

# **Minutes of the 19<sup>th</sup> Meeting of the Academic Council**

Held on January 09, 2020 (Thursday) at 11:30 AM  
in Committee Room, AUD Karampura Campus  
Shivaji Marg, New Delhi 110 015



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



**Dr B.R. AMBEDKAR UNIVERSITY DELHI**

**Minutes of the 19<sup>th</sup> Meeting of the Academic Council held at 11:30 AM on 09.01.2020 at Committee Room, AUD Karampura Campus, New Delhi**

The 19<sup>th</sup> Meeting of the Academic Council (AC) of the Ambedkar University Delhi (AUD) was held at 11:30 AM on 09.01.2020 at Committee Room, AUD Karampura Campus, 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 Ashis Nandy Nominee of the Government of NCT of Delhi	Member
Professor Salil 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 Dean, School of Undergraduate Studies & 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
Dr Suresh Babu Dean, School of Human Ecology	Member

*Attestation*

Professor Suchitra Balasubrahmanyam Dean, School of Design	Member
Professor Babu P. Remesh, Dean, School of Development 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
Shri Deepan Sivaraman Dean (Offg.), School of Culture and Creative Expressions	Member
Dr Sunita Singh Dean (Offg.), School of Education Studies	Member
Dr Yogesh Snehi Assistant Professor, School of Liberal Studies	Member
Dr Nitin Malik, Registrar	Member & Secretary

**Special Invitees:**

Professor Jatin Bhatt, Pro-Vice Chancellor I  
 Professor Denys P. Leighton, Chairperson, International Affairs Division  
 Professor Satyaketu Sankrit, Proctor & OSD, Kashmere Gate Campus  
 Professor M.S. Farooqi, Director, ACIIE  
 Dr Rohit Negi, Associate Professor, School of Global Affairs  
 Dr Anushka Singh, Assistant Professor, School of Law, Governance and Citizenship  
 Dr Rachna Mehra, Deputy Dean, Academic Governance & Assistant Professor, SGA

**Regrets:**

Professor A. K. Sharma, Nominee of the University Grants Commission; Professor Madhavan K. Palat, Professor Geetha Narayanan (Government nominees), Professor Suchitra Balasubrahmanyam, Professor Praveen Singh, Dr Anuj Bhawania and Dr Kanwal Anil 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 extended a warm welcome to the Members of the AC and the Special Invitees. She also welcomed Dr. Nitin Malik who joined the University as Registrar and thanked Professor Mohammad Sharique Farooqi, Registrar (Officiating) for his work. The Vice Chancellor apprised the members that the foundation stone for Dheerpur and Rohini campuses were laid on 23 August



2019 by Hon'ble Chief Minister, Shri Arvind Kejriwal and Hon'ble Deputy Chief Minister, Shri Manish Sisodia.

The members took note that the Board of Management of University has approved the proposal for enhancement in Travel Grant entitlement of the Faculty for participating in/presenting papers at International Conferences/Seminars/Workshops once every year and for National Conferences twice every year.

The members also noted the institution of "Ambedkar University Research Fellowship Scheme (AURFS)" for 100 research scholars pursuing Doctor of Philosophy (Ph.D) programmes of the University from 2019-20 batch onwards. The Scheme will have such provisions as in University Grants Commission (UGC) scheme for Junior Research Fellowship (JRF) & Senior Research Fellowship (SRF) in Sciences, Humanities and Social Sciences as amended from time to time. The research scholars not covered by either UGC-JRF or AURFS, their monthly stipend has also been revised. The monthly stipend has been increased to Rs 16000/- for the PhD Scholars and for MPhil Scholars to Rs 10000/-.

The Registrar formally welcomed Professor Babu P. Remesh, Dean, School of Development Studies and Dr Suresh Babu, Dean, School of Human Ecology who attended the meeting for the first time.

The following resolutions were passed:

**19.1 Confirmation of the Minutes of the 18<sup>th</sup> Meeting of the Academic Council held on 25.07.2019**

The Council resolved to confirm the Minutes of the 18<sup>th</sup> meeting of the AC held on 25.07.2019.

**19.2 Action Taken Report (ATR) on the minutes of the 18<sup>th</sup> meeting of the Academic Council held on 25.07.2019**

The Council resolved to note the ATR on the decisions taken in its 18<sup>th</sup> meeting held on 25.07.2019, vide (Appendix-1).

**19.3 The revised Code of Discipline for the Students**

The AC took note that the Section 6(32) of the Dr. B.R. Ambedkar Vishwavidyalaya Act, 2007 provides for prescribing Code of Discipline for the students as under:

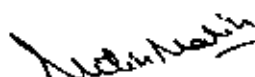
*"Section 6 – Powers of the University*

*The University shall have the powers, namely –*

*(32) to prescribe a Code of Ethics for the teachers, Code of Conduct for other employees and Code of Discipline for the students"*

The Council resolved to approve the revised Code of Discipline for the Students with the following amendment:

- (i) Under General Rules a point be added that the Students shall abide and uphold the Constitution and respect its ideals and institutions.
- (ii) Under Harassment, Caste based harassment and Mental and Physical/Disability be included.



- (iii) Under other Prohibited Activities, instead of authorization of Dean/Competent Authority it be after informing the Dean and Director/OSD of the Campus.

The revised Code of Discipline incorporating the suggestions recommended by the Academic Council is at **Appendix-2**.

**19.4 The list of experts for Selection Committees for Physical Education / Sports**

The AC considered the list of external experts from which the members of the Selection Committees for Director, Associate Director and Assistant Director Physical Education/ sports will be shortlisted. The AC **resolved** to approve the confidential list.

**19.5 Recommendations of the Standing Committee Research (SCR)**

**19.5.1 The proposed MPhil Programme in Disability Studies as recommended by the Standing Committee Research (SCR)**

The Council took note that the proposed MPhil Programme in Disability Studies is an interdisciplinary area of scholarship that analyses disability from the perspective of humanities and social sciences. Historically it has political and intellectual roots in the disability rights movements that started in the USA and UK in the mid-20<sup>th</sup> century. DS emerged as a growing area of academic research and professional education since the 1970s. More researches in the area are needed to help establish DS as a Discipline.

The AC further noted that the aim of the MPhil programme in DS is to create informed practitioners in the field of DS across various domains. Scholars will be able to undertake various kinds of employments as educators, curriculum developers, counsellors, NGO programme managers, professionals. As of now, institutions such as TISS, NALSAR, University of Delhi, JNU, and IGNOU have initiated academic programmes in DS. The programme shall have 36 credits spread across four semesters. The coursework consist of the following courses: introducing DS as a discipline, research methods, fieldwork, and guided readings.

After deliberation, the AC **resolved** to approve the MPhil programme in Disability Studies (**Appendix-3**). The AC further directed that programme be reconfigured as PhD Programme as under the draft National Education Policy, MPhil programme will be discontinued.

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

The AC took note of the minutes (**Appendix-4**) of the Meeting of Standing Committee Professional, Vocational and Continuing Education Programmes (SCPVCE) held on 20.12.2019 and **resolved** the following:

*Handwritten signature*

**19.6.1 The proposed courses to be offered in the BVoc Programme, School of Vocational Studies as recommended by the SCPVCE**

After due deliberations, the AC resolved to approve the course outlines (Appendix 5) of the following new courses to be offered in the three verticals of the BVoc programme at SVS are as under:

**(I) Retail Management**

- i. Retail Marketing (SVS1RM601)
- ii. People and Process Management (SVS1RM602)
- iii. Industrial Internship for the Job Role of Retail Store Manager-2 (minimum 30 days mandatory) (SVS1RM603)
- iv. Field Based Project Study (SVS1RM604)

**(II) Tourism and Hospitality**

- i. Industrial Training & Project (SVS1TH601)

**(III) Early Childhood Centre Management and Entrepreneurship**

- i. Management of a Childcare Centre (SVS1EC601)
- ii. Financial Management in a Childcare Centre (SVS1EC602)
- iii. Mentoring in a Childcare Centre (SVS1EC603)
- iv. Project (SVS1EC604)
- v. Internship (SVS1EC605)

The AC further directed that the School of Vocational Studies be advised to prepare the graduate attributes and programme outcomes.

**19.6.2 The proposed BA and MA course to be offered by SLGC**

The AC resolved to approve the course outlines (Appendix- 6) of the following new BA and revised MA Dissertation course to be offered by the School of Law, Governance and Citizenship (SLGC):

**(I) BA Course**

- i) Constitutional Law-I

**(II) MA Course**

- i) MA Dissertation

**19.6.3 The proposed courses to be offered by School of Education Studies (SES) under Continuing Professional Development Education (CPD)//MA Education/MA Education (ECCE) (Elective) Courses and MA Education Elective Courses**

After due deliberation, the AC resolved to approve the course outlines (Appendix-7) of the following three Continuing Professional Development Education CPD/MA Education/MA Education (ECCE) (Elective) Courses and four MA Education Elective Courses to be offered by School of Education Studies (SES):



**(I) Three Continuing Professional Development Education CPD/MA Education (Elective) Courses**

- i) Instruction in Middle and Secondary School Algebra and Geometry
- ii) Science Education: Critical approaches to Curriculum and Pedagogy
- iii) Education, Vulnerability and Sustainable Development

**(II) Four MA Education Electives Courses:**

- i) Perspectives in Education
- ii) Mapping Education Studies
- iii) Critical Literacy
- iv) Education and Social Mobility

**19.7 Recommendations of the Standing Committee Academic Programmes (SCAP)**

The AC took note of the minutes (**Appendix-8**) of the 45<sup>th</sup> Meeting of Standing Committee Academic Programmes (SCAP) held on 14.05.2019 and **resolved** the following:

**19.7.1 The proposed new course titled 'Experiments in Psychology' to be offered in BA Psychology Programme, School of Undergraduate Studies**

The AC **resolved** to approve the course outline (**Appendix-9**) of BA Psychology course titled 'Experiments in Psychology' with the following suggestion:

- (i) The course be titled "Experimenting Psychology" instead of Experiments in Psychology.

**19.7.2 The revised course titled 'Caste and Modernity in Colonial India' to be offered in BA History Programme, School of Undergraduate Studies**

The AC **resolved** to approve the course outline (**Appendix-10**) of the revised version of the existing course 'Caste and Indian Modernity' with new title 'Caste and Modernity in Colonial India'.

**19.8 Recommendations of the Standing Committee Academic Programmes (SCAP)**

The AC took note of the Minutes (**Appendix-11**) of the meeting of Standing Committee Academic Programmes (SCAP) held on 03.09.2019 and **resolved** the following:

**19.8.1 The proposed revised courses to be offered under 'Certificate Programme in Teaching English to Speakers of Indian Languages' (CTESIL), Centre for English Language Education (CELE)**

*Nitin Malik*

The AC took note that the 17<sup>th</sup> Meeting of the Academic Council held on 16.05.2019 had approved a three month Certificate Programme in Teaching English to Speakers of Indian Languages' (CTESIL) to be offered by the Centre for English Language Education (CELE). The programme was offered on a pilot basis from the end of September till end of December 2018. On the completion of the programme an internal and external review was carried out by the Centre. Accordingly, after the review programme has been revised.

The council **resolved** to approve the revised course outlines (**Appendix-12**) of the following course to be offered as part of the Certificate programme by the Centre for English Language Education (CELE):

- i) Contexts of English Language Education in India
- ii) Teaching and Learning in Action
- iii) English for Teaching English
- iv) Practice Teaching and Project

#### **19.9 Recommendations of the Standing Committee Academic Programmes (SCAP)**

The AC took note of the Minutes (**Appendix-13**) of the meeting of Standing Committee Academic Programmes (SCAP) held on 11.12.2019, 17.12.2019 and 19.12.2019 and **resolved** the following:

##### **19.9.1 The proposed new courses to be offered in BA and MA Programme, School of Global Affairs**

The Academic Council **Resolved** to approve the course outlines (**Appendix-14**) of the following BA and MA new courses to be offered by School of Global Affairs (SGA):

###### **(I) BA Global Studies : Core Courses**

- i) Beginners Level – Chinese Language (Level-4)
- ii) French IV – French Language (Level-4)

###### **(II) BA Sustainable Urbanism: Core Courses**

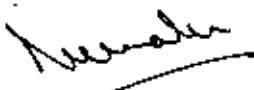
- i) Housing and Society
- ii) Knowing the City

###### **(III) BA Programmes: Elective Courses**

- i) Literary & Cultural Dialogues in Latin America
- ii) Understanding Global Processes in Northeast India
- iii) Urban Rural Linkages
- iv) Introduction to East Asia

###### **(IV) MA Global Studies: Elective Courses**

- i) After Forced Migration I: Reparations & Restitution
- ii) After Forced Migration II: Repatriation & Resettlement
- iii) Global Islam: Networks and Connectivities





**(V) MA Urban Studies: Core Courses**

- i) MA Dissertation
- ii) Writing Seminar
- iii) Internship

**(VI) MA Global Studies: Core Courses**

- i) MA Dissertation
- ii) Capstone Workshop
- iii) Guided Research Project

**19.9.2 The proposal of new courses to be offered in MA Development Studies, School of Development Studies**

After due deliberation, the AC **resolved** to approve the course outlines (**Appendix-15**) of the following new courses to be offered in MA Development Studies, School of Development Studies (SDS):

- i) Reading and Understanding Ambedkar
- ii) Prejudice and Politics: Perception and Manifestation
- iii) Migration and Development in South Asia

The AC further **resolved** to approve the revised course outline (**Appendix-16**) of 'Entrepreneurship and Development' course to be offered in MA Development Studies.

**19.9.3 The proposal of new BA Courses to be offered by School of Culture and Creative Expressions and School of Letters for BA Students, SUS**

The Academic Council **Resolved** to approve the course outlines (**Appendix-17**) of the following new courses offered by the School of Culture and Creative Expressions (SCCE) to BA students of School of Undergraduate Studies (SUS) during the 4<sup>th</sup> and 6<sup>th</sup> Semester:

- i) Basics of Performance Making (Elective, four credits)
- ii) Introduction to Dance Movement Analysis (Elective, four credits)

The AC appreciated the system of offering Elective course to the BA Students by various Schools.

The four courses of BA Honours (English) were presented for ex-post facto approval. The AC noted that for various reasons including the unavailability of the course coordinator, great rush, and paucity of time, these courses could not be placed before AC for approval earlier. All the courses have been discussed in the Board of Studies of the SUS and the suggestions of the Board were incorporated.

After due deliberations, the AC **resolved** to approve ex-post facto, the course outlines (**Appendix-18**) of the following BA (English) Honours courses:

*Nitin Mahajan*

- i) Mahabharata and its Modern Renderings in Fiction Drama and Films (Elective, four credits)
- ii) Literary Translation in Contemporary India (Elective, four credits)
- iii) Understanding Cinema: An Introduction (Elective, four credits)
- iv) Literatures of the Renaissance (Elective, four credits)

**19.9.4 The proposal of new MA Hindi Programme to be launched in the Academic Year 2020 and the courses to be offered under the MA Hindi Programme in the 1<sup>st</sup> Semester**

After due deliberation, the AC **resolved** to approve the concept note for the proposed new MA programme in Hindi (**Appendix-19**) to be launched from the Academic Year 2020.

The Council took note that the proposed MA programme in Hindi will follow a comparative, interdisciplinary and experimental approach. It seeks to establish an academic alignment with other such programmes of the University, masters in Hindi in other universities, and the UGC's guidelines. One objective of the programme is to develop both the social and the aesthetic sensibilities among the students. It would also endeavor to promote creative imaginative capacities among students. The programme will create some openings towards other official languages of Delhi such as Urdu and Punjabi. Apart from a critical study of Hindi literature, the programme will also incorporate the literary traditions of other Indian languages and speech forms. The main focus will also be on the interrelations among teaching, research and social concerns. Apart from developing their literary knowledge, the programme also seeks to develop various skills and specialties among students. The programme will pay special attention to processes of social change and movements and the ways in which they relate to literature. In other words, the programme will focus on the dialogical relationship between social movements and literary articulations. The programme intends to prepare and train students who would be both trained with employable skills as well as be socially sensitive.

The programme will be of two years duration and will have 64 credits. It will comprise eight core courses of 32 credits. The students will earn remaining 32 credits from elective courses and a Dissertation of eight credits. The students will have the option of choosing up to eight credits from other programmes.

The AC **resolved** to approve the course outlines (**Appendix-20**) of the following 6 Courses to be offered in the proposed new MA Programme in Hindi in the 1<sup>st</sup> Semester:

- i) हिंदी साहित्य का इतिहास (4 credit- core)
- ii) आदिकालीन, भक्तिकालीन व रीतिकालीन कविता (4 credit- core)
- iii) हिंदी, उर्दू और हिंदुस्तानी (4 credit- elective)
- iv) लोक साहित्य (4 credit- elective)
- v) रचनात्मक लेखन (4 credit- elective)
- vi) जनसंचार की अवधारणा और विकास (4 credit- elective)

*Amal*

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

The AC took note of the Minutes (**Appendix-21**) of the Standing Committee for Professional, Vocational and Continuing Education (SCPVCE) held on 31.07.2019 and **resolved** the following:

**19.10.1 Resolved** to ratify the decision taken by the Vice Chancellor in approving the GEC Course (**Appendix-22**) titled 'Ethics in Business Practice' offered by School of Vocational Studies.

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

The AC took note of the Minutes (**Appendix-23**) of the Standing Committee Professional, Vocational and Continuing Education Programmes (SCPVCE) held on 15.10.2019 and resolved the following:

**19.11.1 Resolved** to ratify the decision taken by the Vice Chancellor in approving the recommendations of Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE) for approving the following course outlines (**Appendix-24**) of General Education Component (GEC) for the 6<sup>th</sup> semester of School of Vocational Studies:

- a) Life Competencies for Sustainable Employability (LCSE): Expert Level (SVS1FC611)
- b) Business Communication Skills 2 (SVS1FC601)
- c) Advance Computer Application (SVS1FC634)
- d) Design Thinking (SVS1FC633)
- e) Understanding Organization & its Culture (SVS1FC631)
- f) Understanding Corporate Social Responsibility (CSR) (SVS1FC632)
- g) Developing Soft Skills (SVS1FC635)

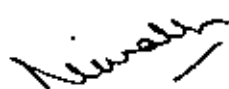
**19.12 Recommendations of the Standing Committee Research (SCR) as emanating from its 45<sup>th</sup>, 46<sup>th</sup> and 47<sup>th</sup> meetings held on 04.09.2019, 24.09.2019 and 29.11.2019**

The AC took note of the Minutes of the Standing Committee Research (SCR) held on 04.09.2019, 24.09.2019 and 29.11.2019.

**19.12.1 To ratify the decision taken by the Vice Chancellor in approving the inclusion of 16 credits for the MPhil Mathematics programme and issuing a clarifying statement in respect of credits in the MPhil/PhD Mathematics Programme**

**Resolved** to ratify the decision taken by the Vice chancellor in approving the following:

- i) Inclusion of 16 credits for the MPhil Mathematics approved by the Vice Chancellor on the recommendations of Standing Committee Research is placed for the ratification by the Academic Council.



- ii) A clarifying statement be issued in respect of the MPhil/PhD Mathematics programme mentioning that the Research Methodology course of MPhil/PhD course work is worth 02 credits and the other 4 core courses (2 credits each) cover research methods such as quantitative methods, computer application, research ethics and review of published research in the relevant field i.e., broadly the 4 core courses have been incorporated as part of the programme pedagogy. The 02 credits of the above course contribute further towards research methodology.

**19.12.2 To ratify the decision taken by the Vice Chancellor in approving the extension/ de-registration/re-registration and de-enrolment of MPhil/PhD Scholars as recommended by the Standing Committee Research (SCR)**

Resolved to ratify the decision taken by the Vice Chancellor in approving the extension/de-registration/re-registration and de-enrolment of the following MPhil/PhD Scholars:

Sl. No.	Name of Student & Enrolment No.	Name of the Programme	Date of Registration	Decision
1.	Prasenjeet Kumar S174DHS01	MPhil History	22.08.2017	De-enrolment
2.	Yugank Mishra S174DHS07	MPhil History	14.08.2017	Extension 14.08.2019 to 13.02.2020
3.	Deepshikha Chatterjee S174DMA1	MPhil Mathematics	03.08.2017	Extension
4.	Suman Yadav S174DMA01	MPhil History	24.08.2017	Extension
5.	Karan Sachdeva S135ADS01	PhD Development Studies	29.08.2013	Extension 31.08.2019 to 29.02.2020
6.	Nitin Kumar Mishra S135ADS04	PhD Development Studies	30/08/2013	De-enrolment
7.	Ridhi Anupriya Tirkay S174CWG07	MPhil WGS	28/07/2017	Extension 28-07-2019 to 27-01-2020
8.	Sanjana Biswas S174CDP15	MPhil Development Practice	17/07/2017	Extension 17/07/2019 to 16-01-2020
9.	Premalatha S174CDP13	MPhil Development Practice	18/07/2017	Extension 18-07-2019 to 17-01-2020
10.	John Bonion Nayak S154CDP08	MPhil Development Practice	1/8/2015	Re-registration
11.	Anchal Ohlman S165BED01	PhD Human Ecology	31/8/2016	Extension for synopsis defence
12.	Sonam Mahalwal S165BED02	PhD Human Ecology	1/9/2016	Extension for synopsis defence
13.	Syed Shoeb Ali S165BED03	PhD Human Ecology	01/9/2016	Extension for synopsis defence
14.	Rashmi Bala S164DHS05	MPhil History	19/8/2016	Extension 19.08.2019 to 18.02.2020
15.	Anup Kumar Bafli S145GLA01	PhD Literary Art	29/8/2014	Extension 28.08.2019 to 27.02.2020
16.	Vikas Singh S175CWG06	PhD Psychology	07.12.2016	De-registration 20.11.2019

19.12.3 To ratify the decision taken by the Vice Chancellor in approving the extension of three months to Mr. M. Ojit Singh (S135BED02), PhD Human Ecology to facilitate completion of his PhD programme

Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendation of Standing Committee Research (SCR) for extension of three months to Mr. M. Ojit Singh (S135BED02), PhD Human Ecology to facilitate completion of his PhD programme.

19.12.4 To ratify the decision taken by the Vice Chancellor in approving the recommendations of Standing Committee Research (SCR) for award of MPhil/ PhD degree to the students

Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of Standing Committee Research (SCR) for award of MPhil/PhD degree to the following research scholars:

Sl. No.	Name	Programme Name and School	Date of Viva	Date of AES approval (verification)	Date of SCR approved
1.	Ms. Roseline George S124CDP20	MPhil in Development Practice, SHS	18.02.2019	06.06.2019	04.09.2019
2.	Ms. Garima S164CWG04	MPhil in Women's and Gender Studies, SHS	30.05.2019	13.06.2019	04.09.2019
3.	Ms. Grace Tungoo S144CDP12	MPhil in Development Practice, SHS	28.05.2019	13.06.2019	04.09.2019
4.	Mr. Arpit Gairola S154CDP04	MPhil in Development Practice, SHS	04.04.2019	13.06.2019	04.09.2019
5.	Ms. Preeti S154DH03	MPhil in Hindi, SLS	26.04.2019	13.06.2019	04.09.2019
6.	Mr. Abhishek Kumar S164CWG01	MPhil in Women's and Gender Studies, SHS	20.05.2019	13.06.2019	04.09.2019
7.	Ms. Raphaela Ng Tock Mine S124CDP24	MPhil in Development Practice, SHS	27.03.2019	09.08.2019	04.09.2019
8.	Mr. Himataya Ahuja S164CDP04	MPhil in Development Practice, SHS	25.02.2019	17.07.2019	04.09.2019
9.	Mr. Sanjoev Kumar S164CDP14	MPhil in Development Practice, SHS	28.03.2019	17.07.2019	04.09.2019
10.	Ms. Latika Vashist S135CWG02	PhD in Women's and Gender Studies, SHS	09.04.2019	20.08.2019	04.09.2019
11.	Mr. Abdul Rahman K.C S135CWG01	PhD in Women's and Gender Studies, SHS	13.05.2019	20.08.2019	04.09.2019
12.	Ms. Sutanwi Chatterjee S154DHS06	MPhil in History, SLS	26.07.2019	06.09.2019	24.09.2019

Sl. No.	Name	Programme Name and School	Date of Viva	Date of AES approval (verification)	Date of SCR approved
13.	Ms Shrobona Banerjee S154DHS05	MPhil in History, SLS	02.08.2019	16.09.2019	24.09.2019
14.	Ms. Harleen Kaur S164DHS01	MPhil in History, SLS	07.08.2019	06.09.2019	24.09.2019
15.	Mr. Naresh Kumar S154DHS03	MPhil in History, SLS	23.08.2019	06.09.2019	24.09.2019
16.	Mr. Achuta Nand Mishra S165DHI01	PhD in Hindi, SLS	24.07.2019	24.09.2019	24.09.2019
17.	Ms. Ambika Singh S154CPS01	MPhil in Psychoanalytic Psychotherapy, SHS	29.04.19	25.09.19	04.11.19
18.	Ms. Chandrika Das S154DHS01	MPhil in History, SLS	03.09.2019	07.10.19	04.11.19
19.	Ms. Ragini Sankrit S135DHI01	PhD in Hindi, SoL	27.09.2019	15.10.19	04.11.19
20.	Mr. Bijendra Singh S124CDP04	MPhil in Development Practice, SHS	25.02.2019	31.10.19	04.11.19
21.	Mr. Mahendra Prajapati S145DHI02	PhD in Hindi, SoL	21.10.2019	24.10.19	04.11.19
22.	Mr. Anant Vijay Paliwal S145DHI03	PhD in Hindi, SoL	18.10.2019	24.10.19	04.11.19
23.	Ms. Nikita Jain S145DHI04	PhD in Hindi, SoL	22.10.2019	30.10.19	04.11.19
24.	Ms. Anasuya Sreedhar S165CWG07	PhD in Women's and Gender Studies, SHS	01.10.2019	14.11.19	18.11.19
25.	Ms. Anubha Sinha S154CDP01	MPhil in Development Practice, SHS	06.11.2018	14.11.19	18.11.19
26.	Ms. Ashmeet Kaur Bilkhu S154CWG03	MPhil in Women's and Gender Studies, SHS	04.11.2019	18.11.19	18.11.19
27.	Ms. Sunita S145DHI06	PhD in Hindi, SoL	13.11.2019	18.11.19	18.11.19

**19.13** The AC took note of the revised composition of Research Studies Committee (RSC) of the School of Liberal Studies (SLS), School of Human Studies (SHS), School of Human Ecology (SHE) and School of Letters (SoL).

(a) School of Liberal Studies (SLS):

Prof. Dharendra Datt Dangwal, Dean SLS - Chairperson  
 Prof. Krishna Menon, SHS - Member  
 Dr. Urfat Anjem Mir, SLS - Member

*Neelika*

Dr. Shailaja Menon, SLS - Member  
 Dr. Balchand Prajapati, SLS - Member  
 Dr. Taposik Banerjee, SLS - Convenor

(b) School of Human Studies (SHS)

Prof. Krishna Menon, Dean, SHS - Chairperson  
 Prof. Suchitra Balasubramanian, SDes - Member  
 Dr. Seema Kazi (CWDS representative) - Member  
 Dr. Parijat Ghosh (CDP representative) - Member  
 Prof. Anita Ghai, SHS - Member  
 Prof. Rachana Johri, SHS - Member  
 Dr. Bindu KC, SHS - Member  
 Prof. Anup Dhar, CDP - Member  
 Ms. Neetu Sarin, SHS - Member  
 Dr. Lovitoli Jimo, SHS - Convenor

(c) School of Human Ecology (SHE)

Dr. Suresh Babu, Dean (SHE) - Chairperson  
 Prof. Asmita Kabra, SHE - Member  
 Dr. Pulak Das, SHE - Member  
 Prof. Suchitra Balasubrahmanyam, SDes - Member  
 Dr. Budhaditya Das, SHE - Member  
 Dr. Oinam Hemlata Devi, SHE - Convenor

(d) School of Letters (SoL)

Prof. Radha Chakravarty, Dean SoL - Chairperson  
 Prof. Bodh Prakash, SoL - Member  
 Prof. Satyaketu Sankrit, SoL - Member  
 Prof. Denys P. Leighton, SLS - Member  
 Dr. Rachna Chaudhari, SHS - Member  
 Dr. Shad Naved, SoL - Convenor

19.14 The AC took note of the change and creation of Research Advisory Committee (RAC), Title of synopsis and Completion of course work of the MPhil/PhD Scholars as recommended by the Standing Committee Research (SCR)

i) **PhD Development Studies, School of Development Studies**

**Approval of PhD Synopsi:**

S. No	Name/ Enrolment No.	Date of Registration	Topic	Date of synopsis approval
1	Tasha Aggarwal S175ADS02	17.08.2017	Marriage Migration: A Study of Female Emigrants form India	19.08.2019
2	Joshodhara Borthakur S175ADS03	17.08.2017	Indigenous Narratives on Land, Autonomy and Development with Karbi Anglongasa Case Study	19.08.2019

*Neeraj*

ii) **PhD Women's & Gender Studies, School of Human Studies**

S. No	Name/ Enrolment No.	Date of Registration	Topic	Date of synopsis approval
1	Vikas Singh S175CWG06	07 12 2016	Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP	—

iii) **MPhil Women's & Gender Studies, School of Human Studies**

Sl. No.	Name/ Enrolment No.	SCR accepted Title	Request for Change of Title	Reasons
1.	Sreejitha P.V. S154CWG10	Subjecthood in Kamala Surayya	Travelling Consciousness and Emerging Subjectivities: A Psychoanalytic Feminist Reading of Kamala Surayya	Changes in ideas from the time of submission of synopsis.
2.	Aakanksha D'cruz S174CWG01	Girlhood, Convent Education and Disciplinary Mechanisms: A Case Study of Convent of Jesus and Mary School, New Delhi	Girlhood & Discipline In Schools: Case Study of a Convent School In Delhi	Did not want the name of the school to be visible in title

19.15 The AC took note of the change of PhD Supervisor and reconstitution of RAC for Research Scholars

**School of Culture and Creative Expression (SCCE)**

Sl. No.	Name & Enrolment No.	New Supervisor	New RAC
1.	Anup Kumar Bali S145GLA01	Prof. Gopalji Pradhan	Prof. Gopalji Pradhan, Dr. Akhil Katyal

i) **MPhil CLTS, School of Letters (SoL)**

S. No.	Name	Enrolment No.	Date of Enrolment	RAC (Supervisor first)
1	Gaurav Kumar	S184LCL01	09.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Tanuja Kothiyal (SLS)
2	Minu Mathew	S184LCL02	20.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Krishna Menon (SHS)
3	Shayantani Das	S184LCL03	09.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Rukmini Sen (SLS)
4	Sunhaib/zhar	S184LCL04	09.08.2018	Dr. Shad Naved Prof. Radha Chakravarty, Prof. Salil Misra (SLS)

*Annals*



ii) **PhD English, School of Letters (SoL) – 2018 Batch**

Sl. No.	PhD Scholar (2018 Batch)	Supervisor	RAC members
1.	Sangeeta Jawla (S185LEN08)	Dr. Amit Singh	Dr. Diamond Oberoi Vahali, Dr. Lovitoli Jimo
2.	Shivani Bhatt (S185LEN09)	Dr. Diamond Oberoi Vahali	Dr. Amit Singh, Dr. Oninam Hemlata
3	Dimpy Lochav (S185LEN03)	Dr. Sanju Thomas	Prof Radha Chakravarty, Dr. Mrityunjay Tripathi
4.	Ruchita Machal (S185LEN07)	Dr. Vikram Thakur	To be decided
5.	Archa Bhatnagar (S185LEN01)	Dr. Usha Mudiganti	Prof. Honey Oberoi Vahali and Dr. Diamond Oberoi Vahali
6.	Mr. Hemchandra Nameirakpam S175LEN03	Dr. Amit Singh	Dr. Kopal Ahlawat, Dr. Santosh Singh, SGA
7.	Ms. Ruchita Machal S185LEN07	Dr. Vikram Thakur	Dr. Sanju Thomas, Dr. Shad Naved, SoL

iii) **MPhil Hindi, School of Letters (SoL)**

Sl. No.	Scholars Name Enrollment No	Supervisor	RAC members
1	Urwashi Kumari (S184LHI08)	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit (Member) Dr. Vaibhav (SUS AUD Member)
2	Tej Pratap Yadav (S184LHI07)	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit (Member) Dr. Awadhesh Tripathi (SUS AUD Member)
3	Salman (S184LHI06)	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit (Member) Dr. Bajrang Bihari Tiwari (Member, Deshbandu College DU)
4	Nikki Kumari (S184LHI04)	Prof. Satyaketu Sankrit	Prof. Gopalji Pradhan (Member) Dr. Darshan Pandey (Member, Shivaji College, DU)
5	Babita Yadav (S184LHI02)	Prof. Satyaketu Sankrit	Prof. Gopalji Pradhan (Member) Dr. Mala Misra (Member, Aditi Mahavidyalaya, DU)
6	Ankit Dubey (S184LHI01)	Prof. Satyaketu Sankrit	Prof. Gopalji Pradhan (Member) Dr. Vikas Kumar (Member, SJK College Kananur, MD University Rohtak)

iv) **PhD Development Studies, School of Development Studies (SDS)**

Sl. No	Name/ Enrollment No.	Date of enrolment	Supervisor	RAC Member 1	RAC Member 2	RAC Member 3
1	Aakansha Gautam S185ADS01	02.08.2018	Dr Moggallan Bharti	Dr Nandini Nayak, SDS	Dr Teena Anil, SGA	NA
2	Anurani S185ADS02	02.08.2018	Dr Nandini Nayak	Prof Babu P Remesh, SDS	Prof Sumangala Damodara, SDS	Prof Deepita Chakravart, SDS
3	Bhubaneshwari Subramanian S185ADS03	03.08.2018	Dr Anirban Sengupta, SDS	Dr Manish Jain, SES	Dr Nandini Nayak	NA

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4	Rahul Yaduka S185ADS05	02.08.2018	Dr Ivy Dhar, SDS	Dr Moggallan Bharti, SDS	Dr Abhay Kumar, NCERT	NA
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v) **PhD Management, School of Business Public Policy and Social Entrepreneurship (SBPPSE)**

Sl. No	Name	Date of enrolment	Supervisor	RAC Member 1	RAC Member 2
1	Diwakar Singh S185F0001	13.08.2018	Dr. Richa Awasthy SBPPSE	Dr. Nidhi Kaicker	Prof Rajen Gupta (Retired Prof. MDI Gurgaon)
2.	Richa Kathuria S185F0005	10.08.2018	Dr. Richa Awasthy SBPPSE	Dr. Nidhi Kaicker	Prof Tanuja Sharma (MDI Gurgaon)
3.	Neha Malhotra S185F0002	10.08.2018	Prof Kartik Dave, SBPPSE ,	Dr. Kritika Mathur	Dr Priyasha Kaul, SLS
4.	Shilpy Malhotra S185F0006	09.08.2018	Dr.Kanwal Anil, SBPPSE	Dr. Valentina Kancharla, SBPPSE	Prof Babu P. Remesh, SDS
5.	Varun Sharma S185F0007	10.08.2018	Dr.Kanwal Anil, SBPPSE ,	Prof Sharique Farooqui (Co- supervisor)	Dr. Saibal Paul, Associate Director, Sadhan
6.	Preeti Dabar S185F0003	13.08.2018	Dr. Valentina Kancharla, SBPPSE	Dr. Kanwal Anil, SBPPSE	Dr. Dipa Sinha , SLS

vi) **MPhil/ PhD Students, School of Liberal Studies (SLS)**

S. No	Name/ Enrolment	Programme	Date of Enrolment	Supervisor	RAC Member 1	RAC Member 2	RAC Member 3
1	Abhik Bhattacharya (S185DSC01)	PhD Sociology	13.08.2018	Dr Urfat Anjem Mir, SLS	Dr Frahana Ibrahim, School of Humanities, IIT Delhi	Dr Bidhan Chandra Dash, SLS	NA
2	Manas Raturi (S185DSC02)	PhD Sociology	13.08.2018	Dr Rinju Rasaily SLS	Prof. Harish Narlan Das, Centre for Study of Social Systems, JNU	Dr Urfat Anjem Mir, SLS	NA
3	Priya Darshini (S185DSC03)	PhD Sociology	14.08.2018	Dr Nihanika Banerjee,	Dr. Anandini Dar SES, AUD	Dr Urfat Anjem Mir, SLS	NA
4	Ratna Bharati Bhamidipati (S185DSC04)	PhD Sociology	13.08.2018	Dr Priyasha Kaul, SLS	Dr Santosh Kumar Singh, Associate Professor, SGA	Dr Yogesh Snehi , SLS	NA
5	Yaminie Sharma (S185DSC05)	PhD Sociology	10.08.2018	Dr Preeti Sampat	Dr Ngoru Nixon, SLGC, AUD	Dr Bidhan Chandra Dash, SLS	NA
6	Anandita Sharma (S185DEC01)	PhD Economics	01.08.2018	Dr Dipa Sinha	Dr Samik Chowdhury SGA	Dr Jyotirmoy Bhattacharya	NA
7	Mansi Mehta (S185DEC04)	PhD Economics	01.08.2018	Dr Dipa Sinha	Dr Deepita Chakravart y, SDS	Dr Arindam Banerjee, SLS	NA

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8	Shivani Yadav (S185DEC06)	PhD Economics	01.08.2018	Dr Krishna Ram	Dr Anirban Biswas	Dr Dipa Sinha, SLS	NA
9	Divya Sharma (S185DEC03)	PhD Economics	01.08.2018	Dr Jyotirmoy Bhattachar ya	Dr. Parag Waknis, SLS	Dr Arindam Banerjee, SLS	NA
10	Kavita Samant (S184DMA03)	MPhil Mathematics	25.07.2018	Prof. Geetha Venkatara man	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa, SLS	Dr. Taposik Banerjee, SLS
11	Shreshtha Chaturvedi (S184DMA04)	MPhil Mathematics	24.07.2018	Prof. Geetha Venkatara man, SLS	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa, SLS	Dr. Jyotirmoy Bhattacha rya, SLS
12	Bhardi (S184DMA02)	MPhil Mathematics	24.07.2018	Dr. Kranti Kumar, SLS	Dr Pranay Goswami, SLS	Dr Mradul Veer Singh, SLS	Dr. Anirban Biswas, SLS
13	Arushi (S185DMA01)	PhD Mathematics	25.07.2018	Prof. Geetha Venkatara man, SLS	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa	Dr. Radha Mohan, St. Stephen's College, DU
14	Ashutosh Pandey (S185DMA02)	PhD Mathematics	26.07.2018	Dr. Balchand Prajapati, SLS	Prof Geetha Venkatram an, SLS	Dr. Ramneek Khassa, SLS	Dr. Anuj Bishnoi, Deptt. of Mathemati cs, DU
15	Manoj Kumar (S185DMA03)	PhD Mathematics	30.07.2018	Dr. Kranti Kumar	Dr. Durvesh Kumar Verma, Miranda House, DU	Dr. Mradul Veer Singh, SLS	Dr. Pranay Goswami, SLS
16	Rachna Shokhanda (S185DMA04)	PhD Mathematics	26.07.2018	Dr. Pranay Goswami, SLS	Dr. Mukund Madhav Mishra, Hansraj College (DU)	Dr. Kranti Kumar, SLS	Dr. Mradul Veer Singh, SLS

vii) **MPhil Women's & Gender Studies, SHS**

S.No	Enrolment No	Name	Date of Registration	Supervisor
1	S184CWG02	Mansa	1/8/2018	Dr. Rachana Johri RAC Members: Prof. Krishna Menon (Co-Supervisor) Prof. Jatin Bhat
2	S184CWG03	Megha Rani	1/8/2018	Dr. Vandana, CWDS and Dr. Seema Kazi (CWDS)

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viii) **MPhil Psychoanalytic Psychotherapy, SHS**

Sl. No.	Student Name/ Enrolment No.	Supervisor	Co-supervisor	RAC member 1	RAC member 2
1.	Aanchal Bhatnagar S174CPS01	Prof Anita Ghai (SHS)	Ms Neetu Sann (SHS)	Dr Ashis Roy (SHS)	Dr Shivani Nag (SES)
2.	Anjali Verma S174CPS02	Prof Rachana Johri (SHS)	N.A	Prof Anup Dhar (SLS)	Ms Anshumita Pandey (SHS)
3.	Anuradha S. Panchmatia S174CPS03	Prof Rachana Johri (SHS)	N.A	Prof Honey Oberoi (SHS)	Ms Anshumita Pandey (SHS)
4.	Ayushi Madan S174CPS04	Dr Shifa Haq (SHS)	N A	Dr Usha Mudiganti (SLS)	Dr Ashis Roy (SHS)
5	Durgesh Ojha S174CPS06	Dr Shifa Haq (SHS)	N.A	Dr Mamatha Karolil (SHS)	Prof Ashok Nagpal (SHS)
6.	Epshta Sandhu S174CPS07	Prof Honey Oberoi (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)
7.	Gagandeep K Alluwalla S174CPS08	Dr Mamatha Karolil (SHS)	N.A	Dr Shifa Haq (SHS)	Ms Anshumita Pandey (SHS)
8.	Haj Bincee S174CPS09	Prof Anup Dhar (SLS)	N.A	Ms Deepti Sachdev (SHS)	Dr Taw Azu (D.N Govt. College (Arunachal Pradesh))
9.	Indu Chauhan S174CPS10	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Honey Oberoi (SHS)	Dr Shifa Haq (SHS)
10.	Jayati Singh S174CPS11	Prof Honey Oberoi (SHS)	N.A	Prof Krishna Menon (SHS)	Prof Rachana Johri (SHS)
11.	JyotiSagar S174CPS12	Dr Mamatha Karolil (SHS)	N.A	Dr Bindu KC (SHS)	Ms Deepti Sachdev (SHS)
12.	Rohan Prashar S174CPS13	Dr VatsalaSaxena	Ms NupurDhingra (SHS)	Dr Shelley Pandey (SHS)	Ms Nupur Dhingra (SHS)
13.	Savi Khanna S174CPS14	Prof AnupDhar (SHS/SLS)	N.A	Prof Rachana John (SHS)	Ms Deepti Sachdev (SHS)
14.	Tarun Vohra S174CPS15	Prof Anita Ghai (SHS)	Ms Nupur Dhingra (SHS)	Prof Ashok Nagpal	Dr Shifa Haq (SHS)
15.	Ujjwala Singh S174CPS16	Prof RachanaJohri (SHS)	N.A	Ms NeetuSarin (SHS)	Prof Anita Ghai (SHS)
16.	Vasundhara Singh S174CPS17	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)	Ms Neetu Sarin (SHS)

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Sl. No.	Student Name/ Enrolment No.	Supervisor	Co-supervisor	RAC member 1	RAC member 2
17.	Verakholu Veyie S174CPS18	Prof Anita Ghal (SHS)	N.A	Ms Neetu Sarin (SHS)	Ms Shefall Singh (SHS)
18.	Zenab Ansari S174CPS19	Prof Honey Oberoi (SHS)	N.A	Dr Urfat Anjem Mir (SLS)	Dr Shifa Haq (SHS)

ix) **MPhil Development Practice, SHS**

Name/ Enrolment Number	Date of Registrati on	Dissertation Title	Supervisor	RAC Members
Ankita Sanyal S184CDP01	17-07-18	Transforming <i>Padhashuna</i> : Praxis of Learning and Education In Santhali village	Dr. Manish Jain, School of Education Studies	Dr. Byasdeb Dasgupta & Prof. Anup Dhar
Arzoo Antal S184CDP02	19-07-18	Breaking the Silence: Bringing Solidarity between Women in Dungariya	Prof. Deepita Chakravarty, School of Development Studies	Prof. Anup Dhar & Krishna Tiwan
Purty S184CDP03	24-07-18	Re-imagining the Diverse Economic Possibilities: Alternatives to Migration	Dr. Partha Saha School of Global Affair	Prof. Anup Dhar & Shuvojit Chakravarty
Carol Wilson S184CDP04	24-07-18	Kamzori Among Young Girls in Haratola, Madhya Pradesh: Reclaiming Gendered Bodies	Dr. Mamtha Karollii	Dr. Shubhra Nagalia & Rashmi Bhoi
Chinmayi P Ramaiah S184CDP05	19-07-18	Between JaduTona and Health: Working through Jalan and Perspectives to Healing in Gond- Baigalifeworlds	Prof. Anup Dhar	Prof. Honey Vahali Oberoi & Mr. Sachin Pathania
Dhanpal Singh S184CDP06	24-07-18	Politics in Practice: Claiming Citizenship at TolaHaransingha, Block Chakai of district Jamuai in South Bihar	Prof. Anup Dhar, CDP	Dr. Ngoru Nixon ( School of law and Governance and Citizenship) Shuvojit Chakravarty
Eka NiranjanS184 CDP07	24-07-18	Engaging with Development Communication in Baepiguda (Emaliguda), Odisha.	Prof. Krishna Menon (Dean SHS)	Prof. Anup Dhar (CDP) & Ashutosh Kumar
Kuldeep Singh S184CDP08	19-07-18	Practice of Collectivization	Dr. Partha Saha, School of Global affairs	Prof. Anup Dhar & Bibhubanta Barad
M Memeenao S184CDP09	19-07-18	Change, Vulnerability and Sustainability of Food Practices in Konkel, Jharkhand.	Dr. Rohit Negi (SGA)	Dr. Pntpal Randhawa (SGA) & Mr .Debanjan Ghatak
Manju Verma S184CDP10	19-07-18	Claim-making in Baiga Women: Exploring the experience of 'Darr' in everyday interaction in Kutelidadar, Madhya Pradesh.	Prof. Anup Dhar (CDP)	Dr. Partha Saha & Shiv Sankalp

Prachi Das S184CDP12	19-07-18	Exploring and Working Together With <i>Transversalities</i> : Subjective Journeys of Kuwi/KondhaAdivasi Women Experiencing Singleness in <i>Mahaguda</i>	Dr. Sunalini Kumar (SGA)	Prof. Anup Dhar (CDP) & Ashutosh Kumar
Rahul Tiwari S184CDP13	27-08-18	Indigenous Knowledge and Ethnomedicine: A Study among the Gonds of Kanker district, Chhattisgarh with special reference to herbal medicine and healing practices.	Dr. Oinam Hamlata Devi, School of Human Ecology	Mr. Surajit Sarkar & Mr. Preetam Gupta (Field supervisor)
Ravi Kumar S184CDP14	24-07-18	Gendering Technology. Analyzing the role of ICT among the women of Bankpara	Dr. Rachna Mehra (SAG)	Dr. Teena Anil (SGA) & Salbi Kumar
Sampurna Goswami S184CDP15	19-07-18	The Making and Unmaking of Labour: From Commodification to Ways of Being in a SanthaliLifeworld.	Prof. Anup Dhar	Mr. Vinod R & Mr. Aniruddha Mukherjee
ShivamSagar S184CDP16	19-07-18	Unfolding of the Problem: From Corruption to Contradiction in Desire	Prof. Anup Dhar	Dr. Partha Saha & Mr. James Tigga
Swati Tirkey S184CDP17	19-07-18	Reinterpreting Illness and Cure In a Santal <i>Dishom</i> : Resistance and Conformity in a multiverse of healing practices	Dr. Rinju Rasaily, School of Liberal Studies	Prof. Anup Dhar & Ms. Vineeta Chetri

x) **MPhil CLTS, School of Letters (SoL)**

Sl. No.	Name of PhD Scholar	Enrolment No.	Date of registration	Supervisor	RAC Member 1	RAC Member 2
1.	Mr Gaurav Kumar	S184LCL01	09.08.2018	Prof. Radha Chakravarty	Prof. Tanuja Kothiyal (SLS)	Dr Shad Naved
2	Ms Shayantani Das	S184LCL03	09.08.2018	Prof. Radha Chakravarty	Prof. Rukmini Sen (SLS)	Dr Shad Naved
3.	Mr Sunhaibzhar	S184LCL04	09.08.2018	Dr Shad Naved	Prof. Salil Misra (SLS)	Prof. Radha Chakravarty
4.	Ms Arenpongla Jamir	S174LCL02	04.09.2017	Prof. Radha Chakravarty	Dr. Shad Naved	Dr. Lovitoli Jimo

xi) **PhD CLTS, School of Letters (SoL)**

Sl. No.	Name of PhD Scholar/ Enroiment	Date of registration	Supervisor	RAC Member 1	RAC Member 2
1.	Mr Aniruddha Nagaraj S185LCL02	21.08.2018	Prof. Radha Chakravarty	Dr Bindu KC (SHS)	Dr Shad Naved
2	Mr Rachit Verma S185LCL04	21.08.2018	Dr Shad Naved	Dr YogeshSnehi (SLS)	Prof. Radha Chakravarty
3.	Ms. Imchanola Tzudir S175LCL01	10.08.2017	Dr Shad Naved	Dr Mrityunjay Tripathi (SUS)	Prof. Radha Chakravarty
4.	Ms. Nilza Angmo S175LCL02	10.08.2017	Prof. Radha Chakravarty	Prof. Honey Oberoi Vahali (SHS)	Dr Shad Naved

*Annexure*

5.	Ms Pooja Mann S175LCL03	10.08.2017	Prof. Radha Chakravarty	Dr Diamond OberoiVahali	Dr Shad Naved
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xii) PhD English, School of Letters (SoL) – 2017 Batch

Sl. No.	Name of PhD Scholar/ Enrolment No.	Date of registration	Supervisor	RAC Member 1	RAC Member 2
1.	Ms. Vaaksha Vagmita S175LEN08	August 2017	Dr Usha Mudiganti	Prof. Rachana Johri	Dr Diamond Oberoi Vahali
2.	Molashda Manchanda S175LEN05	August 2017	Dr. Vikram Singh Thakur	Dr Anita Chertan (SCCE)	Prof. Bodh Prakash
3.	Neha Rana S175LEN06	August 2017	Dr Diamond OberoiVahali, Prof. Bodh Prakash (co supervisor)	Dr Shifa Haq (SHS)	Dr Usha Mudiganti
4.	Hatchingham Hockip S175LEN02	August 2017	Dr Sanju Thomas, Dr UshaMudiganti (co -supervisor)	Dr Oinam Hemlata	Dr Diamond Oberoi Vahali
5.	Sruti M. D S175LEN07	August 2017	Prof. Bodh Prakash,	Dr. Vikram Singh Thakur	Dr Anita Chertan
6.	J. Imfakatao S175LEN04	August 2017	Dr Bhoomika	Dr. B. R. Alamelu	Dr. Amit Singh
7.	Ashutosh Kant Prabhakar S175LEN01	August 2017	Dr. Amit Singh, .	Dr. Yogesh Snehi	Dr Diamond Oberoi Vahali
8.	Hemchandra Namelrakpam S175LEN03	August 2017	Dr Amit Singh, .	Prof. Smita Tewari Jassal	Dr. Kopal Ahlawat

xiii) MPhil Hindi, School of Letters (SoL)

S.No	Name of Scholar/ Enrolment No.	Date of registration	RAC members (supervisor first)	RAC Member 1	RAC Member 2
1.	Tej PratapYadav S184LHI07	August 2018	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit	Dr. Awadhesh Kumar Tripathi
2.	Urwashi Kumar S184LHI08	August 2018	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit	Dr. Valbhav
3.	Nikki Kumari S184LHI04	August 2018	Prof. Satyaketu Sankrit	Dr. Darshan Pandey	Prof. Gopalji Pradhan
4.	Babita Yadav S184LHI02	August 2018	Prof. Satyaketu Sankrit	Dr. Mata Mishra	Prof. Gopalji Pradhan
5.	Satman S184LHI06	August 2018			

xiv) PhD Hindi, School of Letters (SoL)

S.No	Name of PhD Scholar/ Enrolment No.	Date of registration	Supervisor	RAC Member 1	RAC Member 2
1.	Shilpa Shukla S175DHI03	August 2017	Prof. Gopalji Pradhan	Prof. Rekha Sethi	Prof. Satyaketu Sankrit

19.16 The AC took note of the change in the title of PhD Thesis of Ms. Sunita, PhD Hindi Scholar 'हिंदी साहित्य में अतिव्यक्तपानी: एकसर्वहण'.

*Sunita*

- 19.17 The AC took note of the deferral of admission (to WS 2020) of Ms. W. Neetha Subhashini Senevirathna (from Sri Lanka) admitted under the International Students category to the PhD Hindi Programme in MS 2019

The AC further noted that Ms. Wagapedige Neetha Subhashini Senevirathna (a citizen of Sri Lanka: passport no. N7425211), had been duly admitted to the PhD Hindi programme in 2019 and she has obtained Researcher visa (S-1) no. VL3800769 (validity 20/12/2019– 19/12/2022). Ms. W. Neetha Subhashini Senevirathna had obtained leave from her employer (a university in Sri Lanka) at time of admission to AUD but had not yet been awarded a scholarship by the Sri Lankan government.

- 19.18 The AC took note of the report on the Eight Annual Convocation held on the 9<sup>th</sup> of December, 2019

The Eight 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 and 2019 was held on the 9<sup>th</sup> of December, 2019 at the Kashmere Gate Campus of the University.

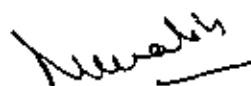
The Chief Guest, Prof. Dharendra Pal Singh, Chairman, UGC, New Delhi delivered the Convocation Address. The Hon'ble Lt Governor of Delhi, Shri Anil Baijal, in his capacity as the Chancellor of the University presided over the Convocation ceremony. Shri Manish Sisodia, Deputy Chief Minister and Education Minister, Delhi was the Guest of Honour.

A total of 824 students who completed the prescribed requirements during the academic year 2019-20 were awarded 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 follows:

(a)	BA (Hons)	: 322
(b)	MA	: 409
(c)	MBA	: 43
(d)	MPhil	: 35
(e)	PhD	: 9
(f)	PG Diploma	: 5
(g)	Ad. Diploma	: 1

Out of the total number of students who were awarded degrees and diplomas, 63.71% were women.

The detailed break up of students who were conferred degrees/diplomas in the convocation is at **Appendix-25**.





19.19 The AC took note of the following Fee Structure of Continuing and Professional Development (CPD) Courses for Educators:

Tuition Fee per Credit Rs.	Student Welfare Fund (SWF) Rs.	Caution Deposit (Refundable) Rs.	Online Application Fee per course programme Rs.
1680	500 (To be charged only once for the candidates registering for more than one course)	5000 (To be charged only once for the candidates registering for more than one course)	510 for UR/OBC candidates 200 for SC/ST/PD candidates

School of Education Studies (SES) offers Six CPD courses duly approved by the Academic Council and have a per credit fee structure at par with MA programmes of AUD.

The fee for a 4 credit course as per above be going to be Rs.7220 + 5000 refundable caution deposit and for a 2 credit course the fee be going to be Rs.3860 + 5000 refundable caution deposit.

19.20 The AC took note of the AES Calendar Winter Semester 2020 at Appendix-26.

19.21 The AC took note of the AES Calendar for Research Programmes at Appendix-27.

19.22 The AC took note of the completion of admission process (Monsoon Semester 2019) for the following MPhil/PhD programmes:

i) PhD Development Studies, SDS

The SDS offered admissions to 02 candidates (seats were approved = 06) in the unreserved/general category which included one OBC candidate and one seat to UR candidate.

ii) MPhil Development Practice, MPhil Psychoanalytic Psychotherapy and MPhil/PhD Women's & Gender Studies, SHS

Programme	UR	SC	ST	OBC	International	Unfilled seats/Remarks
MPhil Development Practice	1	4	1	4	Nil	No unfilled seat
MPhil Psychoanalytic Psychotherapy	2	5	2	5	Nil	UR=01 PWD 01 ONCT unfilled seat = 01 OBC
MPhil WGS	2	1	2	5	Nil	No unfilled seat
PhD WGS	4 (including 1 PWD)	1	1	3	Nil	UR=01 PWD 01 ONCT unfilled seat = 01 OBC

iii) PhD Human Ecology, SHE

The programme was allowed to admit 10 PhD students. Only one (01) student got selected and was offered admission. No candidate was found suitable for admission against the reserved category seats.

*Alwanda*

iv) MPhil/PhD CLTS, PhD English and PhD Hindi, SoL

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil CLTS	2	1	NA	0	OBC=1
PhD CLTS	3	0	NA	1	No unfilled seat
PhD English	4+1 PwD	1	NA	3	No unfilled seat
PhD Hindi	3	0	NA	2	SC=1

v) PhD Education, SES

Programme	UR	SC	ST	OBC	International	Unfilled seats/Remarks
PhD Education	07	01	NA	02	Nil	No unfilled seat

vi) PhD programme in Management, SBPPSE

Programme	UR	SC	ST	OBC	International	Remarks
PhD programme in Management	4	1	0 (None found suitable)	2	Nil	As per norms, an SC candidate who was in the merit list was given admission under the UR category.

vii) PhD Economics, PhD Sociology, MPhil/PhD History, MPhil/PhD Mathematics

Programme	UR	SC	ST	OBC	International
PhD Economics	03	01	Nil	02	Nil
PhD Sociology	04	Nil	Nil	01	Nil
PhD History	01	01	Nil	Nil	Nil
MPhil History	01	02	Nil	05	Nil
PhD Mathematics	02	Nil	Nil	01	Nil
MPhil Mathematics	03	01	Nil	01	Nil

**19.23 The proposed policy of Foreign Students admission**

The AC took note that the scheme for admission of students to AUD under the Foreign Student category (15% supernumerary quota) was approved by the Academic Council in its 16<sup>th</sup> and 17<sup>th</sup> meeting held on 16.05.2019 and 25.07.2019. The approved scheme outlined eligibility, application fees and tuition, admission procedures and requirements of registration and programme enrolment. No specific provisions were approved for 'late' or 'deferred' admission, and the purpose of this proposal is to allow late registration and deferred admission under certain circumstances.

The AC further noted that the system of Foreign Student (FS) admission approved earlier in 2019 assumed that FS would begin their programmes at the same time as other students or with delays of at most a few weeks due to processes of issuing visas or other key documents. However, even after due provisional admission of FS, there could be delays in obtaining visas, clearances, permissions and the like, without which FS are unable to begin their AUD programmes. These delays can occur even when FS and the

*K. K. Kulkarni*

university are in full compliance with requirements of visa application and documentation. Moreover, FS in employment in their home countries or having obtained official leave from employment may still need to make arrangements (financial and other) before commencing study at AUD.

After due deliberation, the AC resolved to approve the following:

- (i) The late registration of foreign student be allowed till 31<sup>st</sup> August as approved by the UGC.
- (ii) FS who have been duly admitted in one academic year but are unable to join within six months or who cannot be reasonably expected to complete programme requirements of a full semester within a shorter period be allowed to join their programmes in the next academic year.

The AC took note that the deferred admission and registration would require a recalculation of the number of FS seats (supernumerary) to be filled by other applicants during the year of actual admission/registration. Deferred admission under conditions outlined above could be allowed only when it is evident that the FS applicant intended to take admission and join the programme during the academic session initially applied for but was unable to meet all registration requirements due to delay in issuing of visa.

- 19.24 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the following list of experts for the Selection Committee for the post of Assistant Director Physical Education/Sports:

Sl. No.	Name of the Expert	Department/ Organization	Designation
1.	Prof. Jain Soni	Swamin Gujarat Sports University Saurashtra University	Founder Vice Chancellor Presently Director, Physical Education
2.	Prof. A.K. Srivastava	Delhi Technology University	Director, Physical Education
3.	Prof. Anil Kumar Kalkal	University of Delhi	Director, Physical Education and Sports, Delhi University Sports Council

The meeting ended with a vote of thanks.

  
(Dr Nitin Malik)  
Registrar

## CODE OF DISCIPLINE FOR STUDENTS

(Under Article 6 'Powers of the University' of the AUD Act, 2007)

### Powers

*Clause 6(32) to prescribe Code of Discipline for the students"*

### Preamble

- (i) *This Code of Discipline has been evolved to provide a clear statement of the University's expectations of students in respect of their conduct.*
- (ii) Henceforth referred to as 'Code' in this document. The Code applies to all students of Ambedkar University Delhi (AUD), in respect of all actions and activities (including inaction or inactivity) relating to or having impact on the University or its students and employees. It must be read in conjunction with the Act, Statutes, rules, and resolutions of the University.

### Definitions

In this Code, unless the context otherwise requires, 'Student' means a student of the AUD and 'Employee' means an academic or non-academic staff member of the AUD, (including full-time, part-time or casual staff)

### Commitment of the University

The University is committed to provide for its students



- (i) High academic standards, intellectual rigour and a high quality education;
- (ii) Intellectual freedom and social responsibility;
- (iii) Recognition of the importance of ideas and the pursuit of critical and open inquiry;
- (iv) Tolerance, honesty and respect as the hallmarks of relationship throughout the university community.

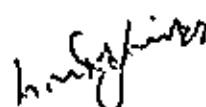
#### Applicability of the Code

The Code shall be applicable to all the students admitted to the University or students who are participating in any programme, activity or event conducted by the University or taking place in the University. The acceptance of an offer of admission by a student is regarded as a commitment to follow such University Rules and Regulations as are in force at any time during their period of study. Where a student has invited a guest to the University premises whether that guest is also a member of the University Community or not that student shall be regarded as responsible for the conduct of her/his guest.

#### Responsibility of the students

It shall be the responsibility of the students

- (i) to read, become familiar with and adhere to this code and any subsequent amendment(s) brought to this code.
- (ii) to respect the law of the land, human rights and to behave and conduct themselves in the University Campus, hostels and premises in a dignified, responsible and courteous manner.
- (iii) to foster and maintain a vibrant academic, intellectual, cultural and social atmosphere which is consistent with the objectives of the University.



## Reporting of misconduct

Any misconduct according to these rules should be reported to the Proctor.

The University promises that there will be no adverse action, retribution, or other reprisal for the good faith reporting of a suspected violation of this Code, even if the allegations ultimately prove to be without merit. The University will, however, pursue disciplinary action against any student of the University who is shown to have knowingly filed a false report with the intention to injure another.

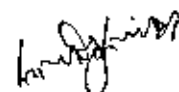
## Rules of Conduct

The rules of conduct have been divided into five parts. This list is indicative but not exhaustive. The University will be the final authority on deciding what constitutes misconduct.

(Refer to the Prevention of Sexual Harassment policy of AUD for additional and detailed rules).

### 1. Prevention of Sexual Harassment

- (i) Any kind of sexual harassment is forbidden. Sexual Harassment means any act, conduct which
  - a) Involves unwelcome sexual advances, requests for sexual favours, and verbal or physical conduct of a sexual nature that are, implicitly or explicitly, made a term or condition of teaching/guidance, employment, promotion, participation or evaluation of a person's engagement in any University activity;
  - b) Verbal, non-verbal and/or physical conduct such as loaded comments, remarks or jokes, letters, notes, invitations, phone calls, text messages or e-mails, any kind of electronic communications, threats, slurs, epithets, sexual propositions, intentional touching, pinching, brushing against another's body, impeding or



blocking movements, gestures or public display of suggestive objects or pictures, cartoons, posters or magazines, exhibition of sexually explicit or offensive material in any medium including pornography, lurid stares, physical contact, stalking, sounds or display of derogatory nature that have the purpose and/or effect of interfering with an individual's performance or of creating a hostile environment;

- c) Deprecatory comments, conduct or any such behaviour that is based on the gender identity/sexual orientation of the person(s) and/or when the classroom or other public forum or academic activities of the University is used to denigrate/discriminate against person(s), or create a hostile environment on the basis of a person's gender identity/sexual orientation.

## 2. Anti-Ragging Rules

(Refer to the Anti-Ragging policy of UGC for additional and detailed rules)

- (i) (ZERO TOLERANCE FOR RAGGING (NOT EVEN FOR FUN): Ragging in any form is strictly prohibited within the premises of the University.
- (ii) Ragging constitutes one or more of any of the following acts:
- a) any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student.
  - b) indulging in rowdy or undisciplined activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student;
  - c) asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student;
  - d) any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher;

*[Signature]*

*[Signature]*

*[Signature]*

- e) Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students.
- f) any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students;
- g) Any act of physical or mental abuse (including bullying and exclusion) targeted at another student (fresher or otherwise) on the ground of colour, race, religion, caste, ethnicity, gender (including transgender), sexual orientation, appearance, nationality, regional origins, linguistic identity, place of birth, place of residence or economic background;
- h) any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;
- i) any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student;
- j) any act that affects the mental health and self confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student

### 3. Legal Rules

- (i) Ambedkar University Campus is a 'Drug free, Smoking free and Alcohol free Zone'. Possession and/or consumption of tobacco, alcohol, narcotic drugs or any other intoxicating substance is strictly prohibited in the Campus and Hostels and in the vicinity of the campus
- (ii) Students shall not deface, disfigure, damage or destroy or vandalise (attempted or actual damage, Tampering with doors, or modifying any campus electrical, telephone or cable system or vending machine or game, Failure to use proper trash and/or recycling containers or the dumping of





trash in inappropriate locations) or cause any loss in any manner to or regarding public, private property of the University in any form. The students are also expected to adhere to fire safety norms

- (iii) Possession or usage of weapons, explosives or anything that causes injury/ damage to the life, limb or body of any human being or property is prohibited.
- (iv) Negligent and/or rash driving of any kind of vehicles in the University premises is prohibited.

