Krishnendu, *The Migrant's Table: Meals and Memories in Bengali-American Households*, Temple University Press, Philadelphia, 2004.

Saunders, Jennifer B., 'I don't eat meat': Discourse on Food Among Transnational Hindus', *Contributions to Indian Sociology*, Vol. 41, No. 2, 2007, pp.203-23.

The Commons

Credits: 2

Course Type: Seminar

Course Instructor: Prof. Praveen Singh

Mode of Evaluation: Book Reviews, Seminar Paper

The Seminar introduces the students to the debate around the 'commons' (Common Property Resources / Regimes) - beginning with Hardin's 'Tragedy of the Commons', to the huge 'collective action' literature (Wade; Ostrom; Dietz; Agrawal), to the literature on 'entitlements' (Leach et. Al; Mosse; Jodha; Beck) - that has dominated the field of environment studies over the last 5-6 decades. These debates have played out in different environmental contexts (forests, land, water), temporal (colonial and post-colonial regimes) and spatial (local, regional, global) scales. The methodological and normative tensions between different approaches to study the commons continue to play out in the areas of urban air and global commons (ocean, climate), and inform national and international policy-making. After the first few lectures delineating the field, the students will be encouraged to use the concept in their own research area, and find more literature relevant to their own research.

Suggested Readings

Fikret Berkes, 'Social Systems, Ecological Systems, and Property Regimes',

Thomas Dietz, Elinor Ostrom, Paul C. Young, 'The Struggle to Govern the Commons',
Science, 2003

Garrett Hardin, 'The Tragedy of the Commons', Science, 1968

N.S. Jodha, 'Common Property Resources and the Environmental Context: Role of Biophysical versus Social Stresses', EPW, Dec. 23, 1995.

Craig Johnson, 'Uncommon Ground: The 'Poverty of History' in Common Property Discourse', Development and Change, 35(3): 407-433 (2004).

Leach, M et al., 'Environmental Entitlements: A Framework for Understanding the Institutional Dynamics of Environment Change', *World Development*,

Global Cities: Then and Now

Credits: 2

Course Type: Seminar

Course Instructor: Sunalini Kumar

Mode of Evaluation: Book Reviews, Seminar Paper

We live in a rapidly urbanizing world. It is projected that by 2050, 70% of the world's population will live in cities. Moreover, a bulk of the literature on this apparently historically unprecedented phenomenon assumes that the largest of these urban conglomerations will be in some sense, 'global cities'. Not to be left behind by history, think tanks, private entities and academia have produced a prolific amount of literature on 'global cities' (see list below). However, both the terms - 'global' and 'cities' require careful investigation. On the one hand, urbanisation can be relatively dense and contained (typical examples include old European capitals) and on the other hand it can sprawl into the countryside (Metro Manila or Navi Mumbai). How can both urban forms be described with the same word? On the other hand is the hydra-headed term 'global' – what does it mean at the start of the 21st century? While some authors have stressed the structural connections between various forms of (global) capital and urbanization – for example, David Harvey's well-known thesis regarding the secondary circuit of capital – capital is only one of the forces that shape our cities; others include colonialism or empire-building, flows of people (global migration) and increasingly, digital publics.

This seminar course therefore takes the term 'global cities' not as a self-evident referent but as the starting point of an exploration into diverse forms of urbanization in a globalising world. The overall idea is to disrupt the idea of urbanization as a 'natural' phenomenon like the waves or a summer storm, and see the currents of power and desire behind the shape of our cities. Where these centres of power are, and whose desire becomes writ large on the faces of cities and city-regions or agglomerations, is the question. A secondary aim of this seminar course is to help students connect urbanization to other social and economic processes, instead of treating cities as a reified object of analysis. A final aim is to use the idea of global cities as a lens to understand globalization from/in the south. The readings below are organized to reflect the seminar objectives above and are merely suggestive; students are expected to produce their own bibliographies by the end of the seminar.

Crang, M. 2000. *Thinking Space*. London: Routledge.

Suggested Readings

Taylor, P. J. 2004. *World city network: A global urban analysis*. New York: Routledge Taylor and Francis Group.

Amen et al (2011) *Cities and Global Governance: New Sites for International Relations* London, Ashgate.

Ong, A and Ananya Roy (2011) *Worlding Cities: Asian Experiments and the Art of being Global* Sussex, Wiley-Blackwell.

Sassen, S. (1991) *The Global City: New York, London, Tokyo* New Jersey, Princeton University Press.

Brenner, N., and R. Keil, eds. *The Global City Reader*. London: Routledge, 2006.

Massey D (1991) "A global sense of place". *Marxism Today* June: 24–29

Marcuse, P. and R van Kempen *Globalizing Cities: A New Spatial Order*, (eds.). Blackwell, London.

Harvey, D. 1985 b. *The Urbanization of Capital*. Oxford: Blackwell.

Abrahamson, M. (2004) *Global Cities* New York, Oxford University Press

Derudder, B., M. Hoyler, P. J. Taylor, and F. Witlox, 2012. eds. *International Handbook of Globalization and World Cities*. Cheltenham, UK, and Northampton, MA: Edward Elgar.

Knox, P., and P. Taylor, eds. *World Cities in a World-System*. Cambridge, UK: Cambridge University Press, 1995.

Scott, A. J., ed. *Global City-Regions: Trends, Theory, Policy*. Oxford: Oxford University Press, 2001.

Brenner, N. (2018). Debating planetary urbanization: For an engaged pluralism. *Environment and Planning D: Society and Space*, 36(3), 570–590.

Josefina V. Cabigon 2008. "Cities in Globalization" *Asia-Pacific Social Science Review*.

Krause, L and Patrice Petro (2003) *Global Cities: Cinema, Architecture and Urbanism* New Brunswick, Rutgers University Press.

Friedmann, John, 1986. "The World City Hypothesis". *Development and Change*. Sage, London, Beverly Hills and New Delhi, Vol. 17, 69-83.

Dupont, V. 2011. "The Dream of Delhi as a Global City." *International Journal of Urban and Regional Research* 35 (3): 533-554.

Oduwaye, Leke (2006). *Effects of Globalization on Cities in Developing Countries*. *Journal of Social Science* pp 199-205.

Nagar, R. Victoria Lawson, Linda McDowell, and Susan Hanson. 2002. "Locating Globalization: Feminist (Re)readings of the Subjects and Spaces of Globalization." *Economic Geography* 78 (3): 257-284.

Websites:

<https://www.globalcities.org/> (Private philanthropic initiative by Bloomberg Foundation)

<https://www.brookings.edu/project/global-cities/> (Joint venture of think tank and private entity – Brookings Institute and JP Morgan Chase)

<https://www.unfpa.org/urbanization> (United Nations Population Fund)

<http://globe-net.com/rethinking-urban-sprawl/> (Private initiative)

https://www.cidob.org/en/areas_of_research/issues/global_cities (Barcelona Centre for International Affairs (academic institute).

<http://world-cities.eu/> (The European Parliament's initiative to increase 'triple-helix cooperation' between governments, businesses and research on urban-regional issues. During 2015-2016, World Cities involved cooperation of EU pilot cities with pairs in India, China, Canada and Japan.)

Globalization and Religious Identities

Credits: 2

Course Type: Seminar

Course Instructor: Santosh Kumar Singh

Mode of Evaluation: Book Reviews, Seminar Paper

This seminar course will focus on the movement of Gods (and not goods) across borders. It is being increasingly acknowledged that the cultural implications of globalization, especially its impact on religious identities as people moved across the globe, has been under studied and under profiled in comparison to its economic implications. The phase of globalization also turned out to be about frequent encounters with the others/unfamiliar and more close interaction between people and cultures coming from different locations. As people moved in search of business, career, opportunities, tourism, explorations etc. they also experienced challenges of all sorts, one of it being religious hostility or discriminations. Religious identities in such an environment became a contested theme. All over the world, religion based identities are being fore fronted as major identity signifier. The amount of violence and conflicts that the contemporary world has witnessed in the name of religion has surprised the theorists studying human behavior and life globally.

Assessment: Seminar presentation/ Book reviews/ Term papers

Suggested readings

Jurgensmeyer, Mark. 1988, *Religious rebels in the Punjab: The social vision of untouchable*. Delhi: Ajanta.

Singh, Santosh K. 2011. 'Globalization and religious identity in India: Understanding the subaltern context of the sacred'. In Mihaela Gligor and Sherry Sabbarwal (ed.) *Patterns in Philosophy and Sociology of Religion*. Delhi/ Jaipur: Rawat Publishers.

Fuchs, Martin. 2019. *Dharma and the Common good: Religion as Problem and Answer- Ambedkar's critical theory of Social rationality*. In Martin Fuchs and Vasudha Dalmia (ed.) *Religious Interactions in Modern India*. Delhi: Oxford University Press.

Kaviraj, Sudipta.1995. 'Religion, Politics and Modernity', in Upendra Baxi and Bhikhu Parekh (Eds), *Crisis and Change in contemporary India*. New Delhi: Sage Publication.

Melissa, Wilcox (ed.) 2012. *Religion in Today's world: Global issues, Sociological perspectives*. Routledge.

Kanungo, Pralay.2007 'Globalization, the Diaspora and Hindutva', in Bhupinder Brar et al (Ed.)

Globalization and the Politics of Identity in India, New Delhi: Pearson.

Berger, L. Peter. 2005. Global Pluralism and religion. *Studios' Publicos*.98 (Autumn 2005)

Ahmad, Akbar S. 1999. *Islam Today: A short Introduction to the Muslim World*. London/ New York: I.B. Tauris Publishers.



F No: 12-4/2019-U1
 Government of India
 Ministry of Human Resource Development
 Department of Higher Education

Shastri Bhawan, New Delhi
 Dated: 17th January, 2019

OFFICE MEMORANDUM

Subject: Reservation for Economically Weaker Sections (EWSs) for admission in Central Educational Institutions.

In accordance with the provisions of the Constitution (One Hundred and Third Amendment) Act 2019, and the reference of Ministry of Social Justice and Empowerment vide OM No. 20013/01/2018-BC-II dated 17th January 2019, enabling provision of reservation for the Economically Weaker Sections (EWSs) who are not covered under the existing scheme of reservations for the Scheduled Castes, the Scheduled Tribes and the Socially and Educationally Backward Classes, it has been decided to provide reservation in admission to educational institutions subject to a maximum of ten per cent of the total seats in each category. This would not apply to the minority educational institutions referred to in clause (1) of Article 30 of the Constitution of India.

2. The provision of reservations to the Economically Weaker Sections shall be in accordance with the directions contained in the OM No. 20013/01/2018-BC-II dated 17th January 2019 of the Ministry of Social Justice & Empowerment and shall be subject to the following:

- a) The reservations shall be provided to EWSs for admission in Central Educational Institutions, (as defined in clause (d) of section (2) of The Central Educational Institutions (Reservation in Admission) Act, 2006) from the academic year 2019-20 onwards.
- b) The above reservation would not be applicable to the 8 institutions of excellence, research institutions, institutions of national & strategic importance as specified in the Schedule to The Central Educational Institutions (Reservation in Admission) Act, 2006, as amended from time to time, and appended to this OM, and to the minority educational institutions referred to in clause (1) of article 30 of the Constitution.
- c) Every Central Educational Institution shall, with the prior approval of the appropriate authority (as defined in clause (c) of section 2 of The Central Educational Institutions (Reservation in Admission) Act, 2006), increase the number of seats over and above its annual permitted strength in each branch of

[Handwritten Signature]
 17/1/19

501

[Handwritten Markings]

study or faculty so that the number of seats available, excluding those reserved for the persons belonging to the EWSs, is not less than the number of such seats available, in each category, for the academic session immediately preceding the date of the coming into force of this O.M.

- d) Where, on a representation by any Central Educational Institution, the appropriate authority is satisfied that for reasons of financial, physical or academic limitations or in order to maintain the standards of education, the annual permitted strength in any branch of study or faculty of such institution cannot be increased for the academic session following the commencement of this Act, it may permit such institution to increase the annual permitted strength over a maximum period of two years beginning with the academic session following the commencement of this Act; and then, the extent of reservation for the Economically Weaker Sections shall be limited for that academic session in such manner that the number of seats made available to the Economically Weaker Sections for each academic session shall not reduce the number and the percentage of reservations provided for SC/ST/OBC categories.
- e) The scheme for implementing the reservation for the EWS shall be displayed on the website of the institution as soon as possible, but no later than 31st March 2019.

3. The Chairman UGC, Chairman AICTE and Chairperson NCTE and the Bureau Heads of the Department of Higher Education in the Ministry of Human Resource Development responsible for management of the Institutions of National Importance are requested to ensure immediate compliance of this OM.

4. This issues with the approval of the Minister for Human Resource Development.

End: As above


(Smita Srivastava)
Director

1. Chairman UGC
2. Chairman AICTE
3. Chairperson NCTE
4. All Bureau Heads of Department of Higher Education

Copy to:

Chief Secretaries of all State Governments/UTs; with a request to give effect to the provisions of the Constitution (One Hundred and Third Amendment) Act, 2019 for all higher educational institutions funded/aided, directly or indirectly, by the State Government in such manner that the provision for reservation for EWS would become operational from the academic year 2019-20.

502

221

SCHEDULE

(The Central Educational Institutions (Reservation in Admission) Act, 2006)

| S.No. | Names of the Institutions of Excellence, etc. |
|-------|--|
| 1. | Homi Bhabha National Institute, Mumbai and its constituent units, namely:- (i) Bhabha Atomic Research Centre, Trombay; (ii) Indira Gandhi Centre for Atomic Research, Kalpakkam; (iii) Raja Ramanna Centre for Advanced Technology, Indore; (iv) Institute for Plasma Research, Gandhinagar; (v) Variable Energy Cyclotron Centre, Kolkata; (vi) Saha Institute of Nuclear Physics, Kolkata, (vii) Institute of Physics, Bhubaneswar; (viii) Institute of Mathematical Sciences, Chennai; (ix) Harish-Chandra Research Institute, Allahabad; (x) Tata Memorial Centre, Mumbai. |
| 2. | Tata Institute of Fundamental Research, Mumbai. |
| 3. | North-Eastern Indira Gandhi Regional Institute of Health and Medical Science, Shillong. |
| 4. | National Brain Research Centre, Manesar, Gurgaon. |
| 5. | Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore. |
| 6. | Physical Research Laboratory, Ahmedabad. |
| 7. | Space Physics Laboratory, Thiruvananthapuram. |
| 8. | Indian Institute of Remote Sensing, Dehradun |

[Handwritten Signature]
17/1/19

| Sl. No. | Name of University |
|---------|---|
| 1. | Aligarh Muslim University Aligarh - 202 002 Uttar Pradesh |
| 2. | Banaras Hindu University Varanasi - 221 005. Uttar Pradesh |
| 3. | University of Delhi Delhi - 110 007. |
| 4. | University of Hyderabad Hyderabad - 500 046. Telangana |
| 5. | Jamia Millia Islamia Jamia Nagar New Delhi - 110 025. |
| 6. | Jawaharlal Nehru University New Mehrauli Road New Delhi - 110 067 |
| 7. | North Eastern Hill University NEHU Campus Shillong - 793 022. Meghalaya |
| 8. | Pondicherry University R. Venkataraman Nagar Kalapet Puducherry - 605 014 |
| 9. | Visva Bharati Shantiniketan - 731235 West Bengal |
| 10. | Assam University P.O. Assam University Silchar - 788 011 Assam |
| 11. | Tezpur University Napaam, Sonitpur, Assam-784 028, INDIA |
| 12. | Nagaland University Campus Kohima - 797 001 Headquarter Lumanl Nagaland |
| 13. | Mizoram University Post Box No.910 Aizwal - 796 012 Mizoram |
| 14. | Babasaheb Bhimrao Ambedkar University Vidya Vihar, Rae Bareilly Road Lucknow - 226 025. |

504

| Sl. No. | Name of University |
|---------|--|
| 15. | Maulana Azad National Urdu University Gachibowli Hyderabad - 500 032 Telangana |
| 16. | Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Gandhi Hills, Post- Hindi Vishwavidyalaya, Wardha - 442 005 Maharashtra |
| 17. | University of Allahabad Allahabad - 211 002 Uttar Pradesh |
| 18. | Manipur University Canchipur Imphal - 795 003 Manipur |
| 19. | Rajiv Gandhi University Rono Hills, Dolmukh Itanagar - 791 111 Arunachal Pradesh |
| 20. | Tripura University Suryamaninagar, Tripura - 799 130 |
| 21. | The English and Foreign Languages University Osmania University Campus, Hyderabad- 500 007 Telangana |
| 22. | Sikkim University 6 th Mile, Samdur, P.O. Tadong- 737 102 Gangtok, Sikkim |
| 23. | Indira Gandhi National Tribal University Makal Sadan, Amarkantak, Madhya Pradesh - 484-886 University College of Medical Sciences Dilshad Garden New Delhi - 110 095 |
| 24. | Central University of South Bihar SH-7, Gaya- Panchanpur Road Village - Karhara, Post-Fatehpur P.S. - Tekari, District - Gaya Bihar - 824236. |
| 25. | Central University of Gujarat Near Jalaram Temple Sector - 29 Gandhinagar - 382 030 |
| 26. | Central University of Haryana Jant-Pali Villages Mahendergarh Haryana - 123029 |

| Sl. No. | Name of University |
|---------|--|
| 28. | Central University of Jharkhand Ratu Lohardaga Road, Brambe, Ranchi – 835 205, Jharkhand |
| 29. | Central University of Karnataka Kadaganchi, Aland Road, Aland Taluk Gulbarga (Dist.) – 585311 Karnataka |
| 30. | Central University of Jammu Bagla (Rahya-Suchani) District Samba Jammu – 181 143 (J & K) |
| 31. | Central University of Kashmir Transit Campus : Sonwar, Near GB Pant Hospital, Srinagar-190 005 (J & K) |
| 32. | Central University of Kerala Tejaswini Hills, Periyar (PO) Kasaragod (DT) Kerala - 671316 |
| 33. | Central University of Orissa Landiguda, Koraput Odisha – 764 020 |
| 34. | Central University of Punjab City Campus, Mansa Road Bathinda – 151 001 Punjab |
| 35. | Central University of Rajasthan NH-8, Bandar Sindri, Distt- Ajmer-305801 Rajasthan |
| 36. | Central University of Tamil Nadu Neelakudi Campus Kangalancherry (Post) Thiruvavur – 610 101 |
| 37. | Dr. Harisingh Gour Vishwavidyalaya Sagar, Madhya Pradesh-470 003 |
| 38. | Guru Ghasidas Vishwavidyalaya Main Campus, Koni, Bilaspur, Chhatisgarh, - 495 009 |
| 39. | Hemwati Nandan Bahuguna Garhwal University Srinagar, Garhwal-246 174 Uttarakhand |
| 40. | Mahatma Gandhi Central University Camp Office : Opposite Circuit House Motihari, District – East Champaran Bihar – 845 401. |