With regard to the zero tolerance policy of the University towards the use of Alcohol and narcotic drugs in and around the University premises, the following clauses may also be referred and adhered to -

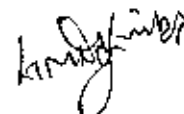
#### 1. Drugs:

- a) The possession, use and/or sale or transfer of illegal drugs or controlled substances is prohibited on or off university property. This prohibition applies to the misuse, distribution, sale or transfer of legally obtained prescription drugs. The University will uphold laws currently in effect in Delhi.
- b) Students found to be engaged in the sale of drugs or in possession of misdemeanor or felony amounts of drugs (including marijuana) will face severe disciplinary sanctions, which would likely include suspension or expulsion from the institution
- c) Students should be aware that their presence in an area where this drug policy is in violation will result in disciplinary action, regardless of their actual involvement in the use of drugs.
- d) Drug paraphernalia is not permitted on campus.

#### 2. Alcoholic Beverages

- a) The possession, consumption, sale or transfer of alcoholic beverages by all students (regardless of age) or visitors on campus is not permitted. Exceptions to this policy apply only to academic programs and functions sanctioned by the University authority.





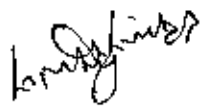
- b) The University authority also holds students accountable for violations of law related to alcoholic beverages on or off campus.
- c) Students and/or visitors should be aware that their presence in an area where this alcohol policy is in violation will result in disciplinary action, regardless of their actual involvement in the consumption of alcohol
- d) Possession of or the display of empty or refilled alcohol containers, and the display of alcohol posters, signs or advertising outside doors and windows is not permitted.
- e) Alcohol paraphernalia is not permitted on campus.

**4. Conduct during field visits outside the University**

Students are expected to conduct themselves responsibly during field visits, trips, immersions, internships or any such activity engagement that involves travelling away from the university to any venue or place outside the university

Since such trips might involve the use of and engagement with a variety of spaces that are very different from the university, students will be expected to be sensitive to these spaces and abide by the instructions of the faculty member/s accompanying them from time to time.

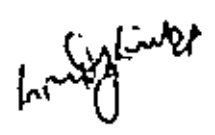
- (i) It is mandatory for students to sign an undertaking stating that they will abide by rules and regulations of the University and behave in a responsible and dignified manner with their peers and teachers. The format of the undertaking will be made available by the school office.
- (ii) Students are expected to abide by the rules, regulations and itinerary planned and agreed to before the trip is undertaken.
- (iii) Changes in plans or itineraries can only be undertaken by the faculty member/s who may exercise his/her discretion in the interest of the learning objectives of the tour.



- (iv) No student will be permitted to de-board and abandon the group in between the trip.
- (v) Misconduct during such trips as well as substance abuse of any kind is strictly prohibited.

**5. General Rules**

- (i) Students shall, at all times, conduct his or her activities in accordance with the highest professional and community ethical standards.
- (ii) A Student is not allowed to deprive any student/ employee of the University of his or her physical or intellectual property.
- (iii) Students are not permitted to use mobile phones and other electronic equipment (for example, laptops, computers, tablets) in the class room without the permission of the teacher. Use of mobile phone and other electronic equipment during assessments is not permitted unless the particular assessment requires their use. Talking on mobile phones in the Library, Computer Centre/ Lab is not allowed.
- (iv) Acts of dishonesty, are prohibited (his include but are not limited to the following:
  - a) Cheating, plagiarism, or other forms of academic dishonesty.
  - b) Furnishing false information to any university official or employee.
  - c) Forgery, alteration or misuse of any university document, record or instrument of identification.
  - d) Tampering with the documents related to election of any University recognized student organization.
- (v) Keeping under captivity or illegally confining any student/ employee of the University is prohibited.
- (vi) The Students will respect the decorum of the classroom and also of other spaces of the University that they use.



22. 1935

(vii) No student shall enter or leave the classroom without permission of the teacher when the session is on.

(viii) A student who is undergoing disciplinary proceeding under which he or she is prohibited from entering the campus may do so only after obtaining due permission of the competent authority.

(ix) **Harassment:** No student shall threaten assault, haze or otherwise physically, verbally, or psychologically abuse any other person. This includes, but is not limited to, incidents of bias, acts of assault or abuse, or incidents of verbal, physical, or psychological harassment or abuse. It is a violation of university regulations to engage in harassment, or to retaliate against anyone bringing forth an honestly perceived complaint of harassment. It is also a violation of university policy to engage in a course of conduct or by repeatedly committing acts, which places a person in reasonable fear of physical injury, such as stalking or unwanted following.

The act of retaliation and/or assisted retaliation against any individual including but not limited to students, university officials, faculty and staff is strictly prohibited.

(x) **Bias-Related Harassment:** The University does not tolerate harassment based on an individual's race, religion, ethnic origin, gender, sexual orientation or physical condition. The University treats bias related incidents very seriously and any student found responsible for a bias related incident can expect severe disciplinary action. Moreover, the University will use its influence to encourage the entire community to treat its students, faculty, staff and visitors in a manner consistent with the principles of this policy. Any bias actions, verbal or physical, that interfere with an individual's personal liberty or that may lead to injury, emotional distress, humiliation or discomfort are prohibited.

(xi) **Prohibited Items** - When in campus, individuals are not permitted to use nor have in their possession the following items:



- a) Any weapon, including but not limited to, spring-fired, gas-fired, electrically-fired or explosively-fired devices or fire arms, which includes rifles, pistols, BB or Pellet guns, bows, slingshots, "stun-guns", blow guns and/or darts, any ammunition associated with these devices (ie. paintballs, BB's, blow darts, etc.) or use of any object with intent to harm or intimidate another individual including knives and/or any similar devices.
  - b) Firecrackers, explosives, explosive ammunition, or dangerous chemicals.
  - c) Knives of any sort (including "box cutters") with the exception of approved knives or tools used for academic purposes. Any tools or knives approved for academic purposes that are stored in residence hall rooms or carried on campus must be kept secure in locked tool boxes, trunks or appropriate storage units.
  - d) Toy guns, water guns, cap guns or any type of imitation pistol or rifle.
- (xii) Failure to comply with the directives of a university official, faculty or staff member, or law enforcement officer acting in the performance of their duties and/or the failure to produce identification to these persons when requested to do so, will be treated as violation of the Code.
- (xiii) Computer Usage: It is a violation of University policy to engage in any of the following activities:
- a) The use of Campus Technology Resources to publicly display or promote obscene messages, images and/or sounds, or to send threatening, obscene or harassing messages, images and/or sounds to any individual, regardless of whether he/she is a student is prohibited. This includes not just e-mail and the Internet, but the use of any university computer facility, personal computer, or off-campus computer system. Students should be aware that the University's policies on harassment apply equally to electronic communications as well as the more traditional means of display and communication.

- b) Users should be aware that Indian Law specifies penalties for harassment, the transmission of indecent material to all people, and the transmission and availability of indecent materials to persons under the age of 18 even at their request, inappropriate display of offensive material may be considered harassment.
- c) The University policy forbids the use of any computer to obtain access to the following: confidential information, grades, pin numbers, personal computers, or any computer system on or off campus to which students do not have access. It also forbids viewing or using another person's username, password, computer programs, files or data without authorized permission, and/or changing another person's password.
- d) Setting up or attempting to set up an unauthorized server, modifying any computer system or software, or engaging in any activity that would interfere with normal computing operations or networking in any unauthorized manner is prohibited. This would include any use of invasive or malicious software such as: "worms", "viruses", "spyware" and/or "SPAM".
- e) The use of Campus Technology Resources and/or facilities for private monetary gain is prohibited.

The Campus Technology Resources and facilities are for the exclusive use of students, faculty and staff belonging to the University.

(xiv) Other Prohibited activities:

- a) The running of any business or calling of protest in University campus without authorization of Dean/Competent Authority is prohibited.
- b) Hanging unapproved banners, flags or displays from windows or doors of campus rooms/offices.
- c) Unauthorized possession, duplication or the use of keys to any university premises or unauthorized entry to or use of university premises, including but not limited to, unauthorized entry to student rooms or unauthorized sharing of any University key or Identification Card by students or their guests that compromises the security of personal or University property. All students

found in possession of such items that intentionally impede recovery of same by the owner or University officials will be considered knowingly participating in the use of these unauthorized items.

- d) The turning in or activation of a false fire alarm or bomb threat.
- e) The opening of window security screens and/or the use of open windows for any reason other than as an emergency exit.
- f) Violation of Indian law or university regulations, on- or off-campus, including university sponsored or supervised activities and trips. A finding of a violation under this rule does not require proof of a conviction in any non-campus legal proceeding.

The above Rules shall not restrict the powers of the University to proceed against any other misconduct whether or not connected with the misconduct within the purview of these Rules.

#### ***Procedures for Resolving General Conduct***

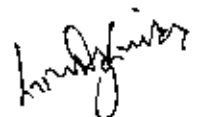
*Participation in any of the activities mentioned above, or otherwise prohibited by law may result in suspension of student, University disciplinary action, and criminal or civil prosecution. During the pendency of inquiry proceedings, a student can be suspended by the University.*

#### **Disciplinary Measures**

Any case of a student exhibiting such a behavior as prohibited by the Code shall be subjected to any of the following disciplinary measures depending upon the gravity of the misconduct or its recurrence. All cases reported to Proctor shall be dealt with in accordance with the provisions made in the Code. The CPSH will investigate misconduct falling under the PSH rules and the Anti Ragging committee will investigate misconduct falling under Ragging rules.

The list below is indicative only and non-exhaustive.

- a) **Warning or Reprimand:** The student engaged in any prohibited behaviour may be issued a warning letter with a direction not to repeat the same behaviour in future.
- b) **Tendering Apology:** The student engaged in any prohibited behaviour may be asked to tender an apology for his/her act, undertaking that he/she shall not indulge in such or any of the prohibited behaviour in future.
- c) **Debarring or refusal of admission for further Higher Studies at AUD:** The student may be debarred for admissions to higher studies at AUD for a specified period
- d) **Imposition of Fine:** The student may be punished with a fine for an amount to be specified in the order.
- e) **Withholding of result:** The result of the student may be withheld for a specified period, for example, a semester or semesters.
- f) **Restriction/Denial of access to facilities:** The student may be denied access or granted only restricted access to various facilities in the university.
- g) **Suspension:** A student may be suspended from the University for violation of any of the provisions of this Code. The period of suspension and conditions, if any, in each case shall be clearly indicated in the communication addressed to the student and may differ from case to case.
- h) **Rustication:** A student may be rusticated for a specified period from the University for Violation of any of the provisions of this Code and/or the University may declare any part or the entire Campus out of bounds for the student.
- i) **Restitution:** Restitution implies reimbursement in terms of money and/or services to compensate for personal injury or loss, damage/disfiguration to property of the Institute or any property kept in the premises of the Institute in any manner. The students/group of students may be asked to compensate for the loss that has been





caused to any person or property of the Institute or any property kept in the premises of the Institute due to the act of vandalism perpetrated by the students. The students/group of students shall also be liable to put in their service to restore any loss or damage caused to any property and thereby bringing it to its original form if it is possible.

- j) **Forfeiture:** Caution deposit of any student engaged in any prohibited behaviour may be forfeited.
- k) **Expulsion:** This is the extreme form of disciplinary action and shall be resorted to only in cases where stringent action is warranted. Expulsion is the permanent dismissal of a student from the University. Such a student will not be eligible for readmission to any of the programmes of this University.

### Appeal

A student(s) who is aggrieved with the disciplinary measures undertaken by Proctor's Office, may appeal to the Vice-Chancellor whose decision in this regard shall be final and binding on the parties.

*Geetha Venkataswami*

*Cover*

*K. S. Srinivasan*

**ANNEXURE-2**

# Appendix-2

## AMBEDKAR UNIVERSITY DELHI

### Minutes of the 45<sup>th</sup> Meeting of the Standing Committee of Research (SCR) held on 04<sup>th</sup> September 2019, Kashmere Gate Campus, AUD

The 45<sup>th</sup> Meeting of the Standing Committee Research (SCR) of AUD was held on 04<sup>th</sup> September 2019, AUD. The following were present:

Dr. Ashish Roy	Member
Dr. Anita Cherian	Member
Dr. Suresh Babu	Member
Dr. Urfat Anjem Mir	Member
Dr. Balchand Prajapati	Member
Prof. Dharendra D. Dangwal	Member
Prof. Bodh Prakash	Member
Dr. Deepita Chakravarty	Member
Dr. Hemlata Oinam	Member
Prof. Anup Dhar	Member
Dr. Mamatha Karollil	Member
Prof. Gopal Ji Pradhan (For Dean SoL)	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Geetha Venkataraman	Convenor
Prof. Babu P Remesh	Member
Prof. Salil Misra	In the Chair
Prof. Suchitra Balasubrahmanyam	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member
Dr. Taposik Banerjee	Member
Dr. Monimalika Day	Member

**Regrets:** Dr. Anuj Bhuwania, Dr. Kanwal Anil, Dr. Bindu K.C, Prof. Denys P Leighton, Mr. Deepan Sivaraman, Prof. Satyaketu Sankrit, Prof. Krishna Menon, Prof. Kartik Dave, Prof. Praveen Singh, Prof. Rachana Johri, Dr. Santosh Singh and Prof. Sitansu Sekhar Jena

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCR in its deliberations.

The following agenda items were discussed:

*Geetha Venkataraman*  
20/09/19

1. To consider Prof. Nakkeeran Nanjappan's request regarding to be a co-guide to Dr. Leyanna Susan George in her PhD thesis work (student of Department of Community Medicine, Amrita School of Medicine, Kochi)

The SCR consider the request of Prof. Nakkeeran Nanjappan and recorded.

2. To discuss the recommendations of the Research Studies Committee (RSC) of School of Liberal Studies (SLS) on the following:

- i) a) To consider a correction in MPhil Mathematics programme document regarding the inclusion of 16 credits for the MPhil dissertation.

The SCR accepted the recommendations of the RSC of the SLS regarding to include 16 credits for the MPhil Mathematics dissertation.

- b) To consider a statement clarifying the credits related to research methodologies in the course work of the MPhil and PhD programme document in Mathematics.

The SCR accepted the inclusion of the following clarifying statement to the MPhil and PhD programme document in Mathematics.

The Research Methodology course of the MPhil/PhD course work is worth 02 credits. The other 4 core courses (2 credits each) do cover research methods such as quantitative methods, computer application, research ethics and review of published research in the relevant field. Broadly the 4 core courses have incorporated as part of their pedagogy a further 02 credits contribution towards research methodology.

The SCR will forward the revised document to the Academic Council for its consideration and approval.

- ii) To consider the RSC recommendation on de-enrolment of Mr. Prasenjeet Kumar (S174DHS01), MPhil student of History (Date of Registration- 22.08.2017)

The SCR accepted the recommendation of the RSC of the SLS for De-enrolment of Mr. Prasenjeet Kumar, MPhil student of History in SLS from the programme. The SCR will forward it to the Academic Council for approval.

- iii) To consider the extension cases of Mr. Yugank Mishra, student of MPhil History under clause 11 (b) of RSR for MPhil:

The SCR accepted the recommendation of RSC of SHS and granted ex-post facto approval for extension to the student as per the following details:

S.No	Name/ Enrollment No	Programme	Date of Registration	Extension (From - To)
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1	Mr. Yugank Mishra (S174DHS07)	MPhil History	14.08.2017	14.08.2019 to 13.02.2020
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- iv) To discuss the matter related to admission of wait listed MPhil & PhD students till the end of the first week since the beginning of the classes (which could be late August or early September), in case of withdrawal.

After detailed deliberations the SCR agreed on the following:

- The general admission process for all research programs should be completed by the end of August. It was recommended that the exact date will be communicated later, after consultation with the Dean AES.
- In case of withdrawal after the general admission process is completed and if the school still has a list of waitlisted candidates, then the waitlisted candidates may be admitted till 15 September in case of vacancies against the respective categories.

During the discussion, SCR also raised the concern that other mandatory actions such as preparation of Students I Card, Student's profile entry in ERP etc. should be done before the orientation day for research students.

- v) To note the appointment of Dr. Taposik Banerjee as RSC Convenor

The SCR noted the appointment of Dr. Taposik Banerjee as RSC Convenor in SLS. The RSC members are now as following:

1. Dean, SLS	Chair
2. Prof. Krishna Menon	External Member
3. Prof. Denys K. Leighton	Member
4. Dr. Balchand Prajapati	Member
5. Dr. Urfat Mir	Member
6. Dr. Taposik Banerjee	Convenor

- vi) To note about the application for maternity leave submitted by Ms. Rachna Shokhanda (S185DMA04), student of PhD Mathematics under clause 12 (v) of RSR for PhD.

The SCR took note for the same and recorded.

- vii) To note the extension cases of the following students under clause 11 (viii) of RSR for MPhil:

S.No	Name/ Enrollment No	Programme	Date of Registration
1	Ms. Deepshikha Chatterjee (S174DMA1)	MPhil Mathematics	03.08.2017
2	Ms. Suman Yadav (S174DMA01)	MPhil History	24.08.2017

The SCR took note for the same and recorded. Also, it was clarified that as women students pursuing an MPhil, an extension was not required as their normal registration period is for 3 years.

- viii) To note the RAC reports of the following MPhil/ PhD students

S.No	Name	Enrollment No	Programme
1	Ashwin Varghese	S175DSC02	PhD Sociology
2	Prabudh Singh	S175DSC07	PhD Sociology
3	Abhilasha Chattopadhyay	S175DSC01	PhD Sociology
4	Charu Gupta	S175DMA02	PhD Mathematics
5	Deepshikha Chatterjee	S174DMA01	MPhil Mathematics
6	Shatini Rana	S174DMA03	MPhil Mathematics
7	Shivani Sharma	S174DMA04	MPhil Mathematics

The SCR took note for the same and recorded.

3. To discuss the recommendations of the Research Studies Committee (RSC) of School of Development Studies (SDS) on the following :

- i) Report on completion of admission process in the PhD programme of SDS

The Convenor of RSC in SDS presented the report on completion of the admission process of PhD programme in SDS for MS 2019. The SCR noted that SDS offered admissions to 02 candidates (seats were approved = 06) in the unreserved/general category which included one OBC candidate and one seat to UR candidate. Dean SDS explained that OBC candidate had performed relatively better (45 out of 100), hence SDS decided to offer one position to this OBC candidate. The SCR accepted the report and endorsed the admissions of two (02) candidates.

Also the SCR recommended that the Student Services Division conduct a clear briefing on how the cut-off is decided for categories where no seats were available under the roster for admission.

It was also recommended that Student Services Division announce the roster for the next admission cycle by November of the current academic year. They should clarify the status of NCT/ ONCT seats for research programmes.

- ii) To discuss the matter of extension of the following PhD students:  
a. Mr. Karan Sachdeva (E. No.- S135ADS01) – In new RSR 17

The case of second and last extension (as per RSR 17) to Mr. Karan Sachdeva (S135ADS01), PhD Student for completing his PhD programme, was discussed.

  
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After detailed discussion, on the recommendation of the SDS RSC, SCR granted approval for second extension to Mr. Karan Sachdeva from 31.08.2019 to 29.02.2020 to complete his PhD thesis.

b. Mr. Nitin K. Mishra (E. No.- S135ADS04) – in new RSR

The case of extra extension to Mr. Nitin K. Mishra (E. No.- S135ADS04), PhD Student for completing his PhD programme was discussed. The SCR noted the RSC recommendations which were based on the RAC decision and are reproduced here "*Nitin K. Mishra, PhD student, SDS has already been granted two extensions of six months each after completing the first five years period of PhD. His second extension gets over on 30 August 2019. He has thereby exhausted the entire period of active registration permitted to a PhD student as per PhD regulations of AUD. However, he has applied for an extension of six more months to complete his PhD. A copy of the application from the student is attached.*

*While he has mentioned that substantial part of review of literature is complete, he is yet to submit a detailed write-up which may be considered as a chapter. He has not submitted first draft of any of the chapters. The PhD supervisor and other members of his RAC has examined his case. The RAC is not sure whether he will be in a position to satisfactorily complete his PhD thesis even if he is granted another extension of six months. However, the RAC felt that this item may be placed in SCR for consideration".*

After detailed discussion, SCR considered the RSC recommendations and recommended for de-enrolment of Mr. Nitin Kumar Mishra from the PhD programme as he has not submitted draft of any chapters and also has not published research paper in any refereed journal, not presented paper in any Seminar/workshop/conference etc. and exhausted the entire period of active registration (including two possible extension time).

The SCR will forward its recommendation for his de-enrolment to the Academic Council for approval.

- iii) To note the approval of PhD synopsis (batch 2016-2017) of the two students:

S. No	Name	Date of Registration	Topic	Date of synopsis approval
1	Tasha Aggarwal (S175ADS02)	17.08.2017	Marriage Migration: A Study of Female Emigrants from India	19.08.2019
2	Joshodhara Borthakur	17.08.2017	Indigenous Narratives on Land, Autonomy	19.08.2019

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(S175ADS03)		and Development with Karbi Anglong asa Case Study	
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The SCR took note for the same and recorded.

- iv) To note the reports of Six Monthly work-in-progress of two PhD Students

S.No	Name	Enrollment no	Batch	Date of Registration	Duration/Date of presentation
1	Sweta Suman	S135ADS06	2013-2014	29.08.2013	19.08.2019
2	Vijay Bohat	S175ADS03	2017-2018	16.08.2017	19.08.2019

The SCR took note for the same and recorded.

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

- a) Report on completion of admission process in the following programmes:
- MPhil Development Practice
  - MPhil Psychoanalytic Psychotherapy
  - MPhil WGS
  - PhD WGS

Programme Coordinators of the MPhil Development Practice and MPhil Psychoanalytic Psychotherapy programmes presented the reports on completion of admission process in their respective programmes for MS 2019. The SCR accepted the reports and endorsed the lists of admitted students. As per the reports of all the programs the following is the status of admissions in 2019:

Programme	UR	SC	ST	OBC	International	Unfilled seats/Remarks
MPhil Development Practice	1	4	1	4	Nil	No unfilled seat
MPhil Psychoanalytic Psychotherapy	2	5	2	5	Nil	UR=01 PWD 01 ONCT unfilled seat = 01 OBC

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Admission report of MPhil WGS and PhD WGS programmes could not be discussed as the programme Coordinators of these programmes were unable to attend the meeting. Hence these were deferred to the next meeting.

- b) To discuss the draft document of the proposed MPhil Disability Studies Programme

The matter was deferred to the next meeting of SCR.

- c) To note the completion of course work\* and formation of the Research Advisory Committee (RAC) of the following Students of PhD WGS (2018 batch)

(\* The coursework for the entire batch is in conformity with the stipulated number of credits (8) as enumerated in AUD Research Regulations 2017. The detailed rationale of course work credits was approved in 42th SCR meeting.)

The SCR took note for the completion of course work of the following Students of PhD WGS (2018 batch) and recorded.

S.No	Enrollment	Name	Date of Registration
1	S185CWG01	Ajeya Deep	30/7/2018
2	S185CWG02	Alpaxee Kashyap	30/7/2018
3	S185CWG03	Chaitanya Khandelwal	30/7/2018
4	S185CWG04	Hemantika Singh	30/7/2018
5	S185CWG05	Jasleen Arora	30/7/2018
6	S185CWG06	Kunzang Angmo	30/7/2018
7	S185CWG07	Riya Singh	30/7/2018
8	S185CWG08	Shefali Kishore	30/7/2018
9	S185CWG10	Vandana Chaudhary Palta	30/7/2018

Also, SCR decided to refer back the matter of formation of RAC of these students to the RSC to re-submit it in the approved composition.

A format will be evolved by the SCR office to fill the RAC details and will be circulated among the members.

- d) To note the completion of course work\* and the formation of the Research Advisory Committee (RAC) of the Students of MPhil WGS (2018 batch) (\*2018 batch MPhil WGS students have all completed their Guided Study (2 Credits) and elective course (4 credits, SHS3WG132) successfully)

The SCR took note for the completion of course work of the following students of MPhil WGS (2018 batch) and recorded.

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Further, SCR decided to refer back the matter of formation of RAC of these students to the RSC to re-submit it in the approved composition.

**M Phil WGS (2018)**

S.No	Name Enrollment No	Date of Registration
1	Abhishek (S184CWG01)	30/7/2018
2	Mansa (S184CWG02)	30/7/2018
3	Megha Rani (S184CWG03)	1/8/2018
4	Priyanka Nirwan (S184CWG04)	30/7/2018
5	Rohini Tyagi (S184CWG05)	30/7/2018
6	Soumya Johri (S184CWG07)	30/7/2018
7	Suparna Majumder (S184CWG08)	30/7/2018
8	Swati Ratnoo (S184CWG09)	30/7/2018
9	Tanushri Barman (S184CWG10)	30/7/2018

- e) To consider the extension cases of the following MPhil WGS/ MPhil Development Practice student (Batch 2017):

The SCR accepted the recommendations of the RSC of SHS for the extension (under clause 11(ix) of Research Study Regulations) of the following MPhil scholars and granted ex post facto 6 months extension to them from the date mentioned below:

S.No	Programme	Name	Date of Registration	Supervisor	Extension Sought from-to
1	MPhil WGS	Ridhi Anupriya Turkey S174CWG07	28/07/2017	Dr. Rachna Chaudhary and Dr. Lovitoli Jimo	28-07-2019 to 27-01-2020
2	MPhil Development Practice	Sanjana Biswas S174CDP15	17/07/2017	Dr. ParthaSaha	17/07/2019 to 16-01-2020
3	MPhil Development Practice	Premalatha S174CDP13	18/07/2017	Prof. Anita Ghai	18-07-2019 to 17-01-2020

- f) To note the Six monthly progress reports of MPhil (2017) and PhD (2015, 2016, 2017) students of WGS

The SCR took note of the presentation of six-monthly progress by the students of MPhil (2017) and PhD (2015, 2016, 2017) students of WGS to their RACs. Details of the scholars are enclosed as Annexure-I

  
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- g) To note the Six monthly progress reports of MPhil Development Practice (2017)

The SCR took note of the presentation of six-monthly progress by the students of MPhil Development Practice (2017) to their RACs. Details of the scholars are enclosed as Annexure-II

- h) To note the course work completion report of the following PhD WGS students (2019):

SL.No.	Roll No	Name
1	19670025	Isha Yadav
2	19670019	Garima
3	19670088	Ziana Razianreiliu Panmei

*(Some students of the WGS Ph.D 2019 batch have already done core courses in M.Phil programmes they have completed. It was decided by CWDS-AUD WGS Research Programmes' joint meeting that they need not do the two courses, Feminist Theories (SHS310105) and Research Methodologies through Exemplary Works (SHS310108))*

The SCR took note for the completion of course work of the above students of PhD WGS programme and recorded.

- i) To consider the approval of the PhD synopsis in WGS of the following student:

**Title Accepted:** 'Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP'.

S.No	Enrollment	Name	Date of Registration	Supervisor	RAC Member -1	RAC Member - 2
1	S175CWG06	Vikas Singh	07/12/2016	Dr. Anita Cherian	Dr. Bindu KC	Dr. Shikha Jhingan

The SCR endorsed the recommendations of the RSC of SHS and accepted the PhD synopsis titled '*Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP*' of Mr. Vikas Singh.

Further SCR suggested to review the members of RAC of Mr. Singh as per the approved composition.

Also SCR sought clarification about the difference in Enrolment No. and date of registration of Mr. Vikas Singh.

*Geetha Venkateshwaran*  
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j) To note the change of title in the following dissertations of the following MPhil students

S.No	Name/ Enrollment no	SCR accepted Title	Request for Change of Title	Reasons
1	Sreejitha P. V.  S154CWG10	Subjecthood in Kamala Surayya	Travelling Consciousness and Emerging Subjectivities: A Psychoanalytic Feminist Reading of Kamala Surayya	Changes in Ideas from the time of submission of synopsis.
2	Aakanksha D'cruz  S174CWG01	Girlhood, Convent Education and Disciplinary Mechanisms: A Case Study of Convent of Jesus and Mary School, New Delhi	Girlhood & Discipline In Schools: Case Study of a Convent School In Delhi	Did not want the name of the school to be visible in title

The SCR accepted the change of title in the dissertations of the above MPhil students.

k) To discuss the matter of concerning supervisory allocation in MPhil Psychotherapy and MPhil Development Practice programmes

The matter of concerning supervisory allocation in MPhil Psychotherapy and MPhil Development Practice programmes was discussed. In view of the facts that were submitted by the SHS and acute shortage of dedicated faculty in SHS, SCR endorsed the recommendation of RSC and recommended that supervisor allocation for the students of both of these programmes who have submitted their theses but yet to have their viva examination; not to be counted towards the calculation of total numbers of research students that a professor has allocated to him/her.

l) To note – change of the supervisor of Ms. Sutanuka Bhattacharya (PhD WGS )

S.No	Name	Title	Date of Registration	Ex Supervisor	New Supervisor
1	Sutanuka Bhattacharya S155CWG01	Writing Trans Subjectivities: Re-Thinking Gender-Sexuality Through Identities And Relationalities	19/01/15	Prof. Anup Dhar	Dr. Bindu KC

  
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The SCR accepted the recommendation of the RSC of SHS and noted the change of supervisor of Ms Sutanuka Bhattacharya, PhD student (S155CWG01). Dr. Bindu KC will now be her new supervisor in place of Prof. Anup Dhar.

m) To note the revised composition of RSC of SHS

It was noted that the RSC of SHS was reconstituted since some members have finished their two year terms. The RSC is constituted as follows:

- i) Prof. Krishna Menon (Dean, Chair)
- ii) Prof. Suchitra Balasubrahmanyam
- iii) Dr. Seema Kazi (CWDS representative)
- iv) Dr. Parijat Ghosh (CDP representative)
- v) Prof. Anita Ghai
- vi) Prof. Rachana Johri
- vii) Dr. Bindu KC
- viii) Prof. Anup Dhar
- ix) Dr. Ashis Roy
- x) Dr. Mamatha Karollil (Convenor)

n) To fix the date as the starting date in the calculation of total enrolment period of research programmes

It was decided that from the admissions of MS 2020, the starting date for all research students admitted during normal admission period will be taken as 1<sup>st</sup> September for the purpose of calculation of total enrolment period of research programmes. For waitlisted students admitted against vacancies during 1-15 September, date of start will be taken as 15 September.

Also, it was decided that the last date of grade submission as proposed in AES Calendar for respective Research Programmes will be taken as the date of completion of course work, provided the grades are submitted by the respective course coordinators.

- o) To ratify the following action taken by the Chairperson, SCR on its behalf:
- i. Re-registration of Mr. John Bonion Nayak (E. No. S154CDP08) a student of MPhil Development Practice
  - ii. Change of the supervisor of Mr. John Bonion Nayak

The SCR took note for re-registration of Mr. John Bonion Nayak and recorded the change of his supervisor. Now his new supervisor is Dr. Imran Amin.

*Suchitra Venkataraman*  
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5. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Ecology (SHE) on the following:

- i) To discuss the reconstitution of the RSC of the School of Human Ecology (2017-19)

The matter was deferred to the next meeting of SCR.

- ii) Report on completion of admission process in the PhD programme of SHE

It was reported to the SCR that admission process in PhD. in Human Ecology in the SHE for 2019 has been completed. A detailed report on admission was placed before the SCR. The programme was allowed to admit 10 PhD. students. It was reported to the SCR that only one (01) student has been selected for these seats and offered admission. No candidate was found suitable for admission against the seats of reserved categories. Details of the admitted students and reservation breakup are in the submitted report.

- iii) To note the Six monthly progress reports of the following Ph.D students in SHE

S.No	Enrollment No.	Name of the Ph.D Scholar	Date of Registration
1.	S135BED01	Kopal Chaubey	28/02/2013
2.	S135BED02	Mayangtambam Ojri Kumar Singh	30/08/2013
3.	S135BED04	Shalva Sehgal	29/08/2013
4.	S155BED01	Rashmi Singh	05/02/2015
5.	S165BED01	Anchal Dhiman	31/08/2016
6.	S165BED02	Sonam Mahawat	01/09/2016
7.	S165BED03	Syed Shoaib Ali	01/09/2016
8.	S175BED01	Ajay Immanuel Gonji	08/08/2017
9.	S175BED02	Shreshank Bhardwaj	08/08/2017
10.	S175BED03	Sonali Chauhan	08/08/2017
11.	S185BED01	Anisha Yadav	06/08/2018
12.	S185BED02	Vijaylakshmi Suman	30/07/2018

The SCR took note on the presentation of the above PhD Scholars, who had presented the six monthly work-in-progress to their RACs.

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- iv) To note the pre-submission presentation of PhD student Mr. M. Ojit Singh, E.No.S135BED02 (his registration period after availing all possible extension has completed on 31.08.2019)

The SCR took note on the presentation of PhD student Mr. M. Ojit Singh. It was pointed out that as per RSR 17, Mr. Ojit Singh's registration period after availing all possible extension was completed on 31.08.2019 and as per regulation he had to submit his thesis before 31.08.2019.

The Dean, SHE and convenor RSC briefed the SCR about his progress report. It was mentioned that Mr. Singh is very close to submitting his thesis and his supervisor has also recommended that he be given some more time for completing his thesis.

In view of the RAC recommendation that Mr. Singh progress is in a very satisfactory position and he will complete his thesis if he is granted some extra time, SCR recommended to facilitate this. Since he exhausted all his possible extension, the SCR felt that the matter of extra time may be referred to the competent authority.

- v) To discuss the matter of extension for time for synopsis defence by the following PhD students

Sl. No.	Enrolment No.	Name	Date of Registration
1	S1658ED01	Anchal Dhiman	31/8/2016
2	S1658ED02	Sonam Mehatwal	1/9/2016
3	S1658ED03	Syed Shoeb Ali	01/9/2016

On the recommendation of the RSC of SHE, SCR granted extension for synopsis defence to the above PhD students (to the end of six semesters) as per clause 12(iii) and recorded.

Due to paucity of time, it was decided that the remaining items on the agenda will be taken up in the next meeting of the SCR which is scheduled on Tuesday, the 24<sup>th</sup> of September, 2019.

  
(Geetha Venkataraman)  
Convenor

  
(Sali Misra)  
Chairperson

**School of Human Studies, Ambedkar University Delhi**

**Report on the six monthly work-in-progresses of SHS PhD (Women's and Gender Studies programme) Students as on 2018 Monsoon**

The presentation of Six Monthly work-in-progress seminars of research scholars at SHS was held on 29 November 2018. The DACs were held separately/or jointly for individual students and the comments are being collated here.

**Programme: Women's and Gender Studies**

**Semester: Winter Semester 2019**

Sl.No.	Name of Student, Enrolment Number and Date of Registration/ Admission	Brief description of work presented	Comments and suggestions during Presentation	Comments and Suggestions from RAC	Supervisor	RAC members
<b>2015 Batch</b>						
1	Arpita Anand/S155CWG03/ 22/01/2015	A restructured outline of the entire thesis was presented, giving the structure of five chapters.	Comparisons with other interdisciplinary and identity-based fields were suggested to sharpen the arguments.	Progress was deemed satisfactory and it was suggested that writing should proceed as per the outline presented.	Prof. Mary John	Maitreyee Chaudhuri, Shubhra Nagalia.
2	Aanchal Dhull/ S155CWG02/ 22/01/2015	A chapter on food and cooking in middle class household was presented	time use studies in south east asia to understand cooking and time use	historicise how market changes cooking post 1990s.	Prof N Neetha	Rachana Johri, AJD & Maitreyee Chaudhary, JNU
<b>2016 Batch</b>						
1	Renu Singh/S165CWG03/ 13/01/2016	I presented my detailed chapter plan and outline along with some details of the last round of field work.	<ol style="list-style-type: none"> <li>To present a gender and education history of communities from which these girls belong too.</li> <li>Critically engage with the narratives of AU being seat of excellence provided by teachers.</li> <li>To look at the literature on housework, care and emotional labour in more composite way for the chapter on emotional labour.</li> <li>Chapter on agency and</li> </ol>	<ol style="list-style-type: none"> <li>To describe all the spaces (formal and informal).</li> <li>To write description as much as possible of their lives.</li> <li>3 read Bourdieu on education and play and Susie Tharu's book on humanities and social composition of HE institution.</li> <li>To read history of other state and central university to</li> </ol>	Prof. Mary John	Poonam Batra, K.C. Bindu



			choice needs to deal with current debates on liberal feminism in more sharp way.	contextualize AU and its falling of academic standard. To use novel and films as well to provide narratives. 5. To define non-metropolis and why Allahabad is one. 6. To write few paragraphs on caste lobbies and where are women placed in these lobbies, its impact on student politics and on hostels.		
2	Sudeshna Sengupta/ S165CWG05/13/01/2016	Between October to March, the data collection was completed. The first draft of one Chapter was presented to the RAC members and also during the semester presentation. The Chapter presented was on Childhood to capture the work organisation and socialisation around work organisation during childhood from the narratives of the informal sector workers interviewed for the Study. chapterisation was also presented.	The confusion regarding the word childhood was pointed out. It was suggested by Prof. Bindu that one section in the chapter should be dedicated in the Chapter to have clarity on definition of childhood in the chapter.	On Chapterisation: Rajni said that rather than having a chapter on Literature Review leading to the research question. This chapter to discuss in light of what is available in the form of literature and therefore why this Study is important. This chapter will also discuss what follows later and why and bring marriage, migration, socialisation and State after this chapter. Both of them felt the following chapter should be on how we find women and their work when they are being interviewed as informal sector and then address the socialisation, marriage and migration. Childhood and marriage, can be one or two chapters on family and work.	Prof. N. Neetha	Prof. Sumangala Damodaran, AUD & Prof. Rajni Patriwala, DU

				<p>On the Chapter on Childhood: Rajni had issues with the way childhood is defined. Rajni suggested that Sudeshna reads more literature on childhood and adolescents to see how childhood is defined and how it got recognized during the course of history. She also suggested to build on the notion of "play", which is there in only one paragraph that needs expansion. Everywhere data need to be presented through what is coming across as common and where the experience is different. Sumangala felt the data needs to be mapped. She said she can help if required. Rajni also suggested readings for the Childhood and Marriage Chapter</p>		
3	Aastha Dang/S165CWG04/13/01/2016	Presented insights from field work, on how religion played an important role in the struggle which emerged in the region of Chhchartha. Also provided personal insights, on how emergence of such revolutionary figures has an impact on other family members and ideology of the future generations, role played by oral history in the same.	Suggested to dwell more on theoretical aspect of the social movement and understand the difference between social movement as it emerged, and the labor movement as it emerged in Chhehartha. movement. Discuss how the labour movement was framing social relations at that point.	- When working class movement emerges, entire family gets involved. involved Their understanding of class and gender relations is integrated and inter related. Also, once the women get involved with the movement, they can become prime movers and motivators.	Dr. Rachna Chaudhary	Dr. Anshu Malhotra (External) Dr. Indu Agnihotri (Internal)

			In time. For	<ul style="list-style-type: none"> <li>- Read up on 'declassification' of the communists at that time</li> <li>- Read up and theorise on Preet Nagar and the spatial location, its importance to the labour movement as it emerged</li> <li>- Read up on negotiating social reality of the working class family from the lens of an activist</li> </ul>		
4	Nancy Yadav/S165CWG02/ 13/01/2016	Presented chapter 3, "Tribal Representation and Identity. Sustaining the discourse from the second chapter (how texts/narratives informs us/form our understanding on Bonda) in this chapter I sought to understand how the tribal identity is constructed by the repository of works available on tribe in general and Bonda tribe in particular.	Suggestions to look into PTGs PVTGs and other tribes under the category Administrative documents on the categorisation of the PVTGs	Read Susan Bailey on History Works on Odia literature See the transition coming from odia literature. Tribals living in mineral rich areas, and the tensions they come under in present state presence. Represent Elwin and the way he represents the Bonda and chronologically move to Pratibha Rays narrative.	Prof. Rukmini Sen	Anuja Aggrawal and Sanjay Sharma
5	Dona Biswas/ S165CWG06/ 13/01/2016	Presented on three core interviews taken in the field, participants from different location within the movement. Three interviews which I have selected, bring narratives around why the movement started (the pre-movement and during the movement	One of the senior faculty Prof. Mary John, suggested me to understand the meaning that the narratives brought from the field work if it can be understood through the theory of the 'politics of memory'. I find the suggestions helpful, as I have also tried to talk about the	Meeting with External happened on 9th May 2019 1. External Member's notes: She asked me to continue with transcribing the interviews taken, and follow for writing chapters. However, she commented me to	Dr. Bindu K.C.	Papori Bora (external member), Dharitry Narzary (internal member)

		Dorothy Smith tried in her book <i>The Everyday World as Problematic</i> (1987).				
6	Hiyani Bajaj/ S165CWG01/ 13/01/2016	Details of the finished and remaining field work. A preliminary look at the data gathered so far and the themes emerging which may answer research question. How to theorize experiences, what analytical approaches may help and to within the parameters of the findings from the field the meaning of subjectivity and agency needs to be engaged with	Think about larger questions of theory and discourse around heterosexuality which falls out of the context in the trajectory of coming in of Queer discourse when thinking about thematizing. Connect it to the theories of emancipation (connected to Contraception and sexuality) coming from the first world. Flesh out the concept of 'single women' and it is being used in my work	To focus on problematising the data gathered and move beyond it. To think about how will thematic analysis help and how it can help answer the research questions. To collate data from different sources and think about the voices heard methodologically.	Prof. Rachana Johri, AUD/Dr. Bijoya Roy, CWDS	Dr. Sadhna Arya, Satyawati College

### 2017 Batch

7	G.S. Mamatha Devi/ S175CWG02/07/12/2016	A working draft of chapter 1 was presented, which looks at the formation of CITU and evolution of its ideas and efforts to organise working women and build women trade unionists at various levels of its structure.	It was suggested that I should look at how the Indian Left movement had addressed the question of women workers. Writings of B T Ranadive, EMS Namboodiripad and others should be read. Using the names of big personalities like Engels, Bebel, Lenin, could be tricky. Experiences of women activists in the Left movement could be studied to better understand the journey of the union in terms of organising the women workers. The paucity of literature in Indian context, on the trade unions and women workers organising, was a	Questions on how the information and data collected would be gendered were asked. It was suggested that I should bring in the debates between Marxism and Feminism, between the public and the private, in order to bring out the contestations within the CITU in addressing the concerns of women workers, and in building the women trade unionists. Concepts used in the chapter should be unpacked further. Interpretation and implications of the various understandings	Prof. N Neetha	Prof. Krishna Menon, AUD & T.G. Suresh, JNU
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incidents) in the first place, how it is perceived by them, by the Bodo youth of that time that led to join in the movement, what happened to their personal life, and how they witnessed the movement as first generation school going students.

The analysis I made from these interviews is focus on the occurring theme in the field, on 'Indigeneity' or how to study and understand the indigenous question and to critically examine how 'revivalism' or 'to go back to own tradition' may affect the women in that society. So, the attempt is not to limit the understanding of the community ideology and belief that is influenced in the process but also how does it may change/make the women's role establishing the gender role in that particular context. As, I am also looking at the multi-ethnic society the historical amalgamation of them occurred during the colonial and postcolonial time brings multiple challenges of language, religion, region, and gender. I would like to understand the question of identity and representation through the understanding of everyday life. To understand and problematize the "everyday life" in the once disturbed area by the feminist approach like,

memories of the movement, particularly women's life narratives which tell stories of being an informed citizen narrating about their village and their family, and the impact the movement brought into their community-life.

explore how the domination of Right Wings party in the region disturbing the already crisis situation of ethnic differences. Also to examine how the question of indigeneity arises in the present context and how it affects the Bodo society, as she mentions Neha Dixit's article on Outlook, which talks about RSS taking away the Bodo girls and training them to identify them with the larger Hinduised identity of the nation.

**Meeting with Internal  
happened on 13th May 2019**

**2. Internal Member's notes:**  
She examined my fieldwork writeup and said it reflects engagement with the grassroots and able to point out the subjective-objective complexity of the field. However, she suggested to maintain consistency and clarity in the argument of the thesis which means reorganise the idea and thoughts in arranging the writeup.

			concern that was admitted by all.	and steps taken by the union, have to be brought to the fore. The layers of meanings hidden in the texts have to be comprehended		
8	Shailly/S175CWG04/07/12/2016	A brief outline of chapter 2 construction of Childhood explaining the historical context of childhood with reference to Western and Indian context. Approaches to studying childhood. Sites of construction of childhood Chapter 3 on School as a site of the construction of boyhood. Briefly explained the theoretical perspectives on schooling. The field result presented on the understanding of self among girls and boys. Awareness of students prevailing societal expectations of gender roles.	Prof Mary John enquired about the methodology of collecting the information from students. She emphasized to need to make a difference between norms and experiences Prof. N. Neetha enquired about the chapters of the thesis. Prof. Rukmani Sen suggested reading on childhood by Ashish Nandy and Tulsı Ram's autobiography. Dr Bindu suggested to refer Murli's dissertation from EFLU- experiential narratives of dalit boy in school.	Shared chapter Construction of childhood with DAC members. Dr. Anadini discussed the chapter gave suggestion to explain how childhoods are constructed at different sites. Meeting with Prof.Sanjay Srivastava was not possible as he is traveling. He will share his feedback over mail within 10-15 days.	Prof. Krishna Menon	Dr.Anandini Dar Assistant Professor School of Education Ambedkar University Delhi Prof.Sanjay Srivasatav Institute of Economic Growth Delhi University
9	Ashika Bhargav/ S175CWG01/07/12/2016	Presented Methodology in detail and data collection experience. Data Collection was carried out in phases between June 2018 to November 2018 in Lucknow. Methodology was reworked subsequently to add Delhi NCR as a field site as well. The process of selecting the field site and approaching the field and participants along with the challenges in data collection were presented.	Suggestions: To read more on Gender Performativity.	Suggestions: To document the field work space and personal observations. To distribute the field work between Lucknow and Delhi NCR and accordingly rework the Methodology section. To engage more with Visual Culture Theories. To conduct interviews in Delhi NCR till the time I could go back to Lucknow for more interviews.	Prof. Renu Addlakha	Dr. Anita Ghai and Dr. Shubhangi Vaidya

10	Sanjana/S175CWG03/07/12/2016	The title of my thesis is Scripting Dalit selfhood: Dalit women writing in Hindi literature. In this semester I presented on each chapter in brief. The research makes an attempt to engage with the diverse ways of scripting a Dalit selfhood through creative writings and each chapter makes an attempt to show construction of dalit women selfhood by taking these questions in each chapter.	I was suggested to read book on Aesthetics by Bindu Mam. She suggested me Limbale. Also was suggested to read material on Phoolan Devi.	Mary Mam my Rac member appreciated my work. Smita Patil another Rac member suggested me to read a lot and to speed up my work.	Dr. Shubhra Nagalia	Prof. Mary John and Dr. Smita Patil
11	T Khyochano Oving/ S175CWG05/07/12/2016	I presented by reviewing the literature on my first chapter which is 'Fluid Histories and Knowing : Indigenous Knowledge / learning Systems of Naga Communities. Along with this, I gave a brief presentation on my fieldwork which was carried out in the month of February and March, 2019 in villages of Wokha district, Nagaland along with few respondents transcripts.	Following are the feedback and suggestions:- 1) To explore more feminist theoretical readings pertaining to orality and writing. 2) To read the book on 'Modern Mizo' focusing on print culture. 3) To narrow down my research field to specific area. 4) To interview more respondents and explore on archive materials.	Following are the feedback and suggestions:- 1) To narrow down the focus of my research area. 2) To include more respondents for interview. 3) To be more specific and precise regarding the questions prepared for the respondents. 4) To continue with my fieldwork and explore on archive materials pertaining to colonial, missionary literature's from early 19th century.	Dr. Shubhra Nagalia	Lavitoli Iimo and Mary E. John

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12	Vikas Singh/ S17SCWG06/07/12/2016	<p>The work was updated with clear Research questions, objectives, more literature review, chapertizations and bibliography.</p> <p>Twenty interviews were conducted of male and female students respectively. Historical, soetal, cultural, educational and training part of these subjects were dealt. These need to be transcribe.</p>	<p>The chapterization were asked to be more specific with the questions.</p> <p>To bring the location, geography of filmcity, who, why and when started. The following title was accepted by the RAC: : 'Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP'</p> <p>Methodology to be Included from Institutional history by Indra Chaudhary, CCK, Akhil Gupta, Shweta Kishore.</p> <p>Title was reframed.</p>	<p>Chapter one on Located-ness, Chapter two on admission, advertisement, selling of the course, Chapter three on reality, providing training over promises, teachers, pedagogy, structure of the course.</p> <p>Technology/camera needs to be addressed.</p> <p>Gender gap to be questioned in the chapters. Accepted title: : 'Gendered Aspirations: An Ethnographic Study of an Ancillary Film Training Institute in Noida, UP'</p>	Dr. Anita Chertan/Prof. Indu Agnihotri	Dr. KC Bindu, Shikha Jhingan
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**School of Human Studies, Ambedkar University Delhi**

**Report on the six monthly work-in-progresses of SHS MPhil (Women's and Gender Studies Students as on 2019 Winter Semester**

The presentation of Six Monthly work-in-progress seminars of research scholars at SHS was held on \_\_\_\_\_. The RACs were held separately/or jointly for individual students and the comments are being collated here.

Sl.No	Name of Student, Enrolment Number and Date of Registration	Brief description of work presented	Comments and suggestions during Presentation	Comments and Suggestions from RAC	Supervisor	RAC members
<b>2017 Batch</b>						
1	Chitra Anand/ S174CWG04/27/07 /2017	<p>I presented on the completion of my in-depth field interviews with 20 women respondents from Rewari and Delhi. I shared my experiences and observations on the fieldwork and the persuasions I had to make with the respondents to come up with real answers to multi-layered queries which were too personal to them and probably were never confronted by them.</p> <p>I also briefly outlined my progress on chapterization and how much work is left.</p>	<p>Suggestions given:</p> <p>i) to explore the reasons why the traditional leather work is on decline/recline;</p> <p>ii) May read and review Dalit literature on caste identity politics of leading authors; and</p> <p>iii) Draw critical parallel between dalit literature and black literature</p>	<p>RAC meeting held on 25th April, 2019 with 2 RAC members along with Dr. Mary John.</p> <p>Dr. Shivani Kapoor and Dr. Vandana have collaboratively appreciated the fieldwork and the intricacies involved in getting the responses of interviewees. They suggested me the following to be looked into and incorporate analytically in my research :-</p> <p>a) Gender socializing aspect of migration and how these people deal with the caste and kinship relationship along with upward mobility;</p> <p>b) Analyze nuances through the literature about caste identity.</p>	Prof. Mary John	Shivani Kapoor, Vandana I

				c) To read extensively books on dalit literature so as to assimilate what all have been researched and documented so far.		
2	Kanika Tyagi/ S174CWG06/01/08 /2017	The presentation comprised of a discussion of the fieldwork majorly along with the discussion around the chapterization of the dissertation. The major focus was on the core chapters of the dissertation based on all the interviews done during the fieldwork. Chapterisation of the dissertation was also presented.	A comment was made to note as a researcher how things have changed over a period of time in the community	<ul style="list-style-type: none"> <li>a) Connect the field analysis with existing theoretical questions</li> <li>b) Discuss the challenges of the fieldwork</li> <li>c) Potential to build new concepts using the vernacular</li> </ul>	Prof. N Neetha	Prof. Rukmini Sen, AUD; Prof. Deepita Chakrabarty, AUD
3	Aakanksha Dacruz/ S174CWG01/27/07 /2017	For my semester progress-presentation, I presented parts from Chapter 2 and 3 from my dissertation. I shared my method of tabulating textual data, categorising themes etc. I also shared my experience of field-work, the progress I have made with respect to this and the insights interview responses offer.	<ol style="list-style-type: none"> <li>1) Refrain from using the word 'post-structural' as a blanket category to describe my method.</li> <li>2) Discuss the methodology in greater detail to explain how different types of evidences and use of data from different media can be used together to look at girlhood.</li> <li>3) The question of religion is a difficult one to locate, explain why this is so and discuss the problems with linking convent school education with religion in this</li> </ol>	My RAC meetings for the Winter Semester of 2019 were held on 5th March 2019 and 18th March 2019 with RAC members. Prior to the meeting, I had submitted a draft of one of my chapters from the dissertation which was reviewed by all the RAC members. My written work was appreciated for being extensive, thorough, and well researched. Some issues with respect to my writing style and paraphrasing of articles were pointed by the RAC members who also guided me on how to avoid them. I was also given suggestions for further reading. Comments given by the RAC are as follows:	Prof. Krishna Menon	Krishna Menon (Supervisor) Meenakshu Gopinath (RAC External Member) Rachna Chaudhary (RAC Internal Member)

			dissertation.	<p>Dr Meenakshi Gopinath She asked me to look at works of Weber and Cathoun Further, she gave inputs to fine-tune my understanding of concepts like conformity and resistance and on gendering discipline. During the meeting, she elaborated upon the comments given by her on specific paragraphs of my submitted chapter to her</p> <p>Dr. Rachna Chaudhary: She suggested that I look at works of Sangari and Vaid, Patricia Oberoi, Sanjay Srivastava etc. After the meeting, she personally emailed to me soft copies of important readings on narrative analysis, tradition-modernity debate etc She asked me to situate my literature to reflect the South-Asian context.</p>		
4	Shrutika Lakshmi/ S174CWG09/27/07 /2017	Presented my chapters 2 and 3 through methodological concepts of Textual Analysis and Foucauldian discourse analysis.	<p>1.How to interpret normative texts?</p> <p>2 What are the findings?</p> <p>3.It seems like women are always ready to break the shackles and move out as reflected in Recasting Women by Suresh Vaid and Kumkum Sangari</p>	<p>1.Try to make proper connections between the past and the present</p> <p>2.Since there is a lot of time travel in terms of readings, prepare a roadmap kind of a thing.</p> <p>3.Define the concept of 'time-use'.</p> <p>4.Readings like Janaki Abraham, Jaya Tyagi, Romila Thapar, Indira Hirway were suggested.</p>	Prof. Krishna Menon	Supervisor Prof.Krishna Menon Internal RAC members. Dr.Rachna Chaudhary Prof Sumangala Damodaran

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17/07/2017

5	Avni Agarwal/ S174CWG02/27/07 /2017	The presentation briefly shared the work done in the third chapter titled as 'Women's leisure at night- the spaces accessed, occupied and moved through'. The presentation briefly stated the mapping of the reproduction of Connaught Place, since here exploring the concept of night time-space was central in understanding women's experiences of leisure. It then shared the meanings of leisure for women in the night spaces and lastly, attempted to highlight the nightlife venues accessed and occupied by women.	The comments received during the presentation involved to state and define how leisure as an idea was conceptualized by the researcher, to define and specifically mention when is the night beginning for the women participants. A suggestion emphasised to look upon the women rag pickers and their idea of spatialization in the night spaces. Another suggestion pressed on exploring how the study might look at nightlife normatively since it is mapping women and men.	The comments given by RAC members are as follows: 1.To develop and state the definition of leisure used in the research study and simultaneously highlight if the participants viewed leisure in the similar context or not. 2.An emphasis to elaborate more on concepts including gendered fixation of night, socio-spatial dialectic, spatiality of social life, 'second shift' in global economy, privatised nature of night in the context of women, public-private distinction in the context of women and night. 3.A suggestion to bring out maps to convey the occupation of spaces by women and the process of gendering along with the text. 4. A suggestion also included to highlight the primary theoretical framework taken for the study.	Dr. Rachna Chaudhary	Prof. Shilpa Khatri Babbar and Ms. Divya Chopra
6 Please see last page	Shambhavi Sharma/ S174CWG08/ 28/07/2017				Prof. Sen / Rukmini	Niharika Banerjee and Mrinal Satish
	Isha Yadav/ S174CWG05/ 01/08/2017	Presented Chapter-2: the Visual Analysis Section. Written introduction the Screenshot Methodology and all shortlisted visuals Prepared ground summary of all artist accounts. 13 Artist interviews complete and	Suggestion: (a) Rather than describing several artists' works and clubbing them together, work with a few of them and tease them out. (b) Maintain the conceptual	1.Received suggestions to think in terms of categories of visual analysis. 2. the chosen primary data is too large to be a 'section', must rebuild the core analysis on Chapters: 1.Body and Sexuality,	Dr. Bindu K.C.	Dr. Vebhuti Duggal (Internal) and Dr. Bindu Menon (External)

		transcribed.	distinction between sources and knit them together to bring in a greater texture and verve to your analysis. c) Primary data is very rich and large. Deepen the analysis.	2. Women Heroes and Movements, 3. Tradition, Religion and Resistance		
8	Bhanu Priya Gupta/ S174CWG03/ 17/07/2017	Presented chapter 3 in progress presentation, which was around narrative analysis as a methodology for texts in different forms, and selection of life writers was explained as disability rights activists writing in the rights-based framework, within the social model, around sexuality, and interacting with feminist spaces and debates.	Advised to look at the work of Michael Foucault and Shilpa Anand. Emphasis needs to be laid on my selection of narratives on the basis of sexuality debates also, and how the feminist organizations that are hosting them also have a role to play in how sexuality is being discussed.	<ol style="list-style-type: none"> <li>1. Since I am arguing for life writing as a conscious, strategic, agential act, the shift that I am making from experience to narrative can be articulated through agency. Looking at narrative and agency together may be more useful instead of experience and narrative. What is the limitation of using the category of experience? How do we formulate agency here? Is it because the writer is able to foreground sexuality, etc.?</li> <li>2. Chapter 2 and 3 need to be more clearly separated.</li> <li>3. Descriptive accounts of the authors and their work need to be avoided and rather be located in the disability movement.</li> <li>4. The methodology needs to be such that the three forms can be brought closer.</li> <li>5. Is there a connection between medium, person,</li> </ol>	Prof. Rachana Johri	Dr. Rachana Johri, Dr. Renu Addlakha, Dr. Rukmini Sen

				and where they are in the movement?		
9	Ridhi Anupriya Turkey/ S174CWG07/ 28/07/2017	The progress presentation briefly talked about the fieldwork and the transcribed interviews. Portions from draft chapter 2 and 3 were shared along with a few insights/narratives from the fieldwork. The voices from the field have been contextualised and the position of tribal women in the land question is under way. Draft chapter 4 is in progress and a gist of the chapter was briefly shared, which is to see how customary law and legal rights co-exist. Additionally, the corrections received from the supervisors on the draft chapters are being worked upon.	The comments received during the presentation was a) if the work was also looking at the North Eastern tribes and if there is any correlation with Jharkhand. b) what is the type of land that the researcher is looking at. Whether it is agricultural land or forest land. A suggestion was to look forest land. However in the researcher's opinion, forest land would entail an entirely different course of development. It was then suggested not to venture in that area as the work will become broad. Essentially, in the introduction, the reasons for not taking the development course must be mentioned. The work on Pathalgadi movement was appreciated. A rape case during the movement took place and it was suggested if it can be incorporated.	The comments and suggestions given by the RAC members are given below: 1) to see how the larger community understands customary laws and takes decisions. It is important to look up readings of customary law. The village headman/community perspective is essential. 2) to know more about the Mahila Mandal- It's inception, the members, activities, state/external intervention. 3) to see the difference between using land and owning land. 4) While talking about Mahila Mandal, to see (if) how the women are questioning their land rights. 5) Some of the pieces suggested were: i) <i>Towards legal literacy: An Introduction to Law in India</i> by Kamala Sankaran and Ujjwal Kumar Singh. ii) <i>Collective and Organic Farming in Tamil Nadu: Women's Participation, Empowerment and Food Sovereignty</i> by Dhruv Pande	Dr. Rachna Chaudhary/Ms. Lovitoli Jimo	Dr. Neetha N. and Dr. Dhruv Pande

				and Munmun Jha. iii) <i>Turning the Tide in Forest Rights</i> by Kamal Nayen Choubey iv) Published works by Gladson Dungdung. v) <i>Feminism, Marxism, method, and the state: Toward feminist jurisprudence</i> by Catharine MacKinnon		
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 PHD Program Coordinator

6	Shambhavi Sharma/ S174CWG08/ 28/07/2017	Presented on the first chapter of the thesis which deals with reading legal texts around sexuality in India emerging in the period from 1994- 2017.	Was asked to elaborate further on the debates around privacy as they emerged in the right to abortion debate in the US context. Suggestion regarding reading Navneetha Mokkil's work on lesbian suicides in Kerala	to look into the question of funding <i>in the movement for rights of sexual minorities in India</i>	Prof. Rukmini Sen	Niharika Banerjee and Mrinal Satish
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**School of Human Studies, Ambedkar University Delhi**

**Report on the six monthly work-in-progresses of SHS MPhil or PhD (MPhil Psychoanalytic Psychotherapy, MPhil Women's and Gender Studies, MPhil Development Practice, PhD Psychology & PhD Women's and Gender Studies programme) Students as on \_\_\_\_\_**

The presentation of Six Monthly work-in-progress seminars and RAC of MPhil Students of 2017-19 Batch at CDP/SHS was held on 14-16 March, 2019.