| Sl. No. | Name of Delhi Colleges | Address 1 | Address 2 |
|---------|---|------------------------------------|-------------------|
| 1 | Atma Ram Sanatan Dharma College | Benito Juarez Road | New Delhi-110 021 |
| 2 | Bharati College | C-4, Janak Puri | New Delhi-110 058 |
| 3 | College of Vocational Studies | Triveni (Sheikh Sarai), Phase-II | New Delhi-110 017 |
| 4 | Dyal Singh College (Day) | Lodi Road | New Delhi-110 003 |
| 5 | Dyal Singh College (Eve.) | Lodi Road | New Delhi-110 003 |
| 6 | Daulat Ram College | 4, Patel Marg | Delhi-110 007 |
| 7 | Deshbandhu College (Day) | KaBrji | New Delhi-110 019 |
| 8 | Ramamujan College | KaBrji | New Delhi-110 019 |
| 9 | Delhi College of Arts & Commerce | Netaji Nagar | New Delhi-110 023 |
| 10 | Sri Guru Gobind Singh College of Commerce | Pitam Pura | Delhi-110 088 |
| 11 | Gargi College | Sri Fort Road, Opp. Anand Lok | New Delhi-110 049 |
| 12 | Hans Raj College | University Enclave | Delhi-110 007 |
| 13 | Hindu College | University Enclave | Delhi-110 007 |
| 14 | Indraprastha College for Women | Sham Nath Marg | Delhi-110 054 |
| 15 | Institute of Home Economics | F-4, Haur Khas Enclave | New Delhi-110 016 |
| 16 | Janki Devi Memorial College | Sir Ganga Ram Hospital Marg | New Delhi-110 060 |
| 17 | Jesus & Mary College | Chanakyapuri | New Delhi-110 021 |
| 18 | KaBrji College | East Patel Nagar | New Delhi-110 008 |
| 19 | Kamla Nehru College | Khal Gaon Marg | New Delhi-110 049 |
| 20 | Kirti Mai College | University Enclave | Delhi-110 007 |
| 21 | Lady Irwin College | Sikandra Road | New Delhi-110 001 |
| 22 | Lakshmi Bai College | Ashok Vihar, Phase-III | Delhi-110 052 |
| 23 | Lady Sri Ram College for Women | Lajpat Nagar | New Delhi-110 024 |
| 24 | Mata Sundri College for Women | Mata Sundri Lane | New Delhi-110 002 |
| 25 | Miranda House | Patel Chest Marg | Delhi-110 007 |
| 26 | Mattreyi College | Chanakyapuri, Babu Dham Complex | New Delhi-110021 |
| 27 | Moti Lal Nehru College (Day) | Benito Juarez Road | New Delhi-110 021 |
| 28 | Moti Lal Nehru College (Eve.) | Benito Juarez Road | New Delhi-110 021 |
| 29 | P.G.D.A.V. College (Day) | Nehru Nagar, Ring Road | New Delhi-110 065 |
| 30 | P.G.D.A.V. College (Eve.) | Nehru Nagar, Ring Road | New Delhi-110 065 |
| 31 | Ramjas College | University Enclave | Delhi-110 007 |
| 32 | Ram Lal Anand College (Day) | Benito Juarez Road | New Delhi-110 021 |
| 33 | Aryabhata College | Benito Juarez Road, (Anand NRetan) | New Delhi-110 021 |
| 34 | Rajdhani College | Raja Garden | New Delhi-110 015 |
| 35 | Shaheed Bhagat Singh College (Day) | Sheikh Sarai, Phase-II | New Delhi-110 017 |
| 36 | Shaheed Bhagat Singh College (Eve.) | Sheikh Sarai, Phase-II | New Delhi-110 017 |
| 37 | St. Stephen's College | University Enclave | Delhi-110 007 |
| 38 | Shri Ram College of Commerce | Sri Guru Tegh Bahadur Marg | Delhi-110 007 |
| 39 | S.G.T.B. Khalsa College (Day) | University Enclave | Delhi-110 007 |
| 40 | Sri Guru Nanak Dev Khalsa College | Dev Nagar | New Delhi-110 005 |
| 41 | Sri Venkateswara College | Benito Juarez Road, Dheula Kuan | New Delhi-110 021 |
| 42 | Shyam Lal College (Day) | G.T. Road, Shahdara | Delhi-110 032 |
| 43 | Shyam Lal College (Eve.) | G.T. Road, Shahdara | Delhi-110 032 |

507

6577

| | | | |
|----|--|----------------------------------|---------------------|
| 44 | Swami Shradhanand College | Alipur | Delhi-110 036 |
| 45 | S.P.M. College for Women | Punjabi Bagh (West), Road No. 57 | New Delhi-110 026 |
| 46 | Satyawati College (Day) | Ashok Vihar, Phase-II | Delhi-110 052 |
| 47 | Satyawati College (Eve.) | Ashok Vihar, Phase-III | Delhi-110 052 |
| 48 | Sri Aurobindo College (Day) | Mahya Nagar | New Delhi-110 017 |
| 49 | Sri Aurobindo College (Eve.) | Mahya Nagar | New Delhi-110 017 |
| 50 | Shivaji College | Ring Road, Raja Garden | New Delhi-110 027 |
| 51 | Vivekanand College | Vivek Vihar | Delhi-110 095 |
| 52 | Zakir Husain College (Day) | Jawahar Lal Nehru Marg | New Delhi-110 002 |
| 53 | Zakir Husain PG College (Eve.) | Jawahar Lal Nehru Marg | New Delhi-110 002 |
| 54 | University College of Medical Sciences | Dilshad Garden | New Delhi - 110 095 |

508

2002

| Sl. No. | Name of Colleges of University of Allahabad |
|---------|--|
| 1 | Allahabad Degree College Allahabad |
| 2 | AryaKanya Degree College Muthiganj Allahabad |
| 3 | ChaudharyMahadeo Prasad Degree College M.G. Marg Allahabad |
| 4 | Ewing Christian College Allahabad |
| 5 | Iswar Saran Degree College Allahabad |
| 6 | Hamidia Girls Degree College SultanpurBhawa, Noorullah Road, Allahabad- 211 003 |
| 7 | JagatTaran Girl's Degree College 32, Hamilton Road George Town Allahabad – 211002 |
| 8 | RajrishiTandonMahilaMahavidyalaya 457/399, Malviya Nagar Allahabad – 211003 |
| 9 | SadanlalSanwaldaskhanna Girl's Degree College 179- D, Attasuiya Allahabad- 211 003 |
| 10 | K.P.T. Training College Allahabad |
| 11 | Shyama Prasad Mukherji Govt. Degree College Allahabad |

| S. No. | Name of the BHU Colleges |
|--------|---|
| 1 | DAV Degree College Maharishi Dayanand Naharpura, Ausanganj Varanasi - 221 001 Uttar Pradesh |
| 2 | Vasanta Kanya Mahavidyalaya Kamachha Varanasi - 221 010 Uttar Pradesh |
| 3 | Vasanta College for Women Rajghat Fort Varanasi - 221 001 Uttar Pradesh |
| 4 | Arya Mahila Degree College Chait Gunj Varanasi - 221 001 Uttar Pradesh |

510
68

| SI No | Name of the University | Address1 | Address2 | Address3 | Name of VC |
|-------|--|-----------------------|--------------------------------------|----------------------------------|---------------------------------------|
| 1 | Dayalbagh Educational Institute | Dayalbagh | Agra - 202 005 | UTTAR PRADESH | Prof. Prem Kumar Kaira Director |
| 2 | Gujarat Vidyapeeth | PO Navjivan | Ashram Road | Ahmedabad - 380 014. (GUJRAT) | Dr. Anamik Shah |
| 3 | Gurukula Kangri Vishvavidyalaya | Haridwar - 249 404 | Uttarakhand | | Dr. Surender Kumar |
| 4 | Rashtriya Sanskrit Vidyapeeth | Tinupati - 517 507 | Andhra Pradesh | | Prof. V. Muralidhara Sharma |
| 5 | Shri Lal Bahadur Shastri Rashtriya | Sanskrit Vidyapeeth | Katwaria Sarai, New Mehrauli Road | New Delhi - 110 016 | Prof. R.K. Pandey |
| 6 | Tata Institute of Social Sciences | Sion - Tromby, Deonar | Mumbai - 400 088. | | Prof. S.Parasuraman Director |
| 7 | Avinashilingam Institute for Home Science and Higher Education for Women | Coimbatore - 641 043 | TAMIL NADU | | Dr. (Mrs.) Premavathy Vijayan |
| 8 | Gandhigram Rural Institute | Gandhigram PO | Dindigul Distt. - 624 302 | TAMIL NADU | Dr. S. Nalarajan |

511

511

[For Internal Circulation only]

F. No.20013/01/2018-BC-II

Government of India

Ministry of Social Justice and Empowerment

Department of Social Justice and Empowerment

17th January, 2019

Shastri Bhawan, New Delhi

OFFICE MEMORANDUM

Subject: Reservation for Economically Weaker Sections (EWSs) in civil posts and services in the Government of India and admission in Educational Institutions.