**Programme: MPhil Development Practice**

**Semester: Winter 2019**

Sl.No.	Name of Student	Enrolment Number	Date of Registration/ Admission	Brief description of work presented	Comments and suggestions during Presentation	Comments and Suggestions from RAC	Supervisor	RAC members
1.	Aarshi Jahan	S174CDP02	19/07/2017	The work looks into the advasi practices of <i>Dhuku</i> , and its stigmatization for women in Gumla Jharkhand. Its attempts to works collective sensibilities amongst women about the exclusion and marginalization the lay in the process.	Need to account for the variations in the practices of <i>Dhuku</i> from community to community, and caste and tribal groups as well as in cases of inter-community marriages.	The proposal needs work on structure and detailed descriptions of experiences and strong literature on marriage gender and caste. Look at works of Atpa Shah, Nitya Rao and Patricia Oberoi. There is a need to forge stronger relation with women experience <i>Dhuku</i> .	Prof Rukmini Sen	Dr Ishita Dey and Debarjan Ghatak
2.	Abhik Sengupta	S174CDP03	19/07/2017	The action research hopes to revive and sustain traditional knowledge amongst diverse tribal communities of Uttar Bastar Kanker district of Chattisgarh. It hopes to identify and revive	The works needs constant reflections on his own positionality and ethical issues. He further need to elaborate more on the impact access to mobile phones is having on the	Proposal incorporates the understanding of concepts of social reproduction but need further elaboration on its conceptual deliberations. Ethnographic works by Meenakshi	Dr Anandini Dar	Dr Kiran Bhairannavar and James Tigga

				practices through booklet prepared by senior secondary students in the region.	what and how children play and reproduce cultural selfhood as well as its political economy in the local context.	Thapan and methodological concerns of reflexivity would further help the work. The works also needs to elaborate on the thematic to be covered in the collection of practices.		
3.	Chichuan Naik	S174CDP05	18/07/2017	The works looks at issues of Health and Nutrition in South Bihar. Linking concerns of nutrition to changing dietary patterns as a result of changing agricultural practices, the works attempt revival of indigenous food cultivation for consumption to deal with erious consequences for health by commercial agriculture	He need a better clarity of perspective and purpose of the agriculturalist in their shift from indigenous to commercial agricultural practices. Deliberation on the issues without critical engaged with motivating factors will hinder collective action.	The students needs to ground his work more strongly in the political economy of food policy and poverty reduction and the shift from calorie based to nutrition based understanding of health. He also need to engage with literature on food regimes and actions of food sovereignty - movements. These will help him situate his work better in the	Dr Santosh Singh	Dr Imran Amin, and Shuvojit Chakrabarty

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						larger literature available on the topic.		
4	Devanshi Jain	S174CDP06	17/07/2017	The work is with dalit and adivasi community dwelling and their difficult experience in relation with upper caste Hindus in the same village as well as eruption of violence. Using pedagogic tools in collective settings for children, the action research hope to explore ways of dealing with these experience in the daily lives of the people.	Given the inter-personal, inter-communal nature of the work to be undertaken, methods of processing experiences and framing of childhood and identity with education and futurity needs reflection. Also there are inherent concern when dealing with experience of violence and need to be consciously planned	Working on issues of non-formal education and pedagogic tools, the proposal needs to engage with literature and situate it in her context. The work needs to engage with psycho-analytical works on loss and recovery of selfhood and its negotiated and contingent practices through free associations and interpretive process	Prof. Anup Dhar	Dr ManolaGaya tri and Debanjan Ghatak
5	Dhiraj Singha	S174CDP07	18/07/2017	The work looks at the normalization of violence among women and how it challenges the path to justice in social governance.	The arrival at the SMC as the space for undertaking actions needs to be situated in the discourse	The work needs to explore the situated coordinates of patriarchy in the Santhali past and present as well as	Prof. Anup Dhar	Dr ManolaGaya tri and Sorangshu Banerjee

				By working on the inclusion and participation of women in School management Committee, an attempt is to generate agency to engage with other concern of village governance to finally engage with issues of normalized violence and the injustice that lies therein.	through which you arrive at it. You also need to build a set of actions that you want to take up in the SMC and monitor the changes vis-à-vis gender justice.	critical engagement with its practices and injustices embedded therein. It's the dialectics in the santhali life world between the vanishing past and hegemonic present that can offer avenues of exploring gender justice in the limited space of SMC. It needs to further elaborate the process by which this idea development rather than giving the context and jumping to solution.		
6.	Padma Rigzin	S174CDP08	18/07/2017	The work looks at education and hopes to develop a text book that reflect the one of the Lodhas with Nature in	There is substantial literature on alternative childrens education emanating from	The work need to engage with similar initiatives being taken up across the world like by the Zapatista. It also	Prof Honey Oberoi	Prof Anup Dhar and Prof. Sujit Sinha

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				collaboration with teenagers from the community.	engagements with the adivasi life world, nature and critique of the the nature-culture divide.	needs to engage with the debate between the masters discourse and the slaves know how in the context of modern v/s traditional education. It also need to engage with discussion on open learning and its pedagogy.		
7.	Pramod Singh Negi	S174CDP10	19/07/2017	The work explores the idea of <i>santushti</i> in the practices of Kabirpanthi and its linkages with the commercial agricultural practices and the idea of Natural Farming.	The linkage between Santusht Kheti and no-tilling farming and its linkages with the philosophies of Kabir seems confusing and needs better delineation. Futher how will this connection be enacted is yet not clear in your work	The proposal needs to choose an axis of transformation between either agricultural practices or practice of spirituality. It further needs to clarify why santushti and natural farming appear to be connected. The linkages between faith and economy is and interesting question to explore but its	Dr Imran Amin	Dr Santosh Singh and Debanjan Ghatak

						actionability needs more comprehensive understanding of both and their interlinkages.		
8.	Pranamika Doimary	S174CDP11	17/07/2017	The works looks at implementation of the promised governmental agendas of <i>Bijli, Sadak, aur Paani</i> , and the frustration and disappointment in the community that results from it. While the community, in its collective deliberation, constantly demands these provisions and entitlements, they have not been able to make collective claims in the process of implementation and use of these infrastructure. The action research	There is a need to look into the history of the villages, its main organizations, institutional sites and practices that reflect the feeling towards infrastructural needs and usage. A close social mapping of the village is important to understand resource accesses and management processes in the village.	The proposal needs to engage with the literature on citizenship, practices of claim making especially vis-à-vis infrastructure projects. Also she needs to situation the different conflicts and constrain of the village vis-à-vis the road in used as well as develop a rich users - perspective of the road. She also needs to compare and contrast her work with those in the domain of rights based development.	Dr Imran Amin	Dr Partha Saha and Shiv Sankalp

				hopes to bring a collective of women together in the implementation and governance/user management of a road in the village of Mohgaon in Dindori Madhya Pradesh.				
9.	Praveena Mahala	S174COP12	17/07/2017	The work explores the relationships that the baiga community has with nature and the struggles of such selfhood in the onslaught of commercial and scientific-utilitarian management of forest. The attempt is to recover the cultural knowledge systems and folk practice to facilitate a community centric and relation rather than utilitarian	The work needs to situate the conflicting demand of the community better is the action research plan. Also a review of policies of forestry governance and governmental subjectivities needs to be incorporated in the work.	The proposal needs to locate itself in works of ethics and nature, nature-culture dualism in works of Eric Katz, Nelson and Callicot. John Stuart Mill on natural and natural will help situate the utilitarian argument better. The healing metaphor used for Baiga through ecological restoration needs further	Dr Imran Amin	Dr Suresh Babu and Krishna



				management of forests.		elaboration along with engagement with ideas of co-evolution and pristine nature debate. Also the work needs to limit its lines of enquiry.		
10.	Primalatha V	S174CDP13	19/07/2017	The work engages with widows of Morpani, in Madhya Pradesh from two different communities and their collective struggles in the personal and public lives. By coming together as a collective over the course of this action research, these women hope to work through the demands and desires of their everyday life	If there is possibility of building an earlier action research works then bringing participants of those actions could offer facilitating tools for auctioning of the collective space. There is need to situate mutual support for possibilities of self acceptance of desire is important and needs to be highlighted.	The proposal has a significant research question about the need to create spaces for marginalized women and their multiplicity of experience of womanhood. How will this work be anchored into the larger discourses on widowhood as well as the personal subjectivity of the researcher.	Prof. Anita Ghai	Dr ManolaGaya tri and Saheb Bhattacharya
11	Sanjana Biswas	S174CDP15	18/07/2017	The action research is on	The positionalities of	The challenge of starting and	Dr Partha Saha	Dr ManolaGaya

				<p>forging a collective of lodha, in a collaborative manner to work through mistrust. Engaging with larger question subjectivities, well being and development and their relation with historically unjust past,, the action research will work with existing modalities of collective auctioning being taken up in the village.</p>	<p>various narratives on mistrust will be critical for any researching to happen on the deliberation undertaken in collective action and their historicity. Further maintain the stability of spaces for such conversation to take place is yet another challenge.</p>	<p>sustain conversation and dialogues on mistrust with its painful history needs to be foregrounded. The work needs to engage with cultural complexes in the context of dealing with trauma and the kind of unpacking that happen in collective spaces.</p>		<p>trl Sorangshu Banerjee</p>
12.	Seikhongam Haokip	S174CDP17	19/07/2017	<p>The works looks at <i>sarna</i> as a socialization process in the form of religion and how situation of tragedy in people's lives manifests it. In an attempt to recover and collate ritualized practice against an onslaught by</p>	<p>The works offers interesting shift from the convention reading of identity politics and development amongst 'tribal' in the region. The proposal needs to engage with social</p>	<p>The works attempts to explore a third between the binary Christian-Hindu understandings of religion of the Santhals. He needs to look at the literature on philosophy of religion, and</p>	<p>Prof. Anup Ohar</p>	<p>Dr Imran Amln, and Shuvojit Chakrabarty</p>

				global forces that seek to represent it mainstream religious dimension of christianity v/s hinduism amongst Santhal of South	movement of identity politics in the region by looking at works of Stuart Corbridge, Sussana Devalle, Amit Prakash and Ipshita Basu.	secularism and its implication for santhal cultural ritual practices		
13.	Suneet Kumar	S174CDP18	19/07/2017	This action research project works on transformation in livelihood and its linkages with the shifts in development discourse and its polict for poverty reduction in the rural agrarian context. By working with a group of landless farmers, the work highlights the linkage of Kondha life world between land forest and livelihood.	The effort to move towards shared farms and collective farming need to situate itself in the question of land and property regimes over it. The work need to historicize the absence and simultaneous rise of private property rights over land as well as that of rice as a traditional crop and staple diet of the Kondha.	The proposal need a clearer delineation of the concepts of livelihood and its linkages with public policy on poverty reduction. Also the linkage between land-forest-livelihood in the context of Kondha life world needs elaboration. The proposal needs a review of literature on collective action and group process.	Dr Imran Amin	Prof Anup Dhar and Dr. Debal Deb

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AMBEDKAR UNIVERSITY DELHI

**Minutes of the 46<sup>th</sup> Meeting of the Standing Committee of Research (SCR) held on 24<sup>th</sup> September 2019, Kashmere Gate Campus, AUD**

The 46<sup>th</sup> Meeting of the Standing Committee Research (SCR) of AUD was held on 24<sup>th</sup> September 2019, AUD. The following were present:

Dr. Akhil Katyay (For Dr. Anita Cherlan)	Member
Dr. Suresh Babu	Member
Dr. Kanwal Anil	Member
Dr. Urfat Anjem Mir	Member
Dr. Bindu K.C.	Member
Prof. Dhirendra D. Dangwal	Member
Dr. Shallaja Menon	Member
Prof. Bodh Prakash	Member
Dr. Deepita Chakraborty	Member
Dr. Hemlata Olnam	Member
Prof. Anup Dhar	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Dr. Mamatha Karollil	Member
Prof. Praveen Singh	Member
Prof. Rachana Johri	Member
Prof. Radha Chakravarty	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Geetha Venkataraman	Convenor
Prof. Salil Misra	In the Chair
Prof. Suchitra Balasubrahmanyam	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member
Dr. Taposik Banerjee	Member
Dr. Monimalika Day	Member

**Regrets:** Dr. Ashish Roy, Dr. Anuj Bhuvania, Dr. Balchand Prajapati, Mr. Deepan Shivaraman, Prof. Satyaketu Sankrit, Dr. Santosh Singh, Prof. Babu P Remesh and Prof. Sitansu Sekhar Jena

**Special Invitees:** Prof. Anita Ghal and Prof. Gopal Ji Pradhan

**The following agenda items were discussed:**

1. The Minutes of the 45<sup>th</sup> meeting of the Standing Committee Research (SCR), as circulated via email on 16.09.2019, were confirmed.
2. Under matters arising out of the minutes, SCR was informed about the reconstitution of the RSC of School of Liberal Studies. It was informed that after the last SCR meeting, composition of RSC is as following:

Prof. Dhirendra Dangwal, Dean SLS - Chair  
Dr. Shallaja Menon, SLS  
Dr. Balchand Prajapati, SLS  
Dr. Urfat Anjem Mir, SLS  
Prof Krishna Menon, external  
Dr. Taposik Banerjee - Convenor

3. The Dean SLS with the permission of the Chair raised the matter of extension for Ms. Rashmi Bala (S164DHS05), an MPhil student of History in SLS. In view of her satisfactory RAC report and the recommendation of the RSC, SCR granted an extra-ordinary extension of six months (ex-post facto) from 19.08.2019 to 18.02.2020 to Ms. Rashmi Bala to complete her dissertation. This approval will be treated as an exceptional case.

The Dean SLS also reported that Ms Bala has submitted her synopsis in Hindi and wanted to submit her thesis in Hindi. After discussion SCR suggested that in the light of the approved language policy for PhD programme her request could be accepted. However all language policy conditions shall be complied.

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Culture and Creative Expression (SCCE) on the following :

- i. Request for change of PhD supervisor and reconstitution of RAC of Mr. Anup Kumar Bali (S145GLA01), PhD student of the Literary Art Program, SCCE

It was noted that a change had been made in supervision of Mr. Anup Kumar Bali, PhD student of the Literary Art Program as Prof. Shivaji Panikar (supervisor) has retired from AUD. The SCR accepted the recommendation of the RSC. Prof. Gopalji Pradhan, a member of his RAC will now be his new supervisor in place of Prof. Shivaji Panikar. Dr. Akhli Katyal is another member of his RAC. His RAC will be reconstituted as per the RSR 17.

- ii. Recommendation for the extension to Mr. Anup Kumar Bali (S145GLA01), PhD student of the Literary Art Program for completing his programme.

The matter of extension of Mr. Anup Kumar Bali was discussed. As per new RSR 17, his normal registration period (five year term) has ended on 28.08.2019. In view of Mr. Bali's progress report and the recommendation of RSC of SCCE, SCR granted ex-post facto approval of six months extension to Mr. Anup Kumar Bali from 28.08.2019 to 27.02.2020.

5. To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SOL) on the following:

- a. Report on completion of admission process in the following programmes:
  - i. MPhil CLTS
  - ii. PhD CLTS

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- iii. PhD English.
- iv. PhD Hindi

Programme Coordinators of the above programmes presented the reports on completion of admission process in their respective programmes for MS 2018. The SCR accepted the reports and endorsed the lists of admitted students. As per the reports of all the programs the following is the status of admissions in 2018:

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil CLTS	2	1	NA	0	OBC=1
PhD CLTS	3	0	NA	1	No unfilled seat
PhD English	4+1 PwD	1	NA	3	No unfilled seat
PhD Hindi	3	0	NA	2	SC=1

b. To note the withdrawal of PhD CLTS admission by Mr Jaideep Pandey (S185LCL03) on 03/08/2019. The Scholar has joined the PhD programme in Comparative Literature, University of Michigan, Ann Arbor in August 2019.

The SCR took note of the same and recorded.

c. To note the approval of synopsis, formation of the Research advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period October 2018 - April 2019) of a PhD CLTS scholar, Ms Imchanola Tzudir

The SCR took note of the same and recorded.

d. To note the formation of the Research advisory Committee (RAC) of the following MPhil CLTS students (2018 batch) of SOL:

S. No.	Name	Enrolment no.	Date of enrolment	RAC (Supervisor first)
1	Gaurav Kumar	S184LCL01	09.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Tanuja Kothiyal (SLS)
2	Minu Mathew	S184LCL02	20.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Krishna Menon (SHS)
3	Shayantani Das	S184LCL03	09.08.2018	Prof. Radha Chakravarty, Dr. Shad Naved, Prof. Rukmini Sen (SLS)
4	Sunhaib Izhar	S184LCL04	09.08.2018	Dr. Shad Naved, Prof. Radha Chakravarty, Prof. Salil Misra (SLS)

The SCR took note of the same and recorded.

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- e. To note the formation of the Research advisory Committee (RAC) of the following PhD English students (2018 batch) of SOL:

PhD scholar (2018 batch)	Supervisor	RAC members
Sangeeta Jawa (S185LEN08)	Dr. Amit Singh	Dr. Diamond Oberoi Vahali, Dr. Lovitoli Jimo
Shivani Bhatt (S185LEN09)	Dr. Diamond Oberoi Vahali	Dr. Amit Singh, Dr. Oninam Hemlata
Dimpay Lochav (S185LEN03)	Dr. Sanju Thomas	Prof Radha Chakravarty, Dr. Mrityunjay Tripathi
Ruchita Machal (S185LEN07)	Dr. Vikram Thakur	To be decided
Archa Bhatnagar (S185LEN01)	Dr. Usha Mudiganti	Prof. Honey Oberoi Vahali and Dr. Diamond Oberoi Vahali

The SCR took note of the same and recorded.

- f. To note the formation of the Research advisory Committee (RAC) of the following MPhil Hindi students (2018 batch) of SOL:

S.No	Scholars Name Enrollment No	Supervisor	RAC members
1	Urwashi Kumari (S184LH108)	Prof. Gopalji Pradhan	1. Prof. Satyaketu Sankrit (Member) 2. Dr. Vaibhav (SUS AUD Member)
2	Tej Pratap Yadav (S184LH107)	Prof. Gopalji Pradhan	1. Prof. Satyaketu Sankrit (Member) 2. Dr. Awadhesh Tripathi (SUS AUD Member)
3	Saiman (S184LH106)	Prof. Gopalji Pradhan	1. Prof. Satyaketu Sankrit (Member) 2. Dr. Bajrang Bihari Thwari (Member, Deshbandu College DU)
4	Nitki Kumari (S184LH104)	Prof. Satyaketu Sankrit	1. Prof. Gopalji Pradhan (Member) 2. Dr. Darsan Pandey (Member, Shivaji College, DU)
5	Babita Yadav (S184LH102)	Prof. Satyaketu Sankrit	1. Prof. Gopalji Pradhan (Member) 2. Dr. Mala Misra (Member, Aditi Mahavidyalaya, DU)
6	Ankit Dubey (S184LH101)	Prof. Satyaketu Sankrit	1. Prof. Gopalji Pradhan (Member) 2. Dr. Vikas Kumar (Member, SJK College Katanaur, MD University Rohtak)

The SCR took note of the same and recorded.

- g. To note the Six monthly progress reports of the following MPhil CLTS students of SOL

S. No.	Enrolment no.	Date of Registration	Name	Title	RAC members
1	S174LCL01	31/07/2017	Ali Ahsan	Minor Literatures: Two Novels on the Bearys	Prof. Radha Chakravarty, Dr. Shad Naved, Dr. Anita Cherian
2	S174LCL03	01/09/2017	Deepak	Musicality and Mir, A	Dr. Shad Naved,

				Comparative Study of Mir Taqi Mir's Urdu Ghazals in Performance	Prof. Radha Chakravarty, Dr. Awadhesh Tripathi
3	S174LCL04	09/08/2017	Mohammad Irfan	Representations of History in Modern Urdu Novels: A Critical Study of Qurratulain Hyder's Aag ka Darya and Intizar Husain's Basti	Prof. Radha Chkaravrti, Dr. Shad Naved, Dr. Mrityunjay Tripathi

The SCR took note of the same and recorded.

h. To note the Six monthly progress reports of the following PhD Hindi students of SOL and thesis submissions

Sl No	Roll No.	Name	Supervisor	Title	Date of Pre-submission	Date of thesis submission to chair SCR
1	S145DHI03	Anant Vijay Paliwal	Prof. Satyaketu Sankrit	"Beesvi shatabdi ki hindi kahanlyon mein sampradayik sandarbh: ek vishleshmatmak adhyayan"(Context in Hindi stories of twentieth century : an Analytical study)	14-05-19	07-06-19
2	S145DHI04	Nikita Jain	Prof. Satyaketu Sankrit	"Hindi ki Pramukh laghu patrikaon ki vaicharik: ek vivechan, 1950 se 1980 tk ke vishesh sandarbh mein" (Ideology of renowned little magazines of Hindi Literature: An analysis, In special context from 1950 to 1980)	14-05-19	07-06-19
3	S135DHI01	Ragini Sankrit	Prof. Gopalji Pradhan	"Hindi Khaani mein swadhinta andolan ka chitran: ek vishleshmatmak adhyayan " (Depiction of Independence movement in Hindi story : An analytical study).	04-04-19	13-06-19
4	S145DHI02	Mahendra Prajapati	Prof. Satyaketu Sankrit	Hindi cinema mein pratirodh : Dalit stree or Third gender (1990 se udhan)" (Resistance in Hindi Cinema: Dalit, Women and	20-06-19	27-06-19



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				third gender (From 1990 onwards)".		
5.	S145DHI06	Sunita	Prof. Gopalji Pradhan	"Hindi sahitya mein abhivyakt paani ; ek sarvasksham " (The Inter play of water in Hindi Literature : A survey).	25-06-19	02-07-19

The SCR took note of the same and recorded.

1. To note the Six monthly progress reports of the following PhD Hindi students of SOL

Sl No.	Name of PhD student	Date of Registration / Admission	Discussions/Comments and Suggestions from RAC	Date of synopsis/topic approval	RAC members present in the meeting
1	Ankita Chauhan S175DHI01	21.08.2017	RAC meeting with Ankita Chauhan, on 19th June 2019. The scholar presented her synopsis titled "Stree Sampadit patrikaon mein stee prashhai". The presentation was deemed satisfactory and the synopsis and the title were approved.	18.05.2018	Prof. Gopalji Pradhan, Dr Ajay Nauria and Prof. Satyaketu Sankrit (supervisor)
2	Dinesh Kumar Verma S175DHI02	17.08.2017	RAC meeting with Dinesh Kumar Verma was held on 13th May, 2019. Dinesh Kumar Verma apprised the committee of his title: "Hindi Dalit saamkathao mein swanubhati ke pratimaan, yatharthwaad aur jaatiga Sanrachnaiyen: ek vishleshan". Dinesh Kumar Verma presented the work on the scope of his suggested topic. It was suggested by the committee that he focus on the peculiarities of his area by narrowing it and also had to add review of literature.	10.10.2018	Prof. Gopalji Pradhan (supervisor), Prof. Rajrang Bihari Tiwari and Prof. Satyaketu Sankrit
3	Shipra Shukla S175DHI03	17.08.2017	RAC meeting with Shipra Shukla, was held on 07th May, 2019. Shipra Shukla apprised the committee of her title: "Viklaang Vimarsh or Hindi Gadya Sahitya". The committee members advised her to look at existing research on her subject. Shipra Shukla agreed to work on the suggestions and get back to her supervisor within a mutually agreed time frame.	15.10.2018	Prof. Gopalji Pradhan (supervisor), Prof. Rekha Sethi and Prof. Satyaketu Sankrit

4	Anita S145DHI05	06.02.2014	RAC meeting with Anita was held on 10th May 2019 Anita apprised the committee of her title: "Dalit Sahitya ki stapnaa mein Rajendra Yadav aur Omprakash Valmiki ke yogdaan ka Tulnatmak adhayaan" Scholar has done her research work and writing. Advisory committee gave her some suggestions about new concepts. Scholar told the committee that she already included some suggestions given by her supervisor. As soon as possible scholar will submit her chapters to her supervisor.	18.05.2016	Prof. Gopalji Pradhan (supervisor) Dr. Awadhesh Kumar Tripathi Prof. Satyaketu Sankrit
5.	Aakansha Bhatt S165DHI02	01.09.2016	RAC meeting with Akanksha was held on 10th May 2019 Akanksha apprised the committee of her title "Hindustaani academy aur Hindi Sahitya Samellan ka tulnatmak adhayaan"  Scholar has submitted two chapters. She was asked to consider contemporary cultural -political context in this reference.	26.11.2018	Prof. Gopalji Pradhan (supervisor) Dr.Mritunjay Tripathi Prof. Satyaketu Sankrit
6.	Sapna S165DHI04	01.09.2016	RAC meeting with Sapna was held on 24th July 2019. Sapna apprised the committee of her tentative title: "Gulzaar ke lekhan mein Sahitya aur Cinema ke Anthsambandho ka Adhayaan" Sapna's progress in the last 6 months has been satisfactory. She is writing the chapters and was the advised to consult a few additional readings suggested to her. She was advised to reflect on the relationship between filmy and non filmy writings of Gulzar. The distinction has a larger history in Hindi Cinema and Ms. Sapna was advised to explore that Future.	26.11.2018	Prof. Gopalji Pradhan Prof. Sanjay Sharma Prof. Satyaketu Sankrit (supervisor)
7.	Nirmal Rani S165DHI03	01.09.2016	RAC meeting with Nirmal Rani was held on 19th June 2019 Nirmal Rani apprised the committee of her title: "Prawasi Hindi Kahaniyon mein stri Kathakaron ka Yogdaan"  In meeting the following Research Points were Presented:-	06.12.2018	Prof. Satyaketu Sankrit (supervisor) Prof. Gopalji Pradhan Dr. Vaibhav

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			Data collection for different chapters Presented a theoretical framework of her Research work Given detailed information about her first chapter Research progress is satisfactory		
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The SCR took note for the same and recorded.

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- j. To consider the recommendation of RSC of SOL and request of Mr. Sukant Suman (Enrolment No. S175DHI04), PhD Hindi scholar to continue in the PhD programme (Hindi) after taking up employment in a government organization.

The SCR took note for the same and recorded.

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- k. To note the appointment of Dr. Shad Naved as RSC Convenor in place of Dr. Diamond Oberoi Vahali for the academic year 2019-20

The SCR took note for the same and recorded.

- l. To note the ex-post-facto approval regarding the change in title of the PhD thesis of Ms. Sunita (हिंदी साहित्य में अमिष्यक्त पानी : एक सर्वेक्षण). The dissertation has been already submitted for evaluation by the external examiners.

The SCR took note for the same and recorded.

6. Report on the completion of the admission process for the PhD programme in Education of the SES

It was reported to the SCR that admission process to Ph. D. programme in Education Studies for the MS 2019 has been completed. A detail report on admission was placed before the SCR. The programme was allowed to admit 10 Ph. D. candidates. It was reported to the SCR that 10 candidates have been selected and offered admission as per the following:

Programme	UR	SC	ST	OBC	International	Unfilled seats/Remarks
PhD Education	07	01	NA	02	Nil	No unfilled seat

7. To discuss the draft document of the proposed MPhil Disability Studies Programme

The programme coordinator, Disability Studies made a presentation of the proposed MPhil programme in Disability Studies (MPhil DS). It is an interdisciplinary area of

scholarship that analyses disability from the perspective of humanities and social sciences. Historically it has political and intellectual roots in the disability rights movements that started in the USA and UK in the mid-20<sup>th</sup> century. DS emerged as a growing area of academic research and professional education since the 1970s. More researches in the area are needed to help establish DS as Discipline.

The aim of the MPhil programme in DS is to create informed practitioners in the field of DS across various domains. Scholars should be able to undertake various kinds of employments as educators, curriculum developers, counsellors, NGO programme managers, professionals and activists. As of now, institutions such as TISS, NALSAR, University of Delhi, JNU, and IGNOU have initiated academic programmes in DS. The programme has 36 credits spread across four semesters. The coursework consists of courses introducing DS as a discipline, research methods, fieldwork, and guided readings.

The presentation was followed by discussion. It was suggested that the credits for coursework be distributed within the semesters instead of being placed in the period between the two semesters. Also the programme structure should be designed in such a manner that it may be reconfigured as a PhD programme. This would be useful in the eventuality of MPhil programmes being scrapped altogether.

The SCR recommended that the MPhil programme in Disability Studies be placed at the next meeting of the Academic Council for consideration.

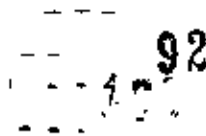
8. Recommendation of award of MPhil/ PhD degree to the students of SHS and SLS who have completed their respective programme requirements.

S. No	Name	Programme Name	School	Date of Viva	Date of AES approval (verification)	Date of SCR approved
1	Ms. Roseline George S124CDP20	MPhil in Development Practice	SHS	18.02.2019	06.06.2019	04.09.2019
2	Ms. Garima S164CWG04	MPhil in Women's and Gender Studies	SHS	30.05.2019	13.06.2019	04.09.2019
3	Ms. Grace Tungoe S144CDP12	MPhil in Development Practice	SHS	29.05.2019	13.06.2019	04.09.2019
4	Mr. Arpit Gaiind S154CDP04	MPhil in Development Practice	SHS	04.04.2019	13.06.2019	04.09.2019
5	Ms. Preeti S154DH103	MPhil in Hindi	SLS	26.04.2019	13.06.2019	04.09.2019

6	Mr. Abhishek Kumar S164CWG01	MPhil in Women's and Gender Studies	SHS	20.05.2019	13.06.2019	04.09.2019
7	Ms. Raphaele Ng Tock Mine S124CDP24	MPhil in Development Practice	SHS	27.03.2019	09.08.2019	04.09.2019
8	Mr. Himalaya Ahuja S164CDP04	MPhil in Development Practice	SHS	25.02.2019	17.07.2019	04.09.2019
9	Mr. Sanjeev Kumar S164CDP14	MPhil in Development Practice	SHS	26.03.2019	17.07.2019	04.09.2019
10	Ms. Latika Vashist S135CWG02	PhD in Women's and Gender Studies	SHS	09.04.2019	20.08.2019	04.09.2019
11	Mr. Abdul Rahman K.C S135CWG01	PhD in Women's and Gender Studies	SHS	13.05.2019	20.08.2019	04.09.2019
12	Ms. Sutanwi Chatterjee S154DHS06	MPhil in History	SLS	26.07.2019	06.09.2019	24.09.2019
13	Ms. Shrobona Banerjee S154DHS05	MPhil in History	SLS	02.08.2019	16.09.2019	24.09.2019
14	Ms. Harleen Kaur S164DHS01	MPhil in History	SLS	07.08.2019	06.09.2019	24.09.2019
15	Mr. Naresh Kumar S154DHS03	MPhil in History	SLS	23.08.2019	06.09.2019	24.09.2019
16	Mr. Achuta Nand Mishra S165DHI01	PhD in Hindi	SLS	24.07.2019	24.09.2019	24.09.2019

*Geetha Venkataraman*  
(Geetha Venkataraman)  
Convenor

*Shur*  
(Salil Misra)  
Chairperson



## AMBEDKAR UNIVERSITY DELHI

### Minutes of the 47<sup>th</sup> Meeting of the Standing Committee Research (SCR) held on 29<sup>th</sup> November 2019, Kashmere Gate Campus, AUD

The 47<sup>th</sup> Meeting of the Standing Committee Research (SCR) of AUD was held on 29<sup>th</sup> November 2019, AUD. The following were present:

Ms. Neetu Sarin	Member
Dr. Anita Cherian	Member
Dr. Kanwal Anil	Member
Dr. Bidhan Chandra Dash (For Dr. Urfat Anjem Mir)	Member
Dr. Budhaditya Das	Member
Prof. Dharendra D. Dangwal	Convenor
Dr. Deepita Chakravarty	Member
Dr. Hemlata Oinam	Member
Prof. Anup Dhar	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof. Radha Chakravarty	Member
Prof. Sanjay Kumar Sharma	Member
Dr. Suresh Babu	Member
Prof. Geetha Venkataraman	In the Chair
Dr. Santosh Singh	Member
Prof. Suchitra Balasubrahmanyam	Member
Prof. Babu P Remesh	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member
Prof. Bodh Prakash	Member
Dr. Taposik Banerjee	Member
Dr. Monimalika Day	Member

**Regrets:** Dr. Lovitoli Jimo, Dr. Anuj Bhuwania, Dr. Balchand Prajapati, Dr. Bindu K.C, Dr. Shailaja Menon, Mr. Deepan Sivaraman, Prof. Satyaketu Sankrit, Dr. Mamatha Karollil, Prof. Praveen Singh, Prof. Rachana Johri, Prof. Salil Misra and Prof. Sitansu Sekhar Jena

**Special Invitees:** Prof. Gopal Ji Pradhan

**The following agenda items were discussed:**

1. Confirmation of the minutes of the last SCR Meeting (46<sup>th</sup>) held on 24.09.2019

The Minutes of the 46<sup>th</sup> meeting of the Standing Committee Research (SCR), as circulated, were confirmed.

2. To ratify/note the following decision taken by the Chairperson, Standing Committee Research on behalf of the Standing Committee Research:
- a) To note that Dr. Anuj Bhuwania, SLGC has been appointed as a co-supervisor for the following two PhD students outside AUD:
- Mr. Satyanand Vatsa, South Asian University
  - Ms Ayushi Verma, IIT Kanpur

The SCR took note of and recorded the same.

- b) Award of MPhil/PhD degree to the following students:

The SCR took note of the decision taken by the Chairperson, Academic Council on the recommendation of the Chairperson, SCR for the award of degrees to the following students:

S. No.	Name	Enrollment No.	Programme Name	School	Date of Viva	Date of AES approval (verification)	Date of SCR approved
1.	Ms. Ambika Singh	S154CPS01	MPhil in Psychoanalytic Psychotherapy	SHS	29.04.19	25.09.19	04.11.19
2.	Ms. Chandrika Das	S154DHS01	MPhil in History	SLS	03.09.2019	07.10.19	04.11.19
3.	Ms. Ragini Sankrit	S135DHI01	PhD in Hindi	SoL	27.09.2019	15.10.19	04.11.19
4.	Mr. Bijendra Singh	S124CDP04	MPhil in Development Practice	SHS	25.02.2019	31.10.19	04.11.19
5.	Mr. Mahendra Prajapati	S145DHI02	PhD in Hindi	SoL	21.10.2019	24.10.19	04.11.19
6.	Mr Anant Vijay Paliwal	S145DHI03	PhD in Hindi	SoL	16.10.2019	24.10.19	04.11.19
7.	Ms. Nikita Jain	S145DHI04	PhD in Hindi	SoL	22.10.2019	30.10.19	04.11.19
8.	Ms. Anasuya Sreedhar	S165CWG07	PhD in Women's and Gender Studies	SHS	01.10.2019	14.11.19	18.11.19

9.	Ms. Anubha Sinha	S154CDP01	MPhil in Development Practice	SHS	06.11.2018	14.11.19	18.11.19
10	Ms. Ashmeet Kaur Bilkhu	S154CWG03	MPhil in Women's and Gender Studies	SHS	04.11.2019	18.11.19	18.11.19
11	Ms. Sunita	S145DHI06	PhD in Hindi	SoL	13.11.2019	18.11.19	18.11.19

c) To note a change in the RAC of the following PhD English students:

The SCR took note of the Research Advisory Committee (RAC) of the following students of the PhD programme in English:

Mr. Hemchandra Nameirakpam (S175LEN03)

- i. Dr. Amit Singh (Supervisor)
- ii. Dr. Kopal Ahlawat
- iii. Dr. Santosh Singh, SGA

Ms. Ruchita Machal (S185LEN07)

- i. Dr. Vikram Singh Thakur (Supervisor)
- ii. Dr. Sanju Thomas,
- iii. Dr. Shad Naved, SoL

3. To discuss the recommendations of the Research Studies Committee (RSC) of School of Development Studies (SDS) on the following :

i) To note the reports of Six Monthly work-in-progress of the following PhD Students :

S.No	Name	Enrollment no	Batch	Date of Registration
1	Tasha Aggarwal	S175ADS02	2017-18	17.08.2017
2	Tanya Chowdhry	S165ADS02	2016-17	10.08.2016
3	Jashodhara Borthakur	S175ADS01	2017-18	17.08.2017
4	Sweta Suman	S135ADS06	2013-14	29.08.2013
5	Rahul Yaduka	S185ADS05	2018-19	02.08.2018
6	Bhuvaneshwari Subramanian	S185ADS03	2018-19	03.08.2018



7	Anu Rani	S185ADS02	2018-19	02.08.2018
8	Aakansha Gautam	S185ADS01	2018-19	02.08.2018
9	Nivedita Hazarika	S135ADS03	2013-14	29.08.2013
10	Swati Mohanakrishnan	S155ADS01	2015-16	04.09.2015
11	Vijay Bohat	S175ADS03	2017-18	16.08.2017
12	Karan Sachdeva	S135ADS01	2013-14	29.08.2013
13	Pooja Agarwal	S135ADS05	2013-14	29.08.2013

The SCR took note of the progress of the aforementioned students who have presented their six monthly work-in-progress to their RACs. (Report enclosed-F/B)

- ii) To note the formation of the Research advisory Committee (RAC) of the PhD students (2018-19 batch) of SDS

The SCR took note of the Research Advisory Committee (RAC) of the following PhD students (2018-19 batch) of SDS:

S. No	Name	Enrolment no.	Date of enrolment	Supervisor	RAC Member 1	RAC Member 2	RAC Member 3
1	Aakansha Gautam	S185ADS01	02.08.2018	Dr Moggallan Bharti	Dr Nandini Nayak, SDS	Dr Teena Anil, SGA	NA
2	Anurani	S185ADS02	02.08.2018	Dr Nandini Nayak	Prof Babu P Remesh, SDS	Prof Sumangala Damodara, SDS	Prof Deepita Chakravart, SDS
3	Bhubaneshwari Subramanian	S185ADS03	03.08.2018	Dr Anirban Sengupta, SDS	Dr Manish Jain, SES	Dr Nandini Nayak	NA
4	Rahul Yaduka	S185ADS05	02.08.2018	Dr Ivy Dhar, SDS	Dr Moggallan Bharti, SDS	Dr Abhay Kumar, NCERT	NA

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Business, Public Policy & Social Entrepreneurship (SBPPSE) on the following:

- a) Report on completion of admission process in PhD programme in Management in SBPPSE for 2019 (MS)

Programme Coordinator presented the report on completion of admission process in the PhD programme in Management for MS 2019. The SCR accepted the report and endorsed the list of admitted students. As per the report of the program the following is the status of admissions in 2019:

Programme	UR	SC	ST	OBC	International	Remarks
PhD programme in Management	4	1	0 (None found suitable)	2	Nil	As per norms, an SC candidate who was in the merit list was given admission under the UR category.

b) To note the formation of the Research advisory Committee (RAC) of the PhD students (2018 batch) of SBPPSE

The SCR took note about the Research Advisory Committee (RAC) of the following PhD students (2018-19 batch) of SBPPSE:

S. No.	Name	Enrolment no.	Date of enrolment	Supervisor	RAC Member 1	RAC Member 2
1.	Diwakar Singh	S185F0001	13.08.2018	Dr. Richa Awasthy SBPPSE	Dr. Nidhi Kaicker	Prof Rajen Gupta (Retired Professor, MDI Gurgaon)
2.	Richa Kathuria	S185F0005	10.08.2018	Dr. Richa Awasthy SBPPSE	Dr. Nidhi Kaicker	Prof Tanuja Shama (MDI Gurgaon)
3.	Neha Malhotra	S185F0002	10.08.2018	Prof Kartik Dave, SBPPSE	Dr. Kritika Mathur	Dr. Priyasha Kaul, SLS
4.	Shilpy Malhotra	S185F0006	09.08.2018	Dr. Kanwal Anil, SBPPSE	Dr. Valentina Kancharla, SBPPSE	Prof Babu P. Remesh, SDS
5.	Varun Sharma	S185F0007	10.08.2018	Dr. Kanwal Anil, SBPPSE	Prof Sharique Farooqui (Co-supervisor)	Dr. Saibal Paul, Associate Director, Sa-dhan
6.	Preeti Dabar	S185F0003	13.08.2018	Dr. Valentina Kancharla, SBPPSE	Dr. Kanwal Anil, SBPPSE	Dr. Dipa Sinha, SLS

5. To discuss the recommendations of the Research Studies Committee (RSC) of the School of Liberal Studies (SLS) on the following:

- i) To consider the request of Ms. Nidhi Pandey (S195DEC05), PhD student in Economics (2019) for zero semester

The SCR took note of Ms. Pandey's request for a zero semester and recommended that the necessary support should be provided to the student. The RSC Convenor was asked to put forward a formal request for zero semester to the Chair RSC along with relevant supporting documents, including certificate from a medical practitioner.

- ii) To note the progress report (RAC) of Mr Moobeen Ahmad (S184DHS04), PhD student in History

The SCR took note on the presentation of Mr Moobeen Ahmad who has presented his progress before the RACs. (Report enclosed-F/C)

- iii) To note the formation of the Research advisory Committee (RAC) of the PhD/MPhil students (2018 batch) of SLS

The SCR took note about the Research Advisory Committee (RAC) of the following PhD/MPhil students (2018 batch) of SLS:

S. No.	Name/ Enrolment no.	Programme	Date of enrolment	Supervisor	RAC Member 1	RAC Member 2	RAC Mer 3
1	Abhik Bhattacharya (S185DSC01)	PhD Sociology	13.08.2018	Dr Urfat Anjem Mir, SLS	Dr Frahana Ibrahim, School of Humanities, IIT Delhi	Dr Bidhan Chandra Dash, SLS	NA
2	Manas Raturi (S185DSC02)	PhD Sociology	13.08.2018	Dr Rinju Rasaily SLS	Prof. Harish Narayan Das, Centre for Study of Social Systems, JNU	Dr Urfat Anjem Mir, SLS	NA
3	Priya Darshini (S185DSC03)	PhD Sociology	14.08.2018	Dr Niharika Banerjee,	Dr. Anandini Dar SES, AUD	Dr Urfat Anjem Mir, SLS	NA
4	Ratna Bharati Bhamidipati (S185DSC04)	PhD Sociology	13.08.2018	Dr Priyasha Kaul, SLS	Dr Santosh Kumar Singh, Associate Professor, SGA	Dr Yogesh Srnghi, SLS	NA

5	Yaminie Sharma (S185DSC05)	PhD Sociology	10.08.2018	Dr Preeti Sampat	Dr Ngoru Nixon, SLGC, AUD	Dr Bidhan Chandra Dash, SLS	NA
6	Anandita Sharma (S185DEC01)	PhD Economics	01.08.2018	Dr Dipa Sinha	Dr Samik Chowdhury, SGA	Dr Jyotirmoy Bhattacharya	NA
7	Mansi Mehta (S185DEC04)	PhD Economics	01.08.2018	Dr Dipa Sinha	Dr Deepita Chakravarty, SDS	Dr Arindam Banerjee, SLS	NA
8	Shivani Yadav (S185DEC06)	PhD Economics	01.08.2018	Dr Krishna Ram	Dr Anirban Biswas	Dr Dipa Sinha, SLS	NA
9	Divya Sharma (S185DEC03)	PhD Economics	01.08.2018	Dr Jyotirmoy Bhattacharya	Dr. Parag Waknis, SLS	Dr Arindam Banerjee, SLS	NA
10	Kavita Samant (S184DMA03)	MPhil Mathematics	25.07.2018	Prof. Geetha Venkataraman	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa, SLS	Dr. Tapos Banerjee, SLS
11	Shreshtha Chaturvedi (S184DMA04)	MPhil Mathematics	24.07.2018	Prof. Geetha Venkataraman, SLS	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa, SLS	Dr. Jyotirmoy Bhattacharya, SLS
12	Bharti (S184DMA02)	MPhil Mathematics	24.07.2018	Dr. Kranti Kumar, SLS	Dr. Pranay Goswami, SLS	Dr. Mradul Veer Singh, SLS	Dr. Anirban Biswas, SLS
13	Arushi (S185DMA01)	PhD Mathematics	25.07.2018	Prof. Geetha Venkataraman, SLS	Dr. Balchand Prajapati, SLS	Dr. Ramneek Khassa	Radha Mohan, SLS Stephen's College, DU
14	Ashutosh Pandey (S185DMA02)	PhD Mathematics	26.07.2018	Dr. Balchand Prajapati, SLS	Prof. Geetha Venkataraman, SLS	Dr. Ramneek Khassa, SLS	Dr. Anuj Bishnoi, Department of Mathematics, DU
15	Manoj Kumar (S185DMA03)	PhD Mathematics	30.07.2018	Dr. Kranti Kumar	Dr. Durvesh Kumar Verma, Miranda House, DU	Dr. Mradul Veer Singh, SLS	Dr. Prana Goswami, SLS
16	Rachna Shokhanda (S185DMA04)	PhD Mathematics	26.07.2018	Dr. Pranay Goswami, SLS	Dr. Mukund Madhav Mishra, Hansraj College (DU)	Dr. Kranti Kumar, SLS	Dr. Mradul Veer Singh, SLS

iv) To note the report of Six Monthly work-in-progress of Mr Virendra Kumar, PhD Student in Sociology (Enrolment No. S175DSC10)

The SCR took note of the progress of Mr Virendra Kumar who has presented his work before his RAC. (Report enclosed- F/D).

- v) Report on completion of admission process in the MPhil/PhD programmes of SLS:

Programme Coordinators of the MPhil/PhD programmes presented the reports on completion of admission process in their respective programmes for MS 2019. The SCR accepted the reports and endorsed the lists of admitted students. As per the reports of all the programs the following is the status of admissions in 2019:

Programme	UR	SC	ST	OBC	International
PhD Economics	03	01	Nil	02	Nil
PhD Sociology	04	Nil	Nil	01	Nil
PhD History	01	01	Nil	Nil	Nil
MPhil History	01	02	Nil	05	Nil
PhD Mathematics	02	Nil	Nil	01	Nil
MPhil Mathematics	03	01	Nil	01	Nil

6. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

- i) To note the revised composition of RSC of SHS

The SCR noted and approved the reconstitution of the RSC of SHS. The RSC members are as follows:

1. Prof. Krishna Menon (Dean, Chair)
2. Prof. Suchitra Balasubramanian, SDes
3. Dr. Seema Kazi (CWDS representative)
4. Dr. Parijat Ghosh (CDP representative)
5. Prof. Anita Ghai, SHS
6. Prof. Rachana Johri, SHS
7. Dr. Bindu KC, SHS
8. Prof. Anup Dhar, CDP

The new Members are

9. Ms Neetu Sarin, SHS
10. Dr. Lovloli Jimo (Convenor)

- ii) To discuss the proposal for PhD programme in Disability Studies

The matter was deferred to the next meeting of the SCR.

iii) To discuss the proposal for PhD programme in Practical Philosophy

The matter was deferred to the next meeting of the SCR.

iv) To note the revised composition of RAC of Ms. Mansa (MPhil WGS)

The SCR took note about the Research Advisory Committee (RAC) of Ms. Mansa (MPhil WGS) as per the details:

S.No	Name Enrollment No	Supervisor	RAC Member-1	RAC Member 2
1	Mansa (S184CWG02)	Dr. Rachana Johri	Prof. Krishna Menon (Co-Supervisor)	Prof. Jatin Bhat

v) To note- change of the supervisor of Ms. Megha Rani (MPhil WGS)

The SCR accepted the change of supervisor of Ms. Megha Rani, a MPhil WGS student.

S.No	Enrollment No	Name	Date of Registration	Supervisor
1	S184CWG03	Megha Rani	1/8/2018	Dr. Vandana, CWDS and Dr. Seema Kazi (CWDS)

vi) To note- temporary deregistration (PhD 2016) by Mr. Vikas Singh

The SCR accepted the recommendation of the RSC of SHS and granted ex post facto approval for temporary de-registration to Mr. Vikas Singh (under Research Study Regulations 2016) as per the following details:

S.No	Enrolment Number	Student Name	Date of Registration	Temporary de-registration from
1.	S175CWG06	Mr. Vikas Singh	07/12/2016	20/11/2019

vii) To note the formation of the Research advisory Committee (RAC) of the MPhil students of Psychoanalytic Psychotherapy (2017-20 batch) of SHS

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The SCR took note about the Research Advisory Committee (RAC) of the following MPhil students of Psychoanalytic Psychotherapy (2017-20 batch) of SHS:

Student name/ Enrolment number	Supervisor	Co-supervisor	RAC member 1	RAC member 2
Aanchal Bhatnagar S174CPS01	Prof Anita Ghal (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Dr Shivani Nag (SES)
Anjali Verma S174CPS02	Prof Rachana Johri (SHS)	N.A	Prof Anup Dhar (SLS)	Ms Anshumita Pandey (SHS)
Anuradha S. Panchmatia S174CPS03	Prof Rachana Johri (SHS)	N.A	Prof Honey Oberoi (SHS)	Ms Anshumita Pandey (SHS)
Ayushi Madan S174CPS04	Dr Shifa Haq (SHS)	N.A	Dr Usha Mudiganti (SLS)	Dr Ashis Roy (SHS)
Durgesh Ojha S174CPS06	Dr Shifa Haq (SHS)	N.A	Dr Mamatha Karofil (SHS)	Prof Ashok Nagpal (SHS)
Epshita Sandhu S174CPS07	Prof Honey Oberoi (SHS)	Ms Neetu Sarin (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)
Gagandeep K Aliwalla S174CPS08	Dr Mamatha Karofil (SHS)	N.A	Dr Shifa Haq (SHS)	Ms Anshumita Pandey (SHS)
Haj Binca S174CPS09	Prof Anup Dhar (SLS)	N.A	Ms Deepti Sachdev (SHS)	Dr Taw Azu (D.N Govt. College (Arunachal Pradesh)
Indu Chauhan S174CPS10	Prof Anita Ghal (SHS)	Dr Ashis Roy (SHS)	Prof Honey Oberoi (SHS)	Dr Shifa Haq (SHS)
Jayati Singh S174CPS11	Prof Honey Oberoi (SHS)	N.A	Prof Krishna Menon (SHS)	Prof Rachana Johri (SHS)
Jyoti Sagar S174CPS12	Dr Mamatha Karofil (SHS)	N.A	Dr Bindu KC (SHS)	Ms Deepti Sachdev (SHS)
Rohan Prashar S174CPS13	Dr Vatsala Saxena	Ms Nupur Dhingra (SHS)	Dr Shelley Pandey (SHS)	Ms Nupur Dhingra (SHS)

Savi Khanna S174CPS14	Prof Anup Dhar (SHS/SLS)	N.A	Prof Rachana Johri (SHS)	Ms Deepti Sachdev (SHS)
Tarun Vohra S174CPS15	Prof Anita Ghai (SHS)	Ms Nupur Dhingra (SHS)	Prof Ashok Nagpal	Dr Shifa Haq (SHS)
Ujjwala Singh S174CPS16	Prof Rachana Johri (SHS)	N.A	Ms Neetu Sarin (SHS)	Prof Anita Ghai (SHS)
Vasundhara Singh S174CPS17	Prof Anita Ghai (SHS)	Dr Ashis Roy (SHS)	Prof Rachana Johri (SHS)	Ms Neetu Sarin (SHS)
Varakholu Veyie S174CPS18	Prof Anita Ghai (SHS)	N.A	Ms Neetu Sarin (SHS)	Ms Shefali singh (SHS)
Zenab Ansari S174CPS19	Prof Honey Oberoi (SHS)	N.A	Dr Urfat Anjem Mir (SLS)	Dr Shifa Haq (SHS)

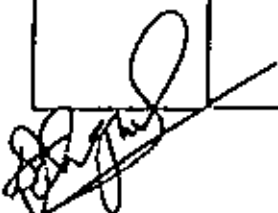
- viii) To note the approval of synopsis, formation of the Research advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period 14-16 September 2019) for the MPhil Development Practice students (Batch-2018)

The SCR took note of the approval of synopsis, formation of the Research advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period 14-16 September 2019) for the following MPhil Development Practice students (Batch-2018) and recorded:

Name/ Enrollment Number	Date of Registra tion	Disserta tion Title	Brief Descriptio n of Work Presented	Comments & Suggestions during Presentation	Comments & Suggestions from RAC	Superviso r	RAC Members
Ankita Sanyal S184CDP01	17-07-18	Transfor ming <i>Padhash una</i> : Praxis of Learning and Educatio n in Santhali village	Working with the children, teachers & parents on the idea of learning	How you are asking questions in a particular language or a manner need to be focused Once you exit from the village, how it will be carried forward? What action is possible in a certain time frame? To	The proposal reads well. Go ahead & finalize it, just go through the political economy deeply & the interaction of the Santhal community with other communities	Dr. Manish Jain, School of Education Studies	Dr. Byasdeb Dasgupta & Prof. Anup Dhar



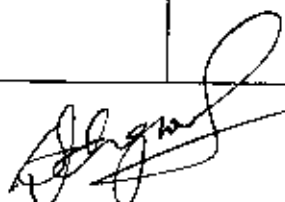
				re-work & be specific in the question of joy in learning. need to map the context of, universality in education/learning. Is education/learning are being used interchangeably? Action will be within or outside the school?			
Arzoo Antai S184CDP02	19-07-18	Breaking the Silence: Bringing Solidarity between Women in Durgaria	Introduction of work & how trying to locate development in personal subjective domain of the lives of community  Discussed action plan & what my action research attempts to bring in.	Suggested to look at power structures, caste, class hierarchies & their role in functioning of patriarchal system & influencing basis of Solidarity. Exploring different shades of violence, meaning people & their subjective experience gives to them. To bring in more research objectives	N.A.	Prof. Deepita Chakravarty, School of Development Studies	Prof. Anup Dhar & Krishna Twarl



Purty S184CDP03	24-07-18	Re- imaginin g the Diverse Economi c Possibiliti es: Alternativ es to Migration	Action Research is based on JK Graham & Karl Polanyi notion of economy. Work is on deconstruc ting the capitaloca ntric view of economy & rethinking alternative surplus possibilitie s of migration.	What is mainstream understandin g of migration? To address the historical facts regarding migration, the causes, and places of migration. To explore migration literature & to clarify the characteristic s of migrants. Need to be bring clarity in the use of research tool like focused group discussion & PRA, specifically what you want out of them.	To disaggregate the migrant population in terms of their characteristics & how community looks at the issue of migration. Trace genealogy, the adivasi & their land.	Dr. Partha Saha School of Global Affair	Prof. Anup Dhar & Shuvojit Chakravart y
Carol Wilson S184CDP04	24-07-18	Kamzori Among Young Girls in Harratola , Madhya Pradesh: Reclaimi ng Gendere d Bodies	To deconstruc t & rethink gendered kamzori, by locating lived experience s of young girls & their constitutio	What is repetitive performativity ? How it is being located? Do women regulate other women's bodies more than men? To explore food	N. A	Dr. Mamtha Karollil	Dr. Shubhra Nagalia & Rashmi Bhoi

			<p>n as a weaker subject by gendered power relations To reclaim gendered bodies, the bodies which are rendered invisible yet so central to development in theory &amp; practice.</p>	<p>chart from older women to young girls &amp; domain of gendered knowledge Clarity on the gender theory deployed in this work, along with looking at sex/ gender theory in adivasi world. How women from various sections of the community look at their own bodies. To develop more on body, subject relation. Along with understanding of the Gond lifeworld &amp; their belief system.</p>			
Chinmayi P Ramaiah S184CDP05	19-07-18	Between Jadu Tona and Health: Working through Jalan and Perspectives to Healing in Gond-Baiga lifeworlds	Attempt at disaggregating Jalan & unpacking its manifestation through Jadu Tona and health.	An attempt at rethinking psychoanalysis & cultural symbols in Adivasi contexts can be done through this work.	Explore envy & jealousy varied meanings. Look at world views of community. Needs to engage with case studies to get a better understanding of the sense of Self in the Gond-Baiga lifeworld	Prof. Anup Dhar	Prof. Honey Vahali Oberoi & Mr. Sachin Pathania
Dhanpal Singh S184CDP06	24-07-18	Politics in Practice. Claiming Citizenship at Tola Haransingha, Block	To understand local dynamics & institutional politics of citizenship	What is citizenship for you? Understanding of citizenship? (Legal right,	What good would this inclusion in the logic of modernism, & state capital do to Adivasi? And how	Prof. Anup Dhar, CDP	Dr. Ngoru Nixon ( School of law and Governance and Citizenship )

		Chakai of district Jamui in South Bihar	Identifying problem through community participation & preparing action research plan through literature & other actions.	Identity). If there already village organisation than why you need to build another one?	Adivasi look at the question of power/politics in their lives?		Shuvojit Chakravarty
Ekta NiranjanS18 4CDP07	24-07-18	Engaging with Development Communication in Baeploguda (Emaliguda), Odisha.	Development in Emaliguda seems to be communicated in a top down manner within a participatory development framework. Focusing on understanding this situation through the villagers' own account & literature review. The action research will be an attempt to engage with development communication critically.	What is the aim of engaging & goal of transformation? Rethink concept of 'Governmentalised Development'. Explain the terms you use. Theoretical clarity is required. Not all NGO's are government NGO's. The term governmentality needs clarity. How you ask question or interact in different language/manner can bring different results.	'Governmentalism' by looking at the meaning of government & governmentally before & after Foucault. To be careful about categorizing the functioning of all NGOs as same. Explanation for the use of the term 'Nirajan'. To look into Foucault's concept of strategic reversibility. To think of the different kinds of responses that come up when the modalities of communication changes. Think of role of language in carrier of governmentality.	Prof. Krishna Menon (Dean SHS)	Prof. Anup Dhar (CDP) & Ashutosh Kumar



Kuldeep Singh S184CDP08	19-07-18	Practice of Collectivization	To build an extant yet (displaced) adivasi practice of being in common in 'Akhra' & trying to arrive at a sense of 'Ekikaran' in the hamlet Shivpur of Kulhi village, Jharkhand	To re-work the title, read more literature, specify research objectives, details on village & Akhra's historical & contextual background.	Read literature & trace historical existence of Akhra in your village/community.	Dr. Partha Saha, School of Global affairs	Prof. Anup Dhar & Bibhubantara Barad
M Memeenao S184CDP09	19-07-18	Change, Vulnerability and Sustainability of Food Practices in Konkel, Jharkhand.	Overview of the village & phases of immersion discussed as how they lead to arrival of action research problem. Explained questions that arouse through the problem & the theoretical framework. Ended with tentative action plan to be done with the community	To get more understanding on seasonality of food, its access, food map & food pattern. To bring more clarity on research problem & connect theoretically.	To explore social mapping of the village, understand the social relation within and outside of the village. Historical understanding of the changing patterns of food in the village.	Dr. Rohit Negi (SGA)	Dr. Pritpal Randhawa (SGA) & Mr. Debanjan Ghatak
Manju Verma S184CDP10	19-07-18	Claim-making in Baiga Women: Exploring the	Attempt to understand the subjective experiences of Baiga	Are we psychologizing the problem? Removal of its	To understand the difference between shame & darr & subjectivity of the Baiga	Prof. Anup Dhar (CDP)	Dr. Partha Saha & Shiv Sankalp

		experience of 'Darr' in everyday interaction in Kutelidhar, Madhya Pradesh.	women, how their identity of Baiga woman is understood by other & by themselves. Critique the universalized category of woman & the homogenization of women's experiences in mainstream development schemes & empowerment programmes. To look into everyday experiences of Baiga women & their darr which is different to the everyday experiences of the Gond women.	cultural note. The problem of neglect of water. To look at the historical context of Baiga to understand their history & question of water needs to be explored historically & how it has shifted to the question of access	women & to explore the notion of shame & fear; are they recent phenomenon? Are Baiga uniformly deprived?		
Prachi Das S184CDP12	19-07-18	Exploring and Working Together With <i>Transversalities</i> : Subjective Journeys	Bringing together experiences of singleness & approach is to understand together	What about dialogues, conversations, that can be lost in translation? Is foregrounding the arrival at the problematic	How immersion contributed in action research question? How it was co-researched? How it became a 'shared problematic' & at what point	Dr. Sunalini Kumar (SGA)	Prof Anup Dhar (CDP) & Ashutosh Kumar

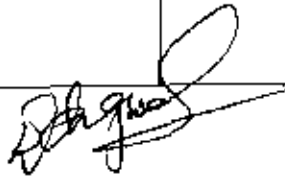
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		of Kuwi/Kon dha Adivasi Women Experiences Singlene ss in Mahagud a	the various perception s of 'differently mistreated' , 'differently single' & 'being systemically misheard' within the shared feeling of singleness . To not merely discover singleness but to witness within it the intricacies of position, power, being, tolerance, labor & other transaction s the community is bound by.	going to sustain itself? Do you see the scope of engaging with men experiencing singleness? How do women see the future of such coming together, since you are researching with them? How sitting together lead you to research question & what about struggles with communication.	was it communicated ? How has knowledge production moved forward in your ongoing work - track it in your writing & framework building.		
Rahul Tiwari S184CDP13	27-08-18	Indigeno us Knowledge and Ethnomedicine: A Study among the Gonds of Kanker district, Chhattisgarh with special reference to herbal medicine and healing	The patterns of knowledge system across the generations in the form of different medical systems have changed due to various state and national level development	Rearranging research objectives & questions systematically . Read articles and review literature emphasising on ethnomedicine. To record the knowledge system present in different categories of age/gender groups.	Globalisation? Are healing methods updating? Changes & trends to be studied	Dr. Onam Hemlata Devi, School of Human Ecology	Mr. Surajit Sarkar & Mr. Preetam Gupta (Field supervisor )

		among the women of Bankpora	arrival at the problem from my Immersion two experiences, & use of PRA to identify the problem & plan in third immersion, in which explained tentative action plan & shared action review. Post that I explained chapterization.	The existence of already researched work. Engage with questions of girls eloping/migrating? What to do with mobile phones? Read Amartya Sen & Nussbaum. More than this action plan will be required.	Vani? Action plan need to be re-worked. Need more conceptualization. Is it confine to only accessibility? It could lead to different kind of hierarchy between men & women. Is giving mobile a solution?		
Sampuma Goswami S184CDP15	19-07-18	The Making and Unmaking of Labour: From Commodification to Ways of Being in a Santhali Lifeworld	To disaggregate labour as understood in the mainstream discourse of economics & development. To examine how labour as a concept has travelled to the Santhal lifeworld.	How can we differentiate between labouring and way of being in the Santhal lifeworld? Lifeworld is something that interpellate body movements, how do you see that in context of your work? Disaggregation is required. Commodified & non-commodified understanding of labour/work.	In work, labour, employment you missed out livelihood. How is livelihood differentiated from what we do to live?	Prof. Anup Dhar	Mr. Vinod R & Mr. Aniruddha Mukherjee
Shivam Sagar S184CDP16	19-07-18	Unfolding of the Problem: From Corruption to	Researching the various processes of action research	The work shows how the problem in action research is not a static	The work seems to be pushing the action into something more than	Prof. Anup Dhar	Dr. Partha Saha & Mr. James Tigga



		practices	<p>programmes and policies. This knowledge system is also influenced by various market and privatization oriented approaches developed through the process of globalization. The study examines the notion of traditional knowledge system in terms of herbal medicine and its associated healing practices. These practices are the symbolic representations of their Adivasi ways of living which are valued for generations</p>	<p>Prepare a detailed accounts of herbs used as medicine. Knowledge system present in different categories should not be clubbed to politicise the issue. Emphasis should also be given on the changing aspects of herbal medicine and healing practices that are arising due to globalization.</p>			
Ravi Kumar S184CDP14	24-07-18	Gendering Technology Analyzing the role of ICT	Tentative title, research methodology, overview of village,	To problematize how ICT is empowering? Narratives/dialogues lost in translation?	The age group of girls/women interacted? Which tribe/clan women? Akash/Gram	Dr. Rachna Mehra (SAG)	Dr. Teena Anil (SGA) & Salbi Kumari



		Contradiction in Desire	process.	problem but rather a dynamic strategically shifting problem.	action, towards practical philosophy.		
Swati Tirkey S184CDP17	19-07-18	Reinterpreting Illness and Cure in a Santal <i>Dishom</i> : Resistance and Conformity in a multiverse of healing practices	To reinterpret different perception of illness & cure as understood in the Santal Dishom of Dulki. So that in times of critical illness they can make informed choices to navigate between a complex Epistemic Multiverse of Healthcare. To disaggregate the Multiverse of healthcare systems with their different epistemes & for this purpose we seek to create a monograph of Santal Nosology & the treatment sought out in each case, so that they are	Rethink certain word ("action", "doing"), concept insertions & was suggested substitutes for the same. Rethink if I was romanticizing the Dishom as a space with its set of rules & laws, having an overbearing, in everyday orientation as opposed to it being just a "way of life". Why unregistered medical practitioners important to them?	Suggested some literature in order to bring more clarity to my arguments & concepts. Read on witchcraft, & possession. To map healthcare systems in proximity to the community in Dulki. To look if there was a different time-space in the Santal world, if time as seen during an illness was different. To look into Multiplicities of Epistemes, rather than Pluralities	Dr. Rinju Rasaily, School of Liberal Studies	Prof. Anup Dhar & Ms. Vineeta Chetri

			enabled to make informed choices, but also in listing out their perception of illness & cures they have sought over the years, we hope to preserve their own episteme, while also critically looking at it.				
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7. To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SOL) on the following:

- i. To note the approval of synopsis, formation of the Research Advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period June 2019 - October 2019) of MPhil CLTS scholars

The SCR took note of the formation of the Research Advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period 14-16 September 2019) for the following MPhil CLTS scholars and recorded:

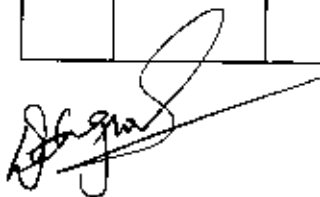
S.No	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	Supervisor	RAC Member 1	RAC Member 2
1.	Mr Gaurav Kumar	S184LCL01	09.08.2018	A. Approval of coursework: The committee noted that the scholar has successfully completed 16 credits of coursework in his first two semesters. No further coursework is required. B. Approval of synopsis: The scholar informed	Prof. Radha Chakravarty	Prof. Tanuja Kothiyal (SLS)	Dr Shad Naved

the committee about his research topic and presented his synopsis. His synopsis was approved with the title "*Alekhaan Prem: Rethinking Love and Translation through Vijaydan Detha's Short Stories*", and it was decided that he can proceed with work on his dissertation.

C Based on the discussion, he was offered the following advice:

1. To locate Detha's writings in their socio-historical context.
2. To read Detha's autobiographical writings in order to understand the contextual frame for his fiction.
3. To focus on the singularity of Detha's oeuvre, especially his own distinctive vocabulary for terms such as 'love' and 'desire'.
4. To consider translation as a social act and explore different ways in which Detha's works can be translated.
5. To engage with issues of language, bilingualism and the interface between orality and writing in Detha's work.
6. To visit Rupayan for material collection and interaction with scholars and translators associated with Detha's work.

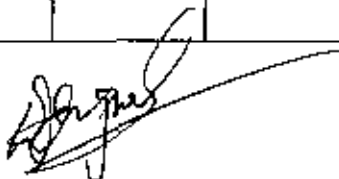
The scholar agreed to follow the advice



2	Ms Shayanta ni Das	S184LCL0 3	09.08.2018	<p>offered by the RAC.</p> <p>Approval of coursework:</p> <p>The committee noted that the scholar has successfully completed 16 credits of coursework in her first two semesters. No further coursework is required.</p> <p>Approval of synopsis:</p> <p>The scholar informed the committee about her research topic and presented her synopsis, titled "The Self and the Cell: Prison Narratives by Indian Women". Her synopsis was approved, and it was decided that she can proceed with work on her dissertation.</p> <p>Based on the discussion, she was offered the following advice:</p> <p>To consult relevant sources as suggested, especially ethnographies of prison writing, life narratives, and writings on prison reform.</p> <p>To include Bengali language sources in the main body of the dissertation.</p> <p>To focus on questions of genre in relation to temporality.</p> <p>To consider autobiography as a way of engaging with the social.</p> <p>To examine how the "I", the voice of the subject, is constantly re-created through relationships, and encounters with the Other.</p> <p>To look for information about changes in police and prison systems in</p>	Prof. Radha Chakravart y	Prof. Rukmini San (SLS)	Dr Shad Naved
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				<p>the Indian context. To think about the multiple tropes of confinement commonly found in representations of women and prisoners, to understand the complex construction of the "I" in the selected narratives.</p> <p>The scholar agreed to follow the advice offered by the RAC.</p>			
3.	Mr Sunhaib Izhar	S184LCL04	09.08.2018	<p>A. Approval of coursework:</p> <p>The committee noted that the scholar has successfully completed 16 credits of coursework in his first two semesters. No further coursework is required.</p> <p>B. Approval of synopsis:</p> <p>The scholar informed the committee about his research topic and presented his synopsis. His synopsis was approved with the title "Heresy and Eroticism in Mirza Ghalib's Urdu Poetry", and it was decided that he can proceed with work on his dissertation.</p> <p>C. Based on the discussion, he was offered the following advice:</p> <p>1. To rethink the emphasis of "minority" in the initial synopsis and replace it with "heresy" as a poetic trope and sensibility.</p> <p>2. To clarify the use of "cultural history" and "hermeneutics" references in the synopsis. It was</p>	Dr Shad Naved	Prof. Salil Misra (SLS)	Prof. Radha Chakravarty



				<p>advised to change "hermeneutics" to Hindi/Urdu literary criticism.</p> <p>3. To consider Ghalib's Persian verse (in translation) as possible case study for the argument</p> <p>4. Include the following secondary sources: Rehbar, M. Farooqui and Dalrymple.</p> <p>5. Remove references to Ghalib's personality and psychological make-up as these are extrinsic to the present MPhil project.</p> <p>6. To use the standard edition of Divan-e-Ghalib, rather than the Pritchett translation, as the primary text for analysis.</p> <p>The scholar agreed to follow the advice offered by the RAC and has reworked the initial synopsis.</p>			
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- ii. To note the approval of synopsis and Six-monthly work-in-progress seminar (for the period March 2019 - October 2019) for the PhD CLTS students (batch 2018)

The SCR took note the approval of synopsis and Six-monthly work-in-progress seminar (for the period March 2019 - October 2019) for the following PhD CLTS students (batch 2018) and recorded:

S.N o.	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	Supervisor	RAC Member 1	RAC Member 2
1.	Mr Aniruddha Nagaraj	S185L CL02	21.08.2018	<p>A Approval of Synopsis: The scholar presented his Synopsis, which was approved with the title Scripting Pratiloma marriage: History, Caste and Gender in Modern Kannada Drama.</p> <p>B. Conference paper:</p>	Prof. Radha Chakravarty	Dr Bindu KC (SHS)	Dr Shad Naved

				<p>The scholar also reported that, in partial fulfilment of the requirements of the programme, he has presented a conference paper, as per the following details:</p> <p>Title of the paper: 'Tracking Significance of 12th Century Sharana movement in contemporary times by analyzing Girish Kamad's play Tale-Danda'.</p> <p>Conference topic : 'Karnad Moments: A Celebration'</p> <p>Date and place: 21-22 August, 2019. Thiruvananthapuram, Kerala.</p> <p>Organizing institution: Institute of English, University of Kerala.</p> <p>C. Advice:</p> <p>Based on the discussion, he was offered the following advice:</p> <ol style="list-style-type: none"> <li>1. To develop the characterisation in more detail.</li> <li>2. To keep the keywords in mind when working on the Bibliography.</li> <li>3. To engage with debates on secularism in the Kannada sphere.</li> <li>4. To consult the recommended sources on history, caste and gender.</li> <li>5. To incorporate English translations of vachanas in the Bibliography.</li> <li>6. To explore the reception of the selected plays, and their circulation in the public sphere through performance, screen adaptations etc.</li> </ol> <p>The scholar agreed to follow the advice offered by the RAC.</p>			
2.	Mr Rachit Verma	S185L CL04	21.08.2018	<p>A. Approval of synopsis: The synopsis was passed with the following title "Metamorphoses of Sufi and Folk: Heer as Lyric and Performance in the Popular Punjabi Imagination"</p> <p>B. Conference: Paper</p>	Dr Shad Naved	Dr Yogesh Snehi (SLS)	Prof. Radha Chakravarty



				<p>presented at national conference at Jamia Millia Islamia, New Delhi.</p> <p>C. Suggestions:          What is meant by "folk"?          Clarify link with orality, genre of non-folk poetry and performative texts.          Question of Performance and audience (live performance) that will involve theories of reception. How it is consumed as performance, and becomes folk? Think of "popular" singers such as Wadali brothers, Hans Raj Hans, Gurdas Mann.</p> <ul style="list-style-type: none"> <li>- Clarify Sense of time in the synopsis: Heer Ranjha (17th c.) and its modern renditions.</li> <li>- Work the argument around the transformations of folk to sufi to folk.</li> <li>- Include Farina Mir book in bibliography.</li> <li>- Focus on space and politics and the transformations of musical and lyrical form.</li> <li>- Include Ajay Bhardwaj's film on Heer Ranjha and Amrita Preetam (song and text on Heer)</li> <li>- Basic Punjabi sources have to be included, e.g. Sekhon.</li> </ul>			
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- iii. To note the Six-monthly work –in-progress seminar (for the period March 2019 – October 2019) of Ms Arenpongla Jamir , MPhil CLTS scholar

The SCR took note on the presentation of Ms Arenpongla Jamir , MPhil CLTS scholar who had presented her progress before the RACs and recorded.

S.No	Name of Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	Supervisor	RAC Member 1	RAC Member 2
1.	Ms Arenpongla Jamir	S174LCL02	04.09.2017	The scholar informed the committee that, after her Pre-submission Seminar which was held in April 2019, she will be unable to submit her dissertation within the three-month deadline, which expires on 22 November 2019.	Prof. Radha Chakravartiy	Dr. Shad Naved	Dr. Lovitoli Jimo

				<p>She reported that she has been reading relevant theoretical sources, and trying to refine her ideas on cultural conflict.</p> <p>The scholar was offered the following advice:</p> <ul style="list-style-type: none"> <li>• To submit a complete draft of the dissertation for approval, before seeking to repeat the Pre-submission seminar.</li> <li>• To submit a draft of a section of the next chapter by 23 November 2019.</li> <li>• To remain in regular touch with the supervisor, seek advice, and submit work in progress periodically, as required</li> </ul> <p>The scholar has agreed to work on these recommendations.</p>			
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- iv. To note the Six monthly progress reports of the following PhD CLTS scholars (Batch 2017-18) of SOL

The SCR took note the Six monthly progress reports of the following PhD CLTS scholars (Batch 2017-18) of SOL who had presented their progress before the RACs and recorded.

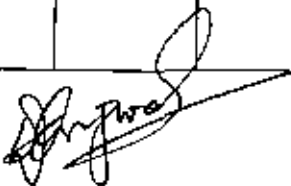
S.No	Name of PhD Scholar	Enroiment No.	Date of registration	Discussions/Comments and Suggestions from RAC	Supervisor	RAC Member 1	RAC Member 2
1	Ms. Imchanola Tzudir	S175LCL01	10.08.2017	The scholar's research project "Writing and Identity: A Critical Linguistic History of the Aos" has passed the synopsis stage but the scholar has not submitted any chapter drafts to the supervisor. This is the fifth	Dr Shad Naved	Dr Mityunja y Tripathi (SUS)	Prof. Radha Chakravarty

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				<p>semester of her registration.</p> <p>She has submitted one piece of translation of a primary text in Summer 2019. This was deemed satisfactory.</p> <p>The committee members recommended that the scholar should:</p> <ol style="list-style-type: none"> <li>1. Submit Ch 2 draft by 31 December 2019 to all the RAC members.</li> <li>2. Focus on Ch 1 as the next milestone in writing the thesis.</li> <li>3. Be in touch with the supervisor regularly and not confine these interactions to the RAC meetings.</li> </ol> <p>The scholar has agreed to work on these recommendations.</p>			
2.	Ms. Nisha Angmo	S175LCLD 2	10.06.2017	<p>The scholar offered an update on work done since the previous RAC meeting. She spoke about her fieldwork in Spiti, and also reported her progress in learning the Tibetan language.</p> <p>She informed the committee that, in partial fulfilment of the requirements of the programme, she has presented a paper on "The Recter and the Translator: Translation of religious texts in Tibetan Buddhism" at an international conference on "Constructing the Public Intellectual in the Premodern World", held at Manchester University, UK, on 5</p>	Prof. Radha Chakravarty	Prof. Honey Oberoi Vahali (SHS)	Dr Shad Naved.



				<p>and 6 September, 2019.</p> <p>In light of the progress made by the student, further suggestions were given by the Research Advisory Committee:</p> <ol style="list-style-type: none"> <li>1. To focus on questions of collective memory.</li> <li>2. To provide an account of textualization and loss of improvisation in Buchen narratives</li> <li>3. To create a record of Buchen performances in the past.</li> <li>4. To elaborate on the present as a moment of transition, marking the decline of the orator's agency with the institutionalization of religion.</li> <li>5. To make self-reflexive notes on her research.</li> <li>6. To emphasize that the methodology for field work is not ethnographic, but participatory and interactive.</li> <li>7. To develop a scheme for transliteration using diacritics.</li> <li>8. To continue improving her proficiency in Tibetan, and her translation skills</li> </ol> <p>The scholar has agreed to work on these recommendations.</p>			
3.	Ms Pooja Mann	S175LCL03	10.08.2017	The scholar offered the committee an update about her progress with research and writing since the previous RAC meeting.	Prof. Radha Chakravart y	Dr Diamond Oberoi Vaheli	Dr Shad Naved,

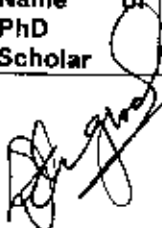


				<p>In light of the progress made by the student since the previous RAC meeting, further suggestions were given by the Research Advisory Committee:</p> <ol style="list-style-type: none"> <li>1. To focus on questions of genre, paying special attention to elements such as line structure, sound, rhythm and melody.</li> <li>2. To elaborate on the use of different registers of language.</li> <li>3. To examine transformations in the songs, and ways in which content changes form.</li> <li>4. To think about ways in which popular culture is reformulating folk forms.</li> <li>4. To consult archival sources as advised.</li> <li>5. To include formal elements such as notation systems in discussing the musicality of geet.</li> <li>6. To complete the draft of the next chapter of the thesis</li> </ol> <p>The scholar has agreed to work on these recommendations.</p>			
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v. To note the approval of synopsis and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following PhD English students (Batch 2017-18)

The SCR took note the approval of synopsis and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following PhD English students of SOL (Batch 2017-18) who had presented their progress before the RACs and recorded.

S.No	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	Supervisor	RAC Member 1	RAC Member 2
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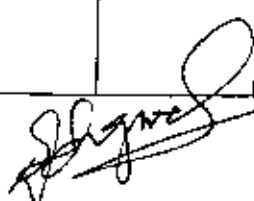
1.	Ms. Veeksha Vagmita	S175LEN0 8	August 2017	<p>Ms Veeksha Vagmita presented her synopsis before the members of her RAC. It was advised that the research question be mentioned as a separate section. She elaborated on her aim to explore a possibility, or perhaps, a politics of mutual sustenance in contemporary English fiction by Indian women, including diasporic writers. It was suggested that the first two chapters be collapsed into one single introductory chapter, which would contain both the literature review and theoretical frameworks.</p> <p><i>Tamarind Mem</i> was mentioned as one of the "problem texts" that would emphasise a divergence from the concept of mutual understanding and sustenance. It foregrounds the ambivalence of mothers towards their children and their difficulty in relating, and devoting themselves to motherhood. The oppressiveness of patriarchal motherhood, women's subjectivity, and mothers' desire for escape and their distance from the experience of mothering can result in an emotional withdrawal from the (grown) children. This assertion of individual preferences addresses the contentious issue of maternal ambivalence.</p>	Dr Usha Mudiganti	Prof. Rachana Johri	Dr Diamond Oberoi Vahali
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				<p>a concept recognised by psychoanalytic theory, by Winnicott among others, but not by society.</p> <p>Dr. Rachana Johri advised that the questions and conflicts around "the maternal" needed to be teased out. The attempt to delink it from the feminine and recognise the maternal in men, whose capacity to mother and invest in caregiving is also being explored by the proposed study, would have to be clarified. Women's practical involvement in mothering leads to overlaps with the conceptual understanding of "maternal thinking" and "maternal practices". The concept of "the maternal" would have to be worked out to acknowledge the break with the essentialist understanding of motherhood and the equation of womanhood and motherhood. This should happen right at the beginning. The other question raised was whether the sister figure was arbitrary and why sexuality was not in the picture. Veeksha explained that the conception of sisterhood had a sensual component, including lesbian connections.</p> <p>The individuated self and location of the mother were important aspects. There was a discussion on</p>			
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				<p>historicising autonomy. Feminist writing would bring out the worst in the Mother, who became the Other, but it was important to give justice to the mother, who had made a huge investment in mothering instead of her own self. The daughter needed to 'give back' some of the maternal to the mother.</p> <p>Dr. Diamond OberoiVahali suggested that the thesis title could be made more poetic. The chapterisation should be called "tentative".</p> <p>The synopsis was cleared with suggestions and the title now reads, 'A Quest for Mutual Sustenance: Maternal Dynamics, Dialogues and Reflections in Contemporary English Fiction by Indian Women'</p>			
2.	Mokshda Manchanda	S175LEN05	August 2017	<p>Suggestions offered by the RAC committee: The research synopsis be edited and the idea of psychotherapy be omitted. Instead, it was suggested to look at the text as a finished entity and a work of art in itself.</p> <p>Need to problematize the presence of various selves in a literary text that claims to be autobiographical, especially since the texts selected are in the graphic medium. The idea of transcendence of the self through art ventures into a generic, very basic field of</p>	Dr. Vikram Singh Thakur	Dr Anita Cherian (SCCE)	Prof. Bodh Prakash

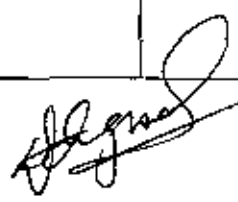




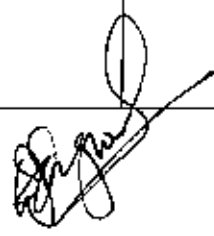
				<p>research and should be avoided.</p> <p>A more suitable title be adopted for the re-worked synopsis; one that is not as vague as the current one.</p> <p>The research question should instead centralize itself around the specificity of the graphic medium to depict trauma and not focus on the process of healing (which ventures into therapy).</p> <p>The analysis of the author vis-a-vis narrator can be done while specifically looking at arguments posed by both Barthes and Foucault.</p> <p><b>Resolution:</b> All these suggestions have been incorporated into an edited, re-worked synopsis with a new title. The new title is: "Representation of Self and Trauma: Examining Autobiographical Graphic Narratives by Women Writers".</p>			
3.	Neha Rana	S175LENO 6	August 2017	<p>The proposed title of the draft synopsis circulated by Neha was "Kashmir Interrupted. From Lost Kashmiriyat to a New Formation". After an extensive discussion, it was decided that "Kashmir Interrupted: A Study of Contemporary Fiction on Kashmir" could be a more appropriate title. It was suggested that the title could be more open so that it provides mobility and space to the research scholar in her journey of</p>	Dr Diamond Oberoi Vahali, Prof. Bodh Prakash (co supervisor )	Dr ShifaHaq (SHS)	Dr Usha Mudigan ti



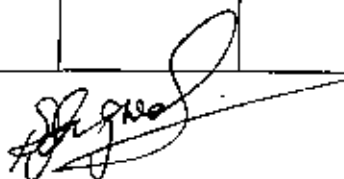
				<p>research.</p> <p>She was advised to focus on historical and political interruptions which happened in Kashmir during the times of insurgency under the heading related to her Research Area as Neha in particular wanted to study literature which focused on the years of unrest in Kashmir. It was further suggested that she should focus on literature which emerged during these years and how several literary writers were representing these interruptions in diverse forms.</p> <p>The following were the broad suggestions:</p> <p>It was suggested that Neha should choose a time frame on which she could focus as otherwise the work may lose its focus.</p> <p>The synopsis can focus on the tension between Kashmiriyat and the new emerging intermediary identities if she wants. The book titled <i>Ghostly Matters</i> was recommended as this work focuses on how past memories continue to haunt new generations, as if they are the living ghosts. It was suggested that she could elaborate on the fragmentation of the Kashmiri identity and how this identity is being reformulated through anger and trauma.</p> <p>She was advised to look into the ambiguous zone that the Kashmiris in these</p>			
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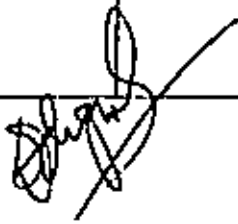
				<p>conflict ridden times occupy and how multiple local identities negotiate with their Kashmiri identity. Thus it was stressed that the research question has to be articulated in a more nuanced manner. Neha was asked to look into trauma studies as it is through trauma that new identities are getting formulated in Kashmir. Also, there was a discussion related to the diverse traumatized expressions of self emerging in Kashmir and the need to see how this aspect is represented in literature written around Kashmir. The relation between trauma, self and identity could also become a key focus. What is the traumatised expression of self could be probed into. She could also focus on issues of representation in more detail</p> <p>She was asked to incorporate the names of the books/novels that she would be analysing within each chapter.</p> <p>Neha was advised to edit her synopsis conceptually and to focus on her research question, existing research in the area and methodology in more depth. Neha was asked to submit a revised draft of the synopsis after taking into consideration the suggestions of the RAC.</p> <p>The scholar has</p>		
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				submitted a revised version of her synopsis after incorporating the suggestions of the RAC along with a modified title. The synopsis with the title "Kashmir Interrupted: A Study of Contemporary Fiction on Kashmir" has been approved by the RAC members."			
4.	Hatching the m Haokip	S175LENO 2	August 2017	<p>The RAC met with the specific purpose to evaluate the synopsis. The research scholar made a detailed presentation of her synopsis and explained the aim, scope, research questions and research methodology including a tentative chapterisation. After a discussion the committee came to the conclusion that the synopsis can be passed after some modifications. They are as follows:</p> <p>The synopsis has to be organized more appropriately. Objectives are to be clearly laid out. The researcher will need to engage in visual ethnography. This has to be mentioned in the synopsis. Research methodology must involve analytical case study and the synopsis must include the tools one would use to read experiences of the survivors of the ethnic conflict. The title of the proposed thesis "Lives in Transition: A Reading of the Experiences of</p>	Dr Sanju Thomas, Dr Usha Mudiganti (co-supervisor)	Dr Oinam Hemlata	Dr Diamond Oberoi Vahali



				Survivors of the Kuki-Naga Conflict' was approved. The researcher was advised to make the changes in the synopsis and submit it to the supervisors.			
5.	Sruti M. D	S175LEND 7	August 2017	<p>The RAC for Sruti M.D met on 14th November 2018 for the presentation of her PhD synopsis. The draft of her synopsis was circulated among the members. On the basis of her presentation members made the following suggestions:</p> <p>The title should indicate the primary texts, directly or indirectly.</p> <p>The phrase "secular urbanism" has to be used carefully, as the idea of the city space being secular has been contested.</p> <p>The research should focus on representation and contestation with a focus on reading autobiography against fiction</p> <p>The scholar needs to explore the possibility of studying the problematics of autobiographies and creative fiction alone, as it is a large question in itself. Such a study of the selected texts would not be possible without raising questions on the city-space and (post)modernity, because they are tied together.</p> <p>A few additions to bibliography were</p>	Prof. Bodo Prakash,	Dr. Vikram Singh Thakur	Dr Anita Cherian



				<p>suggested.</p> <p>It was suggested Jeet Thayil's novel Narcopolis be added to the primary texts, as it also explores the migrant in Bombay</p> <p>The scholar Sruti M.D has incorporated the specific suggestions of the RAC in her revised synopsis.</p> <p>The revised title is "Migrant in Bombay/Mumbai: A Study of Identity, Resistance and the Promise of Modernity in Migration Narratives".</p> <p>The RAC recommends the approval of her synopsis and title.</p>			
6.	J.Imlikala Ao	S175LEN0 4	August 2017	<p>J. Imlikala Ao has made good progress since the last RAC meeting. The RAC received the fourth draft of her synopsis before the meeting and valuable feedback on it was given during the meeting. Imlikala was advised to rewrite the methodology section so that greater prominence was given to her tracing the journey of the legend from one village to another in Mokukchung. Some important insights were given on the method of chapterization.</p> <p>The RAC also noted that the research was emerging gradually as largely ethnographic in nature. Therefore, it was better to incorporate translations of songs within the larger chapters discussing the legend's historicity and socio-</p>	Dr Bhoomika	Dr. B. R. Alamelu	Dr. Amit Singh

				<p>cultural significance than to have them compiled in an independent chapter. She was also advised to refer to the works of the subaltern group. The title was also reworked and finalized as 'Negotiating Ao Naga Identity: A Study of The Legend of Pentochechep'. The synopsis was approved by the RAC.</p>			
7	Ashutosh Kant Prabhakar	S175LEN01	August 2017	<p>Ashutosh Kant Prabhakar presented his synopsis before the committee for approval. The presentation was followed by a detailed discussion on the fundamental queries on the title and the term 'Justice' therein was considerably investigated, along with the literature review, fieldwork, methodology adopted, and the format of the synopsis. Some reordering of the structure of the synopsis was also suggested. The synopsis was approved, with the title 'Devtas of Garhwal: Memory, Performance and Tales for Justice', by the committee provided all the suggestions made in this meeting are incorporated in the revised draft of the synopsis.</p>	Dr. Amit Singh, .	Dr. Yogesh Snehi	Dr. Diamond Oberoi Vahali
8.	Hemchandra Nameirakpam	S175LEN03	August 2017	<p>Hemchandra Nameirakpam presented his synopsis before the committee for approval. The presentation was followed by a detailed discussion on the methodology adopted</p>	Dr Amit Singh, .	Prof. Smita Tewari Jassal	Dr. Kopal Ahlawat

				<p>as well as the title of the present research. The title of the synopsis was decided to be "The Khamba-Thoibee Epic Tradition of Manipur. A Study of Religion and Resistance in the Meitei Community" to reflect the subject matter of investigation in this research in a better way. The researcher was advised to investigate the methods and theories of ethnography to enrich his findings through the fieldwork. He was, also, advised to meet Shubha Chaudhri of the Archives and Research Centre for Ethnomusicology in Gurugram who specialises in ethnomusicology as the research has elements of performance tradition too. The synopsis was approved by the committee with the suggestion to incorporate all the changes made therein.</p>			
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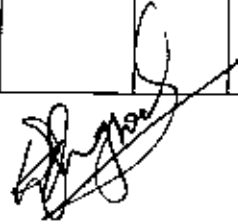
- vi. To note the Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following PhD English (Batch 2018-19) scholars

The SCR took note the Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following PhD English students (Batch 2018-19) who had presented their progress before the RACs and recorded.

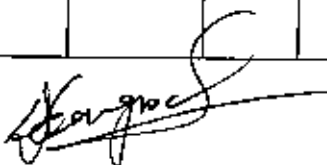
S. No.	Name of PhD Scholar/ Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	Supervisor	RAC Member 1	RAC Member 2
1	Archa Bhatnagar	August 2018	A Presentation made by Archa on writings of women practising Buddhism in early India, focusing on the <i>Therigatha</i> , anthology of	Dr. Usha Mudiganti	Prof. Honey Oberoi Vahali	Dr. Diamond Oberoi Vahali



<p>S185LE N01</p>	<p>poems composed by senior nuns between third century BCE and sixth century BCE.</p> <p>The presentation discussed the following:</p> <ol style="list-style-type: none"><li>1. The accepted history of women's engagement with the Buddhist monastic order.</li><li>2. Existing scholarship on the status and role of women in Buddhism in India from the ancient times to the 19<sup>th</sup> century and up to the present times, which highlighted the debates on women's status, role, experiences, voices within Buddhism and the role of religion in shaping gender relations in society and being constitutive of selfhood.</li><li>3. Contentious areas include authorship; construction of biographies of nuns from myths and legends; compilation of these poems into an anthology and the editorial intervention therein; translation from the original Pali language into English, German, Bangla, Sinhalese, etc ; and even whether Pali is the original language in which nuns composed their poems.</li></ol> <p>The suggestions given by the RAC were the following:</p> <ol style="list-style-type: none"><li>1. Possible research questions and areas to focus on were discussed. These include: intersection of Buddhism and feminine consciousness to trace a genealogy of feminine spiritual consciousness, and the literary form it may have given shape to; whether this literary form differs from the writings of Buddhist men; tracing a literary historiography from within the writings of Buddhist women; review of the landscape of writings women have done; whether women's creativity could find an expression and what contribution has it made.</li><li>2. The existing title/subject - 'Writings of women practising Buddhism in early India' should be refined to have a sharper</li></ol>			
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			<p>focus.</p> <p>3. Other forms of writings such as biographies and autobiographies – ancient and contemporary – should be explored</p> <p>4. An MPhil dissertation by TseyangePaizon, AUD, on the internal journey of the Buddhist nuns should be consulted.</p> <p>5. Nunneries in Dharamshala could be visited to know about nuns' Buddhist practice and their experiences.</p> <p>This semester should be devoted to explore Buddhist studies and the literary work of Buddhist nuns.</p>			
2	Dimpy Lochav S185LE N03	August 2018	<p>Dimpy Lochav made a presentation about her progress in research. She expressed her wish to work in the area of Translation Studies and Readership in the context of the two different translations of the Premchand's novel <i>Nirmala</i>. She informed the committee about the some of her apprehensions about the topic. Another topic she had in mind was about the psyche of the translator. After listening to her ideas, the committee advised the following:</p> <ol style="list-style-type: none"> <li>1. The research scholar was advised not to venture into the psychology of the translator as it was too vast a topic and not conclusively quantifiable or evaluable.</li> <li>2. The committee observed that a lot of work has been done on Premchand and one should be very clear about what one would be doing new with regard to his works.</li> <li>3. As the research scholar was interested in looking at multiple versions of the texts and readership she was also encouraged to look at the politics of contexts and readership through multiple versions of texts</li> <li>4. She was advised to identify other literary texts that she would be interested in working with along with Premchand's novels.</li> </ol>	Dr. Sanju Thomas	Prof. Radharani Chakravarty	Dr. Mrityunjay Tripathi

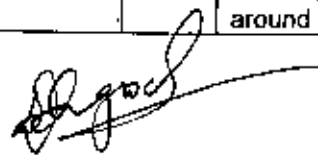


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3	Ruchita Machal  S185LE N07	August 2018	<p>The RAC for Ms. Ruchita Machal held their first meeting with the candidate on 21 November 2018. Ms. Machal's supervisor, Dr. Vikram Singh Thakur reported to the RAC members that the candidate has completed her mandatory course work and is not required to do any more courses. She is now working towards her synopsis. After this, the candidate presented a brief write-up on the proposed area of research. The committee made following suggestions to the research topic:</p> <ol style="list-style-type: none"> <li>1. It was suggested that the candidate do a further thematic study on the tenets of science fiction and speculative fiction in order to evaluate the prospect of both genres related to the research.</li> <li>2. The second suggestion was to investigate different mediums like manga, anime, graphic, animation, comics, etc as a ground research for plausible primary/ secondary works. A brief survey of South Asian SF works was also proposed to the candidate.</li> <li>3. The third suggestion was made in continuation with the second. It was proposed that the candidate also look at non-English and non-Western works to understand the shifting paradigm of the contemporary SF.</li> <li>4. The final suggestion was on the thematic underpinnings of reading Speculative fiction and the methods of understanding the representative model. It was discussed that the classical models have incorporated different emblematic ways to address the socio-historic crisis. Contemporary SF may not necessarily follow a similar pattern. Thereby, it was suggested that the candidate look at different</li> </ol>	Dr. Vikram Singh Thakur	Dr. Shad Naved	Dr. Sanju Thomas
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4	Sangeeta Jawla  S185LE N08	August 2018	methodologies to interpret SF.  Sangeeta Jawla apprised the members of the committee with the progress of her research. It was found that the researcher has done sincere fieldwork. However, it was suggested that she focuses on the specific aspects of her research as the consolidation of research area and topic at this stage is needed. It was advised that the researcher considers adopting ethnographic methods and theories in analysing the data gathered from the field. It was felt that philosophical investigations related to the present research might be insightful. The researcher was, also, advised to start working on her tentative synopsis	Dr. Amit Singh, ,	Dr. Diamond Oberoi Vahali	Dr. Lovitoli Jimo
5	Shivani Bhatt  S185LE N09	August 2018	The meeting began with a PowerPoint presentation that included the tentative title – <i>Studying the intersection of Orality, Nature and Gender in the folk songs of Garhwal Himalayas</i> . The themes, the main focus areas were discussed through the presentation. Some of the suggestions included: To focus on the methodology of the research especially in terms of folk songs, ethnographic field work, collection, understanding the various nuances of it (moving beyond the archival folk that was done until now). To read various works of Verrier Elwin, prior to probing into the critique of ecological romanticism. To focus on the core and linking areas, the contemporary research(s) on the region. To locate the research gaps present in the existing research of Garhwal region. To think on the lines of the hybridization of nature, ecology and folksongs with respect to nature and music, nature and men, nature and women. To study the attitudes, beliefs, and knowledge about climate change (historical and teleological study of the region). Further, it was suggested to read around the various socially	Dr. Diamond Oberoi,	Dr. Amit Singh,	Dr. Oinam Hemlata Devi, SHE



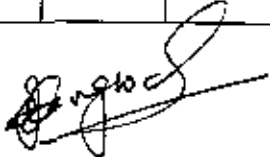
		<p>constructed narratives that study nature (historically) versus real-time nature. Also, how nature is constructed in the lore, the environmental changes documented in nature vis-à-vis human agency over them (deploying theories of Environmental determinism). To study the various geographers' accounts of Pauri Garhwal (the region the research scholar is foregrounding) to understand the ecology (by addition) of the region. The title and the area of research were suggested to be reworked on, in terms of incorporating the various myths, beliefs, oral narratives in addition to the study of folksongs. For a nuanced study of the Folksongs emphasis was laid on the literary perspective, symbolism, imageries, signifiers and signification. Also, understanding the self reflexivity of folksongs, how the myths that are contained within the songs can be studied alongside the angle of nature and gender. In the presentation, there was a discussion on the folk belief associated with Dhari Devi and the subsequent suggestions included, gathering more information on deities, primal deities associated with nature and the belief system that encompass the intersection of nature with belief systems and myths.</p> <p>It was also suggested that Shivani should theoretically read around discourse related to the social construction of nature as well as the folklore surrounding nature and should read theories around eco-feminism.</p> <p>She could also approach myths and legends around nature and ecology through folk songs. She was asked to collect folk songs and identify existing research on the same as well as translate and analyse some of these folk songs and present the same to the RAC early next semester.</p>			
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- vii. To note the approval of synopsis, formation of the Research advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following MPhil Hindi (Batch 2018-19) scholars

The SCR took note the approval of synopsis, formation of the Research advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following MPhil Hindi (Batch 2018-19) scholars and recorded.

S.No	Name of Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members (supervisor first)	RAC Member 1	RAC Member 2
1.	Tej Pratap Yadav	S184LHI07	August 2018	In the first RAC meeting, held on 6 November 2019, Tej Pratap Yadav made a brief presentation to apprise the RAC of the work he has done in the semester. Tej's presentation covered significant aspects of his MPhil work. He shared with the RAC the progress of his reading in the area of "Sahitayik Patrkantamein 'kavi' kaa yogdaan". The synopsis was approved by RAC members with suggestions were made to make his research methodology more clear and it was suggested to add the theme base bibliography of the magazine on which he is working as appendix. It was also suggested that through this work the sociology of literary efforts of that time should emerge.	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit	Dr. Awadhesh Kumar Tripathi
2.	Urwashi Kumari	S184LHI08	August 2018	RAC meeting with Urwashi Kumari held on 5th November 2019 Urwashi apprised the committee by her title. 'Comrade ka coat' par hue vivaadon ka	Prof. Gopalji Pradhan	Prof. Satyaketu Sankrit	Dr. Vaibhav



				alochanamak adhayayan". The committee advised Urwashi to add some more details on the suggested topic like stories, review of literature to describe the topic.			
3.	Nikki Kumari	S184LHI0 4	August 2018	RAC meeting with Nikki Kumari held on 11th November 2019. Nikki apprised the committee her title: Kinner Vimarsh aur 'Post box no. 203 Nala Sopara'. The committee members advised her to look at existing research on her subject. Nikki agreed to work on the suggestions and get back to her supervisor within a mutually agreed time frame.	Prof. Satyaketu Sankrit	Dr. Darshan Pandey	Prof. Gopalji Pradhan
4	Babita Yadav	S184LHI0 2	August 2018	In the first RAC meeting of Babita, held on 11th November 2019, Babita has presented her synopsis titled: Asgar vajhat ke yatra-vrittant mein Sanjhi Sanskriti (vishesh sandarbh- 'raste ki talash mein' aur 'chaffe toh ache the'). The title of her topic was felt to be very interesting. Babita also apprised the committee about her commitment towards the topic.	Prof. Satyaketu Sankrit	Dr. Mala Mishra	Prof. Gopalji Pradhan
5	Salman	S184LHI0 6	August 2018	First RAC meeting with Salman, held on 23rd October 2019 and has presented his synopsis entitled: 'Juthan' mein dalit Sanskriti: ek vishleshan. The committee members advised him few changes in his synopsis like differences between the tradition and dalit tradition. Salman agreed			

				to work on the suggestions and get back to his supervisor within a mutually agreed time frame			
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- viii. To note the approval of synopsis, formation of the Research advisory Committee (RAC) and Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the PhD Hindi scholar

The SCR took note the Six-monthly work-in-progress seminar (for the period July 2019 - December 2019) for the following PhD Hindi scholar

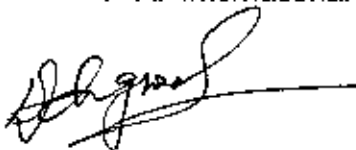
S.No	Name of PhD Scholar	Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	Supervisor	RAC Member 1	RAC Member 2
1.	Shipra Shukla	S175DHI03	August 2017	The scholar has presented her studies of the last six months which are related to her first chapter in which she has analysed different theories and aspects of disability regarding this she has enumerated many perspectives proposed by different theoretician.  These will help her in analysis of her proposed research material which is Hindi fiction.	Prof. Gopalji Pradhan.	Prof. Rekha Sethi	Prof. Satyaketu Sankrit

- ix. To note the withdrawal of admission of one MPhil Hindi student, Mr. Rajkumar Verma.

It was noted that Mr Rajkumar Verma has withdrawn his admission from the MPhil Hindi programme at AUD on being offered admission and joining the PhD Hindi programme at the Central University of Gujarat.

- x. Deferral of admission (to WS 2020) of Ms. W. Neetha Subhashini Senevirathna (from Sri Lanka) who was admitted under the International Students category to the PhD Hindi Programme in MS 2019.

It was noted that Ms W. Neetha Subhashini Senevirathna, scholar from Sri Lanka admitted under the international students category to the PhD Hindi programme in MS 2019, has been allowed to defer her admission to 7 January 2020, i.e. WS 2020. The AUD International Affairs Division has approved of the same.





The SCR considered the recommendation of the RSC that Ms Senevirathna would register for compulsory PhD Hindi coursework of a (non-taught) guided reading course (4 credits) in Winter Semester 2020 and complete the rest of the coursework (i.e. one taught 4-credit course) in Monsoon Semester 2020.

- xi. On the matter of award of MPhil CLTS degree to the two students (Mr Doepak and Mr Mohammad Irfan), SCR authorised the Chairperson, on behalf of the SCR, to recommend award of M. Phil degree(s) in 2019 for those student(s) who are still in the process of completing requirements for award of M.Phil/ Ph.D degree, provided these candidates satisfy all requirements of their respective degrees. SCR Chairperson shall send reports of completion to the Dean, AES for verification.

- It is understood that AES Division cannot guarantee award of degrees at the December 2019 Convocation if the documentation for degree completion is provided at a short notice before the Convocation. In such cases, however, Provisional Certificates can be issued to scholars indicating their completion of programme requirements in 2019.

8. To discuss the report submitted by the Committee regarding use of URKUND software to check Hindi thesis (MPhil/PhD) for plagiarism.

The report of the three member committee (Prof. Sanjay Kumar Sharma, Prof. Gopalji Pradhan and Prof. Kartik Dave) set up by the SCR in its 43rd meeting held on 07 & 14 May 2019 to explore the possibility that text written in English/ Hindi could be checked in URKUND Software. The SCR discussed the report and gave the following recommendations:

- 1) URKUND may be used to check Plagiarism in all routine activities in English and Hindi for UG, PG and all research courses.
- 2) Since URKUND is being provided free of cost for all Faculty members and Research Scholars but not for UG & PG students, therefore, AUD may purchase URKUND licences for UG & PG students, as per requirement.
- 3) There should be designated non-teaching staff in the IT Services Division and AUD library to assist students and faculty with the use of Turnitin and URKUND software.
- 4) Turnitin software may be continued to be used along with URKUND, as per requirements of the university.

9. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Ecology (SHE) on the following:

- i. To note the revised composition of RSC of SHE

The SCR noted and approved the reconstitution of the RSC of SHE. The RSC members are as follows:

- |                                |   |             |
|--------------------------------|---|-------------|
| i. Dr. Suresh Babu, Dean (SHE) | - | Chairperson |
| ii. Prof. Asmita Kabra, SHE    | - | Member      |

- |  |   |        |
|--|---|--------|
| iii. Dr. Pulak Das, SHE                  | - | Member |
| iv. Dr. Oinam Hemlata Devi, SHE          | - | Member |
| v. Prof. Suchitra Balasubrahmanyam, SDes | - | Member |
| vi. Dr. Budhaditya Das, SHE              | - | Member |

10. To discuss the AUD's Regulations Concerning Degrees of Doctor of Philosophy (Ph.D.), 2017 and Regulations Concerning Degrees of Master of Philosophy (M.Phil.) 2017, including the clauses relating to the composition and qualifications of the RAC members, in light of the UGC (Minimum Standards and Procedure for Award of M.Phil./ Ph.D. Degrees) Regulations, 2016.

Deputy Convenor, SCR apprised the members about some discrepancies of the AUD's Research Study Regulation 2017 in the light of the UGC regulation for research programmes. After discussion it was recommended that Chairperson, SCR will constitute a committee to propose the amendments in existing research studies regulations 2017 in the light of the UGC regulation for research programmes. The terms of reference of the committee will be as under:

- (1) Compare the AUD and UGC Research Studies Regulations with the objective of pointing out gaps and lacunae in the AUD regulations and suggesting remedies for the same.
- (2) To consider the rules for composition and eligibility criteria for membership of the Research Advisory Committee (RAC), including the eligibility criteria for co-supervision of a research thesis.

11. Any other matter(s) with the permission of the Chairperson.

- a) Dean SHE informed the SCR about the matter of Ms Anchal Dhiman, PhD student, (Enrol. No – S165BED01, DoR- 31 August 2016). Ms Anchal Dhiman was given a three month extension (ending on 30.11.2019) to defend her PhD proposal. She submitted a draft proposal to the RAC, which has advised her to revise the proposal and resubmit it within a week (by 05.12.2019). Her supervisor also submitted that she will be able to revise her proposal and defend it successfully if given the opportunity.

In view of the above, SCR recommended that Ms. Dhiman may be given an extension of three weeks (ending on 21.12.2019) to submit and defend her thesis.

- b) Dean (AES) raised the matter related to the transcript for the PhD students who have already completed their MPhil degrees from AUD and were exempted from course work in the PhD programme. After discussion it was recommended that Chairperson, SCR will constitute a committee chaired by the Dean AES to

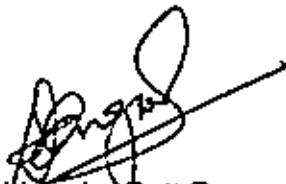


prepare/ design the transcript which will be used in cases of such PhD students.  
The template will be placed before the SCR for consideration.

- c) Report on completion of admission process in the following programmes of SHS:
- i. MPhil WGS
  - ii. PhD WGS

As per the reports, following is the status of admissions in MS 2019:

Programme	UR	SC	ST	OBC	International	Unfilled seats/Remarks
MPhil WGS	2	1	2	5	Nil	No unfilled seat
PhD WGS	4(including 1 PWD)	1	1	3	Nil	UR=01 PWD 01 ONCT unfilled seat = 01 OBC



(Prof. Dharendra Datt Dangwal)  
Convenor



(Prof. Geetha Venkataraman)  
Chairperson

11/11/19

Subject: Brief reports of the six monthly progress presentation seminars of SDS PhD students

Brief reports of the six monthly progress presentation seminars of SDS PhD students, 21-22 October, 2019

S N	Name	Comments of the RAC	Supervis or	RAC
1	Tasha Aggarwal	<i>Tasha Agarwal's presentation was mostly on the literature review carried out so far on her identified research theme. The RAC assessed that, overall, there is progress in the work. It was pointed that due attention needs to be given to connect all the suitable theories identified for incorporating in her research with relevant research questions. The ideas from the theories need to be used for developing appropriate questions, to follow up different stated objectives of the study. Accordingly, it was suggested to begin with research-questions related to each of the objectives and see the theories in those light.</i>	Prof. Babu P Remesh	Babu P Remesh, .Partha Saha, Anirban Sengupta
2	Tanya Chowdh y	<i>Tanya has presented the draft of the fourth chapter of her dissertation. in this chapter she has adequately referred secondary literature and incorporated documents and interviews from her extensive fieldwork. However the correlation between her different kinds of sources need to be worked out more. There are many interesting aspects which are emerging from her field visit and she needs to extract and develop them rather than attempting to theoretically buffer them. The secondary literature needs to be in the background rather than validate her own research. New ideas should be allowed to come from the field which may or may not have a structured framework to support it. For instance 'Matkafod' movement, the campaign to get electricity, water and other amenities in a resettled colony and the idea of how small scale industries are settled vis a vis large</i>	Prof. Babu P Remesh	Partha Saha Babu P Remesh (Rachna Mehra sent a few written comments )

Deepika chakravarti

3.	Jashodhara Borthakur	<p><i>Industrial towns like Faridabad should be explored in detail. She should elaborate on these aspects so that development in Narela are highlighted and become the focus of her chapter.</i></p> <p><i>It was suggested to clearly explain/ state the framework and research questions that she is using in this chapter. The utility of referring census data was also highlighted.</i></p> <p>Jasodhara Borthakur has presented in the progress Seminar held on 22nd October, 2019. She has got approval on her final proposal recently in August, 2019 and hence in this presentation she was trying to explain the plan of drafting her first chapter, which will broadly state the theoretical understandings. Her DAC members, Prof. Deepita Chakravarty and Dr Nandini Nayak, could not be present as they were on leave. Faculty members who were present at the time of presentation advised her. Since indigenous is the main concept to be explored in the thesis, she should attempt to conceptually theorize the term and understand the continuity, overlaps and change between the traditional and the modern aspects in demographics of the society in question; to carefully read literature and discuss about the intersectionality of land, autonomy and development; to be more cautious of not appropriating/reproducing methods to her study setting while drawing from the literature.</p>	Ivy Dhar	Ivy Dhar Nandini Nayak Deepita Chakravarty
4.	Sweta Suman	<p>Sweta Suman has presented in the progress Seminar held on 22nd October, 2019. She has presented her last six months work in her August presentation, which consisted of findings of Chapter 3 and 4. As this presentation was in close sequence, she chose to discuss comments received in the previous presentation and talked more about revision of her third chapter. Her presentation primarily consisted of theorising on gender, institutions and development and how relevant are such studies in the context of Delhi Pradesh Congress Committee (DPCC). She looked at the functioning of DPCC, focussing on a few outreach</p>	Ivy Dhar	Ivy Dhar Rachna Chaudhary Nandini Nayak

Deepita Chakravarty

		<p>programmes and the organisation's mobilisation strategies. She was also trying to question the issue of gender mainstreaming in such political institutions. She has been able to fairly address most of the concerns raised from the previous presentation. She was advised by Rachna Chaudhary, her DAC member to further delve critically into some of the broad encompassing concepts used in the chapter; sharpen the presentation of views to distinguish clearly between those that are drawn from literature, field narratives and her own observation/analysis; she was also advised to read through certain scholarly work that can closely fill the missing gaps and draws linkage to her present work.</p>		
5.	Rahul Yaduka	<p>Rahul Yaduka has presented in the progress Seminar held on 22nd October, 2019. His DAC is yet to be formally put in place. Proposed DAC member Moggallan Bharati was present. The main aim of the presentation was to look into the broad theoretical lens that can give a direction to his research work. He has discussed how disasters like floods has been politically amplified by state policies. He was advised to narrow down from many theoretical lens that are presently used and also understand its limitations; he needs to reflect on the term politics before trying to see how the context of study can be viewed politically; and as his study looks at questioning of natural science logic by using social science lens he needs to clarify these understanding by keeping an open view and by not restricting oneself to a particular domain of academic literature.</p>	Ivy Dhar	Ivy Dhar Moggallan Bharti Abhay Kumar
6.	Bhuvane shwari Subramanian	<p>Bhuvaneshwari Subramanian (Roll Number: S185ADS03) made her six monthly presentation on 21 October 2019. The faculty members from School of Development Studies who attended her presentation included Anirban Sengupta, Babu Remesh, Moggallan Bharti, and Nandini Nayak. She was advised to further narrow down her research area as it is quite broad at present. In that connection it was suggested that she should decide the level at school that she wishes to</p>	Anirban Sengupta	Anirban Sengupta Nandini Nayak Maneesh Jain

*Dupita Chakraborty*

		<p>work on. She was also asked to clarify whether she has any plans for intervention as a part of her research. In addition, some of the participants suggested that she may benefit from going through the writings of Paulo Freire (Pedagogy of the oppressed), the process of educational choice-making. Prachi Srivastava, Centre for Civil Society, System theories particularly that of David Easton and Gabriel Almond, Michel Foucault (The Archaeology of Knowledge), and Louis Althusser (Ideological State Apparatus). In addition, discussion also took place around budget private schools and their shortfalls particularly in terms of poor teaching staff.</p>		
7.	Anu Rani	<p>Anu Rani (joined the SDS PhD program in 2018) has been working on developing a research proposal on the work of women workers in the transport sector in Delhi. Anu Rani's MPhil work was related to the nature of work and the workspace of women bus conductors in cluster buses in Delhi. The PhD proposal is aimed at developing this work further, while also expanding the scope of the work, in a manner appropriate for a doctoral research project. Over the past six months Anu has made some minor progress related to reviewing literature relevant to her work. More importantly, she has also worked on attempting to 'map' the transport sector in Delhi, from the perspective of ownership (public / private / PPP), nature of engagement of workers - women and men. Some of the questions being considered at this point include which specific segments of the transport sector should be brought into the doctoral project. On 21/10/2019 Anu Rani did a departmental presentation on her work in the last six months.</p>	Nandini Nayak	Nandini Nayak Babu P Remesh Sumangala Damodaran Deepita Chakravarty
8.	Aakansha Gautam	<p>Aakanksha as part of her research work has been mostly in reading the literature phase, whereby in order to understand the meaning, origin and existence of caste in our society she has read numerous journals articles along with a couple of books. I have instructed her to formulate her research questions which she has successfully completed in time. Following are the objectives and research questions on which she needs to work upon in the upcoming semester. In order to understand the challenges of the youth among the</p>	Moggallan Bharti	Moggallan Bharti Nandini Nayak Teena Anil

Deepita Chakravarty

scavenging communities, as to what could be the reason that they continue to engage in this highly stigmatised profession, Aakanksha has delved in few of the primary texts that informs the social and political construction of Castes in India. In the above context, following are the research questions for her prospective study: How dignified is life of a person who is not doing a scavenging job but being part of the scavenging community? What are the stigma and vulnerability faced by the scavenging community? Why sanitation work is forced on Balmikis? What is the political awareness amongst the children of scavengers? What are the challenges and roadblocks for the children of scavengers to leave this work and find employment in other professions? What are the future aspirations of the children from the scavenging community?

Deepika Chakraverty



Ambedkar University Delhi

School of Development Studies

Date: 28/11/19

Subject: SCR agenda Item 1 addendum

Brief report of the presentations of 5 students who presented on later dates of 22/11/19 and 27/11/19

	Name	Brief report of the presentations	Supervisor	RAC members
1.	Nivedita Hazarika	She has written four chapters of her thesis and presented the main findings of her work. She received the following suggestions from her DAC and other faculty members: 1.She should integrate the autoethnography component of her work with her thesis more coherently and also bring out the role of autoethnography in gendered analysis. 2.She has to make linkages between her field material on clustering and production organisation with the autoethnographic focus. 3.She should talk in detail about the role of trade unions as well as of child labour. Nivedita should be able to complete her thesis in less than a year's time if she keeps up with the progress.	Sumangala Damodaran	Sumangala Damodaran Ivy Dhar Nandini Nayak
2.	Swati Mohanakrishnan	Ms. Mohanakrishnan's presentation focused on the literature review chapter of the thesis. The theoretical frameworks of the 'right to the city' and the 'everyday' by Henri Lefebvre which have been closely examined in the chapter were discussed and critiqued at the presentation with reference to other works drawing on the same frameworks such as that of scholars like Gautam Bhan(2009), Partha Chatterjee(2009) and Ayona Datta(2016) among others. The adaptability and appropriateness of the framework were also discussed with regard to the fieldwork completed so far. Next an overview of the scholarship on Delhi, focusing on its spatial and	Prof. Sumangala Damodaran	Anirban Sengupta, Nandini Nayak, Prof. Sumangala Damodaran

*Deepika Chatterjee*

		<p>planning aspects was also discussed to understand the heterogeneity of its urban fabric. Swati hopes to finish her thesis in a year's time</p>		
3.	Vijay Bohat	<p>Mr. Vijay Bohat, PhD student, SDS, made a presentation of the progress of his PhD work. He has been stating that he would like to work on Trade Unions in India, for which he was advised to read relevant literature and make a presentation of the key issues confronting the trade union movement in India. Vijay made a presentation of trade union issues in the automobile sector based on some literature. Vijay is seen to have progressed to a reasonable extent in his capacity to put together relevant literature. He is however not yet in a position to present a proper research proposal. He received the following suggestions from his DAC and other faculty members:</p> <ol style="list-style-type: none"> <li>1. It might not be a good idea to focus on automobiles as there is already a fair amount of published research on the automobile sector. He should look for a sector that has small scale firms and preferably in a cluster within Delhi or NCR.</li> <li>2. He should not focus on technological change as that is a complex area on its own, but should look at how trade unions are dealing with changes in the mode of work and composition of the workforce.</li> </ol>	Sumangala Damodaran Moggallan Bharti	Sumangala Damodaran Moggallan Bharti Nandini Nayak
4.	Karan Sachdeva	<p>This presentation focused on firms which were involved in processing and packaging of products, and this presentation was based on</p>	Partha Saha	Partha Saha Anirban Sengupta

*Deepika Chakravarty*

		<p>preliminary findings of survey of 22 firms. Whatever has been presented, needs to be put in the form of a Chapter. Presently, only preliminary findings from different sections of the questionnaire was presented. Value chain framework is still missing. In this presentation, hardly anything was discussed on trust, which is an important component of this thesis. Focus should be on the process part and for this more detailed analysis of qualitative questions should be included in addition to analysis of objective questions. Writing of Chapters while analyzing data should begin at the earliest. Also, literature must be taken into account while conceiving the chapters.</p>		Arindam Banerjee
5	Pooja Agarwal	<p>Following are the comments and feedback received during presentation:</p> <ul style="list-style-type: none"> <li>• It was suggested to have more clarity on how 81 sample households were taken from 620.</li> <li>• Several variables were considered during the selection of samples, these variables need more precision to justify this decision.</li> <li>• Also, few variables (not all) representing socio-economic status of households can be given more preference in justification and further addition of new samples, if required.</li> <li>• Economic variables need further clarification. Either income should be considered in justifying the selection of samples or it can later evolve from the findings and analysis to understand the dynamics of difference in income, cost and how it impact cooking fuel choice.</li> <li>• Theoretical framework should be re-considered in rationalization and conceptualization of these samples.</li> <li>• Size of area (total number of households) under each anganwadi centre can also be considered in making decision related to the number of samples.</li> </ul>	<p>Nandini Nayak</p> <p>Dipa Sinha</p>	<p>Nandini Nayak</p> <p>Dipa Sinha Deepita Chakravarty</p>

Deepita Chakravarty

Enrolment no: 5184 DHS 04 154

66  
2022  
PhD History Programme/ School of Liberal Studies  
**RESEARCH ADVISORY COMMITTEE REPORT FORM**

This form is to be completed after each meeting. One copy is provided to the student, the other added to the student's file in the departmental academic records. The Convenor of the RAC (Supervisor) will submit the report to SCR through RSC.

Date of meeting:	05 November 2019
Student:	Mohsen Ahmad
Supervisor:	Prof. DHIRENDA DATI DASIGUWL
Committee members:	D. J. Dargwal, Suresh Babu, Tanuja Kothiyal
External:	Suresh Babu (SHB)
Internal:	
Written materials submitted before meeting?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Student's progress: Has exceeded expectations   
Has met expectations   
Is below expectations   
Is unsatisfactory

As the Semester Progress Report, I certify the student a) has b) has not

made satisfactory progress over the last six months towards completion of the requirements for the degree of PhD History

RAC (External Member)

Name: SURESH BABU

Signature

RAC (Internal Member)

Name

Tanuja Kothiyal

Signature:

Supervisor (Convenor, RAC):

Name:

Signature:

D. J. Dargwal

## SUMMARY OF ADVISORY COMMITTEE COMMENTS AND ACTIONS

This is first RAC <sup>meeting</sup> Mabeen come up with ideas after his field work and visit to Archives in Bikaner, Rajasthan. He met to forest officers. He also interviewed some villagers. He reported his findings from this field trip.

The RAC advised him to look into social and economic dimensions of plantation of the ~~2-3~~ species. He is suggested to shift his time period from the late 18th century to the 1740s. There is a whole lot of debates around Mughal India. The RAC asked him to look in to this. He is also advised to look beyond Rajasthan, and focus on other dry zones as well. He is advised to explore all these aspects and meet us after field work again so that he can work on synopsis.

Additional written response(s) to student? Yes

No

(If yes, please attach)

79156

PhD Sociology Programme/ School of Liberal Studies  
RESEARCH ADVISORY COMMITTEE REPORT FORM

This form is to be completed after each meeting. One copy is provided to the student, the other added to the student's file in the departmental academic records. The Convenor of the RAC (Supervisor) will submit the report to NCR through RSC.

Date of meeting:	02 Aug 2019		
Student:	Virendra Kumar		
Supervisor:	Dr. Bidhan Chandra Dash	Co Supervisor:	Dr. Manish Jain
Committee members:			
External: Prof Vivek Kumar (JNU)			
Internal: Dr. Anirban Sengupta (SDS/AUD)			
Written materials submitted before meeting?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>

- Student's progress:
- Has exceeded expectations
  - Has met expectations
  - Is below expectations
  - Is unsatisfactory

As the Semester Progress Report, I certify the student a) has  b) has not

made satisfactory progress over the last six months towards completion of the requirements for the degree of PhD Sociology

RAC (External Member)  
Name: Prof. Vivek Kumar

Signature:

*[Handwritten Signature]*

Supervisor (Convenor, RAC):

Name: Dr. Bidhan Chandra Dash

Signature:

RAC (Internal Member)

Name: Dr. Anirban Sengupta (SDS/AUD)

Signature:

## SUMMARY OF ADVISORY COMMITTEE COMMENTS AND ACTIONS

Report attached on separate sheet

Richard Chardou-Batt  
(Supervisor)

Additional written response(s) to student? Yes

No

(If yes, please attach)

**LIST OF STUDENTS FOR AWARD OF DEGREE**

S.No	Name	Enrollment No.	Programme Name	School	Date of Viva	Date of AES approval(v erification)	Date of SCR approved
1.	Ms. Roseline George	S124CDP20	MPhil in Development Practice	SHS	18.02.2019	06.06.2019	04.09.2019
2.	Ms. Garima	S164CWG04	MPhil in Women's and Gender Studies	SHS	30.05.2019	13.06.2019	04.09.2019
3.	Ms. Grace Tungoe	S144CDP12	MPhil in Development Practice	SHS	29.05.2019	13.06.2019	04.09.2019
4.	Mr. Arpit Gaiind	S154CDP04	MPhil in Development Practice	SHS	04.04.2019	13.06.2019	04.09.2019
5.	Ms. Preeti	S154DHI03	MPhil in Hindi	SLS	26.04.2019	13.06.2019	04.09.2019
6.	Mr. Abhishek Kumar	S164CWG01	MPhil in Women's and Gender Studies	SHS	20.05.2019	13.06.2019	04.09.2019
7.	Ms. Raphaelle Ng Tock Mine	S124CDP24	MPhil in Development Practice	SHS	27.03.2019	09.08.2019	04.09.2019
8.	Mr. Himalaya Ahuja	S164CDP04	MPhil in Development Practice	SHS	25.02.2019	17.07.2019	04.09.2019
9.	Mr. Sanjeev Kumar	S164CDP14	MPhil in Development Practice	SHS	26.03.2019	17.07.2019	04.09.2019
10	Ms. Latika Vashist	S135CWG02	PhD in Women's and Gender Studies	SHS	09.04.2019	20.08.2019	04.09.2019
11	Mr. Abdul Rahman K.C	S135CWG01	PhD in Women's and Gender Studies	SHS	13.05.2019	20.08.2019	04.09.2019
12	Ms.Sutanwi Chaterjee	S154DHS06	MPhil in History	SLS	26.07.2019	06.09.2019	24.09.2019
13	Ms. Shrobona Banerjee	S154DHS05	MPhil in History	SLS	02.08.2019	16.09.2019	24.09.2019



14	Ms. Harleen Kaur	S164DHS01	MPhil in History	SLS	07.08.2019	06.09.2019	24.09.2019
15	Mr. Naresh Kumar	S154DHS03	MPhil in History	SLS	23.08.2019	06.09.2019	24.09.2019
16	Mr. Achuta Nand Mishra	S165DHI01	PhD in Hindi	SLS	24.07.2019	24.09.2019	24.09.2019
17	Ms. Ambika Singh	S154CPS01	MPhil in Psychoanalytic Psychotherapy	SHS	29.04.2019	25.09.2019	04.11.2019
18	Ms. Chandrika Das	S154DHS01	MPhil in History	SLS	03.09.2019	07.10.2019	04.11.2019
19	Ms. Ragini Sankrit	S135DHI01	PhD in Hindi	SoL	27.09.2019	15.10.2019	04.11.2019
20	Mr. Bijendra Singh	S124CDP04	MPhil in Development Practice	SHS	25.02.2019	31.10.2019	04.11.2019
21	Mr. Mahendra Prajapati	S145DHI02	PhD in Hindi	SoL	21.10.2019	24.10.2019	04.11.2019
22	Mr. Anant Vijay Paliwal	S145DHI03	PhD in Hindi	SoL	16.10.2019	24.10.2019	04.11.2019
23	Ms. Nikita Jain	S145DHI04	PhD in Hindi	SoL	22.10.2019	30.10.2019	04.11.2019
24	Ms. Anasuya Sreedhar	S165CWG07	PhD in Women's and Gender Studies	SHS	01.10.2019	14.11.2019	18.11.2019
25	Ms. Anubha Sinha	S154CDP01	Mphil in Development Practice	SHS	06.11.2018	14.11.2019	18.11.2019
26	Ms. Ashmeet Kaur Bilkhu	S154CWG03	MPhil in Women's and Gender Studies	SHS	04.11.2019	18.11.2019	18.11.2019
27	Ms. Sunita	S145DHI06	PhD in Hindi	SoL	13.11.2019	18.11.2019	18.11.2019

**ANNEXURE-3**

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

School	SHS
Programme Name	DISABILITY STUDIES
Programme Type (Professional/Liberal/Research/ etc.)	RESEARCH
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	M.PHIL.
Total Credits	36
Proposed date of launch	2020
Programme coordinator and team	Anita Ghai (PC) Team: Rukmini Sen, Shefalee Jain and Sandeep . R. Singh

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):  
 Masters degree in Humanities or Social Sciences, MBBS degree or master's in rehabilitation disciplines from a recognized institution with 55% marks or equivalent CGA.; Postgraduates from other disciplines with a serious interest and past experience working on disability will also be considered. A relaxation in marks of 5% or an equivalent relaxation of grade is allowed for those belonging to SC/ST/OBC/ differently abled categories (DOPT/UGC list).  
 Note that admission under OBC category is possible only for Delhi applicants.
2. Entrance process (test, interview, cut-offs, etc.):  
 Written test and Interview
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
 Eight

*Krishna Menon*

- 4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):

Students admitted in the M.Phil. programme are required to complete 16 credits of coursework during a period of two semesters. There would be an internship between the two semesters in the first year. Second year will be devoted to guided reading and dissertation.

- 5. What are the intended aims of the programme?

To understand disability as an epistemology is to transform disability from a minority discourse to a universal discourse. This implies that disability is not thought of as a state of being unique to a specific group of individuals but as an intrinsic part of the human condition itself. Disability raises important concerns about the ethics of care, the significance of interdependence, the meaning and purpose of community and family, the nature and purpose of the state, the aims of education, human dependence on technology, the role of modern medicine and the idea of cure, and other questions that are relevant to all people irrespective of impairment.

The M. Phil programme offers a blend of theoretical orientation through coursework and the opportunity for scholars to acquire in-depth understanding of disability through fieldwork. This approach shall enable scholars to contribute to the discipline as they would be oriented to its central theoretical orientations as well as the nuances of disability as are manifested in real-world contexts. Thus, the triple components of the M. Phil programme include theoretical rigor, fieldwork and the dissertation.

- 6. How does the programme link with the vision of AUD?

The proposed M. Phil. programme in Disability Studies is in accordance with AUD's commitment to equity, social justice and interdisciplinary study. This commitment is manifest through a thrust on academic and outreach efforts that are socially productive and emancipatory in terms of academic rigor and ethical orientation.

- 7. How is the proposed programme positioned vis-a- vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?

The School of Human Studies( henceforth SHS) in AUD was envisioned as an ecosystem to nurture disciplines, areas of knowledge and practice, and communities of scholars and practitioners closely engaged in the study of critical human predicaments including gender, sexuality, madness, psychological suffering 'in depth study of the human psyche. Hence, the foregrounding of disability as a distinct area of enquiry, which simultaneously intersects with these existing predicaments, is a significant addition to the SHS.

Disability Studies builds up on the domains of knowledge enshrined within the various programmes at SHS including Psychosocial Clinical Studies, Women and Gender Studies and Development Practice; thereby both informing them and enriching itself in meaningful

ways. The ethics of care and the thrust placed on locating human well-being within the aforementioned areas of enquiry is a valued commitment of both the SHS and the field of Disability Studies (henceforth DS) in particular, thus constituting a mutually enriching relationship between the two. The interdisciplinary approach of the SHS and of DS along with the value accorded to well-being and praxis offer new perspectives to knowledge construction itself. These perspectives emphasize lived realities in the process of theory-building and deploy these theories to the projects of emancipatory research and the validation of disability as an onto-epistemology. The present attempt is to foreground how the inclusion of disability studies as a field of inquiry within mainstream academia can enrich scholarship and contribute to the understanding of the heterogeneity of disability.

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?