In pursuance of insertion of clauses 15(6) and 16(6) in the Constitution vide the Constitution (One Hundred and Third Amendment) Act, 2019 and in order to enable the Economically Weaker Sections (EWSs) who are not covered under the existing scheme of reservations for the Scheduled Castes, the Scheduled Tribes and the Socially and Educationally Backward Classes, to receive the benefits of reservation on a preferential basis in civil posts and services in the Government of India and admission in Educational Institutions, it has been decided by the Government to provide 10% reservation to EWSs in civil posts and services in Government of India and admission in Educational Institutions.

2. Persons who are not covered under the existing scheme of reservations for the Scheduled Castes, the Scheduled Tribes and the Socially and Educationally Backward Classes and whose family has gross annual income below Rs. 8.00 lakh are to be identified as EWSs for the benefit of reservation. Family for this purpose will include the person who seeks benefit of reservation, his/her parents and siblings below the age of 18 years as also his/her spouse and children below the age of 18 years. The income shall include income from all sources i.e. salary, agriculture, business, profession etc. and it will be income for the financial year prior to the year of application. Also persons whose family owns or possesses any of the following assets shall be excluded from being identified as EWSs, irrespective of the family income:

- i. 5 acres of Agricultural Land and above;
- ii. Residential flat of 1000 sq. ft. and above;
- iii. Residential plot of 100 sq. yards and above in notified municipalities;

512

JTB




iv. Residential plot of 200 sq. yards and above in areas other than the notified municipalities.

3. The income and assets of the families as mentioned in para 2 would be required to be certified by an officer not below the rank of Tehsildar in the States/UTs. The officer who issues the certificate would do the same after carefully verifying all relevant documents following due process as prescribed by the respective State/ UT.

4. Every Educational Institution shall, with the prior approval of the appropriate authority, increase the number of seats over and above its annual permitted strength in each branch of study or faculty so that the number of seats available, excluding those reserved for the persons belonging to the EWSs, are not less than the total seats available in the academic session immediately preceding the date of the coming into force of this O.M.

5. Instructions regarding reservation in employment and admission to educational institutions will be issued by DoPT and Ministry of HRD respectively.


(B.L. Meena)

Joint Secretary to the Government of India

To

- ✓ 1. The Secretary, Department of Personnel and Training, North Block, New Delhi
- 2. The Secretary, Department of Higher Education, Shastri Bhawan, New Delhi

513

Most Urgent

**DIRECTORATE OF HIGHER EDUCATION
GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI
5 SHAMNATH MARG, DELHI-110054.**

No. F.DHE.1(119)/Estt./2018-19/2549-76

Dated: 17.06.2019

To,

1. Secretary, TTE.
2. Director, TTE,
3. The Vice Chancellor, Guru Gobind Singh Indraprastha University
4. The Vice Chancellor, Dr. B.R. Ambedkar University,
5. The Vice Chancellor, National Law University,
6. The Vice Chancellor, Delhi Technological University.
7. The Vice Chancellor, NSUT
8. The Vice Chancellor, IGDTUW.
9. The Vice Chancellor, DPSRU.
10. Director, IITD
11. Director, DIRHM
12. Principal, Acharya Narendra Dev College
13. Principal, Aditi Mahavidyalaya
14. Principal, B.R. Ambedkar College
15. Principal, Bhaskaracharya College of Applied Science
16. Principal, Bhagini Nivedita College
17. Principal, Keshav Mahavidyalaya
18. Principal, Maharaja Agrasen College
19. Principal, Maharshi Valmiki College of Education
20. Principal, Shaheed Rajguru College of Applied Sciences for Women
21. Principal, Shaheed Sukhdev College of Business Studies
22. Principal, Deen Dayal Upadhyaya College
23. Principal, Indira Gandhi Institute of Physical Edn. & Sports Sciences

Subject: Implementation of 10% reservation for Economically Weaker Sections

Sir/Madam,

I am hereby directed to inform that the scheme for reservation for Economically Weaker Sections (EWSs) for admission to various Courses of the University/College shall be made applicable from the academic session 2019-2020 in terms of OM No. F. No. 12-4/2019-UI dated 17.01.2019 (copy enclosed) issued by the Ministry of Human Resource Development, Department of Higher Education in this

514

respect to give effect to the provisions of the Constitution (One Hundred and Third Amendment) Act, 2019 for all higher educational institutions funded/aided, directly or indirectly, by the Government of NCT of Delhi.

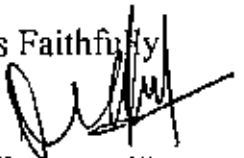
2. Every Institution shall increase the number of seats over and above its annual permitted strength in each branch of study or faculty so that the number of seats available, excluding those reserved for the persons belonging to the EWSs, is not less than the number of such seats available, in each category, for the academic session immediately preceding the date of coming into force of OM No. F. No. 12-4/2019-UI dated 17.01.2019.

3. If for reasons of financial, physical or academic limitations or in order to maintain the standards of education, the annual permitted strength in any branch of study or faculty of such institution cannot be increased as above during the academic session 2019-20, the institution is permitted to increase the annual permitted strength over a maximum period of two years beginning with the academic session 2019-20, and then, the extent of reservation for the Economically Weaker Sections shall be limited for that academic session in such manner that the number of seats made available to the Economically Weaker Sections for each academic session shall not reduce the number and the percentage of reservation provided for SC/ST/OBC categories.

4. The scheme for implementing the reservation for the EWS shall be displayed on the website of the institution.

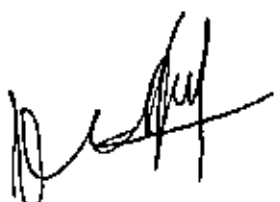
5. It is further requested to furnish the seat matrix, programme wise, alongwith possible financial requirements to DHE/DTTE, as the case may be.

This issues with the approval of competent authority.

Yours Faithfully

(R.C. Antil)
Admn. Officer

Copy to:-

1. Addl. Secretary to Hon'ble Chief Minister
2. Secretary to Hon'ble Dy. CM
3. PA to Secretary, Higher Education
4. PA to Director, Higher Education
5. Guard File


(R.C. Antil)
Admn. Officer

5515

**AMBEDKAR UNIVERSITY DELHI
INTERNATIONAL AFFAIRS DIVISION**

Appendix-16

**GENERAL INFORMATION ABOUT ADMISSION OF FOREIGN STUDENTS
TO DEGREE PROGRAMMES (2019-2020 ACADEMIC YEAR)**

| STEP 1: ONLINE APPLICATION | STEP 2: ADMISSION PROCESS |
|---|---|
| Prospective student applies through the online application process for foreign students on the Ambedkar University Delhi (AUD) website www.aud.ac.in | International Affairs Division and relevant AUD School evaluates the application |
| STEP 3: SELECTION PROCESS | STEP 4: AFTER REACHING DELHI |
| Selection process in absentia for various degree programmes and provisional admission offered to selected candidates before arriving in Delhi | Selected candidates follow due procedures upon reaching Delhi for confirmation of admission to AUD and beginning the degree programme |

I. Eligibility for Application as 'Foreign Student' to Ambedkar University Delhi

1. A person who holds citizenship/valid passport of a country other than India is eligible for admission under 'foreign student' category
2. A person who holds a valid Overseas Citizen of India (OCI) card or Person of Indian Origin (PIO) card and a passport of country other than India is eligible for admission under 'foreign student' category. Any applicant who holds Indian citizenship/passport is not eligible for admission under 'foreign student' quota and may not apply for admission according to the procedures outlined in this bulletin.
3. No applicant may apply to AUD under the 'foreign student' quota AND the Indian student quotas (National Capital Territory of Delhi and non-NCT). Tibetan applicants with Identity Certificates issued by the Government of India (and not holding Indian passports) will be considered foreign applicants only to be admitted under the foreign student quota
4. A non-resident Indian (NRI) and citizen of India whose qualifying degree/certificate is from an international education board (e.g., International Baccalaureate/IB) or a foreign school/HE institution is **not eligible** for admission under 'foreign student' category. If you are an Indian citizen and your qualifying degree is from a foreign school/board or HE institution, you may not gain admission under the foreign student category [1]
5. Admission of any candidate under the foreign student category is considered 'in absentia' regardless of whether the applicant is in India at time of application or outside of the country. That is to say that her/his application is considered according to criteria for admission of foreign applicants and s/he does not go through the admission process (and activities) for Indian applicants

[1] 'Qualifying degree' means the degree/diploma/education credential most recently obtained as minimum education requirement for admission. For Bachelor's degree, the secondary school diploma for admission to a Master's programme, the BA or BSc, etc

II. Online Applications.

There is no paper application form. Before proceeding to the online application form please read the INSTRUCTIONS given below AND the information documents designed for foreign applicants that are found at the 'tabs' (+) on the admissions pages of specific AUD programmes (BA Hons. Psychology, MA Sociology, MPhil History, or whatever)

Steps for Online Registration

1. Click on the tab "Online Application Form for Foreign Students" You will be directed to the application form (page)
2. Click on "New User Signup"
3. Enter your valid Email ID.
4. Re-enter your valid Email ID
5. Enter your secret password
6. Re-enter your secret password.
7. Enter your 10-digit mobile number. If you do not have one, type any 10 digits in the mobile number cell.
8. Enter the Captcha
9. Click on Register
10. You will receive an email from admissions@aud.ac.in to verify your email address

Steps for Completing the Application Form:

1. Click on the tab "Online Application Form for Foreign Students" You will be directed to the application form page.
2. Under the "Registered User Login" enter your registered Email ID as username
3. Enter your confidential password.
4. Enter the Captcha and click on login
5. Read the instruction carefully and click 'Apply Now'.
6. Fill all the required information on each page and upload relevant documents and click 'Save and Next'
7. All fields marked by (*) are mandatory. Filling all mandatory fields is required to make your application complete.
8. In the window for upload of documents, only photo scan and signature scan will be taken. ALL OTHER DOCUMENTS required (see section IV. below) must be sent to an email address that is given on the admissions web page. Incomplete applications will be REJECTED even if you have paid the application fee
9. Application process will be regarded as complete only when the application fee/payment has been received by the University
10. Please note that no change can be made once an application form is submitted.
11. The University will not be responsible for any postal delays or loss of documents by postal or courier service
12. While filling the online application, if your browser closes unexpectedly or if you are logged out, please use the login credentials to login again and resume the process.
13. In case of any technical problems and queries, please contact AUD International Affairs Office at iaoffice@aud.ac.in

III Application Fees for Foreign Applicants.

The application fees for foreign applicants are as follows

1. Foreign applicants from non-SAARC countries are required to pay an application fee equivalent to USD 200 for applying up to a maximum of two programmes simultaneously at AUD.
2. Foreign applicants from SAARC countries are required to pay an application fee of equiv. USD 100. (Covers application to one or two programmes)
3. The amount paid in INR must be according to recognized foreign currency exchange rates. The amount can be paid either online (Credit Card/Debit Card) or on campus via cash/bank draft.
Application Fee is as Under -

516

SAARC countries - INR 7000 (equivalent of USD 100)
 Non-SAARC countries - INR 14000 (equivalent of USD 200)

4 Application fee serves as a registration-processing fee for provisionally admitted applicants and is not refundable.

IV. List of DOCUMENTS to be sent by email for the evaluation of application.

- The documents should be in the form of digital scans in Word or PDF format.
 - You may send the separate documents in a zipped folder that includes your surname and the name of the programme for example, Gates_MA Economics
 - File names of individual documents/scans should have your surname and a brief description for example, Gates_BA final transcript, Gates_birth certificate.
 - Applicants to some programmes may be required to upload data-heavy material or digital objects to an online site (Google Drive or the like); see special instructions to foreign applicants found at the programme 'tabs' (+).
 - Hard copies of the documents/files shall be examined and validated after an applicant has been provisionally admitted
1. Birth Certificate. If name given in the BC is different from the name on education transcript(s), the applicant must also submit an affidavit/certificate indicating the birth name and the name on education certificates.
 2. A recent photograph showing full face of the applicant.
 3. Document showing the applicant's completion of 12 years of elementary and secondary schooling. (Usually the Class 12 completion certificate or diploma.)
 4. Official transcripts/education/degree certificates verified by any one of the following: (a) an officer of the relevant educational institution; (b) an officer of the country's education ministry; (c) the cultural/education officer of country's embassy in India.
 5. Research Proposal and/or Statement of Purpose (for M.Phil./Ph.D. and some MA programmes).
 6. Valid Certificate of TOEFL/Academic IELTS/ELPC for applicants whose qualifying degrees are not from an English-medium institution/board. If the transcripts mentioned in (3) and (4) above clearly indicate that the issuing school/IE institution in general or the relevant academic programme of the school/IE institution is 'English medium', then the applicant is not required to provide TOEFL/Academic IELTS/ELPC scores.
 7. Association of Indian Universities (AIU) Certificate (wherever applicable). AIU is empowered to validate/verify documents of foreign applicants for a fee. www.aiu.ac.in
 8. Proof of financial support for the normal duration of the Certificate/Diploma/Under-Graduate/Post-Graduate/ M.Phil./Ph.D. enrolment. If this cannot be provided at point of application, a provisionally admitted student is required to provide evidence of financial viability once s/he is in Delhi.
 9. Recommendation letter(s) wherever relevant (see the instructions to foreign applicants at the specific programme 'tabs' on admissions web page).
 10. Valid Passport. (Please ensure that the passport is valid for at least six months at the time of submitting the application.)
 11. Citizenship card by Nepalese nationals along with Passport (if Nepalese applicant).
 12. Registration Card of Tibetan Nationals (if Tibetan applicant).
 13. Person of Indian Origin/Overseas Citizen of India Card (if applicable).
 14. No Objection Certificate from your employer (if in regular job and availing of leave for the duration of study in India)
 15. Letter of scholarship award from Indian or other government—for instance Indian Council for Cultural Relations fellowship, Commonwealth fellowship. Applicants with such scholarships or fellowships from governments (or foundations) shall pay AUD tuition fees according to the terms of their awards (full fee waiver, partial fee waiver, or no fee waiver).
 16. Any other document(s) required from the applicant for the evaluation of the application by Ambedkar University Delhi. See AUD programme-specific documents on AUD admissions website that specify additional or substitute admission criteria for foreign applicants.

NOTE: Additional documents will be required after provisional admission of an applicant to AUD. These will include proof of medical insurance (with 'evacuation' clause) and appropriate VISA. Successful applicants will be issued documents by AUD to enable them to obtain a student (or, for Ph.D. scholars, research) visa. No provisionally admitted foreign applicant will be registered at AUD without a valid visa.

V. Selection Process.

1. International applications for degree/certificate programmes at AUD will be evaluated for selection for provisional admission on the basis of the relevant documents uploaded at time of application AND documents/information that might subsequently be requested by an AUD School Dean or Programme Coordinator.
2. International applications for AUD research degree programmes (M.Phil, PhD) will be evaluated for selection on the basis of the research proposal and/or statement of purpose submitted at point of application and a virtual interview process, in addition to the relevant documents provided at point of application.
3. An offer of admission to any applicant is provisional subject to verification of documents in person upon an applicant's arrival in Delhi. AUD reserves the right to withdraw the provisional offer of admission if the relevant documents for application and registration cannot be satisfactorily verified.
4. Once the provisional offer of admission has been received by the selected applicants, the applicant must apply for an Indian Student visa (in case of taught and M.Phil. degree programmes at AUD)/ Research visa (for Ph.D. programmes at AUD) in the Indian Embassy in the applicant's home country/country of residence. For more information on visa requirements, please visit <https://indianembassy.in/indianembassy.html>. The applicants should await the official AUD admission 'offer letter' (with registration number and other information) before applying for visas.

VI. Tuition fees, other academic charges, other costs.

Self-financing students admitted through direct admission to AUD. Foreign student tuition fees and related academic costs (see table below) are paid for an entire study year at once upon their registration at AUD. In successive years of study they also pay fees on an annual basis.

Students nominated for admission to AUD by government entities and awarded scholarships/fellowships (for example, Indian Council of Cultural Relations scholarship, Commonwealth scholarship) shall pay AUD tuition and academic fees as stipulated by their respective granting/award organizations: full waiver of AUD fees, partial waiver of AUD fees, no fee waiver.

| Programme | Annual Tuition for SAARC Countries Students | Annual Tuition for Non-SAARC Countries Students |
|-------------------|---|---|
| BA / B.Voc | Equivalent of USD 400 | Equivalent of USD 1500 |
| MA and M.Phil/PhD | Equivalent of USD 1200 | Equivalent of USD 2000 |

NOTE the 'Additional charges' such as annual 'materials fee' or 'internship fee' for BVoc.; MA SCCE programmes, MA Social Design

687
 517

| Programme | Additional Fee |
|------------------------|-------------------------|
| B.Voc | INR 1000 per semester |
| MDes | INR 20,000 per semester |
| MA Film Studies | INR 5000 per year |
| MA Performance Studies | INR 5000 per year |
| MA Literary Art | INR 5000 per year |
| MA Visual Art | INR 5000 per year |

AUD presently has a very limited number of hostel/dormitory rooms. While international students may apply for AUD housing by regular means once they have enrolled at the university, no university housing can be set aside for them in advance. They should seek private accommodation in Delhi. International Affairs Division (IAD) shall offer all possible assistance in finding temporary or long-term housing for international students. AUD cannot serve as guarantor of a housing rental agreement. AUD can provide documents attesting the international student's status and financial condition (based on the financial 'proofs' the student submits with her/his AUD study application).

VII After reaching Delhi, . .