The programme does connect with some of the courses that are offered by the other programmes. For instance, the second module of disability and society will take up courses such as deconstructing Normalcy(SHS), Enforcing Normalcy, Violence: Feminist Resistance and Critiques (MA Gender Studies), Situating Disability Studies, Gendering Disability.

9. How is it positioned in relation to other similar programmes in the field?

Disability studies programmes are taught in universities such as the Tata Institute of Social Science, NALSAR, Delhi University, JNU, IGNOU, IIT Madras

10. Is there a sufficiently defined body of knowledge and literature to support the programme?

Yes

11. What are the professional trajectories that the graduates of the programme may pursue?

The aim of the M. Phil. programme is to create informed practitioners in the field of DS across various domains. Scholars shall be able to undertake various kinds of employment as educators, curriculum developers, counsellors, NGO programme managers, researchers with various disability rights organizations, Corporate Social Responsibility (CSR) professionals, activists and several others. Moreover, they shall be able to employ a disability lens into any profession that they choose to undertake within and beyond academia

12. Are there sufficient in-house faculty resources available for the programme?

As a programme coordinator of Disability Studies, additional faculty would be required to transact the M.Phil course. Further, an office assistant would be required to assist in organising the administrative work.

*W. Venkatesh*

13. Rationale for the nomenclature of the programme

Disability studies emerged as a growing area of academic research and professional education across both Global North from 1970s and expanded India in the International Year of Disabled People in 1981 raised disability as a human rights issue in the global public discourse. With the rise of the disability advocacy, there is an unwritten demand for knowledge production of what is entitled as "disability Studies". A very prominent scholar Davis says, "As with any new discourse, disability studies must claim space in a contested area, trace its continuities and discontinuities, argue for its existence, and justify its assertions"

14. Programme Details:

a. Concept (attach concept note, if needed):

DS is an interdisciplinary area of scholarship that analyses disability and the lived experiences of people with disabilities from the perspective of the humanities, the social sciences, the arts as well as critical science studies. Historically, DS has its political and intellectual roots in the disability rights movement that began in the United States and the United Kingdom in the mid-twentieth-century and expanded to include other countries such as Canada, Australia and various countries in Europe, South America, and South and East Asia by the turn of the twenty-first century.

The fundamental guiding principle of DS is the foregrounding of disability as Knowledge. This principle validates disability not as an inherent, unchallengeable trait that exists within a person but as a social, cultural and political phenomenon. Thus, disability as an epistemology rejects the medical construction of disability as a personal tragedy. Such an approach rejects the view that disability is solely a medical problem or a personal tragedy. The subject matter of disability studies transforms the understanding of disability from an individual deficit to a complex derivative of social, environmental, and biological forces. Disability Studies perspectives therefore enlighten how individuals designated "disabled" are treated in a manner that diminishes their economic, interpersonal, psychological, cultural, political, and physical well-being relegating them to membership in a minority group.

Disability Studies thus places the responsibility for re-examining and repositioning the place of disability within society and academics and not on the individual. Disability studies may be many things to many people, but if its full potential is to be realized The promise of Disability Studies can enable academia to think critically not only about disability, but also about oppressions that affect all historically marginalized groups. Scholarship in universities has



been enriched through various categories such as gender, caste and sexuality, deepening our understanding of multiple epistemic positions and forms of structural inequalities. The interdisciplinary work in disability studies therefore would initiate and evolve new meanings about disability and examine issues of access, employment, education, sexuality, and representation.

Disability as an epistemology also entails an expansion and a critical interrogation of the sources of knowledge about disability, for instance, exploring the manner in which scientific and medical discourses as well as law and governance have enjoyed hegemonic precedence as sources of knowledge about disability. It attempts to critically engage with the notions of testimony and self-representation, especially in the cases of people who for a variety of reasons (not restricted to impairment alone) cannot validate their epistemological locations themselves.

The promise of Disability Studies can enable academia to think critically not only about disability, but also about oppressions that affect all historically marginalized groups. Scholarship in the Universities has become enriched through various interdisciplinary and onto-epistemological standpoints of gender, caste and sexuality urging us to interrogate the very foundations of knowledge itself. Many Serious questions relate to Disability Studies. For instance What are the conceptions of the normal? What is autonomy? When exactly is life not worth living? Why does rationality have to be the sole determinant of our humanity? How do we define limit? Disability therefore is all embracing with the most radical reimagining of new questions. They produce few answers but rather embrace the practice of constantly troubling the questions. As Goodley suggests, "Disability studies are a broad area of theory, research and practice that are antagonistic to the popular view that disability equates with personal tragedy" (p. xi). Moreover, "Disability affects us all, transcending class, nation and wealth" (p. 1). DS exists at the uneven boundaries of the social, concurrently rebellious and celebratory in its insistence that disability is neither a tragedy nor inspiration but another possible way of being in the world. Knowledge of disability has to be engaged in the unlearning of privileges of traditional thinking. This would translate into the ability to rewrite the relationship between the margin and the centre and harness the potential of disability as an epistemological resource to reflect on fundamental concerns within society such as the meaning of family and community, the role of the state and the very meaning of what it means to be human.

*Amerson*

### The Interdisciplinary Nature of Disability Studies

In academics, disability is interconnected with different disciplines such as psychology, medicine, history, sociology, language, literature, political science, law, policy studies, economics, anthropology, architecture, and gender studies, among others. The purpose of this interdisciplinarity is to offer multiple dimensions to explore the material-cultural dimensions of disability. The interdisciplinary character of Disability Studies enables it to incorporate the conceptual frameworks and intellectual tools of various disciplines from history to law, literature to sociology as well as enrich these disciplines by questioning their fundamental theoretical and methodological orientations.

Disability has been a focus area largely within programmes of special education and rehabilitation sciences. These programmes focus on curing or normalising disability and fail to think of disability as an epistemology. However, efforts at *constructing disability positively within academia* also have had their limitations. Contemporary academic efforts at introducing programmes in DS in India have largely focused on disability within specific disciplines as opposed to incorporating the interdisciplinary nature of DS. It is the aspiration of the M. Phil programme to provide scholars the opportunity to study disability through a wide range of disciplinary lenses and draw on methodological approaches from a variety of disciplines.

It is essential to stress at this juncture that the importance of medical intervention in the context of disability cannot be underestimated or neglected. Although medical discourses of disability have been used to reify disability and treat disability as a form of deviance or a lack, the value of medicine in improving the quality of life of people with disabilities is critical. Thus, there is a need to move towards a critical medical practice that would interrogate medical knowledge in order to examine the location and representation of disability within it and yet see it as a possible and important site for the enablement of lives through technological innovations and medical research.

#### b. Objectives:

1. To equip students to explore disability as Knowledge and a way of being in and reconstituting the world and to provide them with a lens through which to interrogate the very structures that perpetuate the understanding of difference as merely lack.
2. To examine disability as a human predicament paying particular attention to prevalent social practices, policy making, services and human rights issues pertaining to people with disabilities.

*K. Venkatesh*



3. To equip scholars with a broad range of knowledge and skills vital for research informed by scholarship from diverse disciplines. Students shall have the opportunity to engage in fieldwork, which is accorded the same importance as core courses besides being provided with a strong theoretical foundation in disability studies through coursework and independent research and writing

c. Expected learning outcomes.

1. Understand the nature of education as an area of study with interdisciplinary knowledge base;
2. understand the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences;
3. reflect on the basic parameters of school education (i.e., the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters);
4. Research Students should be analytical and can think of disability critically Research methodologies.
5. Carry out critical and cutting edge research at PhD level.
6. *Make the students agents of change both at policy level as well as in terms of cultural production.*
7. Create socially committed and critical citizens.
8. reflect on the basic parameters of Disability Studies research (i.e., the participant, the researcher, pedagogy, the larger societal context, the university system and various connections and interconnections between these parameters);

d. Overall structure (programme template with course organisation, course titles, credits, etc.):

The M. Phil. programme is designed to ensure a thorough theoretical grounding, some practical training through field work and internship and the opportunity to produce original scholarship through the writing of a dissertation. The programme shall comprise 36, which will be divided as follows:

**Semester 1**

- Introduction to Disability Studies (4 credits)
- Research Methods (4 credits)
- Fieldwork – to be undertaken in between the first and the second semesters (4 credits)

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**Semester 2**

- Disability and Society (4 credits)
- Experiencing and Narrativising the Self (4 credits)

**Semesters 3 and 4**

- Guided Reading (2 credits)
- Dissertation (14 credits)

**COURSES**

**Course Title: Introduction to Disability Studies**

**Credits: 4 , Type of Course: Compulsory**

**Semester to which offered: Monsoon semester (July 2019)**

**Aim:** The space of DS was originally rooted in political rights' movement for recognition, support and access but it has since evolved into an interdisciplinary area addressing various aspects of society. It is crucial then to rethink definitions and approaches to Disability, alongside social and political action for the rights of the disabled. This course will attempt to challenge historical essentialisms in the context of DS and introduce critical perspectives on disability. A brief overview of definitions and paradigms of impairment and disability will be addressed: medical, psychological, sociopolitical and theoretical perspectives as well as recent feminist and critical perspectives on disability will be discussed.

**Brief description of modules/ Main modules/Readings:**

**Module 1: Historical Perspectives**

Since its early activist origins in the 1960s, DS has gained a burgeoning institutional presence in academia. This course will focus on tracing the historical development and responses to disability that led to this moment. It will outline views of disability before and during the twentieth century, focusing on both northern and southern histories of the social context and the institutional concretization of DS.

**Readings**

Anand, S. (2016). Chapter 2: The Models Approach in Disability Scholarship: An Assessment of its Failings. In Ghosh, N. (ed.). *Interrogating Disability in India* (pp. 23 – 38). New Delhi: Springer.

Crow, L. (1996). Including All of Our Lives: Renewing the social model of disability. In Morris, J. (ed.). *Encounters with Strangers: Feminism and Disability*. London: The Women's Press.

Friedner, M., Ghosh, N. and Palaniappan. (2018). "Cross-Disability in India?" On the limits of Disability as a Category and the Work of Negotiating Impairments. *South Asia Multidisciplinary Academic Journal Online*.

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Oliver, M. (1996). Chapter 1: From Personal Struggle to Political Understanding (pp. 6 – 18). *Understanding Disability: From Theory to Practice*. New York: Macmillan Education.

Reddy, C. Raghava. (2011). From Impairment to Disability and Beyond: Critical Explorations in Disability Studies. *Sociological Bulletin*, 60:2, pp. 287 – 306.

Shakespeare, T. (2015). The social model of disability. In Davis, L. (ed.). *The Disability Studies Reader*, 4th edition, pp. 214 – 221. New York: Routledge.

Thomas, C. (2004). "Developing the Social Relational in the Social Model of Disability: A Theoretical Agenda." In *Implementing the Social Model of Disability: Theory and Research*, C. Barnes and G. Mercer (eds.). Leeds: The Disability Press.

### Module 2: Embodiment, Disability and Sexuality

*Disability has enriched the growth of Feminism It has become one of the location in which novel ideas have evolved, suggesting the kind of changes in ways of thinking that can have significant material effects in the everyday reality of people with disabilities. In recent years, the powerful emergence of what has come to be called critical disability studies (CDS) has added new force to the theoretical impetus already at the heart of the social model, taking it in innovative directions that challenge not simply existing doxa about the nature of disability, but questions of embodiment, identity and agency as they affect all living beings. The intersection between gender and disability as well as gender, sexuality and disability have been closely explored in western scholarship since the 1990s and have begun to gain attention in Indian scholarship on DS. A significant way in which people with disabilities have been marginalised is their construction as agendered and asexual beings. Yet this form of marginalisation has only gained serious attention in recent times. This course critically engages with scholarship on the intersection of disability, gender and sexuality from the west and India and attempts to appropriately contextualise the debates within Indian context.*

#### Readings

Addlakha

Corker, M. (2001). Sensing Disability. *Hypatia*, 16:4, pp. 34 – 52.

Garland-Thomson, R. (2011). Misfits: A Feminist Materialist Disability Concept. *Hypatia*, 26:3, pp. 591 – 609.

Ghai, A. (2018). *Disability in South Asia: Knowledge and Experience*. New Delhi: SAGE. (Selections)

Hans

Mehrorta

Morris, J. (1991). *Pride Against Prejudice: Transforming Attitudes to Disability*. London: The Women's Press.

*Anura*

Schriempf, A. (2001). (Re)fusing the Amputated Body: An Interactionist Bridge for Feminism and Disability. *Hypatia*, 16:4, pp. 64 – 79.

Module 3: Critical Disability Studies (CDS)

Disability Studies has already moved from rehabilitation studies to the status of an interdisciplinary subject that welcomes theoretical exploration as much as practical solutions in the context of disability. The social model has confirmed that thought can *have as much material effect on the lived reality of disability as action.* In recent years Critical Disability Studies (CDS) has added to this theoretical grounding which is already present in the social model. However the challenge that CDS provides is not just to existing knowledge about the nature of disability, but to the very questions of embodiment, identity and agency . As Margaret Shildrick puts it, "CDS emphatically cannot be sidelined, then, as primarily the concern of those with disabilities: insofar as each of us, however we are embodied, is complicit in the construction and maintenance of normative assumptions, it challenges every one of us to rethink the relations between disabled and non-disabled designations – not just ethically as has long been the demand, but ontologically, right at the heart of the whole question of self and others."

Readings

Addlakha

Davis, L. (2006). Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century. In Davis, L. *The Disability Studies Reader, 2<sup>nd</sup> edition*, pp. 3 – 16. New York: Routledge.

Edwards, C. and Imrie, R. (2003), Disability and Bodies as Bearers of Value. *Sociology*, 37:2, pp. 239 – 256.

Erevelles, N. (2014). Thinking with Disability Studies. *Disability Studies Quarterly*, 34:2. DOI: <http://dx.doi.org/10.18061/dsq.v34i2.4248>

Ghai

Goodley, D. (2017). Chapter 1: Beginnings: Conceptualising Disability in a Global World. In *Disability Studies: An Interdisciplinary Introduction, 2<sup>nd</sup> edition*. New York: SAGE.

McRuer, R. (2006). Compulsory Able-bodiedness and Queer Disabled Experience (pp. 1 – 32). In *Crip Theory: Cultural Signs of Queerness and Disability*. New York: New York University Press.

Siebers, T. (2008). Chapter 4: Disability Studies and the Future of Identity Politics (pp. 70 – 95). Ann Arbor: The University of Michigan Press.

Wendell, S. (2015). Unhealthy Disabled: Treating Chronic Illness as Disability. In Davis, L. (ed.) *The Disability Studies Reader, 4<sup>th</sup> edition*, pp. 161 – 176. New York: Routledge.

Course Title: Research Methods in Disability Studies

Credits: 4 , Type of Course: Compulsory

Semester to which offered: Monsoon semester (July 2019)

**Aims:**

1. To enable students to develop a critical and empathetic approach towards disability research
2. To understand disability as an epistemological principle in social science research
3. To rethink notions of and doing research on difference, identity, inclusion
4. To instil sensibilities of social justice and emancipation through research

**Brief description of modules/ Main modules/Readings:**

This course aims to orient students towards reflexive thinking and critical engagement with doing research with/on persons with disabilities. Since this is a course on Research Methods, both the pedagogic practices of doing research as well as the ethical challenges that any research generates will be explored. Questions of the researcher as well as researched are critical to this course.

The course is divided into five modules, combining broader questions of intersectionality and identity in doing disability research as well as specific tools through which this research has been conducted. In the latter, examples are taken only from ethnography, life history and legal studies, not in any way indicating a complete set of methods.

**Module1: Introduction to Research Methods**

This module introduces the philosophical and epistemological questions around doing research. To understand the social world through a series of contradictions as well as aiming towards emancipation through research is the critical lens of doing research. Concepts of identity and intersectionality are important tools through which to understand disability.

**Readings**

Brincat, Shannon. (2012). On the Methods of Critical Theory: Advancing the Project of Emancipation beyond the Early Frankfurt School. *International Relations*, 26(2). Pp. 218-245

Goethals, Tina, De Schauwer, Elisabeth and Van Hove, Geert. (2015). Weaving Intersectionality into Disability Studies Research: Inclusion, Reflexivity and Anti-Essentialism, *DiGeSt. Journal of Diversity and Gender Studies*, 2(1), pp. 75-94

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Hall, Stuart. (1996). Who Needs Identity? In Hall, S. and Gay, P. *Questions of Cultural Identity*. London: Sage Publications

Mehrotra, Nilika. Methodological Issues in Disability Research: An Introduction. (2012). *Indian Anthropologist*, 42(1) pp. 1-10

O'Brien, Jodi. (2009). Sociology as an Epistemology of Contradiction. *Sociological Perspectives*. 52(1), pp. 5-22.

#### Module 2: Using Ethnography in Disability Research

The purpose of this section will be towards understanding the meaning and contexts in which ethnography is used while doing research with different groups of disabled people. The complexities of site and ethics in doing ethnographic research with members of disabled community sometimes by researchers who are disabled will be discussed in this section.

#### Readings

Erving Goffman *Asylums: Essays on the Condition of the Social Situation of Mental Patients and Other Inmates*, 1961 Anchor Books

Ghosh, Nandini. (2012). Doing Feminist Ethnography: Exploring the Lives of Disabled Women. *Indian Anthropologist*, 42(1)pp. 11-26

Staples, James. (2011). At the intersection of disability and masculinity: exploring gender and bodily difference in India. *Journal of the Royal Anthropological Institute (N.S.)*, 17, pp. 545-562.

\* Vaidya, Shubhangi. Autism and the Family in Urban India: Looking Back, Looking Forward, Springer Publications, 2016 (select chapters)

#### 4. Module 3: Personal Narratives in Disability Research

Like any marginalized community, use of oral life story or written personal narratives have been a means to express everyday experiences of being disabled in otherwise ableist societies. This section explores the use of the auto/biographical to engage with questions of body, self, identity.

#### Readings

Atherton, M., Russell, D. and Turner, Graham. (1991). Looking to the Past: The Role of Oral History Research in Recording the Visual History of Britain's Deaf Community. (2001). *Oral History*, 29( 2), pp. 35-47

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Atkinson, Dorothy. (1998). Autobiography and Learning Disability, *Oral History*, 26(1), pp. 73-80

Brueggemann, Brenda Jo Garland-Thomson, , Rosemarie and Kleege, Georgina. (2005). What Her Body Taught (Or, Teaching about and with a Disability): A Conversation, *Feminist Studies*, 31(1) pp. 13-33

Hirsch, Karen. (1995). Culture and Disability: The Role of Oral History. *The Oral History Review*, 22(1) pp. 1-27

Module 4: Feminism and Disability Research

Disability studies and research have been influenced by principles and practices of feminism. This section will engage with important questions of sexuality, parenting, subjectivities that have been explored both in feminism as well as in research with in disability.

**Readings**

Addlakha, Renu. Gender, Subjectivity and Sexual Identity: How young people with Disabilities Conceptualise the Body, Sex and Marriage in Urban India, 2009, Occasional Paper, Centre for Women's Development Studies

Garland-Thomson, Rosemarie. Feminist Disability Studies, 2005. *Signs*, 30(2)pp. 1557-1587

Ghai, A. (Dis) Embodied Form: Issues of Disabled Women, 2003 Har Anand Publications (select chapters)

L. Barclay, Jenifer. Mothering the "Useless": Black Motherhood, Disability, and Slavery, 2014. *Women, Gender, and Families of Color*2(2) pp. 115-140

Module 5: Legal Research in Disability

Role of and access to law is significant for groups which are 'naturally' not present in the legal imaginary. This section will enable discussion around constructions of disability within the legal texts as well as how these are reinforced or challenged in courts. Concepts of rights, capacity and autonomy will be explored through legal research on disability.

**Readings**

Ashley Stein, Michael. Disability Human Rights. (2007). *California Law Review*, 95(1), pp. 75-121

Barton, Ellen. Disability Narratives of the Law: Narratives and Counter-Narratives, (2007). *Narrative*, 15(1) pp. 95-112.

*Unseen*

Davar, Bhargavi. Legal Frameworks for and against People with Psychosocial Disabilities, *Economic and Political Weekly*, 47(52) pp. 123-131.

M. Engel, David. and W. Munger, Frank. Rights, Remembrance, and the Reconciliation of Difference. (1996). *Law & Society Review*, 30(1) pp. 7-54

Mandal, Saptarshi. The Burden of Intelligibility: Disabled Women's Testimony in Rape Trials (2013)., *Indian Journal of Gender Studies*, 20(1)

- Course Title: FIELD WORK
- Credits: 4
- \* Type of Course: Compulsory

FIELD WORK is an integral component of the M.Phil. programme. Engaging with Field gives students the opportunity to obtain first-hand understanding of experience of different aspects of disability that are of interest to the students. Through sustained engagement with a reputed organization in the disability sector or by undertaking a practical project relating to disability, students will also be able to apply their learnings in the first semester to real-world contexts and develop new perspectives for their dissertation. It would be offered between the first and second semestell shall provide opportunities Some of the prominent organisations they could intern with are AADI, Muskaan, Deaf Way, CAN (Autism centre), NAB, Amar Jyoti school, Akshay Pratishthan, Saksham, Planet Abled and NCFEDP. There could be an engagement with the NGO PRADAN to help scholars study disability in slums in Delhi. Scholars could also intern with organisations or as a research assistant with a disabled researcher working at a university in other parts of the country depending on the availability of funds. Guidance will be provided to scholars who wish to study disability in their villages or hometowns in order to leverage the study of disability and associated field-based interventions there. Further, Students can Intern with children's books publishers, galleries and museums. They can help bring a disability perspective to areas such as illustrations for children's books, writing for children's books, curators at museums and galleries, questions of physical access at museums and galleries. The internships can be learning experiences (learning new skills in publishing, illustration, editing, writing, managing and curation)





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SECOND SEMESTER

Course Title: Disability and Society

Credits: 4 Type of Course: Compulsory

MODULE ON DISABILITY AND SOCIETY

Aims: This course is envisaged as a seminar course with the aim of introducing scholars to the readings and key concepts in their specific areas of research. Possible modules in this module could be based in any of the following areas:

A. Codification: The topics covered will include a critical examination of disability and its codification through law, education, medicine, market, gender and sexuality. Through a critical historical lens, this module will challenge normativity and ableism present even within the ideals envisioned by a liberal society.

B. Representation: representation of disability in various forms of cultural practices: artistic, literary, cinematic among others.

C. Identity and agency: Pre industrial understanding of disability (ancient and medieval history), the exhibition of disability (freak shows and circuses), disability and the impact of industrialization, disability across cultures, disability activism, human rights and justice, UNCRPD, services, infrastructure, embodiment and agency, disability as epistemology.

Possible courses in the workshop

Disability and violence: The construction of disability as a source of vulnerability and dependence increases the susceptibility of people with disabilities to violence. This course shall explore many kinds of violence to which people with disabilities are prone including sexual violence, structural violence and institutional violence (including, institutions of care.) There shall be a further study of how the risk of violence increases in situations where disability intersects with other marginalised identities such as gender and caste.

Disability, law and policy: Law and policy often constitute fundamental prerequisites for the assertion of disability as a political identity. They enable the formulation and struggle for disability rights at various levels. Yet awareness about the specificities of laws, policies and rights pertaining to disability is limited. This course seeks to undertake a critical examination of various laws and policies, in India and abroad, pertaining to people with disabilities, the contexts and pressure groups involved in their formulation, the impact of these laws and any contradictions or exclusions therein. It will also attempt to carry a case study analyses of specific cases of disability rights claims and violations.

Disability and education: While inclusive education is identified as a popular aspiration in the modern education system, the exact meaning, implications and heuristics of inclusive education often remain vague and elusive. Moreover, the significance of the

RTE in the context of education of children with disabilities remains ambiguous to many. Access to institutions of education is often restricted by infrastructural barriers, which are disregarded even today. Access in terms of designing an education system that is receptive to cognitive and intellectual diversity and which uses disability as an epistemological resource to raise fundamental questions about disciplines, pedagogical approaches and curriculum design is often neglected. Moreover, equity in terms of learning outcomes for children with disabilities are not given sufficient accordence. This course explores education for people with disabilities from the school level to higher education, critically analyses the concept of inclusive education, analyses education policies in India with a focus on disability, explores the present state of the education of people with disabilities in India and attempts to conceive of possibilities that shall enable a more progressive future.

**Disability and Culture:** This course analyses the construction and representation of disability in various art forms including cinema, painting, music, dance, literature and others. An attempt shall be made to study how disability functions as an epistemological resource to raise fundamental questions about various art forms and the contributions that notable disabled artists have made to their respective artistic disciplines. Disability as an aesthetic resource across a range of artistic disciplines and cultural contexts shall constitute a significant component of this course. This course also analyses the representations of disability in culture from India and the west. A wide range of texts including autobiographies, biographies, novels, poetry, films, art and plays shall be analysed for the manner in which disability is portrayed and problematized.

**Body, subjectivity and identity:** This course focuses on embodiment as a source of experience and knowledge. The disabled body has been dismissed as a pathological construct by the medical model and has been rendered almost irrelevant by the social model. This course seeks to use phenomenological and other understandings of being in the world that complicates the binaries of body and mind, of biological essence and social construction.

**Disability activism and movements:** DS finds its genesis in disability activism and disability rights' movements in India. This section explores the history, the demands and the trajectory of disability rights' movements in India as well as globally, and the manner in which the concept of disability has changed over time as is revealed through a study of movements. There shall also be a close engagement with the intersection of the disability rights' movement with other social movements and the influences that these other movements exerted on the disability rights movement. Simultaneously, the potential contribution that disability as an epistemological resource can have for other social movements, such as women's rights' movements, shall be explored.

**Course Title:** Experiencing and Narrativising the Self

**Credits:** 4 , **Type of Course:** Compulsory

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Semester to which offered: Winter semester (January 2020)

This course hopes to direct participants towards a more focused yet free flowing awareness and experience of personal selfhood. The course content includes enriching insights from five major perspectives – Psychoanalysis, Feminist, Existential, Engaged Buddhist and Critical Psychology. These five perspectives will also be looked at through the lens of disability theory for students to develop a self reflexive relationship with themselves and to enter the challenges of young adulthood in a more free flowing, vibrant and alive manner. The course proceeds with the help of experiential workshops, readings of selected texts and theoretical writings, review and analysis of films and literary stories and participative group work.

Aim: This course is conceived as a seminar course with the aim of introducing scholars to the Experiencing and narratives of the self with an emphasis on the construction of the identities of the disabled. The course will attempt to enable a dialogue between narratives of disability and narratives of non-disabled experiences of the world. It will also aim at looking at exclusion and marginalisation as lived and experienced realities within a dominant discourse of the normative. As such, attempts will also be made to see possibilities of intersectional alignments with discourses on caste, gender, race, ethnicity and region. A part of this engagement therefore is to look at various ways in which the self habits the world.

#### Module 1: Conceptualising the Self

The first module will introduce the students to the different ways in which the self is expressed, formulated, defined and constructed. The module will particularly look at *the modes of evolution in an individual's transaction with socio-cultural milieu.*

#### Readings

Bruner, J. "Self-making and world-making" *Narrative and Identity: Studies in Autobiography, Self and Culture*. Eds. Jens Brockmeier and Donal Carbaugh. Philadelphia: John Benjamins, 2001. Print.

Excerpts from Ghai, Anita. *Rethinking Disability in India*. Routledge, 2015. Print.

Excerpts from James, William. *The Principles of Psychology*. New York: H. Holt and Company, 1890. Print.

Excerpts from Kerby, Anthony Paul. *Narrative and the Self*. Indiana University Press, 1991. Print.

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Module 2: Identity and Embodiment of the Self

This module will try to address issues related to questions of identity, the politics of identity and what it means to be included or excluded. The focus herein will be located in examining *embodiment and its meaning to disabled identity*.

Readings

Keen, Suzanne. "A Theory of Narrative Empathy" *Narrative*. 14.3, 2006. 207-236

Hermans, H. J. M. "The dialogical self: Toward a theory of personal and cultural positioning." *Culture & Psychology*, 7.3, 2001. 243-281

Engel, David M. and Frank Muger. "Narrative, Disability, and Identity" *Narrative*, 15.1 2007. 85-94.

Excerpts from Mintz, Susannah B. *Unruly Bodies: Life Writing by Women with Disabilities*. University of North Carolina Press, 2007. Print.

Module 3: Experiencing and Narrativising the Self

This module will look at some of the primary texts and interrogate the forms of representation of the self and the role that memory, history, experience—particularly trauma, stigma, discrimination play. The module will also deliberate on the positioning of the self within its socio-cultural milieu.

Readings:

Couser, Thomas. *Vulnerable Subjects: Ethics and Life Writing*. Cornell University Press, 2003. Print.

Kadar, Marlene. "Coming to terms: Life writing – from Genre to Critical Practice" in *Essays On Life Writing: From Genre To Critical Practice*, ed. Marlene Kadar. Toronto: University of Toronto Press, 1992. Print.

Excerpts from Ramachandran, VS and Sandra Blake. *Phantoms in the Brain: Probing the Mysteries of the Human Mind* William Morrow Paperbacks, 1999. Print.

*Unruly*

Quayson, Ato. "A Typology of Disability Representation" Ch. 2 in *Aesthetic Nervousness: Disability and the Crisis of Representation* (Columbia University Press, 2007) pp.32-53

**Module 4: Reading and Interpreting the Self**

This module is conceptualised as a workshop. Here the students will be asked to design a lesson plan keeping in mind the varied negotiation that have been made through the course around identity, self and other dynamics and narrative.

These are suggested readings. Students however will be encouraged to bring texts of their choice.

**Readings:**

Chib, Malini. *One Little Finger*. New Delhi: Sage, 2011. Print.

Kanga, Firdaus. *Trying to Grow (1990)*. New Delhi: Penguin, 2008. Print.

Nussbaum, Susan. *Good Kings Bad Kings*. Algonquin Books, 2013. Print.

Sacks, Oliver. *On the Move: A Life*. Picador, 2016. Print.

**Course Title: Guided Reading**

**Credits: 4, Type of Course: Compulsory**

**Semester to which offered: Monsoon semester (July 2020)**

This course shall orient scholars towards the development of their research proposal. This shall include reading and writing workshops as well as specific training on conceptualising a hypothesis, formulating research questions and writing a literature review. The proposed duration of this course would be July to October although individual advisors would decide its exact duration.

4

**Course Title: Dissertation**

**Credits: 14, Type of Course: Compulsory**

**Semester to which offered: Monsoon semester (July 2020) and Winter semester (January 2021)**

**Assessment**

**(1) Introduction to Disability Studies:** 1 short written assignment of 1000 words based on issues raised through readings and class discussions (20%), 1 creative presentation (eg Scholars can perform a skit, poem, a work of art, a performance, etc) (20%), 1 assignment of

2000 words based on field work and regular participation in field work (30%), 1 final term paper of 3000 – 4000 words based on research topic, field work or other issues raised during the course (30%)

(2) **Research Methods:** 1 short assignment on a critical case study analysis of the use of methods in select studies (20%), 1 short assignment of 1500 words based on a method of review of a text of the scholars' choice (20%), 1 assignment of 2000 words based on field work and regular participation in field work (30%), 1 final term paper of 3000 – 4000 words based on research topic, field work or other issues raised during the course (30%)

(3) **Field work:** Proposal for field study (10%) Detailed field notes (20%), Presentation of fieldwork and responses to questions posed (30%), Presentation of final report from the field with critical analysis and reflections based on readings done from the first semester as well as any other theoretical and methodological concerns (40%)

(4) **Experiencing and Narrativising the Self:** 1 short written assignment of 1000 words based on issues raised through readings and class discussions (30%), 1 book review of a text discussed in class or of one's own choice (30%), 1 final term paper of 3000 – 4000 words based on any of the themes and debates covered in the course

(5) **Disability and Society:** 2 papers of 2000 words each on the topics covered in the course (30% each), 1 final term paper of 3000 – 4000 words based on any of the themes and debates covered in the course

(6) **Guided Study:** 2 short assignments based on issues arising from the texts read in class (40%), 1 final term paper of 5000 words preferably drawing on the relevance of texts discussed in the course to the scholars' own research topic (60%)

(7) **Dissertation**

**1. Teaching-learning:**

**a. Instructional strategies:**

b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

In case of disabled students/ teachers, accessible space is required , software such as JAWS and

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

Muskaan, AADI, NAB, Blind relief organisation , Suniye, Babu trust

*Kumar*

**Signature of Programme Coordinator(s)/Convenor(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, 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/SCPVCL/SCR of the primary School.

**Recommendation of the School of Studies:****Suggestions:**

*The RSC of SHS recommends the programme.*

*Kusha Maran*

**Signature of the Dean of the School**

**Dean**  
 School of Human Studies  
 AMBEDKAR UNIVERSITY DELHI  
 Lothian Road, Keshwa Gate  
 Delhi-110006  
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**Ambedkar University Delhi (AUD)****Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)**

Minutes of the 9<sup>th</sup> Meeting held on December 20, 2019, Kashmere Gate Campus, AUD

The 9<sup>th</sup> Meeting of the SCPVCE was held on December 20, 2019 at the Kashmere Gate Campus of AUD. The following members were present:

Prof. Jatin Bhatt	Chairperson
Dr. Anuj Bhuwanin	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Mohdammad Sharique Farooqi	Member
Dr. Sunita Singh	Convenor
Prof. Silansu Sekhar Jena	Member

Regrets: Prof. Anup Dhar, Prof. Amol Padwad, Prof. Chandan Mukherjee, Prof. Honey Oberoi Vahali, Prof. Rukmini Sen, Prof. Suchitra Balasubrahmanyam and Prof. Vrinda Datta.

Special Invitees: Mr. Nikhil Singh Charak, Dr. Shwet Kumar Pandey, Ms. Fariha Siddiqui, Mr. Akha Kaihrii Mao, Dr. Ankush Rathor, Dr. Gunjan Sharma, Dr. Sanjay Raghav and Prof. Bharati Baveja

The following agenda items were discussed:

1. Following courses of BA and MA to be offered in the winter semester of the School of Law, Governance and Citizenship (SLGC):

The following BA Course and MA Courses of the SLGC were presented and discussed:

- a) BA Course: Constitutional Law-1 (4 credits)

The purpose of the course is to acquaint the students with the basic postulates of the Constitution and give them a picture of Constitutional parameters regarding the organization, powers and functions of the various organs of the government. The emphasis is also on the study of the nature of federal structure and functioning.

The following were the recommendations by the SCPVCE:

- The course offered in the third semester on "Indian Constitution and Politics" could also be recommended for the course on Constitutional Law I.
- The focus of the course is more on composition of federal structure and not so much on the workings of it—relationship between the structure and functioning needs elaboration. How and why the legal discourse around constitution emerges needs focus in the modules. The question of "law" needs to be explicated for such a course. Citizenship Act could be included in the module on "Citizenship."



- Some suggested readings that could be included are by/related to SR Bomai, Kesvananda, Raju Ramchandra, Paul Brass.

*After due deliberations, the SCPVCE resolved to recommend the course "Constitutional Law-I" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

**b) (i) MA Dissertation (6 credits)**

The final year students write a dissertation that enables them to engage in research based on the broader themes that look at the intersection of law, politics and society. The requirements are spread across semesters three and four.

*The following were the recommendations by the SCPVCE:*

- The learning outcomes related to the viva voce could be specified.
- The word limit could be 10000-12000 words.

*After due deliberations, the SCPVCE resolved to recommend the course "MA Dissertation" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

**ii) Law, Media and Technology (2 Credits)**

This course examines the intersection between law, media and technology. In contrast to existing approaches to the study of "media laws" which tends to study these questions only from the perspective of speech and expression, this course serves as an interdisciplinary enquiry combining media history, media theory and law. It is premised on the argument that a comprehensive understanding of the interaction between law and media requires a close attention not only to the question of content regulation but also the physical, cultural and political infrastructure of media and its role in shaping a distinct public sphere in India.

*The following were the recommendations by the SCPVCE:*

- The course has the same title as another 4-credit course in the MA programme. Since the content of the course has been imagined differently from the four credit course, the title could be different.
- Currently, the five modules of the course may be beyond the scope of a 2-credit course, unless the transaction is imagined in a seminar mode or the content is reduced.
- Some other themes that could be explored in the course could be the questions of citizenship as the watching of cinema in theatre declined, audio cassette and its impact on music and VHS on film, streaming services such as Netflix and censorship with regard to streaming.
- Reading by Brinda Bose, Sohini Ghosh could be included.
- The number of assessments could also be reduced for a 2-credit course.

*After due deliberations, the SCPVCE resolved to not recommend the course "Law, Media and Technology" to be placed at the next meeting of Academic Council. It needs to be discussed again at the SCPVCE with the suggestions incorporated.*

2. To consider the recommendations of the Board of Studies of School of Vocational Studies (SVS) for the following courses:

Following ten courses were approved for the three verticals of the BVoc programme at SVS for Semester 6 students.

**Retail Management**

- i. Retail Marketing (SVS1RM601)
- ii. People and Process Management (SVS1RM602)
- iii. Industrial Internship for the Job Role of Retail Store Manager-2 (minimum 30 days mandatory) (SVS1RM603)
- iv. Field Based Project Study (SVS1RM604)

**Tourism and Hospitality**

- v. Industrial Training & Project (SVS1TH601)

**Early Childhood Centre Management and Entrepreneurship**

- vi. Management of a Childcare Centre (SVS1EC601)
- vii. Financial Management in a Childcare Centre (SVS1EC602)
- viii. Mentoring in a childcare centre (SVS1EC603)
- ix. Project (SVS1EC604)
- x. Internship (SVS1EC605)

**i. Retail Marketing (SVS1RM601) (4 Credits)**

This course will enable students to gain knowledge about retail marketing in the organized retail industry. It also familiarizes the students about the concept of marketing at the store level and about the most prevalent marketing practices within the retail companies.

*The following were the recommendations by the SCPVCE:*

- How the course aligns with the vision of AUD needs to be thought through.
- Concept of non-urban markets could be explored in the vertical on RM

*After due deliberations, the SCPVCE resolved to recommend the course "Retail Management" to be placed at the next meeting of Academic Council for consideration.*

**ii. People and Process Management (SVS1RM602) (4 Credits)**

This course will enable students to understand the overall retail business from the store manager's point of view. It also familiarizes the students with the major work areas of a store manager such as, managing store employees, making the store profitable and better coordination with the supply chain function.

*The following were the recommendations by the SCPVCE:*

- The course could be thought in terms of holistic engagement and planning of human resources.
- Some of the terminology used in the course could be more sensitive to the individuals in the workplace and inclusive, e.g., use of attrition and retention, human resource planning and so on.

- Leadership and team management which is strategic could be separated from the transactional components (Module 1).
- The focus of Modules 1 and 2 needs to be clearly delineated for store processes and customer interface processes.

*After due deliberations, the SCPVCE resolved to recommend the course "People and Process Management" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

iii. **Industrial Internship for the Job Role of Retail Store Manager-2 (minimum 30 days mandatory) (SVSIRM603) (8 Credits)**

The Students of RM go out on Industrial Internship for a period of 30 days in block after the completion of the theory component of the syllabus. They are exposed to the practical aspects of the skills that they have learned in courses over the first half of the semester. During this internship, students are responsible for supervising and directing the store staff, taking staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes.

*The following were the recommendations by the SCPVCE:*

- The learning outcome could be conceptualized as creating effective coordination and work environment.
- Assessments could be spread out across the semester for an 8-credit course.
- There could be some sharing of internship experiences through structured individual presentations to the students of entire cohort. This could also be a platform for reflection and discussions.

*After due deliberations, the SCPVCE resolved to recommend the course "Industrial Internship for the Job Role of Retail Store Manager" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

iv. **Field Based Project Study (SVSIRM604) (2 Credits)**

This course will enable students to understand field based issues of the retail sector. The students will acquire relevant knowledge and skills to work independently on identifying, researching and finding solutions to the problems and issues of the retail sector. This course focuses on developing suitable research and reporting skills.

*The following were the recommendations by the SCPVCE:*

- Mid-course evaluation is necessary to ensure that students understand the process of research.
- Word limit of the final project report should be no more than 4000-5000 words.

*After due deliberations, the SCPVCE resolved to recommend the course "Field Based Project Study" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

v. **Industrial Training & Project (SVSITH601) (24 Credits)**

Internship and Project focuses on developing knowledge, skills and attitudes needed to

succeed in recognizing and exploiting opportunities for innovation in the hospitality sector. The internship will enable students to undertake more responsibilities and contribute towards the overall functioning and managing of the catering establishment. They will also be encouraged to reflect on the challenges faced in planning implementing and managing the various concepts and strategies for a successful catering establishment. The Internship in the year 3<sup>rd</sup> year has been conceptualized to enable students to engage with the field and connect with the learning from the courses for the Job Role of Assistant Catering Manager.

*The following were the recommendations by the SCPVCE:*

- For a 24 credit course—some assignments should be planned at intervals keeping the spirit of continuous assessment at AUD.
- It is necessary for students to understand who they are catering to and how they can make the business more popular.
- Expose students to ways of researching in the T&H sector. A structured way of inquiry that acquaints students with the research process would be helpful for students to articulate their topic. If this process driven approach it should be communicated to the host organization formally—it could also signify how AUD students are different in approach and thought process.
- A public event could be imagined for the culmination of the project.

*After due deliberations, the SCPVCE resolved to recommend the course "Industrial Training & Project" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

**vi. Management of a Childcare Centre (SVS1EC601) (4 Credits)**

This course focuses on the establishment and management of a childcare centre. Given the fact that the childcare providers are entrusted with the care of young children, it is critical for them to follow safety, security and legal guidelines while providing for a developmentally and contextually appropriate programme for children of varying age groups. The role of the childcare service provider is to also work in collaboration with parents and provide better quality services to children. The management of the centre should be such which exhibits leadership, trust within the staff as well as transparency. This entails that the childcare venture needs to be visualised and planned in an innovative manner keeping in mind the principles of 'quality childcare services' with a 'self-sustained business model' to thrive.

*The following were the recommendations by the SCPVCE:*

- The weightage of the assignments needs to be redistributed so that assignments with the maximum weightage are not at the beginning.

*After due deliberations, the SCPVCE resolved to recommend the course "Management of a Childcare Centre" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

**vii. Financial Management in a Childcare Centre (SVS1EC602) (2 Credits)**

A centre head at a childcare centre has a multitude of responsibilities with tasks ranging

from the design of the programme, managing operations, and supervision of centre staff, organisational and administrative duties and responsibilities related to direct care of children and liaising with families and communities, ongoing requirements for the childcare Centre. Finances and budgeting also form the core of the centre head's responsibility. This course aims to equip students with the knowledge and skills required to manage the finances of the centre to run a successful business.

*The following were the recommendations by the SCPVCE:*

- It would be helpful to incorporate questions around how does one begin an enterprise and what goes into deciding the kind of enterprise.
- What kind of liabilities need to be considered for an enterprise.

*After due deliberations, the SCPVCE resolved to recommend the course "Financial Management in a Childcare Centre" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

viii. **Mentoring in a childcare centre (SVSIEC603) (2 Credits)**

The course will enable students to understand the importance of supporting and nurturing relationships, collaborating and empowering the team, and finding solutions to elevate the quality of services. Childcare providers' work in close association with various stakeholders to provide quality care to children. Support team/staff constitutes the most important part of this association. It is critical for child care providers to lead, mentor and empower team for quality and successful business. Mentoring and support from the centre head will boost the staff to provide quality care. This course will prepare students to explore mentoring and leadership in the context of a childcare and how to maximise the efficiency of team.

*The following were the recommendations by the SCPVCE:*

- Assessments need to be reworked with a clear indication of the type of submission.

*After due deliberations, the SCPVCE resolved to recommend the course "Mentoring in a childcare centre" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

ix. **Project (SVSIEC604) (3 Credits)**

Early childhood centres cater to diverse population and provide variety of childcare services. The services depend on the available expertise, resources and the population served. Running a childcare centre involves dealing with various stakeholders and managing business successfully. The BVoc ECCME programme aims to equip students with the managerial skills as well as the entrepreneurial skills. This project will provide an opportunity to students of to work independently on an idea related to development/management of childcare centre/services. The project will be conceptualized, planned and completed under the guidance of a faculty advisor.

*The following were the recommendations by the SCPVCE:*

- For the assignment for this project—some issues could be identified and students could choose from those themes—for example, infrastructure, training, inclusion, parent

engagement, legal stipulations and so on.

- Each student would have a unique area of research and some kind of publication may be brought about.

*After due deliberations, the SCPVCE resolved to recommend the course "Project" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated*

**x. Internship (SVS1EC605) (7 Credits)**

The Internship in year 3 has been conceptualized to enable students to engage with the field and connect with the learning from the courses. The focus of the Internship this year is to develop skills to become centre head/entrepreneur at the centre—for setting up a centre, creating, planning, managing and conducting activities and routines and also for providing guidance to the facilitators and supervisors. The aim is to build nuanced understandings among students regarding designing a centre that has diverse developmentally and contextually appropriate activities that could be conducted with young children in a day care centre.

*The following were the recommendations by the SCPVCE:*

- Expose students to start-ups as it will enable them to understand the processes involved in beginning a new venture.
- Assessments must be spread across the semester.

*After due deliberations, the SCPVCE resolved to recommend the course "Internship" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated*

**Overall Discussion for School of Vocational Studies:**

- Since the review of all six semesters of the BVoc programmes are complete, a full review of the programmes should be undertaken in middle of coming semester. Also SVS needs to address some questions that have been raised over the past SCPVCE meetings regarding how the programme connects with AUD's vision. A presentation regarding the same could be made at the next SCPVCE meeting.

**3. To consider the recommendation of the Board of Studies of School of Education Studies (SES) for the following:**

**a) Three Continuing Professional Development Education CPD/MA Education (Elective) Courses**

- i. Instruction in Middle and Secondary School Algebra and Geometry
- ii. Science Education: Critical approaches to Curriculum and Pedagogy
- iii. Education, Vulnerability and Sustainable Development

The three courses are in addition to the six courses that were approved for CPD in 2018. With nine courses designed for CPD, SES plans to propose a Master's programme for educators in the future. The three courses were also approved to be offered to MA Education students.

**i. Instruction in Middle and Secondary School Algebra and Geometry (4 credits)**

This course aims to equip participants to understand the concerns in the teaching and learning of algebra and the theory of proving in middle and secondary school geometry and design lessons to develop the necessary mathematical skills and dispositions for their students. The course enables students to understand abstract concepts through projects.

*The following were the recommendations by the SCPVCE:*

- Use of technology (e.g., gaming) may be explored in the course transaction.

*After due deliberations, the SCPVCE resolved to recommend the course "Instruction in Middle and Secondary School Algebra and Geometry" to be placed at the next meeting of Academic Council for consideration.*

**ii. Science Education: Critical approaches to Curriculum and Pedagogy (4 Credits)**

This course is designed for practicing school teachers who are interested in engaging with curricular, pedagogical, and assessment issues surrounding science education, particularly at the elementary and secondary school level. The course attempts to integrate educational theory with concrete and practical strategies for becoming more informed and perhaps 'better' science educators. This course builds upon the basic familiarity practicing school teachers have through their teacher education programmes and brings a research focus to their engagement with a range of issues related to teaching of science at school level.

*The following were the recommendations by the SCPVCE:*

- Gender dimensions of doing science could be included as a part of the course (readings by Abha Sur and others). Trajectories of students in science could also be explored.

*After due deliberations, the SCPVCE resolved to recommend the course "Science Education: Critical approaches to Curriculum and Pedagogy" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated*

**iii. Education, Vulnerability and Sustainable Development (4 Credits)**

This course is for the practitioners of education working in schools and in the development sector. This course focuses on orienting the practitioners and building a perspective on education, vulnerability and sustainable development. In order to approach this, the course will engage with the global initiatives such as Education for All, Millennium Development Goals, and Sustainable Development Goals to make sense of the problem and perspective on education, vulnerability and sustainable development. These discussions will also include engagement with the process adopted for the global commitments.

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*After due deliberations, the SCPVCE resolved to recommend the course "Education, Vulnerability and Sustainable Development" to be placed at the next meeting of Academic Council for consideration.*

**b) Four MA Education Electives Courses:**

- i. Perspectives in Education
- ii. Mapping Education Studies
- iii. Critical Literacy
- iv. Education and Social Mobility

These courses have been approved by the AC (2019) as core and elective courses for the PhD in Education programme. After modifications in course content (readings and assessments) the courses were approved to be offered as a part of the MA programme (elective courses) by SFS BOS.

**i. Perspectives in Education (4 Credits)**

This course aims at introducing the students of education to the foundational perspectives in education, while enabling them to engage with certain selected themes representing these perspectives and contemporary issues where a more interdisciplinary focus is needed. The intention is also to (re)introduce the students to some classic texts, ideas and scholarly approaches in education to facilitate them in locating their study, research and practice in relation to the larger discourse in the field. In doing so, the course begins with introducing the 'disciplines of education' and signposting the theories/concepts fundamental to each of these. It then engages with some selected core thematics drawn from each of these foundational perspectives. This is followed with an engagement with selected contemporary issues (particularly drawn from curriculum and policy studies) across different levels of education - including early childhood, school, higher and teacher education.

*After due deliberations, the SCPVCE resolved to recommend the course "Perspectives in Education" to be placed at the next meeting of Academic Council for consideration.*

**ii. Mapping Education Studies (2 Credits)**

The landscape of education studies is constituted with debates and contestations around the nature and structure of education as a knowledge domain. This course maps these debates with a focus on questions such as: Is education a 'discipline' (or a field), professional preparation of teachers or an applied area geared towards drawing implications for practice? Do universities have a role in teacher education? How do education policy and research implicate each other? The varying positions around these questions have shaped different ways of organising education studies in varied international contexts including India. This course will introduce the students to this context as it maps the tensions in conceptualising studies/research in education in a university space. While engaging in these debates, the course will attempt to build a case that all education studies is located in and responds to this larger composition and politics of education studies.



*After due deliberations, the SCPVCE resolved to recommend the course "Mapping Education Studies" to be placed at the next meeting of Academic Council for consideration.*

**iii. Critical Literacy (2 Credits)**

This course will enable students to understand how language and literacy and its use are inextricably connected to social, political and economic contexts. The course locates these practices across the interconnected spaces of schools, homes and communities for children. It will focus on examining literacy as it addresses issues of identity, power and agency and how realizations of critical literacy mediate language and power in diverse ways

*After due deliberations, the SCPVCE resolved to recommend the course "Critical Literacy" to be placed at the next meeting of Academic Council for consideration.*

**iv. Education and Social Mobility (2 credits)**

This course provides a sociological lens to explore and understand the role of institutions such as family, education and the state in shaping individual life chances. It also aims to understand sociologically the structural forces such as caste and class which shape the experiences of various social groups (who are placed differently) and avenues of social mobility available to them within the larger social hierarchy.

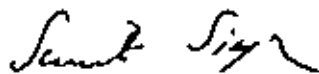
*The following were the recommendations by the SCPVCE:*

- The reading list needs to be reduced for an MA level course.

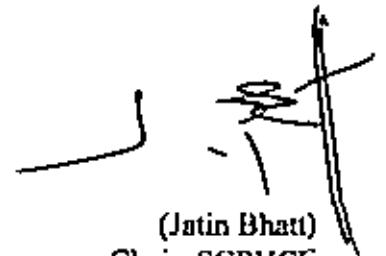
*After due deliberations, the SCPVCE resolved to recommend the course "Education and Social Mobility" to be placed at the next meeting of Academic Council for consideration.*

**Overall Discussion**

- Programme structure, information regarding cohort size (as per AUD norms or otherwise) and semester in which courses are offered must be included when courses are submitted.
- For courses with a heavier credit load (especially internships/ field based research projects) all assessments should not be concentrated towards the end. Some assessments should be planned over the transaction of the course so that students are able to get feedback on the process of "doing" the internship/research.



(Sunita Singh)  
Convenor, SCPVCE



(Jatin Bhatt)  
Chair, SCPVCE



**ANNEXURE-5**

School of Vocational Studies (SVS)  
 Agenda for SCPVCE  
 BVoc Semester 6, Skill & GEC Courses

Sl. No.	Agenda for Skill Courses	Page
1	Minutes of the 7 <sup>th</sup> BoS meeting held on 25 <sup>th</sup> Oct. 2019	2-4
2	Retail Marketing	5-10
3	People and Process Management	11-15
4	RM Industry Internship/OJT	16-19
5	RM Project	20-26
6	Tourism & Hospitality Semester 6 Internship/OJT	27-38
7	Early Childhood Centre Management & Entrepreneurship (ECCME) Structure	39-43
8	Management of a Childcare Centre	44-52
9	Financial Management in a Childcare Centre	53-59
10	Mentoring in a childcare centre	60-65
11	ECCME Project	66-69
12	ECCME Internship/OJT	70-74
13	Internship/ OJT matrix	75-90

**AMBEDKAR UNIVERSITY DELHI**

**Minutes of the 7<sup>th</sup> Meeting of the SVS Board of Studies held on 25<sup>th</sup> October 2019, Karampura Campus, AUD**

The 7<sup>th</sup> Meeting of the SVS Board of Studies (BoS) was held on 25<sup>th</sup> October 2019, at the Karampura Campus of AUD, Conference Room at 10.30AM. The following members were present:

Professor Sitansu S Jena Dean, School of Vocational Studies, AUD	Chairperson
Professor Mohd Sharique Farooqi Registrar, AUD & Professor School of Design, AUD	Member
Dr Sunita Singh Dean, School of Education Studies, AUD	Member
Mr Devangshu Dutta Founder and Chief Executive Third Eyesight	Member
Professor Garima Parkash Professor School of Hospitality, GD Goenka University	Member
Mr. Akha Kaihrii Mao Associate Professor, SVS, AUD	Member
Mr Ankush Rathor Programme Manager, T&H, SVS, AUD	Member
Mr Nikhil S Charak Programme Manager, RM, SVS, AUD	Member
Ms Fariha Siddiqui Programme Manager, ECCME, SVS, AUD	Member

**Regrets:** Professor Venita Kaul, Professor Kartik Dave and Dr Kopal

**Special Invitees:** Mr Shwet Pandey

At the outset, the Chairperson extended a warm welcome to all the members to the 7<sup>th</sup> SVS BoS meeting. The Chairperson apprised the members of the last SCPVCE meeting held on 15<sup>th</sup> October, 2019 during which the Semester 6 GEC courses were deliberated upon and recommended by the SCPVCE for necessary approval of the Academic Council of the University. The following agenda items were discussed:

**Item No.01: Confirmation of the 6<sup>th</sup> Board of Studies meeting minutes.** The members confirmed the minutes of the 6<sup>th</sup> SVS BoS meeting held on 23<sup>rd</sup> September 2019.

**Item No.02: To deliberate on the draft Skill Retail Management courses for the 6<sup>th</sup> semester.**

(i) **Retail Marketing (SVSIRM601).** Based on the discussions the BoS made the following recommendations:

- Module 2 needs to be brought down to the operational level (Store level).
- Module 2.3 may be emphasized on Store profitability and not in terms of Retail Finance strategy (The BVoc students may not be engaged in strategy making for the next-5 7 years of their profession)
- One or two lecture sessions may be organized for students to have an overview of the Retail Store Functioning but
- The course team may revise the sequencing of the topics

With the above suggestions the BoS recommended the course for consideration of the Academic Council.

(ii) **People and Process Management (SVSIRM602):** After a detailed deliberations, the BoS made the following recommendations on the course while approving the same:

- In Module 2, 'hiring and firing' skills need to be introduced to the students.
- Challenges of a very high attrition rate in retail industry need to be dealt and how to manage exit should be part of the course module.
- In Module 3.5, GST need to be clearly mentioned with its implication at the basic store level need to be taught to students.

The BoS recommended for approval of the course by the Academic Council.

(iii) **Project Report (SVSIRM604).** The members had an intensive discussion on the area. Based on the discussions the BoS made the following recommendations:

- The project should be field based study on students' experiences
- The objective should be identify issues and problems at the store level and not too broad at the 'retail sector'
- The objective is not to emphasize research methodology but should be toned down to *information collection/data collection*
- In the objectives, students should write and submit project report and not research report
- Time-line for the project need to be given
- Project should be related to their internship/ojt (Live project)
- Students to identify 2-3 areas/issues to be taken up for the project and shared with the faculty in charge before selecting one issue/area on which to work on.
- 2 credits can be allocated for the project work. A proper rubric for evaluation of the project needs to be developed.
- Maximum words/pages for the project work need to be realistic and double keeping in mind the constraints of time.
- The project can have a minimum of 5 references which a student must have referred to while doing the project.

The BoS recommended for approval of the course by the Academic Council.

(iv) **Tourism & Hospitality semester 6 Industrial Training and Project (5 months) Jan.- May 2020 (SVSITH601):** The BoS while approving the course made the following recommendations:

- As suggested for the Retail Management course the Project should be based on their assigned job-role and relevant experiences and not a research based dissertation.
- The proposed project need to be reworked based on students' related work experience during the OJT/internship (catering).
- Specify 4-5 areas where student will be working during their OJT/internship
- The project based learning table on page no. 31 need to be revised, where in only those areas where students will be dealing during their OJT be included. Another addition can be made about Purchase department in the possible areas.
- Online appraisal can be developed to mentor and monitor students during the long OJT duration.
- A specific amount of credits need to be allocated for the Project work from the total 24 credits in the semester.
- The comments feedback from the Supervisor(s) as proposed need to be concise and specific otherwise the purpose will not be met.

(v) **ECCME Course on Management of a Day-care centre (SVSIEC601).** Based on the discussions the BoS made the following recommendations:

- Add Module 4 on page no. 47 of the document.
- Some notional hours may be given for each of the topic/theme and Module.
- The course seems very detailed and broad, check for any overlapping with earlier courses
- Monitoring and filtering of 'wrong manpower' (possible indicators to check the 'fit' for working in early Childcare centers) keeping the children's safety issue is important to be dealt in the Programme
- Objectives to be replaced with learning outcomes.
- Attendance component of grading be removed and Class participation and group contribution weightage can be increased from 30% to 40%

(vi) **ECCME course on Finances in a childcare Centre (SVS1EC602):** The BoS had an intensive discussion on topics such as-

- The course be renamed as 'Financial Management in a Child Care centre'
- In Module 2.2 Procurement need to be added with other sub-themes
- Module 2.4 can be renamed as Understanding cash flow
- The course looks too vast and perhaps, there is a need to make it more concise and doable within the semester and as per the time availability

• For this course may consult with Dr Nidhi Kaicker in the SBPPSE for feedback and inputs

(vii) **ECCME course on Leadership and Mentoring (SVS1EC603):** The BoS members made the following suggestions:

- The present course looks too much theoretical on leadership styles. It may be better to make it a workshop course more focused on mentoring. The course team may like to revisit the course and make necessary changes
- Some inputs can be sought from experts within AUD ( School of Human Studies)

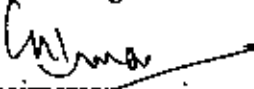
(viii) **ECCME OJT/Internship and Project Report (SVS1EC604):** The BoS members is of the view that as already suggested above to both the Retail Management and the Tourism & Hospitality programme, the Project content and report need to be revised according to the student's engagement during the OJT/internship.

Apart from the individual course feedback, the BoS, also re-iterated that in general, (1) Revisit point no.5 of the course outlines document of each of the courses and make necessary revision wherever the need be. The members deliberated in detail as to how certain courses which may not be directly linked with the vision of AUD be stated. It was pointed out that perhaps, it is an opportunity for the course team and the School to imagine more creatively and try to bring elements of AUD's vision in the courses. This may help in the long run to make a difference with our graduates I their outlook and perspective even while they are engaged in their world of work.

(2) Objectives and outcomes of the courses have to be re-worked in each of the courses using the help of Bloom's taxonomy.

The Course Coordinators and course team will incorporate the necessary inputs of the BoS and share the revised courses to all the BoS members in a week's time for necessary approval before being put up to the SCPVCE.

The meeting ended with a vote of thanks.

  
Chairperson  
(Professor Sitansu S. Jena)

Ambedkar University Delhi  
**Proposal for Launch of a Course**

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	<b>Retail Marketing</b>
Course code/ Semester	SVS1RM601/ 6 <sup>th</sup> Semester
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	B Voc Degree
Proposed date of launch	January 2020
Course coordinator and team	Nikhil Charak and External Experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 No
2. **Specific requirements on the part of students who can be admitted to this course:**  
 The course is based on the defined job role of store manager as per the National Skill Qualification Framework (NSQF) Level-7. The course is focused on those who have acquired knowledge and skills of Customer Sales Associate (Level-4), Team Leader (Level-5) & Department Manager (Level-6).
3. **No. of students to be admitted:**  
 As per AUD norms.
4. **Course scheduling:** Winter Semester 2020 (Semester-long)
5. **How does the course link with the vision of AUD?**  
 The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building entrepreneurial and marketing skills to the cause of marginalized groups. Retail marketing course is mostly designed for the purpose of improving the retail marketing skills for our aspiring students so that they can undertake the job role of store manager in the Indian retail industry, apart from becoming an entrepreneur in retail sector by acquiring such skills related to retail marketing.
6. **How does the course link with the specific programme(s) where it is being offered?**  
 Retail Marketing is an essential part of BVoc-“Retail Management” course which talks about retail marketing environment in the Indian context. It is an industry-related specialized program. The program 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.
7. **Course Details:**
  - a. **Summary:** This course will enable students to gain knowledge about retail marketing in the organized retail industry. It also familiarizes the students about the concept of marketing at

the store level and about the most prevalent marketing practices within the retail companies.

**b. Objectives:** The major objectives of the course are:

- To understand the aspects related to retail marketing environment in India.
- To know marketing skills required for a retail store manager.
- To understand consumer buying behavior specific to retail marketing.
- To have a comprehensive knowledge on aspects related to in-store promotions and retail communications at the store level.
- To appreciate the best marketing practices that are being used in different retail situations such as- offline retail companies and in E-tailing.

The National Occupation Standards (NOSs) used for this course are:

- Manage sales and service delivery to increase store profitability (RAS/N0154)
- Check and confirm adherence of visual merchandising plans (RAS/N0155)
- Implement promotions and special events at the store (RAS/N0158)
- Conduct price benchmarking and market study of competition (RAS/N0159)

Weblink:

<https://www.rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf>

**c. Expected learning outcomes:**

On completion of the course, the students will be able to:-

- Describe the concept of retail marketing at the micro (store level) as well as at the macro (national level).
- Identify and explain different skills required for retail store manager.
- Analyze the concepts and techniques of Above the Line, Through the Line & Below the Line (ATL/TTL/BTL) marketing activities.
- Develop plans for retail promotion and execute the same for effective retail marketing in the retail stores.
- Explain the impact of marketing activities on overall store budgets and sales targets.
- List best marketing practices used in different retail marketing situations.

**d. Overall structure:**

**Module 1: Introduction to Retail Marketing**

The Course will explain about the Retail Marketing and about the retail marketing environment in India which help to understand the customers' needs and their behavior

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Addition at Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Introduction to retail marketing	1. Apply the principles, practices, and concepts used in retail marketing management.	Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management	Berman, B., Evans, J. R., & Mathur, M. (2011). Retail-Management- A Strategic Approach 11	Project Based on 1st Module. Weightage:20%
1.2	Retail Marketing Environment In		Sc. Tata		



	India.	2. Understand the conceptual and organizational	McGraw-Hill	E. Pearson.	
1.3	Identifying customer needs		Pages: 104-180 Sinha & Uniyal, Retail management, Oxford publications 2 <sup>nd</sup> Edition.	Pages: 197-223	
1.4	Understanding shoppers behavior	Aspects of the retail sector, including strategic planning and management in retail.	Pradhan, S. (2017). Retail Management. New Delhi: McGraw Hill Education. (pp, 481-516)		

### Module 2: Overview of Retail Store Functions

The course will explain the importance of retail store functions like buying and merchandising, retail pricing, location & financial strategy at store level.

2.1	Buying & Merchandising planning at store level for stock optimization to minimize losses	Understand the concepts of category and their role in defining the merchandising mix	Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata McGraw-Hill	Berman, B., Evans, J. R., & Mathur, M. (2011). Retail Management- A Strategic Approach 11 E. Pearson.	Written Assignment based on 2nd Module. Weightage:20%	
2.2	Understanding of Retail Pricing at store level		Pages: 379-427			
2.3	Retail Finance at retail store		Pradhan, S. (2017). Retail Management. New Delhi: McGraw Hill Education.			Pages: 395-422
2.4	Retail Location understanding.		(pp, 157-178,			

			279-292, 225-272)	1	
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### Module 3: Retail communication

The Course will explain about the effective communication, in store promotions, customer relationship, and customer experience management.