Upon reaching Delhi, the international applicants offered provisional admission will meet with personnel of the AUD International Affairs Division and other units in order to be guided through admission formalities and registration and to be oriented towards staying in Delhi. The International Affairs Division at AUD (iadoffice@aud.ac.in) is the nodal administrative unit for international students at the university and endeavours to assist them to ensure an enriching association with the university.

All international students should check the AUD website from time to time and be alert to email and other communications.

Welcome to Ambedkar University Delhi!

**AMBEDKAR UNIVERSITY DELHI (AUD)
INTERNATIONAL AFFAIRS DIVISION
PROGRAMME-SPECIFIC INFORMATION ABOUT ADMISSION OF FOREIGN STUDENTS
TO DEGREE PROGRAMMES (2019-2020 ACADEMIC YEAR)**

Foreign applicants interested in applying to degree programmes at Ambedkar University Delhi must follow the instruction given in the '*Information brochure for foreign applicants*' available on the AUD website. Applicants must ensure that they complete an online application and follow all instructions about providing information/documents and paying the application fee. It may be noted that all admission related documents must be sent to the relevant programme coordinator. Email contact for programme coordinators are mentioned in this document below.

In addition, please read the following information for specific programme related instructions before applying online:

I. School of Languages (SoL)

PhD in Comparative Literature and Translation Studies (CLTS):

1. Submission of 3000 word Research Proposal (with a substantial bibliography) clearly specifying the applicant's research agenda and question, proficiency in the languages in which s/he intends to conduct the research and the reason for applying to our programme. (For Indian applicants, we expect a 3000 word research proposal without the last component.)
2. Three letters of recommendation to be submitted on or before the last date of applications. These should be emailed or posted to the Dean, SOL's office (Dransol@aud.ac.in). The referee should be someone who can testify to the applicant's aptitude for research and his/her training in this or other relevant disciplines.
3. Additionally, PhD applicants should submit a "writing sample" which should be a substantial piece of published/unpublished writing in an area that is closely related to the literary humanities in general. This can be an MA/Mphil dissertation chapter, journal article, or work in progress. The writing sample should be a finished piece of writing, with an adequate scholarly reference apparatus, which reflects the applicant's ability to address research questions in the fields of Comparative Literature and/or Translation Studies. If the original piece of writing is not in English, an adequate translation of the same should be made available in English.

PhD in English:

1. A writing sample, a brief proposal, an interview through video conferencing and an English language test score must be mandatory for PhD candidates.
2. The proposal should be 2000 to 2500 words in a proper format with bibliography.
3. The writing sample should be on something other than the proposed area of research preferably, an essay or a term paper.

For any admission related query, and submitting all admission related documents i.e writing sample please email at Pcphdeenglish@aud.ac.in/Deansol@aud.ac.in

MA English:

1. The selection process would require an interview and an English language test score

For any admission related query, please email at Pcmaenglish@aud.ac.in/Deansol@aud.ac.in

PhD Hindi:

1. A written proposal of about 3000 words followed by a Skype interview.

For any admission related query, please email at Pephdhindi@aud.ac.in/Deansol@aud.ac.in

II. School of Human Ecology (SHE)

PhD in Human Ecology:

The selection criteria for the programme is as follows

1. Submission of a statement of purpose and research proposal carrying a 30% weightage.
2. A written examination carrying a 40% weightage. The candidates would be required to submit a written essay on the basis of the readings uploaded on the AUD website.
3. An online Skype interview carrying a 30% weightage.

MA in Environment and Development:

The selection criteria for the programme is as follows

1. Candidate's grades in the bachelors' degree carrying a 20% weightage.
2. Submission of a 500 word statement of purpose, detailing reasons for wanting to pursue the MA programme, carrying a 10% weightage.
3. A written entrance examination carrying a 40% weightage. The candidates would be required to submit a written essay on the basis of the readings uploaded on the AUD website.
4. An online Skype interview carrying a 30% weightage.

For any admission related query and for submitting all admission related documents i.e written essay etc, please email at Deanshe@aud.ac.in

III. School of Design

Master in Design (Social Design)

The admission of foreign applicants will be conducted as follows.

1. Submission of the online application must include a mandatory Statement of Purpose (not exceeding 500 words) describing why the candidate wishes to apply for the course. The SOP must be a Word document or pdf and have a file name as follows: [Applicant surname]_SOP MDes Social Design_2019.
2. The portfolio needs to send to be the email id Deansd@aud.ac.in. For large documents, images, etc., candidates could be directed to upload them to an internet space or drive or be asked to provide a URI for their portfolio.
3. Upon receipt of the application form, a written test will be sent to the candidate which has to be submitted within a deadline which will be specified.
4. Upon receipt of the completed written test, the candidate will be given a time and date for a Skype interview.
5. Foreign applicants accepted into these programmes after the above process will be offered provisional admission in early August through an 'admission offer' letter.
6. Applicants admitted to the MDes Social Design programme shall pay the tuition fees and Extra Mural Interface Cost for the 2019 – 2020 academic year (both semesters) in INR upon their actual registration at AUD.

For any admission related query and for submitting all admission related documents i.e portfolio etc, please email at **Deansd@aud.ac.in**

IV. School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

The selection criteria for the programme is as follows

Phd Programme:

1. Submission of a 500 word statement of purpose, detailing reasons for wanting to pursue the programme.
2. Submission of GMAT or equivalent test score in lieu of the entrance exam.
3. An online Skype interview with the prospective candidate.

For any admission related query and for submitting all admission related documents i.e GMAT score, please email at **Deansbppse@aud.ac.in**

V. School of Global Affairs (SGA)

The selection criteria for the programme is as follows

MA Programme:

1. Submission of a 500 word statement of purpose, detailing reasons for wanting to pursue the programme.
2. Submission of two recommendation letters by referees familiar with the candidate's academic work and progress.
3. An online Skype interview with the prospective candidate.

For any admission related query and for submitting all admission related documents i.e letter of reference, for MA Global Studies, please email at **Amit@aud.ac.in**

for MA Urban Studies, please email at **Rohit@aud.ac.in**

VI. School of Liberal Studies (SLS)

The selection criteria for the programme is as follows

PhD/MPhil in History

1. Foreign applicants to MPhil and PhD History programmes must complete an online application and follow all instructions about providing information/documents and paying the application fee. The application fee paid at point of application is non-refundable and serves as an administrative processing fee.
2. Foreign applicants to these programmes do not take the entrance test prescribed for Indian applicants.
3. Foreign applicants must submit a research proposal as described in the general bulletin/application instructions for the MPhil and PhD History programmes on the website. The research proposal needs to be sent to the email id **pereshistory@aud.ac.in**.
4. In addition to a research proposal, foreign applicants must submit at point of application a statement of purpose (SOP) of 300 – 600 words indicating their reasons for wishing to pursue research studies in India and at AUD in particular. The SOP must be a Word document or pdf and have a file name as follows: [Applicant surname]_SOP MPhil History [or PhD History]_2019. It must be uploaded with the online application.

5. Foreign applicants who meet minimum eligibility requirements (qualifying degrees, TOEFL or IELTS, other documentation required at point of application) and whose research proposals correspond to supervisory areas of available AUD faculty shall be interviewed by programme faculty via Skype on dates to be determined (late July – early August). The Skype interview (15 – 30 minutes) shall focus on the applicant's research proposal and shall be used to assess the applicant's capacity or potential to do historical research.
6. Foreign applicants accepted into these programmes will be offered provisional admission in early August through an 'admission offer' letter.
7. Those admitted applicants who do not yet hold the appropriate Indian visa ('Student' for MPhil scholars, 'Research' for PhD scholars, endorsed to AUD) will have about one month in which to acquire a visa and thus complete the admission and registration process. Those already holding a valid visa of the correct type will be assisted in getting their visa endorsed by AUD. Registration cannot be completed if an applicant lacks a valid visa (of the appropriate type, endorsed by AUD).
8. The admitted applicants shall pay the tuition fees for the 2019 – 2020 academic year (both semesters) in INR upon their actual registration at AUD.

For any admission related query and for submitting all admission related documents i.e. research proposal etc, please email at pereshistory@aud.ac.in/Deansls@nud.ac.in

VII. School of Culture and Creative Expressions (SCCE)

PhD in Film Studies

The selection criteria for the programme is as follows:

1. Research Proposal (3500 words): This should be an elaboration of the proposed project, briefly indicating scope, objectives, and proposed methodology.
2. Statement of Purpose (1000 words): The SOP should highlight why the candidate wants to pursue a PhD programme in Film Studies at AUD. It needs to outline research interests and indicate your journey to the discipline of film studies.
3. Writing Sample (no more than 20 pages): This should be a standard chapter length sample of your writing (engagement with any aspect of film and/or media, which demonstrates your analytical and research skills. It may adopt any methodological, theoretical perspective and focus on any geographical or historical space-time). In case you are applying to a PhD in Film Studies from another discipline, it may be a chapter length sample of writing pertaining to that discipline.
4. Three letters of recommendation from suitable referees familiar with your work and academic progress.
5. Skype interview conducted with the shortlisted candidates.

PhD in Visual Art (Practice Based)

The selection criteria for the programme is as follows:

1. Statement of Purpose (1000 words): The SOP should state with clarity the trajectory and nature of your practice until now; including your motivations and purpose, the genealogy within which you place your practice and a tentative proposition about how you would like to take it further.
2. Research Proposal (2000 words)
3. Portfolio of your creative practice, if the nature of practice involves moving images then it should also reflect in the portfolio.
4. Three letters of recommendations, at least two of which should be able to comment on your creative work.

5. Skype interview conducted with the shortlisted candidates.

PhD in Literary Art Creative Writing (Practice based)

The selection criteria for the programme is as follows

1. **Creative Writing Proposal (2000 words):** The proposal should discuss the creative writing project you hope to undertake during your PhD Literary Art Creative Writing (Practice) at SCCE, Ambedkar University Delhi. Explain how your journey as a writer so far prepares you to undertake this project specifically. Give us a sense of the scope of this creative writing project, in terms of its formal, thematic and aesthetic preoccupations. What larger concern - literary, social, ethical or philosophical - do you seek to address through this creative writing project?
2. **Personal Statement (1500 words):** Write a statement explaining your literary influences and interests as a creative writer. Reflect on the choices you've made so far in terms of form and subject matter. How will a PhD in Literary Art Creative Writing (Practice) at this stage contribute to your evolution as a creative writer?
3. **Portfolio of Creative Writing:** Upto 20 pages of prose (Times New Roman, 12, Single Spaced; single piece or a combination of pieces) or 20 pages of poetry.
4. **Three letters of recommendations, at least two of which should be able to comment on your creative work.**
5. Skype interview conducted with the shortlisted candidates.

For any PhD admission related query and for submitting all admission related document at SCCR, please email at anitacherian@aud.ac.in

M.A. Literary Art Creative Writing:

The selection criteria for the programme is as follows

1. **Statement of Purpose (750 to 1000 words):** Looking back at your own creative writing so far, write a statement reflecting on your literary influences and writerly interests, both in terms of form and subject matter. Why do you want to pursue a Masters in Literary Art Creative Writing?
2. **Creative Writing Portfolio:** Minimum 5 pages of prose (12 Times New Roman, single spaced) or 5 pages of poetry.
3. Skype interview conducted with the shortlisted candidates.

For any MA Literary Art Creative Writing related query and for submitting all admission related document, please email at akhilkatyal@aud.ac.in

MA Film Studies

The selection criteria for the programme is as follows

1. **Statement of Purpose (750 - 1000 words):** This should tell us why you are interested in doing a masters programme in Film Studies. Also, why are you interested in doing it at Ambedkar University Delhi. The SOP should also include the nature of your journey into film studies as well as your awareness of the discipline, if any.
2. **Critical Writing Essay (upto 2000 words):** This should be a short engagement with any aspect of film and/or media, which demonstrates your analytical and research skills. It may adopt any methodological, theoretical perspective and focus on any geographical or historical focus.
3. Skype interview conducted with the shortlisted candidates.

For any MA Film Studies related query and for submitting all admission related document, please email at vebhuti@aud.ac.in

MA in Visual Art

The selection criteria for the programme is as follows

1. Statement Of Purpose (750-1000 words): The SOP should state with clarity the trajectory and nature of your practice until now; including your motivations and purpose, the genealogy within which you place your practice and a tentative proposition about how you would like to take it further.
2. Portfolio: Images with details of work (medium, size, date) put together in a single PDF. Any sound or video files shared via links/Drive with necessary details of work.
3. Skype interview conducted with the shortlisted candidates.

For any MA Visual Art related query and for submitting all admission related document, please email at shefalee@aud.ac.in

MA Performance Studies

The selection criteria for the programme is as follows

1. Statement of Purpose (750- 1000 words): This should tell us why you are interested in doing a master's programme in Performance Studies and why are you choosing Ambedkar University Delhi. The SOP should also briefly explain your back ground or interest in performance practice or studies and what are you planning to do once you graduate from AUD.
2. Critical Writing Essay (upto 2000 words): This should be a short engagement with the field of performance studies which demonstrates your analytical and research skills. It may adopt any methodological, theoretical perspective and focus on any geographical or historical aspects in the field of performance studies or alternatively you may also write a critical essay on any performance you have experienced in recent time.
3. Skype interview conducted with the shortlisted candidates.

For any MA Performance Studies related query and for submitting all admission related document, please email at benil@aud.ac.in



Assessment, Evaluation and Student Progression

F.No.AUD/19-10/2019/AES/ Calendar

Dated: 03/07/ 2019

NOTIFICATION

AES CALENDAR MONSOON SEMESTER 2019

| TASK | RESPONSIBILITY | DEADLINES |
|---|---|---|
| Partial Repeat period (PR) for Winter Semester 2019 Courses | Dean of School/School Office | 08 - 19 July |
| PR result declaration | Dean of School/School Office | 22 July (Monday) |
| Orientation for Monsoon Semester 2019 | Dean of School/School Office | UG - 05 August (Monday) PG - 07 August (Wednesday) |
| Course Registration (Last Date) | Dean of School/School Office | 12 August (Monday) |
| Course Drop/Change Period | Dean of School/School Office | 13 August-19 August |
| Freezing of course registrations | Dean of School/School Office | 19 August (Monday) |
| Entry of first assessment grade on ERP | Course Coordinators | 27 September (Friday) |
| Entry of all grades for all UG and PG courses on LRP | Course Coordinators | 10 December (Tuesday) |
| Declaration of result | Dean of School/School Office | 13 December (Friday) |
| Period for Pointing out Discrepancies in result, if any | Students/Course Coordinator/Programme Coordinator/School Office | 20 December (Friday) |
| Results to be sent to AES Division | Dean of School/School Office | 23 December (Monday) |

Dean AES
DeanAssessment Evaluation and Student Progression
Ambedkar University Delhi
Lothian Road, Kashmir Gate, Delhi - 110006
Website: www.aud.ac.in



Assessment, Evaluation and Student Progression

F.No.AUD/19-10/2019/AES/ Calendar

Dated: 03/07/2019

NOTIFICATION

AES Deadlines in Monsoon Semester 2019 for Winter Semester 2020

| TASKS | RESPONSIBILITY | SUS | Other |
|--|--|-----------------------------------|-----------------------------------|
| | | KG and KP | Schools |
| | | MS 2019 for WS 2020 | MS 2019 for WS 2020 |
| List of Courses to be offered in the next semester | Programme Coordinators /Deans of Schools | 24 September (Tuesday) | 24 September (Tuesday) |
| Notesheets for additional Teaching | Deans of Schools | 04 November (Monday) | 04 November (Monday) |
| Approval for Additional Teaching | Dean Academic Services | 18 November (Monday) | 18 November (Monday) |
| Timetable | First Draft | 14 October (Monday) | 8 November (Monday) |
| Central Timetable meeting | Dean AES/ AES Division | 18 October (if required) (Friday) | 18 October (if required) (Friday) |
| Timetable | Final Draft | 31 October (Thursday) | 31 October (Thursday) |
| Courses to be offered in the next semester (in AES format) to be sent to AES | Deans of Schools/ Programme Coordinator | 29 November (Friday) | 29 November (Friday) |
| Uploading of course outlines on website | AES Division | 17 December (Tuesday) | 17 December (Tuesday) |

Dean AES
Dean

Assessment Evaluation and Student Progression
Ambedkar University Delhi
Lohian Road, Kashmiri Gate, Delhi - 110006
Website: www.aud.ac.in

| LIST OF STUDENTS AWARDED DEGREES /DIPLOMAS IN THE SEVENTH CONVOCAATION, 2018 | | | |
|---|--|----|------------|
| School of Undergraduate Studies | | | |
| 1 | BA (H) Economics | 31 | 188 |
| 2 | BA (H) English | 33 | |
| 3 | BA (H) History | 30 | |
| 4 | BA (H) Psychology | 31 | |
| 5 | BA (H) Mathematics | 17 | |
| 6 | BA (H) Sociology | 22 | |
| 7 | BA (H) Social Science and Humanities | 24 | |
| School of Business Public Policy and Social Entrepreneurship | | | |
| 1 | Master of Business Administration (MBA) | 30 | 30 |
| School of Culture and Creative Expressions | | | |
| 1 | MA Literary Art | 5 | 35 |
| 2 | MA Performance Studies | 8 | |
| 3 | MA Film Studies | 9 | |
| 4 | MA Visual Art | 12 | |
| 5 | Ph.D Visual Art | 01 | |
| School of Design | | | |
| 1 | MA Social Design | 14 | 14 |
| School of Development Studies | | | |
| 1 | MA Development Studies | 35 | 35 |
| School of Education Studies | | | |
| 1 | MA Education Studies | 13 | 34 |
| 2 | MA Education (Early Childhood Care and Education) | 20 | |
| 3 | PG Diploma in Education (Early Childhood Care and Education) | 01 | |
| School of Human Ecology | | | |
| 1 | MA Environment and Development | 16 | 18 |
| 2 | Ph.D Human Ecology | 2 | |
| School of Human Studies | | | |
| 1 | MA Psychology (Psychosocial Clinical Studies) | 43 | 120 |
| 2 | MA Gender Studies | 38 | |
| 3 | PG Diploma in Gender Studies | 02 | |
| 4 | MPhil- Women's and Gender Studies | 15 | |
| 5 | MPhil- Development Practice | 22 | |
| School of Liberal Studies | | | |
| 1 | MA Economics | 37 | 132 |
| 2 | MA English | 35 | |
| 3 | MA History | 29 | |
| 4 | MA Sociology | 22 | |
| 5 | MPhil- History | 04 | |
| 6 | MPhil- Hindi | 04 | |
| 7 | Ph D-Hindi | 01 | |
| TOTAL | | | 606 |