3.1	Retail Communication at the store Level	Appreciate the role of proper communication in the Retail sector by identifying the various communication options in varied conditions.	Levy, M., Weitz, B. A., & Pandit, A. (2012). <i>Retailing Management 8e.</i> Tata McGraw-Hill Pages: 467-498 Pradhan, S. (2017). <i>Retail Management.</i> New Delhi: McGraw Hill Education (pp, 362-374)	Berman, B., Evans, J. R., & Mathur, M. (2011). <i>Retail Management- A Strategic Approach 11</i> E. Pearson. Pages: 477-508	Practical Based On 3rd Module. Weightage:20%
3.2	In store promotions, Retail Services				
3.3	Customer Relationship Management & customer experience.				

### Module 4: E-tailing and Modern Retail

The Course will explain about the E-tailing, modern retail trends and opportunity of modern retail in the Indian context.

4.1	E-tailing, social media marketing contemporary practices	Learn the concept of E-tailing	Appreciate the role of proper communication in the Retail sector by identifying the various communication options in varied conditions.	Levy, M., Weitz, B. A., & Pandit, A. (2012). <i>Retailing Management 8e.</i> Tata McGraw-Hill Pages: 467-498 Pradhan, S. (2017)	Vedamani, G. G. (2017). <i>Retail Management.</i> Chennai: Pearson.	Weightage:30% End term exam 10% MCQ's 10% Theoretical Questions 10% Case study
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				). (pp. 322-329) <i>Retail Management</i> , New Delhi : McGraw Hill Education. (pp. 255-298)		
4.2	Modern retail trends and opportunity.					

Note: 10 % weightage will be given to the Class Participation through out the semester

**8. Pedagogy:**

- a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.



Signature of Course Coordinator(s)

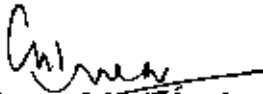
**Note:**

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.

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Recommendation of the School of Studies:

Suggestions

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Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	People and Process Management
Course code/ Semester	SVSIRM602 / 6 Semester
Total Credits	4
Course type (core/compulsory/ elective/any other - please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	B Voc Degree
Proposed date of launch	January 2020
Course coordinator and team	Nikhil Charak & External Experts

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

No

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

The course is based on the defined job role of store manager as per the National Skill Qualification Framework (NSQF) Level-7. The course is focused on those who have acquired knowledge and skills of Customer Sales Associate (Level-4), Team Leader (Level-5) & Department Manager (Level-6).

3. No. of students to be admitted :

As per AUD norms.

4. Course schedule: Winter Semester 2020 (Semester-long)

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

Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups and further to learn people management skills. People and process management course is mostly designed for the purpose of improving the overall managerial skills of our aspiring students and it will help them prepare for the managerial roles or the leadership roles in the retail organizations, thus improving the overall HR and process management skills.

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

People and Process Management is an essential part of the BVoc- Retail Management course which talks about human resource planning, HR processes & policies, supply chain integration and managing store profitability. It is an industry-related specialized program. The program 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.

**7. Course Details:**

a. **Summary:** This course will enable students to understand the overall retail business from the store manager's point of view. It also familiarizes the students with the major work areas of a store manager like managing store employees, making the store profitable and better coordination with the supply chain function.

b. **Objectives:** The major objectives of the course are:

- To understand the HR skills required for the retail store manager.
- To provide basic knowledge related to concepts of HR planning at the store.
- To develop such knowledge and skills that are required for organizing the training & development of the store teams.
- To understand the importance of supply chain function in today's dynamic organized retail setup when every retailer is focusing on omni-channel strategies.
- To understand basic financial knowledge that helps the store managers to make their stores profitable.

The National Occupation Standards (NOSs) used for this course are:

- Manage overall safety, security, and hygiene of the store (RAS/N0156)
- Lead and manage the team for developing store capability (RAS/N0158)

**Weblink:**

<https://www.rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf>

c. **Expected learning outcomes:**

On completion of the course, the students will be able to:-

- Identify such skills that a HR requires at the store level.
- Describe the different contours of HR planning in a store.
- Analyze the important concepts like performance appraisal, safety & security in a store.
- List different leadership skills that are required to be a successful store manager.
- Describe the supply chain functions in an organized retail set-up with a focus on developing omni-channel strategies for a retail store.
- Apply the financial analysis in a store which will help them improve the overall profitability of the store.

d. **Overall structure**

Module 1: Human resource planning

The Course will explain about the Human resource management, Job requirement & design, human resource planning, performance appraisal & training and development at the store level.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	An introduction to Human resource management	1. To work in a team in retail business environment.	Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management	Berman, B., Evans, J. R., & Mathur, M. (2011). Retail Management	Project Based on 1st Module. Weightage:25 %

		e	8e. Tata McGraw-Hill	-A Strategic Approach 11 E. Pearson.	
1.2	Job requirement & design, Human resource planning, Retention and Attrition. Attrition Control	2. Demonstrate an understanding of internal processes, behavior, and employee issues in a retail organization	Pages: 541-566 Durari, P. (2010). <i>Human Resource Management</i> . New Delhi: Pearson	Pages: 323-338	
1.3	Performance Appraisal, motivation and rewards		(Durari, 2010, pp. 1-14, 23-40, 107-182, 66-88, 210-227)		
1.4	Training & Development				
1.5	Role of store manager in managing human resource at the store level, Managing HR processes, reporting and grievance handling at the store level		Pareek, U. (2015). <i>Designing and Managing Human Resource System</i> . Paper Back Publications		
1.6	Leadership & team management.				

### Module 2: Managing Processes for Retail Store Interface

The Course will explain about the HR process, Safety & Security at stores and Grievance Handling at the store level

2.1	HR processes.	Understanding the HR process	Berman, B., Evans, J. R., & Mathur, M. (2011). Retail Management-A Strategic Approach 11 E.	Levy, M., Weitz, B. A., & Pandit, A. (2012). Retailing Management 8e. Tata	Weightage: 25% Written Assignment
2.2	Safety & Security at stores				
2.3	Effective store management				

			Pearson.	McGraw-Hill	
2.5	Grievance Handling: Definition, features, causes and effects, favoritism, workplace harassment, wage cuts		Pages: 369- 384	Pages: 567-570	

**Module 3: Understanding of Financial Procedure for Retail Store**

The Course will explain about the store management, profitability measurement, balance sheet and financial analysis, sales and services processes, taxation role & supply chain Integration at store level

3.1	Managing Store	Develop an understanding of the financial tools for enhanced performance and profitability.	Retail product management: – Buying and Merchandising- Rose Mary Varley,2006(Mar ry,2006)	Dunne, Lusch and Gable, Retailing, South Western (Dunne,1994)	Weightage:40% (End term Exam based on all the) modules 10% MCQ's 20% Theoretical Questions 10% Case study
3.2	Profitability				
3.3	Balance sheet & financial analysis				
3.4	Sales & service processes				
3.5	Role of GST in Retail Store, Supply chain integration,	Demonstrate an understanding of taxation scenario relevant to retail and the importance of supply chain in the omnichannel retail environment.	Vedamani, G. G. (2017). <i>Retail Management</i> . Chennai: Pearson. (pp, 239-254)		

Note: 10 % weightage will be given to the Class Participation trough out the semester

**8. Pedagogy:**

- c. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- f. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- g. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- h. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.



For [Signature]

Signature of Course Coordinator(s)

Note:

9. 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.
10. 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.
11. 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]

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	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Industrial Internship for the Job Role of Retail Store Manager-2 (minimum 30 days mandatory)
Semester	6th
Course code	SVSIRM603
Total Credits	8
Course type	Compulsory Skill Course – Practical
Level	B Voc Degree
Proposed date of launch	Winter Semester 2020
Course coordinator and team	Nikhil Charak & External Experts

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

Yes this course/Industrial Internship has been built on the basis of previous semester industrial internship which was based on the job role of Store Manager.

**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 who will be promoted from semester 5 to semester 6 or those who have passed NSQF Level

**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)**

Winter Semester 2020: 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. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care, manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, and those employed in the organized sector and also those working in the unorganized sector. This practical based course will help the students to acquire such skills related to the job profile of a Store Manager in a retail Store and leading to the certification of Level-7 of NSQF levels, thereby linking education with employment which is one of the missions of AUD.

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

The Industrial Internship comprise 8 credits or 240 hours of mandatory Industrial Internship for each semester and is assessed through a combination of skilled acquired by students and assessed by the relevant Sector Skill Council i.e. RACI. Industrial Internship is mandatory in order to impart practical knowledge to students and to provide hands on experience to the students. From

this course, students will be able to correlate the classroom teaching and the practical training.

7. **Course Details:** Pre internship orientation with respect to Do's and Don'ts during the internship, sexual harassment policies of AUD and the industry. It will be a minimum 30 days of Training for the job role of Retail Store Manager. After the completion of training, assessors from RASCI (Retailers Association of Skill Council of India) would come for the job role assessment and certification.

a. **Summary:** The Students of RM go out on Industrial Internship for a period of 30 days in block after the completion of theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learnt in course of the Skill courses over the first half of the Semester. Individual will be responsible for supervising and directing the store staff, *taking staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes*

b. **Objectives:** Industrial Internship would help students in developing their practical skills and practical knowledge and would make them industry ready after the completion for the job role of Retail Store Manager. The objectives of the OJT are to:-

- Understand strategies adopted at stock levels as per market trends and consumption in stores.
- Monitor receipt and dispatch of goods in stores.
- Maintain stock records in stores.
- Co-ordinate stock take/cyclical count in stores.
- Optimize inventory to ensure maximum availability of stocks and minimized losses in stores.
- Ensure compliance to all store policies, vendor guidelines and statutory regulations in stores.
- Ensure maintenance, timely submission and safe keeping of operational records in stores.
- Monitor operation of store equipment and facilitate maintenance of store upkeep in stores.
- Understand trend of footfall of customers, both old and new and establish relationships from marketing point of view in a retail store.
- Develop such strategies to enhance sales and augment customer service in stores.

National Occupational Standards used for the Industrial Internship for the Job role of Retail Store Manager are:

- RAS/N0152 Optimize inventory to ensure maximum availability of stocks and minimized losses
- RAS/N0153 Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting
- RAS/N0154 Manage sales and service delivery to increase store profitability
- RAS/N0155 Execute visual merchandising displays as per standards and guidelines
- RAS/N0156 Ensure overall safety, security and hygiene of the store
- RAS/N0157 Implement promotions and special events at the store
- RAS/N0158 Lead and manage the team for developing store capability
- RAS/N0159 Conduct price benchmarking and market study of competition

Note: <http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf>

c. **Expected Learning outcomes:** After completing this course, the students will be able to:-

- Apply overall operational aspects of the store for ensuring profitability.

- Analyse overall store profitability and monitor the same against targets in stores.
- Arrange and display goods and merchandise to maximize store profitability and cost optimization in stores.
- Apply of store policies and procedures with respect to visual merchandising in stores.
- Liaison with vendors to ensure compliance with visual merchandising norms in stores.
- Create awareness amongst staff on health, hygienic and safety through ongoing training and policy adherence in stores.
- Explain implementation of store security procedures to minimize thefts and losses in stores.
- Plan and ensure implementation of in-store promotions.
- Prepare staff requirements and ensure sufficient human resource availability in stores.
- Plan the staffing needs of the store.
- Create effective work coordination & work environment in retail functions at store level.
- Identify areas for training needs of store staff to improve individual and team performance in stores.
- Collect and analyse market information to aid in creating appropriate product and pricing policies in stores
- Explain control operational expenses and ensure the growth of topline and bottom-line set by the organisation

d. Overall structure (course organisation; rationale of such organisation): Course contains 30 days of mandatory industrial internship in any organised retail organisation.

e. Course contents: Industrial Training is the site where the student puts into practice the theory of skills that he/she has been studying in course of the on-campus curriculum delivery. Based on his/her experiences at Industrial Internship, the student will prepare and submit a Report and presentation.

Mandatory 30 days of industrial internship in any retail organisation to hone their theoretical skills

Assessment Plan (weight, mode, scheduling) for the course:

S.No.	Assessment	Period of Assessment	Weightage
1.	Industrial Internship Attendance	After Industrial Internship	20%
2.	Industrial Internship Presentation & Viva * (Sharing of internship experiences)	After Industrial Internship	30%
3.	Industrial Internship Feedback from the Industry	Throughout the Industrial Internship	20%
4.	Workbook Assignments	After Industrial Internship submission of the workbook	30%
<b>Total</b>			<b>100%</b>

8. Pedagogy:

- c. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- f. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- g. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- h. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Natilis, Landmark and Lacoste, etc.

Signature of Course Coordinator(s)

Note:

- 12. 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.
- 13. 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.
- 14. 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**

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Field Based Project Study
Course code/ Semester	SVS1RM604/ 6 <sup>th</sup>
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Skill
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	Winter Semester 2020
Course coordinator and team	Nikhil Charak & External Experts


1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 No
2. **Specific requirements on the part of students who can be admitted to this course:**  
 The course is based on the defined job role of store manager as per the National Skill Qualification Framework (NSQF) Level-7. The course is focused on those who have acquired knowledge and skills of Customer Sales Associate (Level-4), Team Leader (Level-5) & Department Manager (Level-6).
3. **No. of students to be admitted :**  
 Those who will be promoted from semester 5 to semester 6 (About 35 students)
4. **Course scheduling:** Winter Semester 2020 (Semester-long)
5. **How does the course link with the vision of AUD?**  
 This course is highly in sync with the vision of AUD because it provides the opportunity to the learners to work and learn independently. They will become culturally sensitive and would demonstrate organisational, analytical and evaluative skills while working in a competitive environment.
6. **How does the course link with the specific programme(s) where it is being offered:**  
 The course has deeper links with the programme under which it is being offered because the outcome of this course and programme gel well greatly. This course will create adequate skills among the learners to apply the theory and practice of the field, identify the problem area and proposing suitable solutions to those issues in the retail context.
7. **Course Details:**
  - a. **Summary:** This course will enable students to understand the on-the-field issues on how retail sector functions. The students will acquire relevant knowledge and skills to working independently on identifying, researching and finding solutions to the problems and issues of retail sector. This course focuses on developing suitable research and reporting skills.

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- b. Objectives: The major objectives of the course are:
- To understand problems of retail stores
  - To investigate and analyze problems and issues while working in retail industry
  - To understand research methodology skills
  - To be able to write an effective project report
  - To know about the time-management and self-management skills
- c. Expected learning outcomes: After completing this course, the learners will be able to
- Identify areas for action research on retail sector.
  - Develop a proposal for analyzing issues in different kinds of retail channels.
  - Collect evidences on their project proposal related to retail stores.
  - Analyze the data/evidences collected on issues of retail stores/industries.
  - Report the findings of their projects.
  - Suggest remedies for the issues on retail stores/industries from systemic point of view.
- d. Overall structure: Attached as Appendix-1

8. Pedagogy:

- Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

  
Signature of Course Coordinator(s)

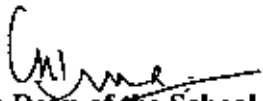
Note:

- 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.
- 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.
- 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.

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Recommendations of the School Studies:

Suggestions:



Signature of the Dean of the School



## Project Work (BVoc-Retail Management)

### 1. Introduction

Bachelor of Vocational Education students (B.Voc.) in Retail management are required to undertake a major individual course of project work. The aim of the Project work is to give the opportunity to work and learn independently and show that one can identify, define and analyze problems and issues and integrate knowledge in retail context. It is an important part of the programme that tests the ability to understand the retail industry and apply the theory, the concepts and the tools of analysis to a specific problem situation. Thus the purpose of the project is to provide an opportunity to the students to apply the knowledge they have acquired in course of their study and to develop skills in the areas of Retail industry. The student gets an idea of how to conduct research project/studies and how to write research report.

The project should be an ordered critical exposition, which affords evidence of reasoning power and knowledge of the relevant literature in an approved field falling within the subject matter of the retail management programme. The emphasis should be on applied research and the investigation of some practical problem or issue related to the situation in which an organisation or system operates.

### 2. Choosing a mentor

It is a project assignment given to a student which requires a larger amount of effort and more independent work than is involved in a normal essay assignment. It requires students to undertake their own fact-finding and analysis by using primary data or secondary data. It also provides the opportunity to judge the student's own time and self-management skills and his/her ability to undertake a long and in-depth study successfully. Hence it is not only the product that is important, but also the process itself in a project work.

Students should be divided in groups as per their interest in the retail. There should be a provision of mentor (expert) for each group of students.

Students must ensure that they maintain regular contact with their mentor and also provide the update of the project work to their mentor at regular intervals.

#### *Role of the Mentor*

- To provide guidance regarding selecting a focused topic.
- To encourage students to study books /newspapers/magazines; discuss with experts in the area to find out some topics of their interest.
- To provide the information about the settings where the empirical data (if needed) for the project can be collected.
- To provide information about the related literature.
- To motivate students from time to time & to provide the required help whenever they need.
- Encourage students to work originally, not to copy or reproduce; and to proceed systematically.

### 3. Definitions and Overview of Project

The project is a practical, in-depth study of a problem, issue, opportunity, technique or procedure – or some combination of these aspects of organized retail. Typically, students will be required to define an area of investigation, carve out a research design, assemble relevant data, analyze the data, draw conclusions and make recommendations. The project should demonstrate organizational, analytical

and evaluative skills, and, where appropriate, an ability to design a suitable implementation and review procedure.

The project should be 4000-5000 words (20-25 pg) and must be an original piece of work. The project should be completed with a period of one semester and it will require multifarious level of commitment.

#### 4. Guidelines and Requirement for the Project:

The purpose of the project is to give students the opportunity to carry out an in-depth study of an applied nature, synthesizing various elements, yet pursuing one area of interest in depth. The project report should have clarity that what will be attempted and why will be attempted. The methods that you have used to collect, collate and analyze the information obtained and how it will be evaluated. Any recommendations made should be supported by the evidence presented and by logical argument using deductive and inductive reasoning.

#### 5. Choosing a topic

The choice of topic is up to the students, with guidance from their mentor. The students have to choose a particular area in which they are interested. Then in consultation with the mentor, they have to select a particular topic for their project work. Students can identify the research problem area during their internship period. In the case, initial ideas are likely to originate in a vague form and may lack clear focus then these need to be developed into something manageable and practical by consideration of available literature/ texts and discussion with your chosen project mentor. The topic should be limited & focused so that it could be completed within the time limit with a well-drafted report.

##### 5.1. Generation for Ideas on Research in Retail Management:

- **Personal experience of Internship:** During the internship, students may get various examples from retail industry such as effectiveness of the visual merchandising department of retail organization or evaluation of the store operation systems used in the retail organisation.
- **Observation:** Personal observation in a retail organisation/ environment can serve as a starting point for a project idea. Suggested example: Intern/employee (students) observes that the store turnover is low. The student can research into the reasons responsible for low turnover and examine retail store with high turnover also and then make suitable recommendations for increasing turnover

**Issues on the current interest in retail:** Reviewing key issues of broader relevance may be another useful indicator of a project idea. Specific consideration of the aspects of the effect of a government policy - or a phenomenon - on the performance of a retail organization/segment/system may provide suitable ideas for a Project.

Whatever the source of your project idea, familiarity with the area is imperative for the successful completion of the project.

#### 6. Scope of the Project

An acceptable project will normally fall into one of the following categories:

- **Exploratory-** a study that involves carrying out original research in order to meet the organization's continual need for new information for forwarding decision-making. The main issues may be human, economic, functional, etc, but the construction and/or application of some kind of research instrument are the focus of the study. The analysis of the research findings (e.g. client's responses to questionnaire about changing product specifications) should take place, resulting in proposals about how to manage relevant aspects of the organisation's future.
- **Explanatory-** a study, which would involve studying relationships between different variables like a cause & effect relationship study.
- **Descriptive-** a study that would need an in-depth portrayal of an accurate profile of events or situations from the business environment.

### 7. Organization of Project Report

The size of the project report depends on the nature of the theme of the project. However, it is desirable that the project report should be no more than 20-25 pages typed in double space. Report should be in A4 size papers and in a bound form. The language to be followed for Project work should be in English. It is strongly recommended that students follow project guidelines. The final report should be presented in the following sequence:

- ❖ Title page (The first page of the report should indicate the title of the project, name of the candidate, address, and year)
- ❖ Student's Declaration (Annexure-I)
- ❖ Supervisor's Certificate (Annexure-II)
- ❖ Abstract
- ❖ Acknowledgements
- ❖ Table of Contents:
  - Introduction
  - Literature Review
  - The Retail store/Retail Organisation/ Retail System etc.
  - Result and Discussion
  - Summary and Conclusions
  - Bibliography
  - List of Tables
  - List of figures
  - List of Appendices
- ❖ *Chapter 1. Introduction:* This chapter includes the research problem, the need for study/significance of the project, objectives, methodology – scope, sample design, sources of

information, tools and techniques of analysis, structure of the study with sound justifications/explanations.

- ❖ **Chapter 2. Literature Review:** This chapter should reflect the student's understanding of the relevant theoretical and empirical background of the problem. The focus should be more on the logical presentation of the empirical evolution of conceptual and methodological issues pertaining to research problem. Also highlight the methodological clues drawn through this review for your project.
- ❖ **Chapter 3. The Retail store/Retail Organisation/ Retail System:** This chapter should contain a brief historical retrospect about the entity of your study.
- ❖ **Chapters 4 & 5: Result and Discussion:** Present your data analysis and inferences. The findings of the research after the statistical analysis of data are reported in tabular and graphical form. This is then discussed in the light of the existing research studies. The implication of the findings is also discussed.
- ❖ **Chapter 6. Summary and Conclusions:** Gives an overview of the project, conclusions, implications, and recommendations. Also specify the limitations of your study. You may indicate the scope for further research.
- ❖ **Bibliography:** List the books, articles, websites that are referred to and useful for research on the topic of your specific project. Follow APA style of referencing.

#### ❖ Appendices

The project report should be appropriately numbered. It is usual for Page 1 to start with the Introduction. The sections prior to the Introduction are usually numbered with small Romans, i.e. i, ii, iii. It is easier if appendices are numbered in a separate sequence (suggest A, B, C) rather than as a continuation of the main report.

#### Assessment Structure:

S.No.	Assessment	Weightage
1	Proposal of the Project	10%
2.	Project Report	40%
3.	Presentation / Viva	50%

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**Ambedkar University Delhi**  
**Proposal for Launch of a Course**  
 (To be approved by the Board of Studies and the Academic Council)  
**Industrial Training & Project (Full Semester)**

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B.Voc-T&H
Course title	Industrial Training & Project
Course code	SVS1T1601
Semester	6
Total Credits	24 (22 Credit IT and 2 Credit Project)
Course type (core/compulsory/ elective/any other - please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	January-2020
Course coordinator and team	Ankush Rathor and Expert Committee

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 No, it does not build on or overlap with any other courses offered in AUD

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 related to Assistant Catering Manager (Level-7) in Hospitality Sector as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Food & Beverage Service Steward (Level-4) & MICE (Level-5), Tour Manager (Level-6) and 1<sup>st</sup> Sem of Asst Catering Manager (Level-7) offered in 1<sup>st</sup>, 2<sup>nd</sup> and 1<sup>st</sup> Sem of 3<sup>rd</sup> 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 5 to semester 6 after completing 2.5 year (mostly 30-40 students in a cohort)

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other - please specify)  
 Winter Semester 2020 (Full Semester in Internship).

5. How does the course link with the vision of AUD?  
 The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Industrial Training & Project is most relevantly linked to develop such attributes on professional development relevant to the hospitality industries to undertake the job role of Asst Catering Manager efficiently and effectively.

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

Internship and Project is an essential part of BVoc- Tourism and Hospitality NSQF Level 7 course which emphasized on the significance of catering concepts in hospitality operations. It is an industry related specialized programme. 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.

**i. Course Details: Summary**

**BVOC-T&H, Semester 6, INTERNSHIP DESCRIPTION**

**Job Title: Intern (Trainee)--Job Role -Asst. Catering Manager**

**Department: F&B Department (Including F&B Productions, F&B Service & Catering)**

**Reports to: F&B Manager / F&B Director / Executive Chef**

Internship & Project seeks to introduce managerial and supervisory responsibilities, amply emphasizes on the contribution of the F & B Service and Food production department to the overall success of a hospitality and catering operations. It focuses on developing the knowledge, skills and attitudes needed to succeed in recognizing and exploiting opportunities for innovation in the hospitality sector. It prepares the students to be able to develop & design a food & beverage outlet and be able to shoulder managerial responsibilities in catering Operations. The Internship in year 3<sup>rd</sup> year has been conceptualized to enable students to engage with the field and connect with the learning from the courses for the Job Role of Asst. Catering Manager. Students who have completed two and half years in the programme and NSQF level 4,5,6 and 1<sup>st</sup> Sem of level 7 have taken courses and experienced the workings of a wide range work in hospitality and tourism sector. The focus of the Internship this semester is to develop skills to become Asst. Catering Manager for setting up a catering centre, creating, planning, managing and conducting activities and routines and also for providing guidance to the staff, vendor's coordination and supervisors. The aim is to build understandings among students regarding designing and managing various catering establishment. The internship will enable students to undertake more responsibilities and contribute towards overall functioning and managing of the catering establishment. They will also be encouraged to reflect on the challenges faced in planning implementing and managing the various concepts and strategies for a successful catering establishment & taking a project.

**j. Objectives:**

The main objectives of the course are to:-

- Familiarize students with the basic techniques related to catering operations & its process of Food and Beverages Production and Service in Hospitality Industry.
- Understanding of Food & Beverages handling processes and job role of a caterer.
- Know the importance of raw materials & commodities used in catering, F&B controls for smoothly running catering operations.
- Provide basic knowledge on alcoholic & non-alcoholic beverages.
- Develop such competencies related to maintaining appropriate, health, hygiene and safety in the workplace.

It aims at developing such understanding related to the below mentioned NOS which include stock handling, work place importance of F&B controls and menu planning. The course also strive to develop techniques related to indenting, portion control and examine case studies outlining specialized caterings, waste management, sustainability techniques and customer provisions used by caterers and train students with different service techniques.

The NOS used for this course are:

1. THC/N5901 Manage stock at facility
2. THC/N5902 Manage finances of the facility
3. THC/N9901 Communicate with customer and colleagues
5. THC/N9902 Maintain customer-centric service orientation
6. THC/N9903 Maintain standard of etiquette and hospitable conduct
9. THC/N9906 Maintain health and hygiene
10. THC/N9907 Maintain safety at workplace

**k. Expected learning outcomes:**

On successful completion of this module, students will be able to:-

- Analyze & explain the concept of various catering establishments and its standard operating procedures.
- Prepare the list of indenting for catering, with stores and controls.
- Develop menu planning for the catering establishments.
- Manage customer relationship & customer handling
- Explain various F&B sections and their functions
- Identify various forms/formats, records and registers in the organization
- Observe food production standards of finished products
- Manage customer relationship & customer handling
- Plan to keep catering outlet healthy, safe and hygienic.

Both students and partner organizations should benefit from the internship program.

**Companies and organizations gain through:**

- The input of fresh, innovative ideas and skills in Catering, F&B and related tasks.
- Developing relations with kitchen and service skills.
- Gaining additional manpower at critical times or for value-adding projects
- Increase flexibility and recruiting top students who will already have a good knowledge of the organization upon graduation
- The opportunity to provide feedback to the university information about the knowledge and skills required by new graduates
- Implementation of project based learning.

**1. Overall Structure:**

The Course is geared towards the job role of an Asst Catering Manager and comprises industrial training for learning Basics of Kitchen, Catering management, Preparing menu and interpretation, managing the business of catering. These are basic skills that are essential for the defined job role; and are interlinked with each other. It is a 24-credit(22Credit internship & 2 Credit Project) with practical components of 5-6 Months working in star category hotels, airline or railway catering or aligned organizations, etc. with NOC from programme coordinator, after successful completion of Semester 5, B.Voc-T&H, with sessions & briefings for doing project, and basic research in Sem 5.

During the Internship students will assess the legal prerequisites, supply sources, interpret equipment specification and review the need for doing so. Review applied procedural standards for operation, plan staffing & manpower requirement. Compare and position the facility in the competitive market scenario. Assess the procedures for purchasing function for various raw materials. Assess the effectiveness of the control cycle for receiving, storing and issue of raw materials for efficient and cost effective operations. The Internship will be organized throughout the semester 6 of B.Voc –T&H.

**Internship BVoc T&H (Sem 6):** Internships in year 1 and 2 aimed to prepare students for the catering job role. In Semester 6, the Internship for has been envisaged to help students understand the role of catering manager and hone their skills accordingly, as per the defined working areas as per below mentioned table:

Module	Topic	Broad areas Working and Learning	Assessments
Throughout the internship	Equipment's and kitchen set up	<ul style="list-style-type: none"> <li>Plan and procurement of various kitchen equipment's based on the requirement of the establishment.</li> <li>Liaison with vendors and comparative study (cost, quality, external look, value for money and durability) of equipment kitchen, Knowledge about latest equipments and trends in hospitality industry.</li> <li>Prepare training manuals/activity logs for the kitchen.</li> <li>Train the employees about the different functioning and maintenance of the equipment's.</li> </ul>	<p>Written Project report of the Internship in specific outlets with Mentor/Supervisor- 30%</p> <p>Viva-voce/Presentation – 1<sup>st</sup> -20%</p> <p>Mid-assessment and Log Book- 20%</p> <p>Organisation feedback/Training Certificate 20%</p> <p>Appreciation + Attendance (10%)</p>
	Menu Planning and Outdoor catering	<ul style="list-style-type: none"> <li>Analyse the various principles of menu planning and implement the same accordingly.</li> <li>Prepare effective menus for a large function for ala carte and buffet</li> <li>Implement standard operating procedures to appropriate food cost .</li> <li>Challenges and remedies for outdoor catering.</li> <li>Making checklist for attached vendors for better coordination.</li> </ul>	
	Managing and supervising the food outlet	<ul style="list-style-type: none"> <li>Assist the Executive Chef in various managerial roles and responsibilities such as               <ul style="list-style-type: none"> <li>maintaining records,</li> </ul> </li> </ul>	



		<ul style="list-style-type: none"> <li>• supervising the Commis</li> <li>• encouraging team work,</li> <li>• building relationship with the guests/customer</li> <li>• planning various marketing strategies and tools to promote the outlet,</li> <li>• maintaining and updating centre's social media and other communication platforms,</li> <li>• training schedule and duty rosters</li> </ul>	
	Commodities and Storage principles	<ul style="list-style-type: none"> <li>• Analyse and implement the procedure for receiving and storage of various perishables and non-perishables</li> <li>• Purchase specification as per the organization / outlet working</li> <li>• Danger zone / potentially hazardous food.</li> <li>• FIFO – First in- first out</li> <li>• Different types of storages</li> </ul>	

*\* Assessment details of Internship (throughout the semester): Students will be provided with a comprehensive self-assessment logbook before the beginning of the Internship that includes the roles and responsibilities of the Asst.Catering Manager. The same will be provided to each student working as intern in the Job Role of Asst.Catering Manager.*

*Students will be working on their log books, written report, viva voce and presentation feedback will be provided. Final submission will be only at the end of the semester. Internship coordinator will also take the feedback from the internship place.*

S.No.	Assessment Type	Weightage
1	Written Project report of the Internship in specific outlets with Mentor/Supervisor(Appendix 1)	30%
2	Viva-voce/Presentation – 1 <sup>st</sup> (Appendix 1)	20%
3	Mid-assessment Log Book (Appendix 2)	20%
4	Organisation feedback/Training Certificate (Appendix 2)	20%
5	Appreciation+ Attendance	10%

## Appendix 1

## Project Based Learning

This unique concept is designed with an objective of better learning and understanding by offering the flexibility of Project Based Learning, (2Credits) in Industry environment for all students of Sem 6, BVoc-T&H.

## Methodology

Each student will take topics of his/her choice related to the Hospitality Industry, the Dean/ Program Chair will guide each student in deciding the topic, preparing, finalizing, submission and evaluation of the report.

Broad Project Guidelines (2 Credits)	PBL
Food Production Management	Project For B.VOC Tourism & Hospitality Students Sem 6
Catering Management	
F&B Service Management & Specialty Cuisine	
Bar & Beverage Controls	
Culinary Development & Food Promotions	
Environment & Sustainability Practices in Hospitality	
Purchase Department	

*Internship Project Outline: (B.VOC Tourism & Hospitality Students Sem 6)*

Outline of the project is as described above. Here the students are asked to think and work like a Manager and will have to think beyond the boundaries of the different departments of the Hotel where they are working/ focusing on project of choice. This also enhances his understanding of Hospitality & interdepartmental coordination. He may be looking at this whole project like an entrepreneur also and doing the project on the hotel /Hospitality as one business identity. Identified project work will be covering his desired learning outcomes of the entire course covering the areas/departments mentioned above.

- \* Specific Department report (Logbook) - If the students are working as intern in specific department training then the student is expected to prepare and submit the details of his department of working, his learning outcomes and the challenges he faced, and what efforts he made to overcome these challenge. This will be based on his observation and interactions with colleagues and supervisors in the department.

This complete report should be submitted a maximum of 20-30 pages in hardbound copy.

*\*Each student will be mentored by a faculty of the university and also by one from Industry*

*Briefing and orientation about the research project.*

Evaluation Matrix - Project Based Evaluation

Status	Month	Final Project, B.VOC Tourism & Hospitality Students Sem 6
Progress Review	1 and 2	Selection of Project Topic
		Framing of Basic Questionnaire
Progress Review 2	3 and 4	Mid review of progress report
		Status of Completion of work
Final Assessment	5- 6	Submission of Final Report, presentation and Evaluation

Note: The report will only be evaluated after the Final Presentation in person on specified date.

Note: The specific department report enables the student to raise question and seek solutions for hurdles / problems that he may have encountered on the job.

Evaluation will be based on Presentation, Viva, Report Content and Conclusion.

- Final assessment will be done by the Assessment committee as formed by the dean of the school, including a subject expert. The attendance from the hotel will also be considered in the final evaluation.
- The student should make the project under the guidance of Supervisor from the organization where he is working and should also have an internal guide from the University. The internal guide should validate the project.

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Appendix 2

**INTERNSHIP TRAINING (IT)**

**BYoc- T&H TRAINING PERFORMANCE APPRAISAL FORM (TPAF)**

Name of Student: _____	Univ. Roll No: _____
Course: _____	Duration: Full Semester
Name of the Hotel/Org: _____	From : _____ To: _____
Department: _____	

**Appearance**

Immaculate Appearance, Spotless Uniform, Well groomed hair, Clean nails & hands	5
Smart Appearance, Crisp uniform, Acceptable hair, Clean nails and hands	4
Well Presented, Clean Uniform, Acceptable hair, Clean nails and hands	3
Untidy hair, Creased ill kept uniform, Hands not clean at times	2
Dirty / disheveled, Long / unkempt hair, /Dirty hands & long nails	1

**Punctuality / Attendance ( \_\_\_\_\_ days present)**

On time, Well Prepared, Ready to commence task, Attendance Excellent	100%	5
On time, Lacks some preparation but copes well, Attendance Very good	90%	4
On time disorganized aspects – just copes, Attendance Regular	80%	3
Occasionally late, Disorganized approach, Attendance irregular	60%	2
Frequently late, Not prepared, Frequently absent without excuse	50%	1

**Ability to Communicate (Written / Oral)**

Very Confident, demonstrates outstanding confidence & ability both spoken / written	5
Confident, Delivers information	4
Communicates adequately, but lacks depth and confidence	3
Hesitant, lacks confidence in spoken / written communication	2
Very inanimate, average in spoken or written work	1

**Attitude to Colleagues / Customers**

Wins / retains highest regard from colleagues has an outstanding rapport with clients	5
Polite, considerate and firm, well liked	4
Gets on well with most colleagues, Handles customers well.	3
Slow to mix, weak manners, is distant has insensitive approach to customers	2
Does not mix, relate well with colleagues & customers	1

**Attitude to Supervision**

Welcomes criticism, Acts on it, very co-operative	5
Readily accepts criticism and is noticeably willing to assist others.	4
Accepts criticism, but does not necessarily act on it	3
Takes criticism very personally, broods on it	2
Persistently not bothered and goes own way	1

**Initiative / Motivation**

Very effective in analyzing situation and	Demonstrates ambition to achieve progressively.	5
Shows ready appreciation willingness to tackle	Positively seeks to improve knowledge and	4
Usually grasps points correctly	Shows interest in all work undertaken	3

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Slow on the uptake	Is interested only in areas of work preferred	2
Delays in grasps points correctly	Lacks drive and commitment	1

**Reliability / Comprehension**

Is totally trust worthy in any working situation?	5
Can be depended upon to identify work requirements and willing to complete them. Readily	4
Gets on with the job in hand Comprehends, but doesn't fully understand work in hand	3
Cannot be relied upon to work without supervision	2
Requires constant handholding. Lacks any comprehension of the application	1

**Responsibility**

Actively seeks responsibility at all times.	5
Very willing to accept responsibility.	4
Accepts responsibility as it comes.	3
Inclined to refer matters upwards rather than make own decision.	2
Avoids taking responsibility	1

**Quality of Work**

Outstanding in output of work	5
Gets through a great deal	4
Output satisfactory	3
Does rather less than expected	2
Output regularly insufficient	1

**Quantity of Work**

Exceptionally accurate in work, very thorough usually unaided.	5
Maintains a high standard of quality	4
Generally good quality with some assistance	3
Performance is uneven.	2
Inaccurate and slow at work.	1

Name of Appraiser: \_\_\_\_\_

Signature: \_\_\_\_\_

Designation of Appraiser: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_



**School of Vocational Studies (SVS)**  
**Dr. B. R. Ambedkar University**  
**ShivajiMarg, Karampura, New Delhi – 110015**

**Intership (IT) Log Book**  
**BVoc-Tourism & Hospitality**

**Certificate of Attendance**  
(To be filled by Training Manager/ HR Manager/ Department Supervisor)

This is certified that Mr. / Ms. \_\_\_\_\_ of School of Vocational Studies (SVS), Dr. B. R. Ambedkar University, New Delhi, has successfully completed his \_\_\_\_\_ days/weeks on the job (OJT) in our organization. We offer him /her \_\_\_\_\_ Grade.

(Grade A: For Excellent, B: Good, C: Satisfactory, D: For below Average Performance)

Name of Evaluator:  
Designation:

Date:

Signature & Stamp

**Brief Comments of Supervisors of Different Sections**

<b>Section: 01</b>
<b>Section: 02</b>
<b>Section: 03</b>
<b>Department 04</b>

**Date:**

**Shift Timing:**


<p><b>Task Summary</b></p>
<p>Learning outcomes</p>

Date:  
Shift Timing:

<p>Task Summary</p>          <p>Learning outcomes</p>
---

(Signature of Supervisor)

Remarks:.....  
.....  
.....

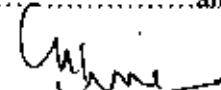
 Signature of Course Coordinator(s)

Note:

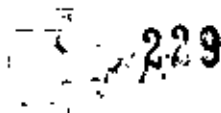
1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards 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.

  
Signature of the Dean of the School





School of Vocational Studies  
Ambedkar University Delhi

## **EARLY CHILDHOOD CENTRE MANAGEMENT AND ENTREPRENEURSHIP**

### **Introduction**

Research evidence from developmental neurosciences suggests that foundational competencies and substantial amount of brain circuitry is constructed very early in life and these have a lasting impact on the learning and development in the later years (CDC, 2007). However, despite the evidences from neuroscience and economic benefits of investing in young children for their well-being, early childhood continues to be an area of a great concern. Many children still fail to reach their full potential because of inadequate care and early stimulation, poverty, malnutrition, poor health and poor quality early childhood care and education.

While research and advocacy across the globe points to the need for greater attention to the early childhood years, the *National Early Childhood Care and Education Policy (2013)* also points to the need of “holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualized learning opportunities for laying foundation and attaining full potential” (p. 8). It further commits to universal access to quality early childhood education by enhancing capacities and monitoring and supportive supervision.

The Right of Children to Free and Compulsory Education (RTE, 2009) addresses ECE under Section 11 of the Act. It states that,

With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government shall make necessary arrangement for providing free pre-school education for such children.

The RTE (2009) while addressing the need for pre-school programmes for children in the age group of 3-6 does not include the age group of birth to three years in its ambit.

The programming context in the country for children for the age group of birth to six years also highlights inequities and gaps in services. Several programmes do exist at the National level such as the Anganwadi/Crèche services by the Integrated Child Development Scheme (ICDS), the Rajiv Gandhi National Crèche Scheme for Working Mothers (2006), crèches under the MGNREGA Act. and so on. While all these programmes aim to provide care and education services for children under the age of six years, etc., these do not address the needs of the growing population in a country like India. On the other hand, also existing in this landscape is the growing sector of NGOs run programmes and especially those managed by private providers. While the National ECCE Policy along with the National Early Childhood Care and Education Curriculum Framework (2013) provides guidelines for services including capacity building for the professionals—there is almost no regulations for the same. Additionally, Delhi’s specificities with regard to diversity, immigration, inequalities across social groups and stratified provisions also highlight challenges of managing programmes for young children.

While the research and the provisioning context in the country point to the need for programmes for young children—especially for birth to six, one also needs to examine the kind of professional programmes that exist for preparing professionals to work with young children. Without a cadre of professionals in this area, the goals of “enhancing quality” cannot be accomplished. Given the growing demands for services related to Early Childhood Care and Education in country like India although, inadequate—programmes do exist for preparation of professionals, especially preschool facilitators (for 3-6 years), e.g., the Preschool Diploma Programme by NCTE. However, programmes for preparation of day care professionals are virtually non-existent. Preparing ECCE and day care professionals has also been historically marginalised within the higher education landscape in India.

Thus, the BVoc in ECCME programme has been conceptualized keeping the need to locate the preparation of day care professionals in the university system as a degree programme. It is not a programme for preparation of preschool teachers. While a day care could have children from ages six months to 11 years, the specific focus in this degree programme would be two-fold—firstly on day care services for children from six months to three years and secondly after school care for children upto elementary. A centre based day care with trained professionals would typically address issues of not just health and safety, but also create an environment that fosters cognitive and social-emotional development.

**BVoc Objectives for Diploma, Advanced Diploma and Degree Programmes**

The programme has been conceptualized with multiple exit options leading to Diploma, Advanced Diploma and Degree Programmes. The specific objectives of this programme are as follows:

Qualification	Career Opportunities
i. Exit after 1 year with Diploma	Can work as 'Childcare Facilitator'/Assistant in ECD Programmes
ii. Exit after 2 year with Advanced diploma	Can work as 'Supervisor' with 3-4 day care facilitators under him/her.
iii. Completing BVoc programme	Can work as 'Centre Head'/Entrepreneur

**BVoc Programme Structure**

The UGC Guideline for BVoc suggests the following credit distribution for each of the years of the programme:

Table 1. Cumulative credits to be awarded as per UGC guidelines

NSRF Level	Semester	Duration	Qualification Level	Skill Component Credits	General Education Component	Total Credits	Exit Point/Level Awarded
5	One & Two	1 year	Day Care Facilitator/ Assistant in Early Childhood Development Programmes	36	24	60	Diploma
6	Three & Four	2 years	Supervisor (with 3-4 Day Care Facilitators under him/her)	72	48	120	Advanced Diploma
7	Five & Six	3 years	Centre Head /Entrepreneur	108	72	180	BVoc Degree

**Guidelines for Credit Calculation**

Guidelines used for credit calculations are in alignment with the UGC Guidelines.

The below norms are used for computation of credit hours:

- Under Skill Component:
  - o Theory: 01 Credit = 15 hours of teaching
  - o Practical/Internship: 01 Credit = 30 hours of training
- Under General Component:
  - o Theory: 01 Credit = 15 hours of teaching

The complete programme structure of BVoc ECCME is:

S. No.	BVoc: Early Childhood Centre Management and Entrepreneurship (ECCME)		
<b>Semester-1</b>			
1.	Skill Component Theory	SVS1EC101: Early Childhood and Child Care Services in India	2
2.		SVS1EC102: Child Care, Development and Well Being	4
3.		SVS1EC103: Health and Nutrition in the Early Years	2
		<b>Total</b>	<b>8</b>
<b>Skill Component: Workshops</b>			
4.	Skill Component: Workshops	SVS1EC104: Self Development and Entrepreneurship	1
5.		SVS1EC105: Care of the Young Child	1
6.		SVS1EC106: Health and Nutrition	1
		<b>Total</b>	<b>3</b>
<b>Internship</b>			
7.	Skill component: Practical	SVS1EC107: Internship	7
		<b>Total</b>	<b>7</b>
		<b>Skill Component Total</b>	<b>18</b>
		<b>Semester – 1 Total</b>	<b>30</b>
<b>Semester-2</b>			
1.	Skill Component: Theory	SVS1EC201: Play, Learning and Development	2
2.		SVS1EC202: Early Stimulation and Early Intervention	2
3.		SVS1EC203: Building Partnerships with Parents	2
4.		SVS1EC204: Child Protection and Child Rights	2
		<b>Total</b>	<b>8</b>
<b>Skill component workshops</b>			
5.	Skill component: Workshops	SVS1EC205: Material Development for Enhancing Play of Young Children	1
		SVS1EC206: Storytelling and Shared Reading	1
		SVS1EC207: Play and Engagement with Children	1
		<b>Total</b>	<b>3</b>
6.	Skill component: Practical	SVS1EC208: Internship	7
		<b>Total</b>	<b>7</b>
		<b>Skill Component Total</b>	<b>18</b>
		<b>Semester – 2 Total</b>	<b>30</b>
<b>Semester 3</b>			
1.	Skill Component: Theory	SVS1EC301: Promoting Early Language, Literacy and Numeracy	4
2.		SVS1EC302: Planning a Programme for Day Care	2
3.		SVS1EC303: Developing Young Children's Creativity	2

		<b>Total</b>	<b>8</b>
		<b>Skill component workshops</b>	
4.	Skill Component: Workshops	SVS1EC304: Creativity and Expression in the Early Years	1
5.		SVS1EC305: Conversations with Young Children	1
6.		SVS1EC306: Planning Early Language, Literacy and Numeracy Activities	1
		<b>Total</b>	<b>3</b>
7.	Skill Component: Practical	SVS1EC307: Internship	7
		<b>Total</b>	<b>7</b>
		<b>Skill Component Total</b>	<b>18</b>
		<b>Semester – 3 Total</b>	<b>30</b>
		<b>Semester-4</b>	
1.	Skill Component Theory	SVS1EC401: Observing Young Children in a Child Care Setting	4
2.		SVS1EC402: Addressing Diversity and Inclusion in a Day Care Centre	2
3.		SVS1EC403: Providing Care to School Age Children	2
		<b>Total</b>	<b>8</b>
		<b>Skill Component workshops</b>	
4.	Skill Component Workshops	SVS1EC404: Developing the 'Professional' Self	1
5.		SVS1EC405: Planning for an Inclusive Setting	1
		SVS1EC406: Activities for Children in After School Programme	1
		<b>Total</b>	<b>3</b>
6.	Skill component Practical	SVS1EC407 Internship	7
		<b>Total</b>	<b>7</b>
		<b>Skill Component Total</b>	<b>18</b>
		<b>Semester – 4 Total</b>	<b>30</b>
		<b>Semester-5</b>	
1.	Skill Component (SEC) Theory	SVS1EC501 Inclusive Early Childhood Centre: Design and Setup	2
2.		SVS1EC502 Early Childhood Care Services and Systems: Models and Approaches	2
3.		SVS1EC503 Understanding Children's Social Emotional Worlds	2
4.		SVS1EC504 Marketing of an Early childcare centre	2
		<b>Total</b>	<b>8</b>
5.	Skill component workshops	SVS1EC505 Designing an Inclusive Centre	1
6.		SVS1EC506 Diverse Early Child Care Models	1
7.		SVS1EC507 Socio-Emotional Needs in Childhood years	1
		<b>Total</b>	<b>3</b>

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8.	Skill component: Practical	SVS1EC508 Internship	7
		Total	7
		Skill Component Total	18
		Semester - 5 Total	30
Semester-6			
9.	Skill Component (SEC): Theory	SVS1EC601 Management of a childcare centre	4
10.		SVS1EC602 Financial management in a childcare centre	2
11.		SVS1EC603 Mentoring in a childcare centre	2
12.		SVS1EC604 Project	3
13.		Total	11
14.		SVS1EC605 Internship	7
		Total	7
		Skill Component Total	18
		Semester - 6 Total	30

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**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	Management of a Childcare Centre
Course code	SVS1EC601
Semester	6
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2019
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 This course connects with the courses on planning for inclusive settings, finances of a childcare centre, mentoring in a childcare centre, marketing a childcare centre and the field based components.
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): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (usual cohort size as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long, Winter 2020
5. How does the course link with the vision of AUD? The course aims at establishing quality day care centres. With AUD's vision of quality and equity, students will be prepared to set up and manage centers that will provide quality care that is also developmentally and contextually appropriate.
6. How does the course link with the specific programme(s) where it is being offered?  
 This is a core course offered in the semester 6 of the BVoc programme (ECCME) as part of the core professional skill for a childcare-centre
7. Course Details:
  - a. Summary: After the Maternity Benefit (Amendment) Act, 2017, the need for childcare centres has gained momentum. Establishing a child care centre has been entrepreneurial for long and now becoming even more popular. However, little or no guidelines exist for the same. The establishment and management of a childcare centre could be a challenging as well as a rewarding endeavour. It demands long working hours to maintain quality standards. Given the fact that the childcare providers are entrusted with the care of young children, it is critical for them to follow safety, security and legal guidelines while providing for a developmentally and contextually appropriate programme for children of varying age groups. The role of the childcare service provider is to also work in collaboration with parents and provide better quality services to children. The management of the centre should be such which exhibits leadership, trust within the staff as well as transparency. This entails that the childcare venture needs to be visualised and planned in an innovative manner keeping in mind the principles of 'quality childcare services' with a 'self-sustained business model' to thrive.

## b. Objectives:

- Understand the type of childcare programmes ownership
- Review and formulate policies, programmes and infrastructure of the centre
- Understand the legal requirements and preparations needed for the business of childcare
- Develop quality standards for the centre based on the available standards/guidelines
- Build partnerships with different agencies for better childcare services.
- Manage centre during man-made and natural emergencies

## c. Expected learning outcomes:

Students will be able to:

- Reflect on the personal orientation for getting into the business of childcare.
- Assess the need of childcare centres in a locality.
- Understand the need for quality assurance schemes with respect to available criteria
- Develop the philosophy and policies of the centre for smooth functioning.
- Develop protocols for review of policies, programmes and infrastructure of the centre including risk assessment
- Understand the need for compliance with policies and practices for registration and inspection of the centre.
- Manage staff and multi-agency working arrangements and review need based referral services.
- Allocate and monitor the progress of work and completion of everyday and long-term tasks.
- Maintain quality standards by recruitment of trained staff, mentoring and professional development.
- Develop innovations in the centre through leadership, dynamic curriculum and inclusive infrastructure.

## d. Overall structure (course organisation; rationale of the organisation; brief module outlines):

This course will be organised into four main Modules:

*Module 1: Policy and procedures to establish the childcare business*

*Module 2: Management of a childcare centre*

*Module 3: Roles and responsibilities of different stakeholders*

*Module 4: Managing events at the childcare centre:*

## e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(a) Week-Wise Format (Tentative)

**Module 1: Policy and procedures to establish the childcare centres.** This module will focus on reviewing the existing policies, procedures and professional standards to establish a childcare centre.

Module no.	Topic	Learning outcome(s)	Core reading (with no. Of pages)	Additional suggested readings	Assessment (weights, modes, scheduling)
1.1 (week 1)	Policies, legislation and quality standards	- Review existing childcare policies that meet state and	Jackson, s. (2004). <i>People under three: young children in day care.</i>	<i>Regulatory guidelines for private Play schools: Guidelines</i>	

		<p>local regulations as well as professional standards pertaining to the health and safety of young children</p> <ul style="list-style-type: none"> <li>- Understand quality standards and its indicators</li> <li>- Know the licensing and other legalities: <ul style="list-style-type: none"> <li>▪ Regulations as per municipalities guidelines (as per master plans)</li> </ul> </li> <li>- Manage and coordinate with different departments (like fire, disaster management, hospital)</li> </ul>	<p>Routledge.</p> <p>Chapter 1: values and principles, pp. 5-14</p> <p>Ministry of women and child development, (2013). <i>National ecce policy.</i></p> <p>Position paper. <i>National focus group on early childhood education</i> (2006). Ncert</p>	<p><i>for regulating private play schools for the Children of the age of three to six year.</i></p> <p>National commission for protection of Child rights. <i>Manual On Safety and security of children In schools.</i> (2017). Retrieved from <a href="http://ncpcr.gov.in/showfile.php?Lang=1&amp;level=2&amp;&amp;sublinkid=1342&amp;lid=1550">http://ncpcr.gov.in/showfile.php?Lang=1&amp;level=2&amp;&amp;sublinkid=1342&amp;lid=1550</a></p> <p>Delhi school education act and rules, 1973.</p> <p>Retrieved from <a href="http://edudel.nic.in/welcome_folder/dssr.htm">http://edudel.nic.in/welcome_folder/dssr.htm</a></p>	
1.2 (week-2)	Preparations for opening a childcare	<ul style="list-style-type: none"> <li>- Reflect on self-orientation for starting the business of childcare</li> <li>- Evaluate the need and</li> </ul>	<p>Ministry of women and child development. (2017). National minimum guidelines for</p>		



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		<p>scope of a childcare centre in a locality (need assessment)</p> <ul style="list-style-type: none"> <li>- List the legalities for childcare business</li> </ul>	<p>setting up and running crèches under maternity benefit act 2017.</p> <p>Retrieved from <a href="http://www.wcd.nic.in/sites/default/files/national%20minimum%20guidelines.pdf">http://www.wcd.nic.in/sites/default/files/national%20minimum%20guidelines.pdf</a></p>		
1.3 (week 3 & 4)	<p>Vision for childcare services</p> <p>i. Understanding the type of ownership:</p> <ul style="list-style-type: none"> <li>- Proprietor</li> <li>- Partnership</li> <li>- Limited liability company</li> <li>- Private limited</li> </ul> <p>ii. Centre policies and guidelines related to:</p> <ul style="list-style-type: none"> <li>- Health and safety               <ul style="list-style-type: none"> <li>o Surveillance measures</li> <li>o Parents support policy</li> <li>o POSCO policy on sexual abuse</li> </ul> </li> <li>- Transport policy</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish the types of childcare programmes</li> <li>- Review centre vision and philosophy</li> <li>- Define quality standards of the services               <ul style="list-style-type: none"> <li>o Infrastructure</li> <li>o Process</li> <li>o Review and draft various centre policies</li> </ul> </li> <li>- Establish partnerships with families:               <ul style="list-style-type: none"> <li>o Understanding diversities in needs and expectations</li> <li>o Context of families</li> <li>o Develop trust, understand</li> </ul> </li> </ul>	<p>Decker, c. A., &amp; decker, j. R. (1988). <i>Planning and administering early childhood programs.</i> Merrill publishing company.</p> <p>Chapter-2 identifying the program's core values, developing its vision and mission statements, and planning for program evaluation</p> <p>Chapter-4 policies and procedures: tools to ensure your program's smooth operation</p>	<p>Presland, a. (2017) <i>improving the business of childcare: empowering childcare owners to achieve financial success.</i> Chapter-2 vision, and values. Page 301-42</p>	<p>Assignment-1 (30%)</p>

	<ul style="list-style-type: none"> <li>- Hiring policy             <ul style="list-style-type: none"> <li>o Salaries</li> <li>o Leaves</li> <li>o Appointment letter/offering letter</li> <li>o Provident fund</li> </ul> </li> <li>- Functioning norms of the centre</li> <li>■ Programme related: time, duration, sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Planning and addressing parental issues and concerns</li> </ul>			
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**Module 2: Management of a childcare Centre:** This module will introduce students to the basics of management and use these principles for effective and efficient management of a childcare centre.

Module no.	Topic	Learning outcome(s)	Core reading (with no. Of pages)	Additional suggested readings	Assessment (weights, modes, scheduling)
2.1 (week 5)	<b>Basics of management:</b> <ul style="list-style-type: none"> <li>• Planning,</li> <li>• Organising</li> <li>• Managing</li> </ul>	<ul style="list-style-type: none"> <li>- Understand principles of planning, organising and managing</li> <li>- Understand the resources:             <ul style="list-style-type: none"> <li>o People</li> <li>o Finances</li> <li>o Space</li> <li>o Programme</li> </ul> </li> <li>- Plan, organise and manage resources</li> </ul>	Jackson, s. (2004). <i>People under three: young children in day care</i> . Routledge.  Chapter 4: managing and working in a day care centre (pp. 49-70)		
2.2 (week 6)	<b>People as resource</b> <ul style="list-style-type: none"> <li>- Hiring and managing</li> </ul>	<ul style="list-style-type: none"> <li>- Draft criteria for recruitment of right kind of people (certain non-negotiable in a candidate)</li> </ul>	Decker, c. A., & Decker, j. R. (1988). <i>Planning and administering</i>	<i>Guide to setting up a child care centre</i> Early childhood	

		<ul style="list-style-type: none"> <li>- Identify suitable recruitment methods:             <ul style="list-style-type: none"> <li>o Platforms-</li> <li>o Referrals,</li> <li>o Interns,</li> <li>o Portals,</li> <li>o Advertisement)</li> <li>o Interview</li> <li>o Demonstration</li> </ul> </li> <li>- Regulation for appointments and prepare orientation framework             <ul style="list-style-type: none"> <li>o Introduction to staff, students, facilities and programme and policies</li> </ul> </li> </ul>	<p>early childhood programs. Merrill publishing company.</p> <p>Chapter-5</p> <p>Recruiting, hiring, leading, and managing personnel</p>	<p>development agency. Retrieved from: <a href="http://www.childcarelink.gov.sg">http://www.childcarelink.gov.sg</a></p>	
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**Module 3: Roles and responsibilities of different stakeholders:** The centre head/manager has to work with a team of diverse people to ensure quality services. The module aims to enable students to understand the roles of different stakeholders and ways to work in collaboration.

Module no.	Topic	Learning outcome(s)	Core reading (with no. Of pages)	Additional suggested readings	Assessment (weights, modes, scheduling)
3.1 (week 7-8)	<p>Responsibilities of staff at a childcare centre :</p> <ul style="list-style-type: none"> <li>- Designing and supervising programme</li> <li>- Managing, financing and marketing of programme:             <ul style="list-style-type: none"> <li>o Understanding and recording financial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Know the duties of the centre head and other staff</li> <li>- Plan ways to lead the team towards quality service</li> <li>- Illustrate ways for everyday management as well as long-term vision</li> <li>- Establish ways to communicate with parents</li> <li>- List ways to address public</li> </ul>	<p>Decker, c. A., &amp; decker, j. R. (1988). <i>Planning and administering early childhood programs</i>. Merrill publishing company. Chapter- 9</p> <p>Teaching and learning in the children's</p>	<p>Program administrator definition and competencies-naeyc retrieved from <a href="http://www.riosaledo.edu/programs/earlychildhood/documents/program_administrator_comp">http://www.riosaledo.edu/programs/earlychildhood/documents/program_administrator_comp</a></p>	<p>Assignment-2: prepare a brief handbook of centre policies for running a childcare centre. (40%)</p>

	<p>transactions</p> <ul style="list-style-type: none"> <li>- Implementation of quality learning environment: <ul style="list-style-type: none"> <li>o Teaching and learning</li> <li>o Nutrition health and safety</li> <li>o Assessment</li> <li>o Working with families and communities</li> </ul> </li> <li>- Communicating policies and programme to parents <ul style="list-style-type: none"> <li>- Parent involvement</li> <li>- Developing parent teacher and child triad</li> </ul> </li> <li>- Managing public relations: <ul style="list-style-type: none"> <li>- Social media handles</li> <li>- Responding appropriately to parental queries</li> </ul> </li> </ul>	<p>queries, concerns and provide assistance</p> <ul style="list-style-type: none"> <li>- Implementation of facilities and programme allocating duties</li> <li>- Evaluate the programme and report to the centre head</li> <li>- Develop daily plan (after evaluation)</li> <li>- Supervise and monitor the work of support staff</li> </ul>	<p>program</p> <p>Chapter-10 providing quality nutrition and creating a healthy and safe environment</p> <p><i>Guide to setting up a child care centre. Early childhood development agency.</i> Retrieved from: <a href="http://www.childcarelink.gov.sg">http://www.childcarelink.gov.sg</a></p>	<p><a href="#">etencies.pdf</a></p>	
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**Module 4: Managing events at the childcare centre:** The early childhood centres organises various events and activities for children and families. These events help centres to provide quality learning opportunity to children as well as they can be used for promotion. This module will help students

develop skills required to organise various events.

Module no.	Topic	Learning outcome(s)	Core reading (with no. Of pages)	Additional suggested readings	Assessment (weights, modes, scheduling)
4.1 (Week 9-12)	<ul style="list-style-type: none"> <li>- Organize annual events,</li> <li>- Organize theme-based events:               <ul style="list-style-type: none"> <li>o Festivals,</li> <li>o Significant days</li> <li>o Sports meets</li> <li>o Annual-day</li> <li>o Parents meetings</li> </ul> </li> <li>- Graduation day</li> <li>- Planning trips</li> <li>- Promotion events</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare annual events plan,</li> <li>- Manage staff and allocate duties</li> <li>- Know the sources and ways to arrange finances for events,</li> <li>- Prepare invites and programme structure</li> <li>- Know the ways of arranging vendors</li> <li>- Prepare channels of communication with parents,</li> </ul>	<p><i>Guidelines for organizing community-based events to promote and support behaviour change to improve maternal and child nutrition.</i> Ministry of women and child development</p> <p>Government of india (2014).</p> <p>Retrieved from: <a href="https://sdc-wed.nic.in/issnip/issnip-web-contents/left%20side%20tabs%20innovations/commmodule%20based%20events/guidelines%20for%20organizing%20communitymodule%20based%20events%20at%20awcs%20(english)%20(30july19).pdf">https://sdc-wed.nic.in/issnip/issnip-web-contents/left%20side%20tabs%20innovations/commmodule%20based%20events/guidelines%20for%20organizing%20communitymodule%20based%20events%20at%20awcs%20(english)%20(30july19).pdf</a></p>		Assignment 3:  Prepare an operational plan for the centre. (20%)

\*Class participation 10%

SLNo.	Assessment Type	Weightage
1	Written Assignment-1 Imagine that you are asked to create the mission-vision and policy documents for a childcare centre. In order to develop these document begin	30%

	with the following: <ul style="list-style-type: none"> <li>- Review the vision-mission document of any childcare centre.</li> <li>- Draft any two policies for the centre</li> </ul>	
2	Written Assignment 2: Prepare and apply a tool for quality assessment of any service of the centre.	30%
3	Assignment-3 Prepare an operational plan for the centre.	30%
4	Class Participation and attendance	10%
<b>Total</b>		<b>100%</b>

#### 4. Pedagogy:

- a. Instructional strategies: lecture, discussion, videos and field visit
- 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): Field visits and guest lectures

*Santhya*

**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.

*Chandra*

**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	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Financial Management in a Childcare Center
Course code	SVS1EC602
Total Credits	2
Semester	6
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2020
Course coordinator and team	Fariha Siddiqui and experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 Yes. The course connects to Financial literacy, Engaging with data courses offered as per of General education component in first and second year. It also connects to the 'marketing of a childcare centre', 'management of a childcare centre' course offered in third year.
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 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
3. **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 (usual cohort size as per AUD norms)
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long, Winter 2020
5. **How does the course link with the vision of AUD?** AUD aspires to prepare informed professionals who will provide high quality services to all sections of the society. This course will prepare students to lead, empower and promote equity and social justice and contribute to the ethical business and working environment of the childcare setting.
6. **How does the course link with the specific programme(s) where it is being offered?** This is a core course offered in the semester 6 of the BVoc programme (ECCME) as part of the core professional skill for a childcare-centre.
7. **Course Details:**
  - a. **Summary:** A centre head at a childcare centre has a multitude of responsibilities with tasks ranging from the design of the programme, managing operations, and supervision of centre staff, organisational and administrative duties and responsibilities related to direct care of children and liasoning with families and communities, ongoing requirements for the *childcare Centre. Finances and budgeting also form the core of the centre head's responsibility.* This course aims to equip students with the knowledge and skills required to manage the finances of the centre to run a successful business.

- a. Objectives: The course objectives are to:-
- Understand the financial requirements of a childcare centre
  - Know the finance and budget related terminologies
  - Prepare and organise finances and budgets
  - Understanding the meaning and role of financial planning in the context of a childcare
- b. Expected learning outcomes: *On completion, of the course the students will be able to:-*
- Identify ways of fund mobilization
  - Describe finance and budget related terminologies in context of a childcare
  - Manage cash flows of a childcare/ day care centre
  - Develop finance related policies of the centre
  - Maintain accounts and records needed for an enterprise
  - Draft a business proposal to seek funds

b. Overall structure (course organisation; rationale of organisation; brief module outlines):  
 This course will be organised into three main Modules:

Note: All concepts should be discussed in the context of being an entrepreneur, centre-head and NGOs. Examples can be taken from these sectors.

- Module 1: Finances and budgeting of a childcare centre
- Module 2: Financial planning and organising
- Module 3: Controlling finances

c. Course contents detailed in (a) module-wise format:

i. Module 1: Finances and budgeting of a childcare centre: This module will introduce students to the basics of finance and budget in context of a childcare centre.

Module no.	Topic	Learning outcome(s)	Core reading (with no. Of pages)	Additional suggested readings	Assessment (weights, modes, scheduling)
1.1 (week-1)	Finance and budget in a childcare	<ul style="list-style-type: none"> <li>- Determine finance needs of the centre</li> <li>- Find the requirement of funds for establishing the centre</li> <li>- Know the difference between set-up capital and working capital in the context of childcare business</li> <li>- Prepare a business plan to seek finance</li> <li>- Understand various sources of funding and their impact on financial structuring of the centre</li> </ul>	Jameson, h., & watson, m. (1998). Starting and running a nursery: the business of early years care. Nelson thornes.  Chapter-4 finance, Page 45-58	National academies of sciences, engineering, and medicine. (2018). <i>Transforming the financing of early care and education</i> . National academies press.  Chapter- 3 current financing for early care and	



1.2 (week-2)	Understand costing and financing:  <i>Balance sheets, Direct and indirect cost controls, Cash books, Vouchers Cash expenses, Outstanding expenses, Outstanding income, Income statement Fixed and variable expense</i>	<ul style="list-style-type: none"> <li>- Describe finance and budget related terminologies in context of a childcare</li> <li>- Identify costing of a childcare centre/services</li> <li>- Identification of revenue sources to run and expand the scope of the centre</li> </ul>	Decker, e. A., & decker, j. R. (2013). <i>Planning and administering early childhood programs.</i> International edition. Merrill publishing company.  Chapter-5 financing and budgeting. Page 115-142	education: financing a highly qualified workforce (principle 1)page-83-114  chapter-4  Current financing for early care and education: affordability and equitable access (principle 2)  Page-115-134	
1.3	Setup and nature of organisation	<ul style="list-style-type: none"> <li>- Know the different types of organisation</li> <li>- Know the prerequisites of setting up an entrepreneurial venture:             <ul style="list-style-type: none"> <li>- Kind of liabilities involved</li> <li>-Resources needed</li> </ul> </li> </ul>	Owings-Edwards, S., & Herz, P. (2010). <i>Childcare And Entrepreneurship: A Business Case Study.</i> Journal of Business Case Studies (JBSCS), 6(4).	Maheshwari P, Banerji. S,Roy.T, & Kaushal.A.(2002) <i>By Women - for Women Building the childcare ecosystem in India.</i> Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH	

**Module-2: Financial planning and organising:** being centre heads/managers students will be required to prepare proposal for arranging finances and use these funds for quality childcare services. This module will equip students with financial planning and organisation of funds.

Module no.	Topic	Learning outcome(s)	Core reading (with no. Of pages)	Additional suggested readings	Assessment (weights, modes, scheduling)
2.1 (week -3)	Banking and cash management	<ul style="list-style-type: none"> <li>- Know the banking arrangements required to run a childcare centre</li> <li>- Establishing relationship with bank</li> <li>- Set-up banking facilities (online and net banking)</li> <li>- Manage payments</li> <li>- Forecast short-term and long-term financial plans</li> </ul>	Jameson, h., & watson, m. (1998).. Starting and running a nursery: the business of early years care. Nelson thornes. Chapter-5 banking and cash management. Page 59 to 67	Ignou (2016). <i>organizing a child care centre. Block 5. Unit 18</i> obtaining funds and formulating a budget	
2.2 (week -4 &5)	Financial planning and organising  -Survey of material -Invite quotations - Procurement	<ul style="list-style-type: none"> <li>- Draft terms and conditions for financial transactions (3 quotations)</li> <li>- Identify vendors through quotations</li> <li>- Manage financial expenses:               <ul style="list-style-type: none"> <li>o Fixed and recurring expenses</li> </ul> </li> </ul>	Presland.a. (2017) improving the business of childcare: empowering childcare owners to achieve financial success. Chapter-6 collecting fees. Page 117-134		Assignment-1  Draft a proposal to seek financial assistance for running a childcare centre. (30%)
2.3 (week -6)	Financial levers	<ul style="list-style-type: none"> <li>- Know and manage the financial levers in a childcare business</li> </ul>	Presland.a. (2017) improving the business of childcare: empowering childcare owners to achieve financial success.  Chapter-6 finances page 135 to 160	Video: starting a childcare business   how to set your prices: 3 things to avoid.  Retrieved from: <a href="https://www.youtube.com/watch?v=ypxumzhr8k">https://www.youtube.com/watch?v=ypxumzhr8k</a>	
2.4 (week -7)	Understanding cash flows :  Monthly in-flow	<ul style="list-style-type: none"> <li>- Explain different sources of income</li> <li>- Manage cash flows of a childcare centre</li> </ul>	Jameson, h., & watson, m. (1998). Starting and running a nursery: the business of early years care.		

	and out-flows	<ul style="list-style-type: none"> <li>Loans, re-paying, sources of in-flows, debts,</li> </ul>	Nelson thornes. Chapter-5 banking and cash management. Page 59 to 67		
2.5 (week-8)	Bill and receipt	<ul style="list-style-type: none"> <li>Prepare format of invoice/billing/receipt</li> <li>Modes of payment</li> </ul>			

**Module 3: Controlling finances:** This module will equip students to know the ways to allocate and control the finances of the childcare centre.

Module no.	Topic	Learning outcome(s)	Core reading (with no. Of pages)	Additional suggested readings	Assessment (weights, modes, scheduling)
3.1 (week-9)	Financial inventories	<ul style="list-style-type: none"> <li>List down the type of inventories</li> <li>Manage inventories</li> <li>Know the fee collection mechanism</li> </ul>	Presland.a. (2017) <i>improving the business of childcare: empowering childcare owners to achieve financial success.</i> Chapter-6 collecting fees. Page 117-134	National academies of sciences, engineering, and medicine. (2018). <i>Transforming the financing of early care and education.</i> National academies press. Chapter-6 estimating the cost of high-quality early care and education	Assignment-2  Survey the existing childcare centres and review their fees structures vis-a-vis services provided.(30%)
3.2 (week-10)	Financial leakages and remedial steps	<ul style="list-style-type: none"> <li>Identify and recognise the financial leakages</li> <li>Know the strategies/ways for cost-cutting without compromising with quality</li> <li>Develop a follow-up mechanism of payments</li> </ul>			
3.3 (week-11)	Pricing: <ul style="list-style-type: none"> <li>Discount discretions</li> <li>Price</li> </ul>	<ul style="list-style-type: none"> <li>Determine price of the service</li> <li>Identify variable price for different services</li> </ul>	Presland.a. (2017) <i>improving the business of childcare: empowering childcare owners to achieve financial</i>	National academies of sciences, engineering, and medicine. (2018). <i>Transforming the</i>	

	and volume strategy		success. Chapter-8 pricing. Page 161-170	financing of early care and education. National academies press. Chapter-7 a vision for financing early care and education	
3.4 (week-12)	Accounting	<ul style="list-style-type: none"> <li>- Use accounting ratios (profitability and accounting) for assessment of financial performance</li> <li>- Use ms excel for:               <ul style="list-style-type: none"> <li>o Data management and analysis</li> <li>o Recording and evaluating attendance records (using graphs, basic excel formulas, filter, sorting) inventory management</li> <li>o Balance sheets (profit-loss statements)</li> </ul> </li> <li>- Maintain cash books</li> <li>- Know the process of:               <ul style="list-style-type: none"> <li>o Return</li> </ul> </li> </ul>	Ministry of women and child development. (2017). National minimum guidelines for setting up and running crèches under maternity benefit act 2017. Retrieved from <a href="http://www.wcd.nic.in/sites/default/files/national%20minimum%20guidelines.pdf">http://www.wcd.nic.in/sites/default/files/national%20minimum%20guidelines.pdf</a>	Ministry of women and child development. (2013). <i>Quality standards for early childhood care and education</i> (ecce). Ministry of women and child development. <i>National crèche scheme</i> . Retrieved from <a href="http://www.wcd.nic.in/sites/default/files/revised%20rgnesscheme%2010515.pdf">http://www.wcd.nic.in/sites/default/files/revised%20rgnesscheme%2010515.pdf</a>	

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		o Gst			

Sl.No.	Assessment Type	Weightage
1	Written Assignment-1 <i>Draft a proposal to seek financial assistance for running a childcare centre.</i>	30%
2	Written Assignment 2: Survey the existing childcare centres and review their fees structures <i>vis-a-vis</i> services provided	30%
3	Term-end exam	30%
4	Class Participation	10%
<b>Total</b>		<b>100%</b>

#### 4. Pedagogy:

- Instructional strategies: lecture, discussion, field visit
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): none
- Expertise in AUD faculty or outside: AUD/Guest
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others):  
Field visit

*Signature*  
Signature of Course Coordinator(s)

Note:

- 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.
- 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.
- 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.

*Signature*  
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	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Mentoring in a childcare centre
Course code	SVS1EC603
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	Winter 2020
Course coordinator and team	Fariha Siddiqui and experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 Yes. The course connects to Life Competencies for Sustainable Employability (LCSE): Practitioner level offered of General education component in third year.
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 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
3. **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 (usual cohort size as per AUD norms)
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long, Winter 2020
5. **How does the course link with the vision of AUD?** AUD aspires to prepare informed professionals who will provide high quality services to all sections of the society. This course will prepare students to lead, empower and promote equity and social justice and contribute to the efficient working environment in a childcare setting.
6. **How does the course link with the specific programme(s) where it is being offered?**This is a core course offered in the semester 6 of the BVoc programme (ECCME) as part of the core professional skill for a childcare-centre.
7. **Course Details:**
  - a. **Summary:** Childcare providers' work in close association with various stakeholders to provide quality care to children. Support team/staff constitutes the most important part of this association. It is critical for child care providers to lead, mentor and empower team for quality and successful business. Also, in a childcare setting there are chances in increase of stress, handling emotions and fall back in staff members as they encounter children and parents of varying temperament on daily basis. Thus constant mentoring and support from the centre head will boost the staff to provide quality care and also manage their emotions. This course will prepare students to explore mentoring and leadership in the context of a childcare and how to maximise the efficiency of team. The course will help students

understand the importance of supporting and nurturing relationships, collaborating and empowering the team, and find solutions to elevate the quality of services.

- b. *Objectives: The broad objectives of the course are to-*
  - Understand the link between reflective practice and the mentoring process
  - Fostering reflective practices and understand mentoring processes
  - Understand the significance of leadership and mentoring in ensuring quality in childcare programmes
  - Explore characteristics of leadership and different leadership styles
- c. *Expected learning outcomes: On completion, of the course the students will be able to:-*
  - Develop a mentoring plan for the staff of the childcare centre
  - Create a mentoring programme for different stakeholders
  - Establish and sustain relationships with stakeholders of childcare centres
  - Reflect, review and adapt/develop local practices suitable to the particular setting
  - Identify one's own leadership style and become reflective practitioners
  - Know the ways to provide leadership and motivation to the centre staff
- d. *Overall structure (course organisation; rationale of organisation; brief module outlines):*  
This course will be organised into three main modules: (1) Mentoring, (2) Leadership in Early Childcare centres,
- e. *Course contents detailed in Module-Wise Format (Tentative)*

**Module 1: Mentoring**

Mentoring is an important strategy for supporting new and aspiring facilitators, as well as experienced leaders. It is also an effective leadership approach that enhances professional learning and practice. This module introduce to the definition of mentoring and the differences and similarities between mentoring and coaching. The module will also equip students with mentoring processes and tools. They will learn to design mentoring programme for the staff.

Module no.	Topic	Learning Outcome(s)	Core Reading (with no. Of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1 (week-1 &2)	(i) Understand mentoring, supervision and coaching	<ul style="list-style-type: none"> <li>- Understand the relationship between mentoring and reflective practice</li> <li>- Differentiate between mentoring, supervising and coaching</li> <li>- Identify the characteristics of an effective mentor</li> </ul>	Early Childhood Development Agency(2016). <i>Mentoring matters: A practical guide to learning-focussed relationships.</i> Republic of Singapore  Chapter1 Introduction to mentoring. Page 7-17		Assignment-2  Interview the mentors in an early childcare setting. (30%)
	(ii) Mentoring and reflective practice				
	(iii) Working in peer mentor groups				

			<p>Thornton, K. (2015). The impact of mentoring on leadership capacity and professional learning. <i>Mentoring in early childhood education: A compilation of thinking, pedagogy and practice</i>, 1-13.</p>	<p>Professionals</p> <p>Retrieved from: <a href="https://www.youtube.com/watch?v=4oswcj4i0xu">https://www.youtube.com/watch?v=4oswcj4i0xu</a></p>	
1.2 (week 3-5)	<p>(i) Different ways of:</p> <ul style="list-style-type: none"> <li>- Collaborative goal setting</li> <li>- Collaborative reflection</li> <li>- Joint planning of childcare activities</li> <li>- Shared action plans</li> <li>- Focussed observations</li> <li>- Feedback</li> <li>- Modelling and demonstration</li> </ul> <p>(ii) Mentoring tools:</p>	<ul style="list-style-type: none"> <li>- Know different ways of mentoring</li> <li>- List down different tools for mentoring</li> </ul>	<p>Early Childhood Development Agency(2016). <i>Mentoring matters: A practical guide to learning-focussed relationships</i>. Republic of Singapore</p> <p>Chapter-4 Establishing the mentoring relationships Page33 to 40</p>	<p>National Childhood Network. <i>Mentoring</i>.</p> <p>Retrieved from: <a href="https://www.ncn.ie/index.php/mentoring">https://www.ncn.ie/index.php/mentoring</a></p>	<p>*Experts from the field will be invited for guest lectures/workshops</p>



	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Reflections</li> <li>- Actions</li> <li>- Listening</li> </ul>				
1.3 (week 6-7)	Mentoring programme: <ul style="list-style-type: none"> <li>- Supportive supervision/hand-holding</li> <li>- 8</li> </ul>	- Create a mentoring programme for different stakeholders	Robins, A. (Ed.). (2006). <i>Mentoring in the early years</i> . SAGE.  Chapter 6 mentoring the process of change: A case study  Page 79-92		Assignment-3  Design a mentoring programme for the staff of a childcare centre. (40%)

### Module 2: Leadership in Early Childcare centres

This Module will focus on leadership, coaching and mentoring and the relationship between the three concepts. The work at a childcare centre involves a complex interplay of services at various levels as well as working with the children. Further, the different leadership in a childcare centre needs to be collaborative where the managers and supervisors and the facilitators work together to provide quality services.

Module no.	Topic	Learning Outcome(s)	Core Reading (with no. Of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1 (week 8-9)	Leadership in childcare staff: <ul style="list-style-type: none"> <li>- Hiring and managing</li> <li>- Orientation of the staff</li> <li>- Mentoring</li> <li>- Supervision</li> <li>- Training: qualifications and on-the job training</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the importance of leadership in the childcare settings</li> <li>- Describe the versatile roles of leaders as per the situation</li> <li>- Know the types of leadership</li> </ul>	Hadfield, M., Jopling, M., & Needham, M. (2015). <i>Practice Leadership in the Early Years: Becoming, being and developing as a leader</i> . Open University Press.  Chapter-1 The nature of leadership in the Early	Lancaster, A., & Garvey, D. (2010). <i>Leadership for quality in early years and playwork: supporting your team to achieve better outcomes for children and families</i> . Jessica Kingsley Publishers.  <i>Introduction.</i>	

			Years. Page 3-23 Chapter-6 Getting beneath the surface of Improving quality. Page 141-153	Page 1-8	
2.2 (week 10-11)	i. Developing your leadership ii. Leadership styles and versatility	<ul style="list-style-type: none"> <li>- Know your leadership styles</li> <li>- Develop one's own leadership skills</li> </ul>	<p>Lancaster, A., &amp; Garvey, D. (2010). <i>Leadership for quality in early years and playwork: supporting your team to achieve better outcomes for children and families.</i> Jessica Kingsley Publishers.</p> <p>Chapter 1, Developing your Leadership p 9-20</p>	<p>Rodd, J. Allen &amp; Unwin (2013). <i>Leadership in Early Childhood: The pathway to professionalism</i></p> <p>Chapter-2 The personal qualities of leaders in early childhood</p>	

S.No.	Assessment Type	Weightage
1	Written Assignment-1 Conduct an interview of any mentor in an early childcare setting and submit the analysis of it.	20%
2	Written Assignment 2: Develop a mentoring programme for the staff of a childcare centre in consultation with the centre head.	40%
3	Assignment-3 Describe different types of leadership and reflect and analyse own style of leadership.	20%

4	Class Participation and attendance	20%
Total		100%

4. Pedagogy:

- a. Instructional strategies: lecture, workshops, discussion, field visit
- 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): field visits

*Amila*

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]*

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	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Project
Course code	SVS1EC604
Total Credits	3
Semester	6
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2020
Course coordinator and team	Fariha Siddiqui and experts

- Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 Yes. The project work connects to all the skill courses offered in BVoc Early childhood centre management and entrepreneurship programme from semester-1 to semester-6.
- 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) and semester-5 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 (usual cohort size as per AUD norms)
- 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?** AUD aspires to prepare informed professionals for the field of childcare. This project will provide students an opportunity to work independently on the entrepreneurial or management related idea in the childcare setting. Such innovative/creative ideas will help students develop expertise and contribute in providing high quality services to all sections of the society.
- How does the course link with the specific programme(s) where it is being offered?**This is a core course offered in the semester 6 of the BVoc programme (ECCME) as part of the core professional skill for a childcare-centre.
- Course Details:**
  - Summary:** Early childhood centres cater to diverse population and provide variety of childcare services. The services depend on the available expertise, resources and the population served. Running a childcare centre involves dealing with various stakeholders and managing business successfully. The BVoc ECCME programme aims to equip students with the managerial skills as well as the entrepreneurial skills. This project will provide an opportunity to students of to work independently on an idea related to development/management of childcare centre/services. The project will be conceptualized, planned and completed under the guidance of a faculty advisor.

- b. **Objectives:** The broad objectives of the project are to-
- Familiarise with various childcare centres and services.
  - Identify a problem and suggest ways to address it
  - Understand the link between theory and practices
- c. **Expected learning outcomes:** On completion, of the project the students will be able to:-
- Identify gap or a problem in the existing practices in context of an early childhood centre
  - Understand good practices in the centre and document them
  - Plan and design a process to understand the problem
  - Prepare an entrepreneurial proposal for getting funds
  - Know the ways to provide leadership and motivation to the centre staff
  - Present outcomes of the project
- d. **Overall structure** (course organisation; rationale of organisation; brief module outlines):  
The entire process has been divided in four stages which have been further sub-divided. Every student will be assessed at the end of each of these stages by mentors. These stages are mentioned in the table.
- e. **Course contents detailed in Module-Wise Format (Tentative):** Stages of projects are attached

#### Project Guidelines: 2019-20

The project work for students will begin with the commencement of theory classes. By the time of internship, students will be required to complete ideation of the project and during the internship; they can collect data/test ideas. Throughout the process, students will be mentored by faculty members assigned to them at the beginning of the semester. The faculty allotment will be based on the area of expertise of the faculty.

#### Types of project:

Every student is required to take a project work in specific areas of interest. The indicative themes are mentioned. Project work will help students to engage with the field processes and come-up with nuanced understanding.

S.no.	Broad theme
1.	<i>Management of a centre</i>
2.	<i>Preparing a Business Proposal</i>
3.	<i>Learning processes at the centre</i>
4.	<i>Role of stakeholders</i>
5.	<i>Training programme for staff</i>
6.	<i>Location of a centre: Physical and social factors</i>
7.	<i>Preparing parent's counseling programme and so on</i>
8.	<i>Infrastructure requirement in a childcare center</i>
9.	<i>Legal Stipulations in a childcare setup</i>

#### Stages and Mentoring

The entire process has been divided in four stages. These stages are:

1. *Workshops to orient to the project work and field:* For hand-holding and introduction to the field processes, experts from the field will be invited to share the experiences. There will also be workshop on introducing basic research tools and components.
2. *Selecting a topic:* With faculty mentor, students will select a topic of interest. Each week students is required to meet the supervisor and discuss progress of work.
3. *Project work:* Students will be required to visit field and collect data
4. *Documentation:* After analyzing and interpreting the data, students will submit a written report/product. The format will be:

The size of the project report depends on the nature of the theme of the project. However, it is desirable that the project report should be no more than 20-30 pages typed in double space. Report should be in A4 size papers and in a bound form. The language to be followed for Project work should be in English. It is strongly recommended that students follow project guidelines. The final report should be presented in the following sequence:

- ❖ Title page (The first page of the report should indicate the title of the project, name of the candidate, address, and year)
- ❖ Acknowledgements
- ❖ Table of Contents:
  - Introduction- Problem/ proposal
  - Related literature
  - Result and Discussion
  - Summary and Conclusions
  - Bibliography

5. *Evaluation:* the project work will be evaluated by mentors as per the following weightage

S.no.	Assessment component	Weightage
1	Presentation of topic selected for project	10%
2	Project report/ Draft of proposal (written)	50%
3	Viva	20%
4	Attendance (regularity in discussions with mentor)	20%

#### 5. Pedagogy:

- a. Instructional strategies: lecture, discussion, field visit
- 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): field visits

*fatha*  
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

**INTERNSHIP SEMESTER 6**

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 Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	<b>Internship</b>
Course code	SVS1EC605
Credits	7
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2020, Semester-6
Course coordinator and team	Fariha Siddiqui and Sunita Singh

- Does the course connect to, build on or overlap with any other courses offered in AUD?** The field based internship offered during the semester 6 will connect to the courses “management of a childcare”, “Finances in a childcare” and “leadership and mentoring” and project on entrepreneurship and childcare that will be offered in semester 6. It also builds on the internships offered in the semester-1 to semester-5 of the programme.
- 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 5 to semester 6 after completing 2nd year (mostly 30-40 students in a cohort)
- Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): In block
- 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 and spread knowledge across all members of the society irrespective of class, creed or caste. It aims to develop informed professionals who would take up their social responsibility and serve diverse sections of the society. The internship in the third year will be offered under BVoc (Early Childhood Centre management and Entrepreneurship) programme and will enable students to engage with young children and take more responsibilities at their field sites as a centre head/entrepreneur.
- How does the course link with the specific programme(s) where it is being offered?** The Internship is a core requirement of the ECCME vertical of the BVoc programme.



7. Course Details:

a. Summary: The Internship in year 3 has been conceptualized to enable students to engage with the field and connect with the learning from the courses. Students who have completed two years in the programme have taken courses and experienced the workings of a wide range of day care centres/crèches that will enable them to work as facilitators and supervisors at the centre. The focus of the Internship this year is to develop skills to become centre head/entrepreneur at the centre—for setting up a centre, creating, planning, managing and conducting activities and routines and also for providing guidance to the facilitators and supervisors. The aim is to build nuanced understandings among students regarding designing a centre/planning a startup that has diverse developmentally and contextually appropriate activities that could be conducted with young children. The internship will enable students to undertake more responsibilities and contribute towards overall functioning and managing of the centre. They will also be encouraged to reflect on the challenges faced in implementing responsive practices and think of ways of working collaboratively with the centre staff. This will enable the preparation of students as better professionals (centre head/entrepreneurs) in the area.

b. Objectives

The specific objectives of internship relate to understanding the roles and responsibilities of the centre head/entrepreneur. While students will be at the site every Module, the specific objectives of this Internship correspond with the courses taught during the semester. These are as follows:

- Understand the policies, procedures and practice followed for the well-being of children and staff.
- Assist in the following:
  - a. coordinate provisions for children in partnerships with the families
  - b. develop and implement an operational plan
  - c. monitor and assure quality of the centre against the set protocols
  - d. quality assurance schemes against agreed criteria
  - e. establish sustaining relationships with providers for services to day care centres
  - f. Co-ordinate to ensure compliance to policies, procedures and practice for registration and inspection of the centre.
  - g. obtain finances to maintain operational cost for the centre
  - h. manage multiagency working arrangements
  - i. create marketing plans for the centre
  - j. maintain HR activities of the centre and execute them
- Understand the role of the centre head/entrepreneur and support in day-to-day activities at the centre.
- Observe how responsibilities and duties among centre staff are delegated and its periodic monitoring
- Prepare and maintain environments to meet children's needs at the centre.
- Make linkages between understandings of child development and learning; and developmentally and contextually appropriate activities for the children in the early years.

c. Outcomes: After completing the course, students will be able to

- Review provisions for children in partnerships with the families
- Develop an operational plan with the help of centre head
- Prepare tools to monitor the quality of the centre against the set protocols
- Prepare strategies to ensure quality assurance schemes against agreed criteria of the centre
- Understand reasons for compliance to policies, procedures and practice for registration and inspection of the centre and identify them
- Understand ways to obtain finances to maintain operational costs for the centre
- Identify the role of different agencies necessary for the working of the centre
- Understand marketing plans for the centre
- Plan and conduct activities related to social emotional needs of children

- Analyse the type of model and approach followed at the day care centre
- Posit ways of making the centre inclusive/more inclusive
- Assist in conducting capacity building workshops for centre staff
- Manage various records at the centre
- Develop awareness about aspects of good functioning and management of a day care centre
- Reflect and review their own practice and that of the centre head/entrepreneur

d. Overall structure: The Internship will be organized throughout the semester.

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

**Internship:** Internships in year 1 and 2 aimed to prepare students for the facilitator's and supervisor's role. In Semester 5, the Internship has been envisaged to help students understand the centre head/entrepreneur's role and hone their skills accordingly.

Module	Topic	Learning Objectives	Assessment
Throughout the internship	Planning and implementing	<ul style="list-style-type: none"> <li>- Plan and conduct activities for overall development of children</li> <li>- Prepare training manuals/activity logs for the centre</li> <li>- Posit ways of making the centre inclusive/more inclusive</li> <li>- Create learning environments for holistic development of children</li> </ul>	Observation diary + Viva-voce/Presentation (20%)  Written report of the work done during internship and the role of centre head/entrepreneur (20%)
	Programme planning	<ul style="list-style-type: none"> <li>- Analyse the type of model and approach followed at the day care centre</li> <li>- Prepare indicators for a critical evaluation of the programme</li> <li>- Assess and design active learning day care programme for different age-groups</li> <li>- Understand the role of a facilitator, a supervisor and centre head in planning a programme for a day care</li> </ul>	Self assessment workbook (30%)  Participation qualities + Attendance (10%)  Field supervisor's feedback (20%)
	Finances and budgeting	<ul style="list-style-type: none"> <li>- Identify ways of fund mobilization</li> <li>- Describe finance and budget related terminologies in context of a childcare</li> <li>- Manage cash flows of a childcare centre</li> <li>- Develop finance related centre policies</li> <li>- Maintain accounts and records needed for an enterprise</li> <li>- Draft a business proposal to seek funds</li> </ul>	

Managing and supervising the centre	<ul style="list-style-type: none"> <li>- Assist the centre head in various managerial roles and responsibilities such as             <ul style="list-style-type: none"> <li>o Maintain records,</li> <li>o Supervise centre staff</li> <li>o Contribute to team work,</li> <li>o Build relationship with the parents,</li> <li>o Plan publicity of the programme,</li> <li>o Maintaining and updating centre's social media and other communication platforms,</li> <li>o Manage admissions, etc.</li> </ul> </li> <li>- Create structures/systems to ensure completion of tasks i.e., daily, weekly, fortnightly, monthly and annually</li> <li>- Maintain quality standards by recruitment of appropriate staff, mentoring and leading.</li> <li>- Bringing innovations in the centre through leadership, curriculum and infrastructure</li> </ul>	
Collaborating with parents	<ul style="list-style-type: none"> <li>• Assist the centre head/entrepreneur in taking care of socio-emotional issues/behaviour problems of the children in collaboration with the parents at the centre.</li> </ul>	
Centre environment	<ul style="list-style-type: none"> <li>• Contribute to a harmonious and efficient work environment in the centre.</li> <li>• Provide safe hygienic and healthy environment</li> </ul>	
Functioning of the centre	<ul style="list-style-type: none"> <li>- Understand responsibilities as required for a centre head/entrepreneur and contribute towards the overall functioning of the centre.</li> </ul>	

\* Assessment details of Internship (throughout the semester): Students will be provided with a comprehensive self-assessment workbook before the beginning of the Internship that includes the roles and responsibilities of the Centre Head/Entrepreneurs. The same will be provided to the Centre Heads/Entrepreneurs.

Students will be working on their observation diaries, written report and self-assessment workbook. Mid-way feedback will be provided. Final submission will be only at the end of the semester.

Course coordinator will also visit the internship-sites throughout the internship.

SLNo.	Assessment Type	Weightage
1	Viva-voice+Presentation	20%
2	Written report of the work done during internship and the role of centre head/entrepreneur	20%
3	Assessment workbook	30%
4	Field supervisor's feedback	20%
5	Participation + Attendance (10%)	10%

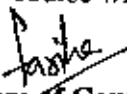
**1. Pedagogy:**

a. Instructional strategies: Field visits

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/ field supervisor

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

**On the Job Training (OJT)/Internship  
BVoc-Tourism & Hospitality  
Internship overview**

Semester	Job Role	Learning outcome	Activities
Semester-1	Job Role- F&B Service Steward(F&B)	<ul style="list-style-type: none"> <li>- Plan and prepare for serving food and beverages</li> <li>- Identify and state the use of all F&amp;B Service equipments that are expected to use.</li> <li>- Listing of raw materials and commodities used in preparation of specific food &amp; beverages.</li> <li>- Plan on specific items with food serving, its accompaniments &amp; setup.</li> <li>- Describe about beverage and its service style.</li> <li>- Prepare the list of raw materials required and implement menu descriptions.</li> <li>- Prepare and serve basic cocktails and mocktails.</li> <li>- List out action plan for maintain appropriate health and safety measures in F&amp;B and food service.</li> <li>- Greet customer, take order and serve food and beverages</li> </ul>	<ul style="list-style-type: none"> <li>- Taking orders, placing orders, service and clearing.</li> <li>- Taking handover from the previous shift.</li> <li>- Laying covers, preparation of mise-en-place and arrangement and setting up of station.</li> <li>- Par stocks maintained at each side station.</li> <li>- Functions performed while holding a station.</li> <li>- Method and procedure of taking a guest order.</li> <li>- Service of wines, champagnes and especially food items.</li> <li>- Service of equipment used and its maintenance.</li> <li>- Study of menu items and also have a brief idea about their mode of preparation, inputs used, preparation time, accompaniment and final appearances.</li> <li>- Coordination with housekeeping for soil linen exchange.</li> <li>- Physical inventory and cleaning of crockery, cutlery, linen etc.</li> <li>- Equipment, furniture and fixtures used in the restaurant and their use and maintenance.</li> <li>- Method of folding napkins.</li> <li>- Note proprietary sauces, cutlery, crockery and other service accessories kept at the station.</li> <li>- K.O.T. handling, check preparation, ordering and the timely pickup.</li> <li>- Types of banquet equipment, furniture and fixtures.</li> <li>- Types of means and promotional material maintained.</li> <li>- Bar setup, mise-en-place preparation, Storage facilities inside the bar, Decorative arrangement to liquor bottles.</li> </ul>

		<ul style="list-style-type: none"> <li>- Clean tables and counters after customers are finished with dining</li> <li>- Deal with customer payment</li> </ul>	
<b>Semester- 2</b>	<b>Job Role- Meetings, Incentives, Conferences and Events (MICE)</b>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Understand how MICE relates to the tourism and hospitality industry</li> <li>- Understand the meaning of each sector of MICE</li> <li>- Identify the types of meetings</li> <li>- Understand the factors behind incentive travel decisions</li> <li>- Understand the difference between meetings and conventions</li> <li>- Identify the purpose of exhibitions</li> <li>- Understand what impacts MICE can bring to a destination</li> <li>- The term MICE (Meetings, Incentives, Conventions and Exhibitions) represents a sector of tourism which includes business events and activities.</li> <li>- Travellers attending MICE activities have a purpose beyond leisure tourism, and are in fact business travellers.</li> </ul>	<ul style="list-style-type: none"> <li>- Planning for Board meetings including Meetings of the board of the directors &amp; VIPs</li> <li>- Management Meetings – The managers from different regions of a corporation meet when necessary to make decisions for the corporation</li> <li>- Shareholder Meetings – Investors who own a share in a company meet quarterly</li> <li>- Training Seminars – A company conducts these to train employees when needed</li> <li>- Meetings with partners, suppliers and clients</li> <li>- A gathering to discuss business deals, usually held with little prior notice</li> <li>- Get sales leads &amp; telephonic follow-ups</li> <li>- New product introduction &amp; updating customers</li> <li>- Build a network for influential contacts</li> <li>- Gather latest information about the competitors or Build the company's image</li> <li>- These business travellers are connected to different sectors of the tourism and hospitality industry through their MICE activities.</li> <li>- Think of business travellers who travel to a city to attend an exhibition. They will need food, drinks, shopping, entertainment, transport, accommodation and more.</li> </ul>
<b>Semester - 4</b>	<b>Job Role- Tour Manager</b>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Acquire experience and exposure in real life of customer and tour handling</li> <li>- In depth understanding of tour itinerary</li> </ul>	<ul style="list-style-type: none"> <li>- Interacting with potential customers</li> <li>- Itinerary designing</li> <li>- Learning various most visited domestic and international itineraries</li> </ul>

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		<p>designing keeping in mind the customers' needs and requirement.</p> <ul style="list-style-type: none"> <li>- Increase the ability of innovation and implementation of new travel product ideas</li> <li>- Learn how to do time-based contracting with transporter and hotels.</li> <li>- Learn on ground tour difficulties and obligations to serve customer on any grounds</li> <li>- Exposure to different regions of world will enhance travel creativity and innovations</li> <li>- Increase in geographical knowledge of globe</li> <li>- Learn documentation, collection and processing of documents in tour planning</li> <li>- Enhance the skills of team efforts and coordination</li> <li>- Trained towards service delivery and customer centric behavior</li> <li>- Learn how to manage customer data and finding travelling trends</li> </ul>	<ul style="list-style-type: none"> <li>- Learning about foreign exchange and its conversion</li> <li>- Taking care of the basic needs of tourists- flight, stay, food and visa processing</li> <li>- Serve services to customer and guiding them during the tour</li> <li>- Visa documentation and processing</li> <li>- Working on ticketing software</li> <li>- Suggesting destination to customer</li> <li>- Preparing readymade tour itineraries</li> <li>- Promoting various tour packages</li> <li>- Contracting with travel suppliers</li> <li>- Arranging multilingual guides</li> <li>- Learn how to operate group packages</li> <li>- Keep updated with any increase in tariff or monument entry fees</li> <li>- Collaborating all the travel services in itinerary</li> <li>- Floating travel promotions to customers through various promotional tools</li> <li>- Maintaining record of travelled customer</li> <li>- Costing and compiling expenses of tour itinerary</li> <li>- Escorting and guiding on tour to provide on ground support during the tour</li> <li>- Coordination of different travel services on daily basis</li> <li>- Maintaining CRM with all updating customer information.</li> <li>- Assisting customer for any addition of on ground services.</li> <li>- Following supervisor/manager's instructions</li> <li>- Inspection of transport and hotel to keep the services updated and secure</li> <li>- Report any misconduct or accident on tour</li> <li>- Preparing do's and dont's for customers travelling on various destinations.</li> </ul>
Sem-6	Job Role-Asst.	Learning Objectives:	<ul style="list-style-type: none"> <li>- Plan and procurement of various kitchen&amp; F&amp;B equipment's</li> </ul>

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	<p><b>Catering Manager</b></p>	<ul style="list-style-type: none"> <li>- Analyze the concept of various catering establishments and its standard operating procedures of a structured department of food production and food and beverage services</li> <li>- Develop &amp; prepare menu and do planning for the catering establishments. Prepare the list of indenting for catering, liaison with stores and controls</li> <li>- Explain various sections and their functions</li> <li>- Identify various forms/formats, records and registers in the organisation</li> <li>- Observe food production standards of finished products</li> <li>- Manage customer relationship &amp; customer handling</li> <li>- Plan to keep catering outlet healthy, safe and hygienic.</li> </ul>	<p>based on the requirement of the establishment,</p> <ul style="list-style-type: none"> <li>- Liaison with vendors and comparative study (cost, quality, external look, value for money and durability) of equipment kitchen, Knowledge about latest equipments and trends in hospitality industry.</li> <li>- Train the employees about the different functioning and maintenance of the equipment's.</li> <li>- Analyze the various principles of menu planning and implement the same accordingly.</li> <li>- Prepare effective menus for a large function for ala carte and buffet</li> <li>- Implement standard operating procedures to appropriate food cost.</li> <li>- Challenges and remedies for outdoor catering.</li> <li>- Making checklist for attached vendors for better coordination.</li> <li>- Assist the Executive Chef in various managerial roles and responsibilities such as             <ul style="list-style-type: none"> <li>- maintaining records,</li> <li>- supervising the commis</li> <li>- encouraging team work,</li> <li>- building relationship with the guests/customer</li> <li>- planning various marketing strategies and tools to</li> </ul> </li> </ul>
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			<p>promote the outlet,</p> <ul style="list-style-type: none"> <li>- maintaining and updating centre's social media and other communication platforms,</li> <li>- training schedule and duty rosters</li> </ul> <ul style="list-style-type: none"> <li>- Analyse and implement the procedure for receiving and storage of various perishables and non-perishables</li> <li>- Prepare training manuals/activity logs for the kitchen.</li> <li>- Purchase specification as per the organization / outlet working</li> <li>- Understand responsibilities as required for a catering manager /entrepreneur and contribute towards the overall functioning of the outlet</li> <li>- Prepare a project based on the live problems in the industry and come out with a sustainable solution for the same.</li> </ul>
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**BVoc Early Childhood Centre Management and Entrepreneurship  
Internship overview**

Semester	Job Role	Learning outcome	Activities
Semester-1 and 2	Job Role- Childcare Facilitator/Assistant in ECD Programmes	<ul style="list-style-type: none"> <li>- Make linkages between various theoretical constructs of child development, nutrition, play, curriculum, the management of a centre and so on</li> <li>- Understand and appreciate work of facilitators and other professionals in child's development at a centre</li> <li>- Enhance observational and interpersonal skills with young children in early childhood centres</li> <li>- Design activities for different domains of development</li> <li>- Identify the developmental milestones of children</li> <li>- Monitor growth and development of children using various tools.</li> <li>- Know strategies for responsive care giving in the early years</li> <li>- Identify and develop indicators for planning and monitoring of activities as per the needs of the children</li> <li>- Establish routines and schedules for children in child care setting</li> </ul>	<ul style="list-style-type: none"> <li>- Interacting with children</li> <li>- Addressing the child by his/her name</li> <li>- Taking care of the basic needs of children- food, safety and hygiene</li> <li>- Serve food to child and supporting them during meal time</li> <li>- Clear away after snack/mealtimes</li> <li>- Tidy away resources after activities</li> <li>- Support a child in dressing</li> <li>- Preparing displays as per the need</li> <li>- Setting-up and maintain activity areas</li> <li>- Preparing resources to engage children</li> <li>- Reading children's diary</li> <li>- Keeping record of medicine, if any</li> <li>- Labelling and compiling children's worksheets</li> <li>- Escorting and playing with children during outdoor play and ensuring their safety.</li> <li>- Gradually taking responsibility of daily routines-snack time, lunch, hygiene etc.</li> <li>- Assisting the teacher in planning and developing activity corners/centers, display boards and physical structuring of the room</li> <li>- Assisting regular facilitator in conducting all the activities</li> <li>- Carrying out a small group activity under the direction of a teacher(Indoor and outdoor)</li> <li>- Feeding children under the guidance of regular teacher</li> <li>- Following supervisor/teacher's instructions</li> </ul>

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		<ul style="list-style-type: none"> <li>- Learn skills, roles and responsibilities of caregivers</li> <li>- Identify and describe factors influencing the development of children across socio-cultural realities and contexts in India</li> <li>- Learn about various aspects of meal planning for children from infancy up till middle childhood years in an inclusive early childhood centre</li> </ul>	<ul style="list-style-type: none"> <li>- Report any suspected abuse/accident to supervisor</li> <li>- Preparing teaching learning material with the help of teachers</li> <li>- Conducting/supervising small group activities as guided by regular preschool teacher</li> <li>- Assisting the regular teacher during structured large group activities such as circle time, whole group story telling</li> <li>- Assisting the teacher during field trips</li> <li>- In conjunction with other crèche/child care workers, plan suitable variety of activities for children in the crèche according to children's age and abilities.</li> <li>- Interacting with children with love, nurturance and empathy.</li> </ul>
Semester 3 and 4	Job Role- Supervisor	<ul style="list-style-type: none"> <li>- Build skills of conversing with children on diverse issues</li> <li>- Develop the techniques of observing and assessing children</li> <li>- Manage various records at the centre</li> <li>- Develop awareness about aspects of good functioning and management of a childcare centre</li> <li>- Plan and conduct activities related to holistic development of the children</li> <li>- Build skills of including children from diverse backgrounds in the childcare programme</li> <li>- Develop the techniques of observing and assessing children</li> <li>- Examine the factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and conduct activities related to early language, literacy, numeracy and creative thinking abilities of the children</li> <li>- Design and conduct various activities in drama, music, dance, art, play, language and science that would enhance creative thinking abilities of the children of different ages and abilities in a child care center(They can sit it planning meetings)</li> <li>- Prepare visuals/theme boards to promote language, literacy and numeracy</li> <li>- Prepare indicators(making checklist, rubrics ) for a critical evaluation of the programme</li> <li>- Design active learning childcare programme for different age-groups</li> <li>- Understand the role of a facilitator and a supervisor in planning a programme for a childcare</li> <li>- Develop and use indicators for monitoring and mentoring facilitators to conduct creative activities with children effectively(Plan with supervisor)</li> </ul>

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		<p>childcare programmes in diverse settings</p> <ul style="list-style-type: none"> <li>- Prepare child-centred programme for infants, toddlers and older children</li> <li>- Establish routines infants, toddlers and older children</li> <li>- Ensure smooth transitions between home and school for infants, toddlers and older children</li> <li>- Develop awareness about aspects of good functioning and management of a childcare centre</li> </ul>	<ul style="list-style-type: none"> <li>- Assist the supervisor in various managerial roles and responsibilities such as <ul style="list-style-type: none"> <li>o Maintaining records,</li> <li>o Supervising centre staff</li> <li>o Encouraging team work,</li> <li>o Building relationship with the parents,</li> <li>o Planning publicity of the programme,</li> <li>o Maintaining and updating centre's social media and other communication platforms,</li> <li>o Managing admissions, etc.</li> </ul> </li> <li>- Assist the supervisor and facilitators in taking care of socio-emotional issues/behaviour problems of the children in collaboration with the parents at the centre.</li> <li>- Contribute to a harmonious and efficient work environment in the centre by working as a regular employee.</li> <li>- Develop and implement an emergent plan for infants, toddlers and older children based upon the functioning of the centre.</li> </ul>
Semester 5 and 6	Job Role - Centre Head/Entrepreneur	<ul style="list-style-type: none"> <li>- Understand the policies, procedures and practice followed for the well-being of children and staff.</li> <li>- Know provisions for children in partnerships with the families</li> <li>- Establish sustaining relationships with providers for services to child care centres</li> <li>- Describe how to obtain finances to maintain operational cost for the centre</li> <li>- Understand multiagency working arrangements</li> </ul>	<ul style="list-style-type: none"> <li>- Review provisions for children in partnerships with the families</li> <li>- Develop an operational plan with the help of centre head</li> <li>- Prepare tools to monitor the quality of the centre against the set protocols</li> <li>- Ensure planning and conduct of activities for the holistic development of children</li> <li>- Prepare strategies to ensure quality assurance schemes against agreed criteria of the centre</li> <li>- Understand ways to obtain finances to maintain operational costs for the centre</li> <li>- Identify the role of different agencies necessary for the working of the centre</li> <li>- Prepare marketing and business plans for the centre</li> <li>- Propose ways of making the centre inclusive/more inclusive</li> </ul>

		<ul style="list-style-type: none"> <li>- Understand the role of the centre head/entrepreneur and support in day-to-day activities at the centre.</li> <li>- Observe how responsibilities and duties among centre staff are delegated and its periodic monitoring</li> <li>- Prepare and maintain environments to meet children's needs at the centre.</li> <li>- Make linkages between understandings of child development and learning; and developmentally and contextually appropriate activities for the children in the early years</li> </ul>	<ul style="list-style-type: none"> <li>- Assist in conducting capacity building workshops for centre staff</li> <li>- Manage various records at the centre</li> <li>- Develop awareness about aspects of good functioning and management of a child care centre</li> <li>- Reflect and review their own practice and that of the centre head/entrepreneur</li> <li>- Manage social media handles of the centres</li> <li>- Address parent's queries</li> </ul>
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**BVocRetail Management  
Internship overview**

Semester	Job Role	Learning outcome	Activities
Semester 1	Job Role- Retail Sales Associate	<ul style="list-style-type: none"> <li>• Know process credit applications for purchases</li> <li>• keep the store secure</li> <li>• maintain healthy and safety</li> <li>• demonstrate products to customers</li> <li>• help customers choose right products</li> <li>• provide specialist support to customers facilitating purchases</li> <li>• maximize sales of goods &amp; services</li> <li>• provide personalized sales &amp; post-sales service support</li> <li>• create a positive image of self &amp; organisation in the customers mind</li> <li>• resolve customer concerns</li> <li>• organize the delivery of reliable service</li> <li>• improve customer relationship</li> <li>• monitor and solve service concerns</li> <li>• promote continuous improvement in service</li> <li>• work effectively in a Retail team</li> <li>• work effectively in an organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Handling of Front of the House operations</li> <li>• Customer Handling</li> <li>• Customer Grievance handling</li> <li>• Clearly explain to the customer the features and conditions of credit facilities.</li> <li>• Accurately fill in the documents needed to allow the customer to get credit.</li> <li>• Carrying out the necessary credit checks and authorisation procedures.</li> <li>• Promptly refer difficulties in processing applications to the right person</li> <li>• building relationships with internal and external customers</li> <li>• Responding to breakdowns and malfunction of equipment.</li> <li>• making appropriate decisions regarding the responsibilities of the job role</li> <li>• Responding to breakdowns and malfunction of equipment.</li> <li>• Responding to unsafe and hazardous working conditions.</li> <li>• Responding to security breaches</li> <li>• Preparing the demonstration area and check that it can be used safely.</li> <li>• Checking whether the required equipment and products for demonstration are in place. demonstrate products clearly and accurately to customers.</li> <li>• Presenting the demonstration in a logical sequence of steps and stages.</li> <li>• Covering all the features and benefits he/she thinks are needed to gain the customer's interest.</li> </ul>

			<ul style="list-style-type: none"> <li>• promptly clear away the equipment and products at the end of the demonstration and connect with the customer</li> <li>• Help customers choosing right products</li> <li>• Check the customer's preferences and buying decisions when making sales</li> <li>• Give customers information and advice on specialist products</li> <li>• Demonstrate specialist products to customers</li> <li>• Identify opportunities to increase sales of particular products</li> <li>• Promote particular products</li> <li>• Provide a personalised service</li> <li>• Provide an after sales service</li> <li>• Establish effective rapport with customers</li> <li>• Respond appropriately to customers</li> <li>• Communicate information to customers</li> <li>• Spot customer service problems</li> <li>• Pick the best solution to resolve customer service problems</li> <li>• Plan and organise the delivery of reliable customer service</li> <li>• Review and maintain customer service delivery</li> <li>• Improve communication with customers</li> <li>• Balance the needs of customers and the organisation</li> <li>• Exceed customer expectations to develop the relationship</li> <li>• Solve immediate customer service problems</li> <li>• Identify repeated customer service problems and options for solving them</li> <li>• Take action to avoid the repetition of customer service problems</li> </ul>
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<p>Semester 2</p>	<p>Job Role- Team Leader</p>	<ul style="list-style-type: none"> <li>• organize the display of products at the store</li> <li>• plan visual merchandising</li> <li>• establish and satisfy customer needs</li> <li>• process the sale of products</li> <li>• maintain the availability of goods for sale to customers</li> <li>• allocate and check work in your team</li> <li>• monitor and solve customer service problems</li> <li>• communicate effectively with stakeholders</li> <li>• help maintain health and safety</li> <li>• work effectively in a Retail team</li> <li>• work effectively in an organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to display products</li> <li>• Label displays of products</li> <li>• Arrange and maintain products for display</li> <li>• Interpret design briefs for retail displays</li> <li>• Get hold of merchandise and props to be featured in retail displays</li> <li>• Establish customer need</li> <li>• Satisfy customer needs</li> <li>• Processing the sale of products</li> <li>• Organise staff to display goods for retail sale</li> <li>• Assess how effective displays are in retail environment</li> <li>• Allocate and check work in your team</li> <li>• Solve immediate customer service problems</li> <li>• Identify repeated customer service problems and solving them</li> <li>• Take action to avoid the repetition of customer service problems</li> <li>• Handle business communication mediums effectively</li> <li>• Deal with accidents and emergencies</li> <li>• Help to reduce risks to health and safety</li> <li>• Help plan and organise own learning</li> <li>• Keep products available and maintain their quality in a retail environment</li> <li>• Develop and sustain effective working relationships with stake-holders</li> <li>• Help to reduce risks to health and safety</li> <li>• Help plan and organise own learning</li> </ul>
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Semester 3 and 4	Job Role- Department Manager	<ul style="list-style-type: none"> <li>• identify the purpose, content and style of the display</li> <li>• identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.</li> <li>• evaluate whether the place to put the display is likely to fulfil the design brief.</li> <li>• create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority.</li> <li>• confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers' attention.</li> <li>• verify arrangements for delivery of merchandise &amp; props with the right people, allowing enough time for deliveries to arrive before display must be installed</li> <li>• update stock records to account for merchandise on display.</li> <li>• maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas</li> <li>• make recommendations to improve retail operations to relevant people.</li> <li>• use information collected on the performance of team members in any formal appraisal of performance</li> <li>• follow company procedures and legal requirements for dealing with accidents and emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Element Performance Criteria Interpret design briefs for retail displays</li> <li>• Get hold of merchandise and props to be featured in retail displays</li> <li>• Satisfy customer needs</li> <li>• Monitor and manage store performance</li> <li>• Demonstrate leadership skills</li> <li>• follow store policies regarding work availability, rosters and work duties.</li> <li>• prioritise and complete delegated tasks under instruction.</li> <li>• demonstrate sensitivity to customer needs and concerns.</li> <li>• respond to breakdowns and malfunction of equipment.</li> <li>• identify store team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team</li> <li>• encourage team members to share problems with each other and solve these creatively together</li> <li>• Allocate and check work in your team</li> <li>• Follow store policies regarding work availability, rosters and work duties.</li> <li>• Recognize and report faulty equipment and follow store workplace health and safety procedures.</li> <li>• Plans for finding new retail clients</li> <li>• Market your service to potential retail clients</li> <li>• Handle business communication mediums effectively</li> <li>• Develop and sustain effective working relationships with stake-holders</li> <li>• Help plan and organise own learning</li> <li>• Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are</li> </ul>
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			likely to hinder progress
Semester 5 and 6	Job Role- Store Manager	<ul style="list-style-type: none"> <li>• Optimize inventory to ensure maximum availability of stocks and minimized losses.</li> <li>• Implement standard operating procedures, processes and policies at the store while ensuring timely and accurate reporting</li> <li>• Manage sales and service delivery to increase store profitability</li> <li>• Check and confirm adherence to visual merchandising plans</li> <li>• Manage overall safety, security and hygiene of the store</li> <li>• Implement promotions and special events at the store</li> <li>• Lead and manage the team for developing store capability</li> <li>• Conduct price benchmarking and market study of competition</li> <li>• Ensure display of goods and merchandise to maximize store profitability and cost optimization in stores</li> <li>• Ensure application of store policies and procedures with respect to visual merchandising in stores</li> <li>• Liaison with vendors to ensure compliance with visual merchandising norms in stores</li> <li>• Create awareness amongst staff on health, hygiene and safety through ongoing training and policy adherence in stores</li> <li>• Ensure implementation of store security procedures to minimize thefts and losses in stores</li> <li>• Plan and ensure implementation of instore promotions in stores</li> <li>• Determine staff requirements and ensure sufficient</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining stock levels like average stock level, re-order level</li> <li>• Maintaining inventory budgets</li> <li>• purchase procedures</li> <li>• record and control ageing of products</li> <li>• vendor norms about stocks/return and damages</li> <li>• Record price cover policy offered by vendors reverse logistics policies of the organisation viz-a-viz vendors' policies</li> <li>• record costs during stock movements</li> <li>• control shrinkage/pilferage of products to minimize losses</li> <li>• develop team understanding of stock management systems being followed by organisation</li> <li>• Responding to breakdowns and malfunction of equipment.</li> <li>• implement processes in alignment to store policy</li> <li>• describe relevant store policies/guidelines to the team</li> <li>• cooperate and collaborate with authorities to conduct store audits as required</li> <li>• understand all non-compliance issues and work towards resolving the same</li> <li>• sign off all legal contracts in alignment to statutory requirements</li> <li>• sign off and honour all terms and conditions in employee contracts</li> <li>• describe to the team the importance of records to be maintained</li> <li>• describe the importance of accurate and error free collection, preservation and transmission of data</li> <li>• conduct checks and audits to ensure quality of data for records</li> </ul>

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		<p>manpower availability in stores</p> <ul style="list-style-type: none"> <li>• Plan the staffing needs of the store</li> <li>• Create a positive work environment for the store in stores</li> <li>• Train and develop store staff to improve individual and team performance in stores</li> <li>• Collect and analyse market information to aid in creating appropriate product and pricing policies in stores</li> <li>• control operational expenses and ensure the growth of topline and bottomline set by the organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and implement policies related to store upkeep and maintenance</li> <li>• Ensure store upkeep and maintenance of all equipment in line with policy</li> <li>• Ensure timely checks and repairs of all store equipment</li> <li>• Describe to the team about operating and maintaining store equipment</li> <li>• Train the team to identify key repeat customers and develop customer retention strategies to build brand loyalty</li> <li>• Implement strategies to generate additional footfalls</li> <li>• Build relationships with new and existing customers to augment business and brand reputation</li> <li>• Qualifications pack for retail store manager</li> <li>• Implement promotions and special events at the store</li> <li>• Train and work with team to implement customer engagement initiatives to enhance customer satisfaction</li> <li>• Establish a mechanism for collecting feedback from customers for further improvement of service</li> <li>• Develop robust post-sales services to build brand loyalty and customer satisfaction</li> <li>• Establish a system for addressal of escalations and analyse the cause of escalations to prevent</li> <li>• Set sales targets and develop a strategy for achieving the targets</li> <li>• Communicate sales targets and plans to team and motivate team to achieve the targets</li> <li>• 3 1.5 15 pc14. Determine requisite resources required to be able to perform optimally to achieve targets</li> <li>• Establish conformance to retail processes like stock rotation, adjacency principles and product display norms</li> </ul>
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			<ul style="list-style-type: none"> <li>• Train staff on concept of planogramming its effective implementation</li> <li>• Confirm that display of products is aligned to updated store planogram</li> <li>• Impart training to team on: a. Guidelines for store lay out b. Guidelines for display of merchandise and promotion elements (brand and category wise) c. Guidelines for executing promotional events.</li> <li>• Negotiate with vendors on spacing requirements of the store as against the vendor plans</li> <li>• Negotiate with vendor to arrive at a profitable revenue understanding as against space allocation &amp; confirm vendors' compliance to visual merchandising guidelines</li> <li>• Manage overall safety, security and hygiene of the store</li> <li>• Explain store policy and procedures in regards to health, hygiene and safety clearly and accurately</li> <li>• Organise training at regular intervals on health, hygiene and safety</li> <li>• Provide access to team members on relevant store policies</li> </ul>
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**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	F4	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

*Amij Bhunia*

**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	<b>Constitutional Law-I</b>
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	S.R.Prabakaran

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

This course is the second core course on the Constitution offered to 4<sup>th</sup> semester students of the B.A. Programme in Law and Politics. A core course offered by SLGC to BA students in their 3rd semester titled 'Indian Constitution and Politics' helps introduce students to constitutional discourse in India. This Constitutional Law-I Course builds on it and provides a more legal perspective on Constitutional Institutions. The Constitutional Law-II Course which will follow it will primarily focus on Fundamental Rights and Directive Principles.

**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 students admitted to this course should have already done the 'Indian Constitution and Politics' course offered by SLGC.

**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:**

Winter 2020

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

The purpose of the course is to acquaint the students with the Constitutional scheme for governing India and focuses on the organization, Powers and Functions of the various Organs of the Government. The emphasis is also on the study of the nature of federal structure and functioning. This course will enable students to be able to articulate their independent views over contemporary constitutional issues.

#### 7. Course Details:

##### a. Course Description

This Course attempts to provide Legal perspective with relevant Cases on various Institutions in the Constitution, the constitution provides three distinct branches of States namely the Executive, the Legislature and the Judiciary. They constitute the entire governance of India. The Constitution of India mentions the separation of powers between these three organs. Each organ has separate and independent powers with different roles and responsibilities assigned to each department for the proper functioning of the government And our Constitution provides for a Parliamentary form of government which is federal in structure with certain unitary features and the Constitution of India gives a scheme of democratic bodies as well as an independent constitutional authority bestowed with the function of conduct of free and fair elections, namely the Election Commission.

##### b. Objectives

1. To familiarize the students with the fundamental premises and design of the different Institutions in the Indian Constitution.
2. To analyse the Legislative relations between the centre and the states.
3. To familiarize the students with the existing legal framework of elections to various democratic bodies.

##### c. Content:

##### Module-I The Union and The State Executive

India is generally considered to have adopted a parliamentary form of government. This module discusses how the Union and State Executive is constituted and the functions it perform. Constitution of India. The debates regarding Presidential powers and particularly Governor's powers at the state level will be focused on. Certainly Indian peculiarities such as Ordinance-making powers which enable the executive to legislate will also be discussed.

##### Week 1 and 2

##### Readings:

1. Shubhankar Dam, 'The Executive,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, OUP 2016, pp 344-365.
2. Durga Das Basu, 'The Union Executive' and 'The State Executive', *Introduction to The Constitution of India*, LexisNexis Butterworths 2011, pp 175-209, pp 237-246.
3. M.P Jain, *Indian Constitutional Law*, 'The Union Executive' and 'The State Executive,' Wadhwa 2005, pp 169 – 262, 464 – 521.



**Cases:**

1. U.N. R. Rao vs Smt. Indira Gandhi on 1971 AIR 1002, 1971 SCR 46
2. Shamsher Singh & Anr vs State Of Punjab on 1974 AIR 2192, 1975 SCR (1) 814
3. M.P. Spl. Police Estab. v. State of M.P., (2004) 8 SCC 788
4. Epuru Sudhakar v. Govt. of A.P., AIR 2006 SC 338

**Module-2 The Parliament and The State Legislature**

This module will discuss the Composition of Parliament and State legislatures. Controversies regarding Qualification/Disqualification of Members of Legislature, Anti-Defection Law and Legislative Procedure will be focused on.

**Week 3 and 4****Readings:**

1. M.R. Madhavan, 'Legislature: Composition, Qualifications, and Disqualifications,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP 2016, pp 308-326.
2. Sidharth Chauhan, 'Legislature: Privileges and Process,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP 2016,, pp 328-342.
3. Durga Das Basu, 'The Union Legislature,' and 'The State Legislature,' *Introduction to The Constitution of India*, LexisNexis Butterworths 2011, pp 210-234 and pp 247-262.

**Cases:**

1. B. R. Kapur v. State of T. N. AIR 2001 SC 3435
2. Lily Thomas v. Union of India, (2013) 7 SCC 653.
3. Jaya Bachchan v. Union of India, AIR 2006 SC 2119
4. Raja Ram Pal v. Hon'ble Speaker, Lok Sabha (2007) 3 SCC 184

**Module-3 The Union and The State Judiciary**

This module discusses the Composition, Appointment, Removal and Jurisdiction of the Indian Judiciary at all three levels-Supreme Court, High Courts as well as the District Courts. Questions of constitutional design as well as judicial politics which has enabled the Indian Supreme Court to become increasingly powerful will be focused on. The court's own interpretation of its jurisdictional provisions as well as appointment provisions will be dealt with in some detail.

**Week 5 and 6****Readings:**

1. M.P Jain, 'The Supreme Court,' and 'The State Judiciary,' *Indian Constitutional Law*, Wadhwa 2005, pp 263 – 409, 522 – 664..
2. Recessa Vakil, 'Jurisdiction,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, OUP 2016, pp 405-422.
3. Nick Robinson, 'Judicial Architecture and Capacity,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, OUP 2016, pp 366-385.
4. Desai, Ashok H., et al. *Supreme but not infallible: Essays in honour of the Supreme Court of India*. Ed. B. N. Kirpal. Oxford University Press, 2004. (Selections)

**Cases:**

1. S. P. Gupta v. President of India, AIR 1982 SC 149
2. In re Special Reference No. 1 of 1998, AIR 1999 SC 1
3. SC Adv. on Record Association v. Union of India, 2015 (11)SCALE 1
4. L. Chandra Kumar v. Union of India, AIR 1997 SC 1125
5. Madras Bar Association v. Union of India, (2014) 10 SCC 1

**Module-4: The Federal structure: Legislative Relations between the Centre and the States**

The Constitution of India deals with division of legislative powers between the Centre and States in India. These include: (1) Territorial jurisdiction of laws made by the Parliament and by the Legislatures of States, (2) Distribution of legislative subjects (3) Power of parliament to legislate with respect to a matter in the State List (4) Central control of state legislation.

**Week 7-8**

**Readings:**

1. Mahendra Pal Singh, 'The Federal Scheme,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, OUP 2016, pp 485-499.
2. V Niranjan, 2016, 'Legislative Competence: The Union and the State,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, OUP 2016, pp 501-519.
3. Granville Austin, 'The Amicable Union,' *Indian Constitution: Cornerstone of a Nation*, OUP 1966, pp 231-269. --
4. Durga Das Basu, 'The Federal System,' *Introduction to The Constitution of India*, LexisNexis Butterworths 2011, pp 51-66.

**Cases:**

1. G.V.K. Industries v. Income Tax Officer, (2011) 4 SCC 36
2. Gujarat University v. Krishna Ranganath Mudholkar, AIR 1963 SC 703
3. Union of India v. H. S. Dhillon, AIR 1972 SC 1061
4. Vijay Kr Sharma v. State of Karnataka, (1990) 2 SCC 562
5. SR Bommai vs Union of India, AIR 1994 SC 1918

**Module-5 Constitutional framework of Elections: the Election commission.**

This module discusses the constitutional framework of elections and the role and powers of the Election Commission. Judicial interpretation of the Election Commission structure and powers will be focused on.

**Week 9,10**

**Readings:**

1. E Sridharan, 'The Origins of Electoral System: Rules, Representation and Power Sharing,' in *India's Living Constitution: Ideas Practices Controversies*, Hasan et al ed., Permanent Black 2002, pp 344 - 369

2. Aditya Sondhi, 2016, 'Elections,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, OUP 2016, pp 237-253.
3. A.K Roy, 'Role of Election Commission in Ensuring Fair Polls,' EPW Commentary, Sept. 11, 1999
4. Sriram Panchu, 'Free and Fair Election Commissioners,' EPW Vol. 44 No. 17 p. 93 2009.