Year Wise Students' Data

| Batch | Year | Number of Graduates | |
|--|-----------|---------------------|-----|
| BA (H) Economics | 2013-2018 | 1 | 188 |
| BA (H) Economics | 2014-2018 | 1 | |
| BA (H) Economics | 2015-2018 | 29 | |
| BA (H) English | 2014-2018 | 5 | |
| BA (H) English | 2015-2018 | 28 | |
| BA (H) Psychology | 2013-2018 | 3 | |
| BA (H) Psychology | 2014-2018 | 2 | |
| BA (H) Psychology | 2015-2018 | 26 | |
| BA (H) History | 2014-2018 | 9 | |
| BA (H) History | 2015-2018 | 21 | |
| BA (H) Mathematics | 2013-2018 | 1 | |
| BA (H) Mathematics | 2014-2018 | 2 | |
| BA (H) Mathematics | 2015-2018 | 14 | |
| BA (H) Sociology | 2014-2018 | 5 | |
| BA (H) Sociology | 2015-2018 | 17 | |
| BA (H) Social Science and Humanities | 2013-2018 | 2 | |
| BA (H) Social Science and Humanities | 2014-2018 | 2 | |
| BA (H) Social Science and Humanities | 2015-2018 | 20 | |
| Master of Business Administration | 2016-2018 | 30 | 30 |
| MA Visual Art | 2015-2018 | 3 | 35 |
| MA Visual Art | 2016-2018 | 9 | |
| MA Literary Art | 2015-2018 | 2 | |
| MA Literary Art | 2016-2018 | 3 | |
| MA Performance Studies | 2015-2018 | 1 | |
| MA Performance Studies | 2016-2018 | 7 | |
| MA Film Studies | 2015-2018 | 1 | |
| MA Film Studies | 2016-2018 | 8 | |
| Ph D Visual Art | 2014-2018 | 1 | 14 |
| MA Social Design | 2011-2018 | 6 | |
| MA Social Design | 2015-2018 | 8 | |
| MA Development Studies | 2011-2014 | 1 | |
| MA Development Studies | 2013-2018 | 1 | 35 |
| MA Development Studies | 2014-2018 | 2 | |
| MA Development Studies | 2015-2018 | 7 | |
| MA Development Studies | 2016-2018 | 24 | |
| MA Education Studies | 2016-2018 | 13 | 34 |
| MA Early Childhood Care and Education | 2016-2018 | 20 | |
| PG Diploma in Early Childhood Care and Education | 2016-2018 | 1 | 18 |
| MA Environment & Development | 2014-2018 | 1 | |
| MA Environment & Development | 2015-2018 | 3 | |
| MA Environment & Development | 2016-2018 | 12 | |
| Ph D-Human Ecology | 2012-2018 | 2 | |
| MA Psychology (PCS) | 2015-2018 | 2 | |
| MA Psychology (PCS) | 2016-2018 | 41 | 120 |
| MA Gender Studies | 2016-2018 | 38 | |
| PG Diploma in Gender Studies | 2015-2018 | 1 | |
| PG Diploma in Gender Studies | 2016-2018 | 1 | |
| Mphil-Women's and Gender Studies | 2013-2018 | 4 | |
| Mphil-Women's and Gender Studies | 2014-2018 | 2 | |
| Mphil-Women's and Gender Studies | 2015-2018 | 6 | |
| Mphil-Women's and Gender Studies | 2015-2018 | 3 | |
| Mphil-Development Practice | 2012-2018 | 1 | |
| Mphil-Development Practice | 2013-2018 | 9 | |
| Mphil-Development Practice | 2014-2018 | 8 | 132 |
| Mphil-Development Practice | 2015-2018 | 4 | |
| MA Economics | 2015-2018 | 1 | |
| MA Economics | 2016-2018 | 36 | |
| MA English | 2014-2018 | 1 | |
| MA English | 2015-2018 | 3 | |
| MA English | 2016-2018 | 31 | |
| MA History | 2014-2018 | 1 | |
| MA History | 2015-2018 | 4 | |
| MA History | 2016-2018 | 24 | |
| MA Sociology | 2015-2018 | 1 | |
| MA Sociology | 2016-2018 | 21 | |
| Mphil-History | 2013-2018 | 2 | |
| Mphil-History | 2014-2018 | 2 | |
| Mphil-Hindi | 2014-2018 | 3 | |
| Mphil-Hindi | 2015-2018 | 1 | |
| Ph D-Hindi | 2012-2017 | 1 | |
| TOTAL | | | |

29 528

| School | Year | Subjects | Gen | M | F | OBC | M | F | SC | M | F | ST | M | F | PwD | M | F | Foreign Student | M | F | Single Girl Child | M | F | WAPP | M | F | Kashmiri Migrant | M | F | Total |
|--------|-----------|----------------------------------|-----|-----|-----|-----|----|----|----|----|----|----|----|----|-----|---|---|-----------------|---|---|-------------------|---|---|------|---|---|------------------|----|-----|-------|
| | 2016-2018 | MA Psychology (PCS) | 23 | 5 | 18 | 5 | 1 | 5 | 6 | 2 | 4 | 4 | 1 | 3 | 2 | | 2 | | | | | | | | | | | | 41 | |
| | 2016-2018 | MA Gender Studies | 22 | | 22 | 5 | | 6 | 6 | 1 | 5 | 2 | | 2 | | | | | | | | | | | | | | | 38 | |
| | 2015-2018 | PG Diploma in Gender Studies | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | 1 | |
| | 2018-2018 | PG Diploma in Gender Studies | | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | 1 | |
| | 2013-2018 | Mphil-Women's and Gender Studies | | | | 1 | | 1 | 2 | | 2 | 1 | | 1 | | | | | | | | | | | | | | | 4 | |
| | 2014-2018 | Mphil-Women's and Gender Studies | 2 | | 2 | | | | | | | | | | | | | | | | | | | | | | | | 2 | |
| | 2015-2018 | Mphil-Women's and Gender Studies | 5 | | 5 | 1 | | 1 | 3 | | 3 | | | | | | | | | | | | | | | | | | 9 | |
| | 2012-2018 | Mphil-Development Practice | | | | | | | 1 | 1 | | | | | | | | | | | | | | | | | | | 1 | |
| | 2013-2018 | Mphil-Development Practice | 5 | 2 | 3 | 1 | 1 | | 1 | 1 | | 2 | | 2 | | | | | | | | | | | | | | | 9 | |
| | 2014-2018 | Mphil-Development Practice | 5 | 1 | 7 | | | | | | | | | | | | | | | | | | | | | | | | 8 | |
| | 2015-2018 | Mphil-Development Practice | 4 | 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | 4 | |
| SLS | 2015-2018 | MA Economics | | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | 1 | |
| | 2016-2018 | MA Economics | 27 | 5 | 21 | 4 | 1 | 3 | 5 | 3 | 2 | | | | | | | | | | | | | | | | | | 38 | |
| | 2014-2018 | MA English | | | | | | | | | | 1 | 1 | | | | | | | | | | | | | | | | 1 | |
| | 2015-2018 | MA English | 2 | 1 | 1 | | | | | | | | | | | | | 1 | 1 | | | | | | | | | | 3 | |
| | 2016-2018 | MA English | 17 | 3 | 14 | 7 | 1 | 5 | 4 | 1 | 3 | 2 | 1 | 1 | | | | | | | | | | | 1 | 1 | | 31 | | |
| | 2014-2018 | MA History | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | 1 | |
| | 2015-2018 | MA History | 2 | 1 | 1 | | | | | | | 1 | 1 | | | | | | | | | | | | | | | | 3 | |
| | 2016-2018 | MA History | 19 | 7 | 11 | 1 | | 1 | 1 | 1 | | 5 | 3 | 2 | | | | | | | | | | | | | | | 28 | |
| | 2015-2018 | MA Sociology | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | 1 | |
| | 2018-2018 | MA Sociology | 15 | 2 | 13 | 2 | | 2 | 3 | 1 | 2 | 1 | | 1 | | | | | | | | | | | | | | | 21 | |
| | 2013-2018 | Mphil-History | 2 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | 2 | |
| | 2014-2018 | Mphil-History | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | 2 | |
| | 2014-2018 | Mphil-Hindi | 2 | 1 | 1 | | | | 1 | 1 | | | | | | | | | | | | | | | | | | | 3 | |
| | 2015-2018 | Mphil-Hindi | | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | 1 | |
| | 2012-2017 | Ph.D-Hindi | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | 1 | |
| | | | 382 | 120 | 262 | 100 | 33 | 67 | 83 | 42 | 42 | 35 | 13 | 21 | 3 | 1 | 2 | 1 | 1 | 0 | | | | | | 2 | 0 | 2 | 606 | |

Total Female Students-

386

Male Students-

220

Reserved category Students (OBC,SC,ST,PwD)-

221

General category Students-

382

Foreign+SGC+WAPP+Kashmiri Students-

3

31

530