**Cases:**

1. Indira Gandhi v. Raj Narain AIR 1975 SC 2299
2. R.C Poudyal v. Union of India AIR 1993 SC 1804
3. T.N Seshan v. Union of India AIR 1995 SC 852
4. Election Commission of India v. Dr. Manmohan Singh (2000) 1 SCC 591

**Module-6 Citizenship**

This Module discusses Citizenship under Articles 5 to 11 of the Constitution of India as well as the Citizenship Act of 1955. The impact of the Partition of India in the framing and evolution of these provisions will be focused on.

**Week 11**

**Readings.**

1. Niraja Gopal Jayal, 'Citizenship,' in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, OUP 2016, pp 206-221.
2. Niraja Gopal Jayal *Citizenship and its Discontents: An Indian History*, Permanent Black 2013, pp 27-82.
3. Durga Das Basu, 'Citizenship,' *Introduction to The Constitution of India*, LexisNexis Butterworths 2011 pp 74-78.

**Cases**

1. State Trading Corporation of India v The Commercial Tax Officer, AIR 1963 SC 1811.
2. Nasir Ahmed vs The Chief Commissioner, Delhi, 1958 AIR 1959 P H 261.

**Module 7: Language**

This module will discuss the controversy regarding the adoption of an official language for India in the Constituent Assembly as well as the subsequent legal developments on this issue. The Eighth Schedule of the Constitution will also be discussed.

**Week 12**

**Readings.**

1. Granville Austin, *The Indian Constitution: Cornerstone of a Nation* (Oxford University Press 1966) Language and the Constitution pp 330-383.
2. Sujit Choudhry, 2016, Language, in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, pp 223-236.
3. Sarangi, Asha, cd. *Language and politics in India*. Oxford University Press, 2009. (Selections)
4. Brass, Paul R. *Language, religion and politics in North India*. iUniverse, 2005. (Selections)

**Cases:**

1. *Union of India v Mursoli Maran (1977) 2 SCC 416.*
2. *L.M. Wakhare vs The State, 1953 AIR 1959 MP 208*

**8. Pedagogy:**

- a. **Instructional design**  
The course will be a combination of lectures, thematic discussions, Case Law 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**  
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)**  
None

**9. Assessment structure (modes and frequency of assessments)**

Individual presentation	10
Mid term	20
End term	40
Attendance & Class participation	10
Take home Assignment	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 SLGC Board of Studies in its 5<sup>th</sup> meeting on 18<sup>th</sup> October 2019 and has been approved in its present form:.

*Anuj Bhatnagar*  
**Signature of the Dean of the School**

**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, which are compulsory, and 7 are elective courses, which students can select from a list of courses on offer.

**DURATION:** 2 years (4 semesters) full time.

**Semester 1 (4 compulsory courses)**

S.No.	Course Name	Type	Credits
1.	<b>Introduction to Law and legal Methods</b>	Compulsory/Core	4
2.	<b>An Introduction to Jurisprudence and Legal Philosophy</b>	Compulsory/Core	4
3.	<b>Law and the Making of Modern India</b>	Compulsory/Core	4
4.	<b>Indian Constitutionalism: Law, History &amp; Politics</b>	Compulsory/Core	4

**Semester 2 (2 Compulsory + 2 electives)**

S.No.	Course Name	Type	Credits
1.	<b>Law, State and Politics</b>	Compulsory	4
2.	<b>Sociology of Law</b>	Compulsory	4
3.	<b>Elective I</b>	Elective	4
4.	<b>Elective II</b>	Elective	4
5.	<b>Internship (During summer break, after the completion of II semester coursework and exams)</b>	Compulsory	2

**Semester 3 (One Compulsory + 3 electives)**

S.No.	Course Name	Type	Credits
1	<b>Research Methodology</b>	Compulsory	4
2	<b>Elective Course I</b>	Elective	4
3	<b>Elective Course II</b>	Elective	4
4	<b>Elective Course III</b>	Elective	4

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237

**Semester 4 (Dissertation + 2 electives)**

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

**COURSES:**

The list of courses is as follows:

**I. Core Courses:**

S. No.	Course	Credits
1	Introduction to Law and legal Methods	4 (semester 1)
2	An Introduction to Jurisprudence and Legal Philosophy	4 (semester 1)
3	Law and the Making of Modern India	4 (semester 1)
4	Indian Constitutionalism: Law, History & Politics	4 (semester 1)
5	Law, State and Politics	4 (semester 2)
6	Research Methodology	4 (semester 3)
7	Sociology of Law	4 (semester 2)
8	Internship	2 (During Summer Break after the completion of course work for first year)
9	Dissertation	6 (semester 4)

## II. Elective Courses:

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

*Anuj Bhunia*

**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 Law Politics and Society
Course title	M.A. Dissertation
Course code	SLG2LP400
Total Credits	6
Course type (core/compulsory/ elective/any other – please specify)	Core (Semester IV)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters
Proposed date of launch	January 2020
Course coordinator and team	MA Programme Coordinator & All School Faculty

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 M.A. Law, Politics and Society 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)

The students registered for the M.A. Law, Politics and Society are required to have completed the required number of credits in Year I to be eligible for writing the dissertation in Year II of the programme.

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

Total number of students registered in the course for the respective academic year.

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 MA dissertation in the MA 'Law, Politics and Society' programme will be done on topics which are broadly socio-legal in nature, helping provide a more holistic understanding of Indian Constitutional legal values, as per the vision of AUD.

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



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The course will be an opportunity for students in the MA programme to further explore exciting research themes in which they have developed an interest in.

7. Course Details:

a. Summary:

The dissertation will spread across two semesters- in the third semester the students must submit a research abstract and make a presentation, and in the fourth semester students will write their dissertation. The students have to submit an abstract (1000- 1500 words) of their proposed topic of dissertation to the Dean of the School by the date announced by the Programme Coordinator. The Faculty Committee in the School will appoint a supervisor for each student considering areas of expertise of individual teachers as much as possible, the theme of proposed dissertation and other logistical considerations.

b. Objectives:

This course will enable students to engage in research based on the broader themes that look at the intersection of law, politics and society.

c. Expected learning outcomes:

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

- Demonstrate knowledge of the subject area they will write a dissertation on.
- Demonstrate an understanding of writing techniques involved in developing a research project.
- Acquire a sense of discipline required for writing a project tied to academic deadlines.
- Demonstrate competence in reading diverse texts.
- Exhibit skills to comprehensively present information from diverse material and be able to separate relevant and irrelevant information.
- Develop an outline and planning chapters for the dissertation.
- Develop research questions and arguments relevant to the research theme.
- Develop ability to present one's research and defend it.

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

The following are the dissertation components;

- The students will be evaluated in Semester III for the research abstract and presentation (10+10=20 marks).
- The final dissertation will be submitted in Semester IV, the dates for which will be announced by the School.
- The final dissertation will not be less than 10,000 words and no more than 12000 words, excluding the bibliography/references.
- The students must follow a stylesheet (for example, Chicago, Oxford, MLA etc.) for the writing of their dissertation.
- The final dissertation will be submitted in the format prescribed by the School.

e. Contents (week wise plan with readings):

A dissertation calendar outlining deadlines and requirements at each stage will be issued each year by the programme coordinator of M.A. Law, Politics and Society.

The respective supervisor will prescribe readings relevant to the dissertation topic of the allotted students.

- Students must strictly follow the dissertation calendar issued by the school. The School will announce the date and venue for the presentation of the research abstract and will be evaluated out of 20 marks.
- Students will be evaluated out of a total of 80 marks in Semester IV. The examiner will ordinarily be from within the school.
- The student must appear for on a viva and defend his/her research. The supervisor will notify the date, time and venue for the viva.
- The final student grade will be the total marks given by the examiner and the supervisor.
- The dissertation must not be a plagiarised text under any circumstances. A plagiarism report (turnitin) with the similarity index is required to be attached to each dissertation.
- If the similarity index is more than thirty percent, the student will have to resubmit the dissertation.

8. Pedagogy:

a. Instructional strategies:

Each student will be allotted a faculty member to facilitate and supervise the dissertation writing process. After dissertations are submitted, a viva-voce for the same will be conducted.

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

Turnitin, or similar antiplagiarism software to check the similarity index for each dissertation during submission.

c. Expertise in AUD faculty or outside

The core faculty at SLGC have academic training in disciplines such as Political Science, History, Anthropology, Sociology, Media Studies and Law.

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

Students may have to visit archives, meet officials, consult or refer to official and other statistics, or interview people relevant to their research topic.

e. Assessment details with weights:

The dissertation evaluation will be out of a total of 100 percent weightage.

Assessment for 20 percent of the total weightage will take place in semester III, and the rest of the 80 percent in semester IV of the MA programme.

Abstract and Presentation (III Semester)	10+10=20
Performance over IV semester (Weekly supervisory meetings, adhering to deadlines, participation in workshops etc.)	10
General organisation and overall presentation of the dissertation project	20
Language, bibliography and other stylistic issues	10
Methodology and analysis	10
Potential towards contributing to new/ critical knowledge	10
Viva voce	20
Total weightage	100

Note: A student has to get a minimum overall grade of B minus to pass the dissertation.

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 SLGC Board of Studies in its 5<sup>th</sup> meeting on 18<sup>th</sup> October 2019 and has been approved in its present form;.

*Anuj Bhanu*  
Signature of the Dean of the School

Minutes for 5<sup>th</sup> SLGC Board of Studies Meeting  
18 October 2019

Present

- Prof Ujjwal Kumar Singh, Prof Rukmini Sen, Prof Lawrence Liang, Dr Anuj Bhuwania, Dr Pooja Satyogi, Dr Saumya Uma, Dr Javed Wani, Mr S R Prabakaran,

Agenda

1. MA Dissertation:

Dr Wani presented a revised version of the Dissertation component of the MA, Law, Politics and Society programme after the credits for the same had been reduced from 10 credits to 6 credits, as approved by the Academic Council in July 2019. While the presentation covered all aspects of a revised criteria for the dissertation including the format of submission, the allocation of weightage between the abstract and the Dissertation etc., the most significant change that was discussed pertained to the reduction of the proposed word limit of the dissertation to 6000 words

Prof Singh and Prof Sen felt that 6000 words was way too short for a dissertation and under no circumstances it could be justified to call it a dissertation if the requirement of the same was only 6000 words. They felt that even a long article or a chapter would be much longer than 6000 words and in terms of quantity, a 6000 word Dissertation would at best be 15 pages.

The faculty presented the perspective from their experience from conducting a dissertation as well as an evaluative assessment of where a number of the students were in terms of their *research and writing skills*. While acknowledging the concerns of the faculty the external members were also of the opinion that laying out a policy for the Dissertation should keep in mind not just the challenges and limitations of a particular cohort but also future cohorts. The external experts are of the opinion that the minimum word limit of 6000 words should be increased to 10,000 words and that we should not necessarily have an upper word limit for those students who are interested and willing to write longer pieces.

Prof. Ujjwal Singh then raised questions about the terminology that had been used in the proposal specifically with respect to the idea of administrative deadlines. He stated that there were no administrative deadlines, and only academic deadlines.

There was also a discussion on how the question of the similarity index and reports submitted by turnitin should be treated. While the grading of the dissertation subject to the turnitin report, rather than having a cumbersome procedure overseen by an ethics committee, Prof. Ujjwal Singh suggested that there should be very clear norms laid out by the school keeping in mind the various deadlines in the event that there is a negative report that arises from turnitin. The specific recommendation is that we specify the deadline for the submission so that the

student has adequate time to revise their draft to be in compliance with turnitin, in case they exceed the maximum similarity Index.

The next substantive issue discussed with regard to the dissertation was the question of plagiarism. It was suggested by the external experts that many students who come to an MA do not necessarily have a training in academic writing nor indeed do they know about the legality or ethics of citation research and that it was important for us to conduct a workshop on plagiarism for the students. This should be an essential part of their training in the dissertation writing process.

Prof Singh and Prof Sen suggested the incorporation of a timetable in which there is a very clearly fixed time allotted to faculty members meeting with students and advising them on the dissertation. This is also a way of measuring how to mark them for the participation component during the semester.

Finally it was suggested that on point 7(C) the learning outcomes should include reading competence.

**Agenda 2: presentation of courses to be offered by faculty**

Prof Liang presented an outline of his proposed two credit course "Law, media and technology". The main justification for the course was that there was a demand for it and this was an attempt to redefine how one brings in the intersection between media history, media theory and law. In contrast to the classical ways in which media laws are taught primarily as an aspect of free speech, this course uses one particular instance namely the relationship between law and cinema to understand the relationship between law, media and the making of the public sphere.

Some questions that were raised about the course included the following

1. Given that it is a two credit course, will it be transacted for half the semester or throughout the semester?
2. What will the assessment criteria for a two credit course? Will students have the same number of assessments as they do for a four credit course or will weightage be adjusted for a two credit course?
3. Does the course give an adequate account of the technological?
4. There should be a few sentences describing the individual modules.
5. The assessment structure should be included for the course

**S.R Prabakaran**

It was explained that as part of the BA programme in Law and Politics, there are actually a number of core courses in public law and particularly on constitutional law which speak to each other and build on each other.

The suggestions and queries of the members are as follows:-

1. What are the ways in which cases will be used in the transacting of the course and are the students expected to read the actual cases? It was opined that it was very important to give students a training in constitutional law using legal decisions as primary material.
2. In module 4 there is language that seems to be very loosely worded at the moment which needs to be rewritten such as 'central control of state legislation'
3. Some of the literature that is relied on for this particular course aims to be a little dated and there is a need to include newer material in some of the areas. For instance it will be useful to include Nicholas Robinson's Introduction to the structure of the Judiciary in the Oxford Handbook to the Indian Constitution.
4. It was suggested that the section on privileges be dropped.
5. Since a number of these topics touch on key political questions of our times there is a need to frame the course in such a way that it actually presents itself as an actual matter of debate rather than merely as a theoretical or doctrinal discussion
6. There is a need to pay attention to the formatting and citation of the syllabus as it is inconsistent at the moment
7. The assessment should have more participatory modes besides exams
8. The section on the language debates within constitutional law needs to be examined and reframed. The language question both straddles the constitutional as well as the political party dimension and this needs to be reflected in the syllabus
9. The section on citizenship at the moment is incomplete as a discussion of citizenship cannot be exhausted by a discussion of article 5 to article 12 of the Indian Constitution and it necessarily needs to include the citizenship act of 1955.

Aj Kumar

**ANNEXURE-7**



# Appendix-7

## AMBEDKAR UNIVERSITY DELHI SCHOOL OF EDUCATION STUDIES

### Minutes of the Meeting of the Board of Studies held on 19.09.2019 in the Seminar Hall at the Lodhi Road Campus, Ambedkar University Delhi

The 17<sup>th</sup> Meeting of the Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:30 AM on 19.09.2019 in the Seminar Hall, Lodhi Road Campus, Ambedkar University Delhi (AUD). The following were present:

Dr Sunita Singh Dean (O), SES, AUD	Chairperson
Dr Jayshree Mathur Formerly with Department of Education, University of Delhi	Member
Professor Shobha Sinha Department of Education, University of Delhi	Member
Dr Neerja Sharma Formerly with Lady Irwin College, University of Delhi	Member
Professor Sitanshu S. Jena Dean, School of Vocational Studies, AUD	Member
Professor N. Nakkeeran School of Global Affairs, AUD	Member
Professor Bharati Baveja SES, AUD	Member
Dr Monimalika Day SES, AUD	Member
Dr Gunjan Sharma SES, AUD	Member & Convenor
Regret:	
Dr. Parmesh Kumar Sharma Maharshi Valmiki College of Education, University of Delhi	Member
Dr Rachna Chaudhary School of Human Studies, AUD	Member
Dr Manish Jain SES, AUD	Member
Special Invitees	
Professor Vrinda Datta, Director Centre for Early Childhood Education and Development, AUD	
Ms Manasi Thapliyal Navani, SES, AUD	
Dr Rajshree Chanchal, SES, AUD	
Dr Nivedita Sarkar, SES, AUD	



Dr Sanjeev Raj, Adjunct Faculty, Tata Institute of Social Sciences, Mumbai  
Mr Sanjay Raghav, Mathematics Consultant, Bluebells School, Delhi

#### **Agenda for the BoS Meeting**

1. To report the progress of the Continuing Professional Development (CPD) Courses for Educators offered In Winter 2019
  
2. To discuss and consider the following three new CPD courses for educators for launch in Winter 2020
  - 2.1. Instruction in Middle and Secondary School Algebra and Geometry (4 Credits)
  - 2.2. Science Education (4 Credits)
  - 2.3. Education, Vulnerability and Sustainable Development (4 Credits)
  
3. To discuss and consider the following four electives for the MA Education and MA Education (ECCE) Programmes:
  - 3.1. Perspectives in Education (4 Credits)
  - 3.2. Mapping Education Studies (2 Credits)
  - 3.3. Critical Literacy (2 Credits)
  - 3.4. Education and Social Mobility (2 Credits)

At the outset, the Chairperson extended a warm welcome to the Members of the School's reconstituted BoS and to the Special Invitees. She Introduced the agenda and presented the context of the deliberations for the meeting.

The following were discussed at the meeting:

#### **1. Progress of the CPD Courses for Educators offered in Winter 2019**

The OSD Teacher Education Unit, SES, summarised the teacher education plans of SES and the launch of the CPD courses for educators after due approvals by AUD's Academic Council in 2018. SES had initiated the following six CPD certificate courses (PG level) for practicing and aspiring educators:

Included:

- i. Teachers as Researchers (4 Credits)
- ii. English for Teachers (4 Credits)
- iii. Language and Literacy Instruction for Inclusive Classrooms (4 Credits)
- iv. Leading Change in Educational Institutions (4 Credits)
- v. ICT In Education (Level 1) (2 Credits)
- vi. ICT in Education (Level 2) (2 Credits)

Designed collaboratively with faculty members from other units of AUD, these courses aim at making quality education accessible to practitioners, especially for those in the public system of education. Out of the total six approved CPD courses, two were piloted in the Winter 2019 (from February to July). The two courses were: Teachers as Researchers, and Leading Change in Educational Institutions. The experiences, including both the successful elements as well as challenges were discussed.

The BoS appreciated SES's endeavour to work with practicing professionals and the successful completion of the pilot phase. The following suggestions were made by the BoS for the future:

- A report with the process and experiences of the CPD courses may be prepared. This could also be shared with the Government of NCT of Delhi to seek support in terms of encouraging public schoolteachers to join these courses.
- A dissemination and publicity strategy may be planned for a wider reach. This could include newspaper advertisements, social media, education conferences, and teacher networks.
- A modality for recognition of teachers who participate in these courses may be planned. This could be in the form of a recognition section on the School's page on the AUD website. Organisation of events and awards may also be considered.

## 2. Proposals for three new CPD courses for educators for launch in Winter 2020

### 2.1. Middle and Secondary School Algebra and Geometry (4 Credits)

The course *Instruction in Middle and Secondary School Algebra and Geometry* was presented by Mr Sanjay Raghav. This course aims to provide practitioners with conceptual understandings of Algebraic and Geometric thinking in students also engage with student misconceptions that will help the participants address the challenges and form better understanding for their students in their classrooms. The following suggestions were made by the BoS members:

- The reading load expected in the course needs to be re-examined. Instead of full books, certain specific chapters/pages may be included. Some of the readings may be shifted to suggested readings based on the typology. The readings that are not available at the AUD library should be procured.
- The phrase "misconception" may be further considered keeping in mind that these may be an outcome of different styles of learning of students. Some literature on learning that supports this understanding may be drawn upon. Instead of misconceptions, alternate conceptions or a more appropriate terminology to reflect learning differences may be considered.
- The section on overall structure of the course may be expanded to include the rationale for the course organisation.
- None of the assessment situations should be more than 40% of the total assessment weightage.

The BoS resolved to recommend the course for the consideration of the AUD's Academic Council after revisions in the outline as per the above recommendations.

### 2.2. The proposal for the course Science Education (4 Credits)

The course proposal for *Science Education* was presented by Professor Bharati Baveja and Ms Manasi Thapliyal Navani. The course objective is to critically engage practicing teachers with alternative curricular and pedagogical approaches and practices in science education; and draw upon research on different aspects of school science education to

augment their pedagogical practice. The course will encourage teachers/participants to reflexively draw upon their pedagogical experiences and examine core tenets, assumptions and debates characterising the domain of science education. The following suggestions were made by the BoS members:

- The reading list for the course needs to be pruned. The core readings should include page numbers and specific chapters.
- The course team may review the length of the course and prioritise the essential aspects. One suggestion was that the course may be imagined in two parts of 2 credits each.
- The sequencing of the modules may be reviewed. One suggestion was that the course may begin with the Module on nature of science and then introduce the Module on learning and teaching.
- While the course outline brings out well the perspective of the course teachers, the outline could also present the plan from the students' perspective. The modules may be made more specific in terms of the contents.
- Laboratory work for this course has not been included in the course at present. Whether or not laboratory work is essential in such a course may be discussed among the course team members.

The BoS resolved to recommend the course for the consideration of AUD's Academic Council after revisions as per the above recommendations.

### 2.3. The proposal for the course Education, Vulnerability and Sustainable Development (4 Credits)

The course proposal of *Education, Vulnerability and Sustainable Development* was presented by Dr Sanjeev Rai. The course has been designed for the working schoolteachers with the aim to familiarise them with different perspectives on education, vulnerability and Sustainable development. The following suggestions were made by the members:

- The engagement with the ideological underpinnings and contexts of development and vulnerability may be brought-out in the course outline. A critical discussion on the politics of and issues in the United Nations frameworks need to be included in the course.
- The main focus of the course needs to be brought-out clearly particularly in terms of how global frameworks and vulnerability are conceived in the course, and why teachers should engage with the global frameworks.
- The course summary and the modules need to be revisited to bring them in alignment.
- More elaboration on the assessments in terms of what will the projects comprise of is needed.
- Essential readings from the Indian context may be added (especially in Module 3) as vulnerability and conflict are contextual. Studies done in vulnerable contexts may also be included in the course.
- Resilience, resistance and control as concepts may be included in the course.

The BoS resolved to recommend the course for the consideration of AUD's Academic Council after revisions as per the above recommendations.

**3. Four electives for the MA Education and MA Education (ECCE) Programmes**

The context of these courses was discussed. It was shared that these courses are a part of the newly launched doctoral programme of SES. The reason for opening these courses are two-folds. One, these courses are relevant for the MA students. Two, opening these courses as electives for the MA students will help in utilizing the faculty resources of the School in a much better way. Since these courses are proposed as elective (and not core) courses in the Semesters 3 and 4 of the programmes, this will not change the MA programme structure. The only difference in these courses as compared to the other electives is that most of these are of 2 credits, whereas all the current electives of the School are 4 credits. This means that it is possible for the students to now opt for two elective courses of 2 credits each instead of one elective of 4 credits in semesters three and four.

**3.1. The proposal for the course Perspectives In Education (4 Credits)**

The course proposal for *Perspectives in Education* was presented by Dr Gunjan Sharma. This course will prepare the students of the second year of the MA programmes of SES to make sense of the perspectives that the other courses adopt, and encourage them to study education as an area of knowledge. It will also enable them to understand their dissertation work in a better way. The following suggestions were made by the members:

- Some new readings (such as Philosophy of Education over 50 Years for Module 1; and Mrinal Miri's work for Module 3) were suggested.
- Critical literacy and Power may be included as a theme for discussion in Module 2.
- Module 3 focusses on the concept of quality. The reason for this needs to be presented as quality is a recent concept. Taking another well studied concept may help in attaining the objectives of the Module better.

The BoS resolved to recommend the course for the consideration of AUD's Academic Council after revisions as per the above recommendations.

**3.2. The proposal for the course Mapping Education Studies (2 Credits)**

The course proposal for *Mapping Education Studies* was presented by Dr Gunjan Sharma. The course engages with fundamental questions and debates concerning education as an area of study and enables the students to engage with the larger debated about the nature of education studies. The following suggestions were made by the members:

- In Module 1, the debate on connotations of education (education as schooling vis-à-vis the broader connotations) may be included.
- In Module 2, the relationship between the social science and universities may also be discussed.
- Some of the readings may be shifted from core to suggested given that this is a 2 credits course.
- The phrase "performativity" may be replaced with "performance".
- The location of ECCE in the discourse of education studies may be included.

The BoS resolved to recommend the course for the consideration of AUD's Academic Council after revisions as per the above recommendations.

### 3.3. The proposal for the course *Critical Literacy* (2 Credits)

The course proposal for *Critical Literacy* was presented by Dr Sunita Singh. The course enables students to understand how language and literacy practices in schools and society are shaped by power dynamics and the role of agency and identity. The following suggestions were made by the members:

- Some readings on classroom itself being a cultural site, works of James Gee, Paulo Freire on adult literacy, and works on social class and literacy such as John Ogbu's works, may be included.
- Some case-studies and examples on real-life literacy projects may be included.
- The reading list for the course needs to be pruned.

The BoS resolved to recommend the course for the consideration of AUD's Academic Council after revisions as per the above recommendations.

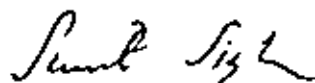
### 3.4. The proposal for the course *Education and Social Mobility* (2 Credits)

The course proposal for *Education and Social Mobility* was presented by Dr Rajshree Chanchal. With a sociological lens, the course engages in understanding the role of education in facilitating social mobility as well as reproducing social hierarchies amongst various social groups. It also focuses on developing an understanding about family strategies to invest in their children's education and how the pathways for upward mobility are paved. The following suggestions were made by the members:

- To engage with the question of education and social mobility statistics and databases may be used.
- The titles of the modules may be reconsidered and expressed parsimoniously.
- The essential reading list for Module 1 may be pruned.

The BoS resolved to recommend the course for the consideration of AUD's Academic Council after revisions as per the above recommendations.

The meeting ended with a vote of thanks to the members and special invitees. A special thanks was extended to Shri Vijay Kumar, MTS, SES, for extending thorough support in making arrangements for the meeting.



BoS Chairperson  
Dean (O) SES

## Ambedkar University Delhi

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD), and MA Education and MA Education (ECCE)
Course title	Instructions in Middle and Secondary School Algebra and Geometry
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG/ Certificate
Proposed date of launch	Winter 2020
Course coordinator and team	Gunjan Sharma (C), Sanjay Raghav

- How does the course link with the vision of AUD?  
This course is designed for aspiring and practising teachers and educators, especially those in the public system of education. It aims at making quality education accessible to practitioners. It also aims at enabling educators for critical inquiry in their practice.
- How does the course link with the specific programme(s) where it is being offered?  
The course is being offered for the CPD programme. In addition to conceptual understandings of algebraic thinking and geometric thinking, it will also offer specific strategies that teachers could use in the classroom. The course would link-up to the masters programmes in teacher education that SES is planning to offer in near future.
- Does the course connect to, build on or overlap with any other courses offered in AUD?  
Yes. This course may have vertical linkages with MA ECCE programme and other CPD courses. While this course is designed for practitioners, it would be relevant for students in the MA programme as well.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)  
Mathematics as a Regular subject in Senior Secondary certificate Examinations and it is desirable that the participants have experience of working in school system.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester-long course; may be transacted on weekends, evenings, holidays etc. depending on the school calendar

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**7. Course Details:**

**a. Summary:**

Mathematics has been highly valued as a discipline. It has got its status based on the belief that the truths established in mathematics are very rigorous and objective. It is also seen as a discipline that develops logical thinking and reasoning. However, when it comes to teaching and learning of mathematics in schools (Middle and senior school referred here), there are several concerns and problems that teachers and students face. The anxiety and fear that mathematics evokes for students is very pronounced. Many international and national tests have pointed out and established major gaps in the teaching and learning of mathematics. Two areas in middle and secondary school mathematics where students generally struggle are algebra and the concept of proving in geometry. While many consider algebraic thinking as a movement from arithmetic to algebra symbolism in which arithmetic results and properties are generalized. There is however more to algebraic understanding which is about algebraic thinking, expressing relationships, representing relationships and so on. This considers algebra as a study of the structures itself. In this context, the course aims to equip participants to understand the concerns in the teaching and learning of algebra and the theory of proving in middle and secondary school geometry and design lessons to develop the necessary mathematical skills and dispositions for their students.

**b. Objectives:**

1. To critically engage the participant teachers with pre-algebraic competencies to develop algebraic thinking for their students.
2. To critically engage the participant teachers with patterns in arithmetic and geometry and help the teachers to analyze and generalize them in more formal algebraic expressions
3. To help the participant teachers to critically engage with students' conceptions and errors in algebra in middle school and develop a structured understanding of student's error and misconceptions.
4. To give useful guide to the participant teachers to plan strategies to help to develop algebraic thinking for their students.

**c. Expected learning outcomes:**

1. Identify the essential components in algebraic thinking in middle and secondary school.
2. Develop effective lessons to develop or assess the pre-algebraic competencies for their students.
3. Critically engage with and make sense of children's misconceptions and errors in algebra in middle and secondary school and develop strategies to help the children in the same.
4. Identify the essential components in mathematical proofs and proving in middle school geometric problems and theorems.
5. Design effective lessons on proving and proofs in middle school geometry for their students.

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

The course is organized into two modules (1) Pre-algebra and Algebraic Thinking  
 (2) Levels in Geometric thinking and its implications to proving and proofs in geometry

c. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

**Module 1: Pre-algebra and Algebraic Thinking (24 hours)**

**A. Overview and Analysis of Pre-Algebraic Skills, (10 hours)**

This part of the module explores the Fundamentals which are necessary to understand algebra. This includes review of different number sets rational and irrational and its subsets, rules of exponents and powers, factorization, rules and order of operations, fundamentals of equations and connected areas of algebra. This will engage the learners with why's of the above concepts. It gives the participant teachers an overview of the stages in the development of algebraic thought and the move from arithmetic to pre-algebra and finally to the formal algebraic expressions. It also critically analyzes the relation of the arithmetic to algebraic thinking and discusses the other aspects of thinking about algebraic thinking. The main components of this part of the module are as follows:

- (1) numbers and numerical operations,
- (2) ratios and proportions,
- (3) the order of operations,
- (4) equality,
- (5) patterning,
- (6) algebraic symbolism and letter usage,
- (7) algebraic equations,
- (8) functions, and
- (9) graphing

**Core Readings:**

Kaput, J. J., Carragher, D. W. and Blanton, M. L. (Eds.). (2008). *Algebra in the early grades*. LEA/NCTM. New York, NY: Lawrence Erlbaum. (Chapter 1 and 2).

Walle, V. D., John, A. (2010). *Developing concepts of exponents, integers and real numbers, elementary and middle school mathematics: teaching developmentally*. Boston: Pearson. (Chapters 16, 17, 23).

Post (ed.), T. R., & Post, T. R. (1988). *Teaching mathematics in grades K-8: Research based methods*. Boston, MA: Allyn & Bacon, (Chapter 13).

Subramaniam, K. and Banerjee, R. (2011). The arithmetic-algebra connection: A historical pedagogical perspective. In J. Cai and E. Knuth (Ed.), *Early algebraization: A global dialogue from multiple perspectives* (pp. 87- 105). Springer.

**Supplementary Readings:**

Ameron, B. V. (2002). Learning and teaching of school algebra. In *Reinvention of early algebra: Developmental research on the transition from arithmetic to algebra* (pp 17-28). Dordrech, Netherlands. Retrieved from:  
<https://dspace.library.uu.nl/bitstream/handle/1874/874/full.pdf>

Larson, C. L. (1983). Problem-solving through problems. In P. R. Halmos (Ed.), *Problem books in mathematics* (pp 120 - 144). Springer: New York.



Rush, S. B. (2011). Analyzing common algebra-related misconceptions and errors of Middle school students. *Electronic Theses and Dissertations*, (pp 42-100). <https://drive.google.com/drive/folders/1oRy11wmnyR93OyzU19rmw2qtxSsfTK>

Banerjee, R. (2011). Is arithmetic useful for the teaching and learning of algebra? *Contemporary Education Dialogue*, 8 (2), 137-159.

Banerjee, R. and Subramaniam, K. (2012). Evolution of a teaching approach for beginning algebra. *Educational Studies in Mathematics*, 81(2), 351-367.

Kaput, J. J., Carragher, D. W. and Blanton, M. L. (Eds.). (2008). *Algebra in the early grades*. LEA/ NCTM, New York, NY: Lawrence Erlbaum.

Gilmore, C., Gobel, S. M. and Inglis, M. (2018). *An Introduction to mathematical cognition*. Routledge: Abingdon. (Chapters 8 and 9).

**B. Patterns, Generalizations and stages in development of algebraic thinking (6 hours)**

This part of the module focuses on patterns. Algebra helps to organize and describe these patterns in more symbolic form. In this the participants will engage with the numerical patterns and geometric patterns. They will then be moving to generalize and express the arithmetic or geometric relations in symbolic forms using letter. They will also be learning to represent these relations in the coordinate form in the form of graphs. This part will equip and make the participant aware of the patterns in the form of expressions and factors to consider while generalizing these patterns and how we can analyze these patterns. It also will involve preparation of similar exercises for the students whom the participant may be teaching. The use of technology in these visualization will also be discussed.

**Core Readings:**

Kaput, J. J., Carragher, D. W. and Blanton, M. L. (Eds.). (2008). *Algebra in the early grades*. LEA/ NCTM. New York, NY: Lawrence Erlbaum. (Chapter 3 and 8).

Osborne, A. & Wilson, S. (1992). Moving to algebraic thought. In T. R. Post (Ed.), *Teaching mathematics in grades K-8: Research based methods* (pp. 421- 442). Boston, MA: Allyn & Bacon.

Walle, V. D. and John, A. (2010). *Elementary and middle school mathematics: Teaching developmentally*. Boston: Pearson (Chapter 14).

Patterns and algebra: student workbook G series. Retrieved from: <https://drive.google.com/open?id=1rZcAL3LlpPAx9cXEm75dqalRozr25w9z>

**Workbook :**

Arcidiacono, M. J., & Maier, E. (1993). *Picturing algebra*. Unit 9, Math in the mind's eye. Math learning center.

Maier, E. & Shaughnessy, M. (1999). *Graphing algebraic relationships part 1 and 2*. Unit 9, Math and the mind's eye activities. Math learning Centre

**Supplementary Readings:**

Ameron, B. V. (2002). *Re-inventing Initial algebra: development research around the transition from arithmetic to algebra*. (pp 17-28) (Chapter 2). Retrieved from: <https://dspace.library.uu.nl/bitstream/handle/1874/874/full.pdf>

Gilmore, C., Gobel, S. M. and Inglis, M. (2018). *An Introduction to mathematical cognition*. Routledge (Chapters 8 and 9).

Houston, K. (2009). *Generalization and specialization*. (pp 248- 251). (Chapter 6).

### **C. Common Conceptual Errors in Algebra in Middle School (8 hours)**

This section will help the participants to differentiate between misconceptions and errors. The learners will then analyze the errors which are more common and established in the research literature and the more specific from their own student's work. This analysis will critically engage the participants with the errors and the misconceptions and they will be expected to find the possible roots of these. This will then attempt to develop strategies by the participants for their students which will help to remedy and rectify the errors and the misconceptions held by the students. One possible strategy will be how to develop scaffold questions that help to identify the possible roots and through the questioning, bring cognitive conflict in the minds of the students which will help their students to rectify and remedy the errors.

#### **Core Readings:**

Bush, S. B. (2011). Analyzing common algebra-related misconceptions and errors of middle school students. *Electronic Theses and Dissertations*, Paper 187, (pp 33-61. 327-338).

NCEERA. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students*. U.S. Department of Education. Retrieved from: [https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc\\_algebra\\_040715.pdf](https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_algebra_040715.pdf)

#### **Suggested Readings:**

Booth, J., McGinn, K., Barbieri, C. & Young, J. (2017). *Misconceptions and learning algebra*. 10.1007/978-3-319-45053-7\_4.

Judah, P. M. & Nzima, S. (2016). Eliciting learner errors and misconceptions in simplifying rational algebraic expressions to improve teaching and learning. *International Journal of Educational Sciences*, 32(1), 16- 28, DOI: [10.1080/09751122.2016.11890408](https://doi.org/10.1080/09751122.2016.11890408)

### **Module 2: Levels in Geometric thinking and implications for proving and proofs (24 hours)**

This part explores the basics and fundamentals of proving in secondary school mathematics. This will help the participant to understand the rationale and approach of proving in mathematics. This will further focus on the distinction between verification, validation and proofs. The module is organized in two parts:

#### **A. Stages in Geometric Thinking (10hours)**

This part deals with the Van Hiele stages of geometric thinking. The participant teachers will go through an overview of Van Hiele levels of geometric thought and design activities and lessons catering to different levels of geometric thought. This will help the participant teachers to also critically analyze the existing exercises in the available books for their students and plan better sequence of problem and activities for children.

#### **Core reading:**

Crowley, Mary I. (1987). The van Hiele Model of the Development of Geometric Thought. In Mary Montgomery Lindquist (Ed.), *Learning and teaching geometry, K-12: 1987 yearbook of the national council of teachers of mathematics*, pp.1-16. Reston, Va.: National Council of Teachers of Mathematics.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.456.5025&rep=rep1&type=pdf>

Post, T. R. (Ed.). (1992). *Geometry and visual thinking: Teaching mathematics in grade K-8*. Boston: Allyn & Bacon.

Walle, V. D., John, A. (2010). *Elementary and middle school mathematics: Teaching developmentally*. Boston: Pearson. (Chapter 14).

**B. Steps in proving geometric statements: The syntax and the theory (14hours)**

This part deals with three sub areas: 1) The logic of proofs and proving in mathematics: It includes familiarity of terminology like proposition, premise, statements, quantifiers etc. These form a necessary and important syntax of the theory of proving and will equip the participant to better understand the structure and syntax of proving. 2) Steps and stages in the process of proving: This will extend the understanding of the Van Hiele theory of instruction and develop proofs based on it. It will engage with the process of exploration, inductive and deductive reasoning (Connolly, 2010). 3) Student's misconceptions in geometric proofs and strategies to remedy them: This will address the problems and misconceptions students have in proving mathematical statements and geometric statements to be specific. The participants will then critically engage with these misconceptions and try to trace the possible roots and reason for these misconceptions and develop strategies to help their students with the same.

**Core Readings:**

Stylianou, D. A., Blanton, M. L. and Knuth, E. J. (Eds.). (2009). *Teaching and learning proof across grades: a K-16 perspective*. New York: Routledge. (Chapter 1, 3, 5).

Chigonga, B. (2016). *Learners' misconceptions in deductive geometry proofs and remedial strategies*. Retrieved from:

[https://www.researchgate.net/publication/314285221\\_Learners'\\_misconceptions\\_in\\_deductive\\_geometry\\_proofs\\_and\\_remedial\\_strategies](https://www.researchgate.net/publication/314285221_Learners'_misconceptions_in_deductive_geometry_proofs_and_remedial_strategies)

Connolly, S. (2010). *The Impact of van Hiele-based geometry instruction on student understanding*. Mathematical and computing sciences masters. Paper 97 (pp 8-24).

[https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1096&context=mathcs\\_etd\\_masters](https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1096&context=mathcs_etd_masters)

Wilson, J. (2007). *Proof and mathematical reasoning: A primer on mathematical proof*.

Retrieved from:

<http://www.math.lsa.umich.edu/~jchw/PrimerOnProof.pdf> NCERT. (2008).

Mathematics textbook class 9 appendix 1

NCERT. (2008). Mathematics textbook class 10 appendix 1.

**Videos**

Four techniques of proving in mathematics retrieved from

<https://www.youtube.com/watch?v=V51Uc-JJ24s&list=W1&index=36&t=0s>

**Workbook**

Shirali, S. (2002). *Adventures in problem solving*. Delhi Universities Press. (Chapter 3, pp. 44- 48)

Posamentier, A. S. & Salkind, C. T. (1996). *Challenging problems in geometry*. Dover Books. (pp. 1-28)

**Supplementary Readings:**

- Solow, D. (2014) *How to read and do proofs: An introduction to mathematical thought processes*. Wiley: London (Chapters 3, 9, 12, 16, 17).
- David, F. D. (2010). *Basic proof techniques*. Retrieved from, [https://www.csè.wustl.edu/~cytron/547Pages/f14/IntroToProofs\\_Final.pdf](https://www.csè.wustl.edu/~cytron/547Pages/f14/IntroToProofs_Final.pdf)
- Douek, N. (2009). Approaching proof in school: From guided conjecturing and proving to a story of proof construction. Lin, F-I., Hsieh, F-J, Hanna, G. and de Villers, M. (Eds.). *Proofs and proving in mathematics education: The 19 ICMI study*. Vol. 1, pp. 142-147.
- Guerrier, D. V & Arsac, G. (2009). Analysis of mathematical proofs: some questions and first answers. Lin, F-L, Hsieh, F-J, Hanna, G. and de Villers, M. (Eds.). *Proofs and proving in mathematics education: The 19 ICMI study* Vol. 1, pp. 148-153.
- Gilmore, C., Gobet, S. M. and Inglis, M. (2018). *An introduction to mathematical cognition*. Routledge: Abingdon. (Chapter 10).
- Kunimunc. S., Fujita, T., & Jones, K. (2009). "Why do we have to prove this?" Fostering students' understanding of 'proof' in geometry in lower secondary school. Lin, F-L, Hsieh, F-J, Hanna, G. and de Villers, M. (Eds.). *Proofs and proving in mathematics education: The 19 ICMI study*. Vol. 1, pp. 256-261.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Attendance and participation (20%)
2. Activities Design (40%)
3. Making a handbook /Teacher/student manual/TLM for the teachers or students to develop algebraic understanding and geometric understanding in middle and secondary school students/teachers (40%)

**8. Pedagogy:**

a. Instructional strategies:

The course will be largely transacted in a non-didactic and interactive mode. The course will have regular face-to-face sessions during vacations, evenings and weekends. These interactions would be continued in a blended mode. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

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 audio facilities.

c. Expertise in AUD faculty or outside:

Guest/Adjunct/visiting faculty may be invited as this is a special area that is not represented in the AUD faculty till the time when such expertise is not internally available. This is subject to approval of AUD's relevant bodies.

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

Schools (if there are participants who are not currently teaching in schools)

**Signature of Course Coordinator(s)**

**Note:**

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:

  
Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CDP), and MA Education and MA Education (ECCE)
Course title	<b>Science Education: Critical approaches to Curriculum and Pedagogy</b>
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/ MA/ PG/ Diploma/ Certificate/ UG)	Masters/PG/Certificate
Proposed date of launch	Winter 2020
Course coordinator and team	Manasi Thapliyal Navani (C), Bharati Baveja

- How does the course link with the vision of AUD?  
This course, offered as part of the Continuing Professional Development programme of SES, aims to equip science teachers/educators with critical tools to bridge the theory-practice divide in school science education. It thus links with the vision of the University to promote engaged scholarship and connect with the world of practice. Within the School also this course will be one of the first subject specific curriculum and pedagogy course to be offered as an advance level elective.
- How does the course link with the specific programme(s) where it is being offered?  
The course would link-up to the masters programmes in teacher education that SES is planning to offer in near future.
- Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course is designed as one of the professional development courses for educators engaged in school science education: as part of the CPD and Teacher education unit of School of Education Studies. The course aims to encourage practicing school teachers to draw upon their pedagogical experiences and critically engage with research on elementary and secondary stage school science pedagogy and curriculum, and examine core tenets, assumptions and debates characterizing the domain of science education. The course can be considered as a stand-alone course for in-service professional enrichment of school-based science educators. For MA Education and MA Education (ECCE) students, this course can be treated as an advanced elective in the curriculum and pedagogy basket. The course builds on the foundations of pedagogy and curriculum introduced to MA students through the core courses on Curriculum Theory and Practice, and Philosophical Perspectives in Education.
- Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify) Introductory level courses on curriculum or pedagogy of school science.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Usual cohort size

6. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)  
Semester-long course; may be transacted on weekends, evenings, holidays etc. depending on the school calendar

7. Course Details:

a. Summary:

This course is designed for practicing school teachers who are interested in engaging with curricular, pedagogical, and assessment issues surrounding science education, particularly at the elementary and secondary school level. The course attempts to integrate educational theory with concrete and practical strategies for becoming more informed and perhaps 'better' science educators. It addresses the questions of: How do students most effectively learn science at elementary stage?; How can we facilitate this learning process as instructors and educators?; How do we best assess whether such learning is happening? This course builds upon the basic familiarity practicing school teachers have through their teacher education programmes and brings a research focus to their engagement with a range of issues related to teaching of science at school level. We focus, in particular, on: nature of science and science education; students' conceptual development and conceptual change; alternate pedagogical and assessment approaches, such as inquiry oriented and collaborative learning; and practical issues encountered when engaging in responsive, interactive teaching.

b. Objectives:

1. Enable critical engagement with alternative curricular and pedagogical approaches, practices in science education and the corresponding modes of assessment.
2. Develop reflexivity and cognitive fluency with a view to enable appreciation for the pluralistic nature of knowledge
3. Analyze the researches in the field and critically reflecting on the debates in various paradigms of science education

c. Expected Learning Outcomes:

On successful completion of the course, students should be able to:

1. Develop a broader understanding and appreciation of nature of learning, cognition and knowledge construction; pedagogical approaches for effective science education
2. Critically analyze and benefit from literature in science education research
3. Demonstrate engagement with key debates and emergent research on curricular practices in science education
4. Demonstrate critical thinking and skill of research writing.

- d. Overall structure (course organisation; rationale of organisation; brief module outlines):  
The course is organized around 4 Modules.

- e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format;

(b) (i) Module-wise format with following details for each module:

**Module 1: How children learn science?**

The focus of this module is on: Concept Formation; Alternative conceptions; Negotiation that alter the alternative concepts; Movement from everyday concepts to scientific concepts. Students will be introduced to theories of learning that focus on how individuals construct

(personal) knowledge which may be at variance with the knowledge constructed by others, including community of scientists; the importance of self-awareness of knowledge construction, critical reflection on individually constructed knowledge and the process of social negotiation marking a shift from personal to social constructivism. The discussion will be situated in the Piagetian and the Vygotskian perspectives. Students will be encouraged to review contemporary research and critically reflect on the debates within the constructivist paradigm and begin to articulate its implications for curriculum planning and classroom practice. They would also be expected to begin an exploration of how, and what kind of scientific knowledge gets 'constructed' in the science classroom, and focus on how teachers can address and build upon alternative conceptions as a pedagogical tools.

#### Essential Readings:

- Daniels, H. (2001). *Vygotsky and pedagogy*. London and New York: Routledge Falmer. (Chapter 1).
- Driscoll, M. P. (2000). *Psychology of learning for instruction*. Allyn and Bacon. (Chapters 6 and 11).
- Driver, R. and Erikson, G. (1983). Theories-in-action: Some theoretical and empirical issues in the study of students' conceptual frameworks in science. *Studies in Science Education*, 10, 37-60.
- Glaserfeld, E.V. (1995). A constructivist approach to teaching. In L.P. Steffe and J. Gale (eds.) *Constructivism in education*, pp. 3-16. New Jersey: Lawrence Erlbaum Associates Publishers.
- Sandoval, W.A. (2003). Conceptual and epistemic aspects of students' scientific explanations. *Journal of the Learning Sciences*, 12 (1), 5-51.
- Moll, L.C. (ed.). (1993). *Vygotsky and education*. Cambridge University Press. (Chapters 6 and 10).

#### For critique of constructivist perspective on learning:

- Millar, R. (1989). Constructive criticism. *International Journal of Science Education*, 11(5), 587-96.
- Driver, R., Asoko, H., Leach, J., Mortimer, E., and Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher*, 23 (7), 5-12.

#### Suggested Readings:

- Driver, R. and Bell, B. (1986). Students' thinking and learning of science: A constructivist view. *School Science Review*, 67 (240), 443-56.
- Osborne, R. and Fryberg, P. (eds). (1985). *Learning in science*. Auckland: Heinemann.
- Leach, J. and Scott, P. (2000). Children's thinking, learning, teaching and constructivism. In M. Monk and J. Osborne (eds.), *Good practice in science teaching: What research has to say*. Buckingham: Open University Press.
- Black, P. and Solomon, J. (1987). Can pupils use taught analogies for electric current? *School Science Review*, 69 (247), 249-54.
- Kelly, A. (1986). The development of children's attitudes to science. *European Journal of Science Education*, 8(4), 399-412.

#### Module 2: Nature of Science and Science Education

The focus of this module will be on: Nature of scientific knowledge; What is the method of science?; Scientific temper as an educational outcome and implications for pedagogy of school science; Explaining science in classroom: conceptual objects, pedagogical content knowledge and scientific explanation. This module will help students to engage with the nature of science through examples and debates from the history and philosophy of science. It will also provide an overview of the key philosophical perspectives to highlight the



various aspects of nature of science in the context of their representation within with curriculum, pedagogical and assessment practices in school science education. The influence of political-ideological dimensions of production of scientific knowledge will also inform these discussions.

**Essential Readings:**

- Ziman, J. (2000). *Real science: What it is, and what it means?* Cambridge University Press, (pp. 12-74). (Chapters 2, 3 and 4).
- Millar, R. (1994). What is scientific method and can it be taught? In R. Levinson (Ed.), *Teaching science*. London: Open University Press.
- Norris, S.P. (1992). Practical reasoning in the production of scientific knowledge. In Duschl, R.A. and Hamilton, R.J. (eds.), *Philosophy of science, cognitive psychology and educational theory and practice* (pp. 195-225). Albany, NY: State University of New York.
- Press Ogborn, J., Kress, G., Martins, I. and McGillicuddy, K. (1996). *Explaining science in the classroom*. Buckingham: Open University Press. (Chapter 3, 4).

**Suggested Readings:**

- Derry, G. N. (1999). *What science is and how it works*. Princeton, New Jersey: Princeton University Press. (Chapters 1-8).
- Bhargava, P. M. and Chakrabarti, C. (2010). *Angels, devil and science: A collection of articles on scientific temper*. National Book Trust, New Delhi, India.
- Mahanti, S. (2013). A perspective on scientific temper in India, *Journal of Scientific Temper*, 1(1&2), 46-62.
- Varma, R. (2001). People's science movements and science wars? *Economic and Political Weekly*, Dec 29. Pp. 4796-4802
- Kanari, Z. and Millar, R. (2004). Reasoning from data: How students collect and interpret data in science investigations. *Journal of Research in Science Teaching*, 41 (7), 748-769.
- Lee, E. & Luft, J. (2008). Experienced secondary science teachers' representation of pedagogical content knowledge. *International Journal of Science Education*, 30(10), 1343-1363.
- Aikenhead, W. W. (1998). *Cultural aspects of learning science*. Part one, pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer Academic Publisher.
- Abha, S. (2011). *Dispersed radiance: Caste, gender and modern science in India*. New Delhi: Navayana.

**Module 3: Teaching of Science: Perspectives and Pedagogical Approaches**

This module will focus on the different curricular perspectives and contingent pedagogical approaches explored across the globe for effective science teaching and learning at elementary and secondary stage of education. Students will be expected to engage in-depth with any one of the approaches as part of their project work of this course, review the experiences and critically analyse the different perspectives. The major perspectives that the course will focus on are stated below:

- HPS (History and Philosophy of Science) as a curricular and pedagogical approach: Implications for science teaching
- Process/ Inquiry Approach and Practical Work in School Science: Purpose, Debates, Research and Process—Experiments, Investigative Work and 'Process Science'
- Context-based approaches to the teaching of Science: Origins, Experience and Research Evidence on Effects of context-based approaches in Science Teaching (e.g. LAMP project; Nuffield Science 13-16); or *Science in Society* materials (Lewis, 1981); Schwab, Biology Science Project; Science for Public Understanding (Hunt and Millar, 2000)

- Science-society-culture-technology discourse in science education : links between context-based approaches and the 'STS' (Science-Technology-Society) approach

#### Essential Readings:

- Campbell, R., Lazonby, J., Nicoloson, P., Ramsden, J., and Waddington, D. (1994). *Science: The salters approach: A case study of the process of large scale curriculum development*. *Science Education*, 78(5), 415-47.
- Mayoh, K. and Knutton, S. (1997) Using out-of-school experiences in science lessons: Reality or rhetoric? *International Journal of Science Education*, 19 (7), 849-67.
- Atkinson, P. and Delamont, S. (1976). Mock-ups and cock-ups: The stage management of guided discovery instruction. In M. Hammersley and P. Woods (eds.), *The process of schooling* (pp. 133-142). London: Routledge
- Hodson, D. (1993). Re-thinking the old ways: Towards a more critical approach to practical work in school science. *Studies in Science Education*, 22, 85-142.
- Bennett, J. and Holman, J. (2002). Context-based approaches to the teaching of chemistry: What are they and what are their effects? In J. Gilbert (ed.) *Chemical education research-based practice*. Dordrecht: Kluwer Academic Publishers.
- Wellington, J.J. (1981). 'What's supposed to happen, sir?' Some problems with discovery learning. *School Science Review*, 63(222), 167-73.
- Wang, H. A. and Schmidt, W. H. (2001). History, philosophy and sociology of science in science education: Results from the third international mathematics and science study. In F. Bevilacqua, I. Giannetto, and M.R. Mathews, (eds.). *Science education and culture: The contribution of history and philosophy of science*. The Netherlands: Kluwer Academic Publishers. pp.83-102.
- Millar, R., & Driver, R. (1987). Beyond process. *Studies in Science Education*, 14, 33-62. <http://dx.doi.org/10.1080/03057268708559938>
- Aikenhead, G. (1994). What is STS teaching? In J. Solomon and G. Aikenhead (Eds.) *STS education: International perspectives on reform*. New York: Teachers College Press.
- Aikenhead, G. S. and Solomon, J. (Eds.). (1994). *STS education: International perspectives on reform*. New York: Teachers College Press. (Chapter 2).

#### Suggested Readings:

- Schwab, J. J. (1962). *The teaching of science as enquiry*. Cambridge, MA: Harvard University Press.
- Hodson, D. (1988). Science curriculum change in Victorian England: A case study of the science of common things. In *International perspectives in curriculum history*, London, Routledge.
- Wellington, J. (ed.). (1998). *Practical work in science: Which way now?* London: Routledge.
- Gott, R. and Duggan, S. (1995). *Investigative work in the science curriculum*. Buckingham: Open University Press.
- Millar, R. (2004). *The role of practical work in teaching and learning of science*. National academy of sciences. Washington, DC.
- Watson, R. (2000). The role of practical work. In M. Monk and J. Osborne (Eds.), *Good practice in science teaching: What research has to say*. Buckingham: Open University Press.
- Barker, V. and Millar, R. (2000). Students' reasoning about basic chemical thermodynamics and chemical bonding: What changes occur during a context-based post-16 chemistry course? *International Journal of Science Education*, 22 (11), 1171-200.
- Tiberghien, A. (1996). *Construction of prototypical situations in teaching the concept of energy*. In Welford, G., Osborne, J. and Scott, P. (Eds.), *Research in science education in Europe: Current issues and themes* (pp. 100-114). London: Falmer

Press.

Parkinson, J. (2002). Learning to become an effective science teacher. In *Reflective teaching of science 11-18: Continuum studies in reflective practice and theory*. New York: Continuum, pp. 1-12. (Chapter-1).

#### Module 4: Assessment Practices for Effective Learning

This module aims to engage students into critically reviewing the contemporary assessment practices and explore alternate assessment strategies for learners in school science. Students will be encouraged to explore and review the extended body of research on alternative conceptions, belief system and process assessment of student learning in school science.

The focus will be on the following themes:

- Nature and purpose of assessment in school science
- Assessing children's learning: Possibilities and challenges (Process and Product orientations)
- Different types of assessment (formative/summative: norm/criterion-referencing based criteria for comparison)
- Research and debate in formative assessment
- Testing and standards
- Role of teachers in assessment

#### Essential Readings:

Daws, N. and Singh, B. (1999). Formative assessment strategies in secondary science. *School Science Review*, 80 (293), 71-78.

Hanger-Drowns, R., Kulik, C., Kulik, J. and Morgan, M. (1991). Effects of frequent classroom testing. *Journal of Educational Research*, 85, 89-99.

Gott, R. and Welford, G. (1987). The assessment of observation in science. *School Science Review*, 69 (247), 217-227.

Fairbrother, B., Black, P. and Gill, P. (1995). *Teachers assessing pupils: Lessons from the science classroom*. Hatfield: Association for Science Education. (Excerpts).

#### Suggested Readings:

Black, P. (1998). *Testing: Friend or foe? Theory and practice of assessment and testing*. London: Falmer Press.

Black, P. and William, D. (1998). *Inside the black box: Raising standards through classroom assessment*. London: Kings College.

Bell, B and Cowie, B. (2002). *Formative assessment and science education*. New York: Kluwer Academic Publishers. (Chapter 2, 8).

Moon, B. and Murphy, P. How do you assess constructivist learning? Open University Books on Learner/Learning/Assessment.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. The course will have three types of assessment situations:

1. Class presentations: 20%
2. Written memos (This involves in-class quizzes and short response notes) combined: 40%
3. Short project-study: 30%
4. Class Participation: 10%

#### 8. Pedagogy:

- a. Instructional strategies:

The course will be transacted as a seminar course through a combination of lectures, project studies and seminars with an LMS interface. It will involve face-to-face interaction and have an online interface through Moodle. As part of the seminar format, students will be responsible for weekly readings, in-class discussions/as well as discussion forums on Moodle, and contribute through brief written reflections on assigned readings and independent projects. Students will be encouraged to bring to the discussion their own experiences as both science students and science teachers.

- 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 researched in the domain of cognitive science and educational theory; curriculum theory and pedagogy of science; adjunct/guest faculty may be invited for specific themes.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others

**Signature of Course Coordinator(s)**

**Note:**

1. Modifications based on deliberations in the Board of Studies (or Research Studies Committee in the case of research program) 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 program 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 program 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 School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:

*Sumit Singh*  
Signature of the Dean of the School

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

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD), MA Education and MA Education ECCE
Course title	<b>Education, Vulnerability and Sustainable Development</b>
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA/ PG/ Certificate
Proposed date of launch	Winter 2020
Course coordinator and team	Gunjan Sharma (C), Sanjeev Rai

- How does the course link with the vision of AUD?  
This course is designed for aspiring and practicing teachers and educators, especially those in the public system of education. It aims at making quality education accessible to practitioners. It also aims at enabling educators for critical inquiry in their practice.
- How does the course link with the specific programme(s) where it is being offered?  
The course would link-up to the masters programmes in teacher education that SES is planning to offer in near future.
- Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course may have overlaps with MA Education courses of SES, AUD.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)  
Having some level of understanding of the global challenges of achieving developmental goals, barriers of education such as violence, displacement, poverty, impacting access, retention, learning of the children would be advantageous for the participants but no specific formal prerequisite for the course, other than the openness to learn.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester-long course; may be transacted on weekends, evenings, holidays etc. depending on the school calendar
- Course Details:**
  - Summary:**  
This course is for the practitioners of education working in schools and in the development sector. This course focuses on orienting the practitioners and building a perspective on education, vulnerability and sustainable development. In order to approach this, the course will engage with the global initiatives such as Education for All,

Millennium Development Goals, and Sustainable Development Goals to make sense of the problem and perspective on education, vulnerability and sustainable development. These discussions will also include engagement with the process adopted for the global commitments. The context of these initiatives on educational front would be elaborated with a focus on the role of governments, developmental partners, UN agencies and the schools, while simultaneously critically engaging with the limitations of these frameworks. Some of the emerging systemic reforms and challenges, and other alternative perspectives on the social developmental models would also be discussed while referring to examples related to the local implications of these frameworks on the practice of education (especially on primary and secondary education). The discourse of "learning crisis", the gap between public and private school systems, widening economic inequalities, displacements, conflicts, natural disasters and the consequences of these issues on the teachers and learners would be drawn upon as cases for discussions during the course.

b. Objectives:

1. Develop an understanding of the global frameworks and initiatives on education in the context of vulnerable children and teachers
2. Provide an orientation on the emerging challenges before education sector, with focus on urbanization, migration, budgetary challenges, disasters etc.
3. Develop a context to connect the local issues with implication on global framework leading to thinking on a school based plan.

c. Expected learning outcomes:

At the end of the course participants will be able to:

1. Critically review the global initiatives of the education frameworks from a vulnerability perspective and its implication to sustainable development goals (esp. goal 4) with emphasis on India
2. Prepare plans and identify policy gaps for working towards the challenges of education such as urbanization, migration, conflicts and disasters
3. Critically appreciate the values of equity, social cohesion, peace and sustainable development.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course is organised in 4 modules. The first module is focused on global experiences/concerns. The second module focuses on education under migration, displacements, violence, and disasters. The third module emphasizes on alternative perspectives and critique of the sustainable development models and other contemporary views on development, equity, social cohesion, peace and coexistence. The fourth module would be identifying new emerging challenges of education sector and a project on school based planning.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

**Module 1: Global Concerns and Frameworks (12 hours)**

This module will reflect upon the global frameworks and sustainable development goals. In this context, the module will focus on questions such as: How are education, vulnerability and sustainable development related? Theoretical perspectives in relation to marginalization, inequality in educational opportunities and outcomes, and relationship of education with social change, would be presented in this section. The rationale behind these

global frameworks in terms of their significance, limitations and critiques will guide these discussions. Alternative perspectives taking the case of Gandhian thoughts will be discussed.

**Essential Readings:**

- Darling-Hammond, L. (Ed.). (2014). *Beyond the bubble test: How performance assessments support 21st century*. John Wiley & Sons. Chapter 7 and 9).
- Final Country Report of India, 2017. Retrieved from:  
[http://www.mospi.gov.in/sites/default/files/publication\\_reports/MDG\\_Final\\_Country\\_report\\_of\\_India\\_27nov17.pdf](http://www.mospi.gov.in/sites/default/files/publication_reports/MDG_Final_Country_report_of_India_27nov17.pdf)
- Ghosh, S. (2009). *Education in emerging Indian society: The challenges and issues*. New Delhi: PHI Learning Private Ltd.
- Save the Children. (2017). *Life on the street*. Retrieved from  
<https://www.savethechildren.in/sci-in/media/PDFs/LIFE-ON-THE-STREET-%28Final%29-Rev-4.pdf>
- Sernau, S. (2017). *Social inequality in a global age*. Los Angeles: SAGE/Pine Forge. (Chapter 1).
- The Millennium Development Goals Report (2015). (Summary). Retrieved from:  
[https://www.un.org/millenniumgoals/pdf/MDG\\_Gap\\_2015\\_E\\_web.pdf](https://www.un.org/millenniumgoals/pdf/MDG_Gap_2015_E_web.pdf)
- Gandhi, M. K. (2013). *Hind Swaraj*. Centenary Ed. Rajpal Publishing. New Delhi.
- UNESCO's Education for All Global Monitoring Reports.

**Additional References for Course Instructor:**

- Ballantine, J. H., Hammack, F. M. & Stuber, J. (2017). *The sociology of education: A systematic analysis*. Routledge (Selections).
- Sadovnik, A. R. (2011). *Sociology of education: A critical reader*. New York: Routledge. (Introduction).
- Parekh, B. C. (1989). *Gandhi's political philosophy: A critical examination*. Delhi: Ajanta. (Chapter 1).
- Bandopadhyaya, S. M. (1960). *My non-violence*. Ahmedabad: Navajivan Publishing House.
- Durokifa, A. A. & Ijeoma, E. C. (2018). Neo-colonialism and Millennium Development Goals (MDGs) in Africa: A blend of an old wine in a new bottle. *African Journal of Science, Technology, Innovation and Development*, 10(3), 355-366.

**Module 2: Challenges before the learners and teachers (12 hours)**

Building on the first module, this module focuses on education under migration, displacements, conflict and disasters. It engages with how these phenomena interact with global and local contexts and specific challenges before the learners and teachers. The contexts of classroom will be discussed with special reference to first generational learners, violence affected children, and internally displaced people. Given the context of Delhi, the question of urban marginality and its reflection in education will be brought-in and elaborated in the next module.

**Essential Readings:**

- Kumar, K. (2016). *Education, conflict and peace*. New Delhi. Orient Black Swan Private Limited. (Chapter 1).
- UNESCO's Global Monitoring Reports on Education.
- GCPIEA. (2018). *Education under attack: A report by Global Coalition to Protect Education from Attack*. Retrieved from: [www.protectingeducation.org](http://www.protectingeducation.org)
- Freire, P. (1972). *Pedagogy of the oppressed*. New York: Herder and Herder.
- International Save the Children Alliance. (2006). *Rewrite the future: Education for children in conflict-affected countries*. London: Cambridge House.  
<https://www.savethechildren.org/content/dam/global/reports/education-and-child->

- protection/rewritefuture-polrep.pdf
- Sigsgaard, M. (2009). *Education and fragility in Afghanistan: A situational analysis*. UNESCO. Retrieved from: [www.iiep.unesco.org/en/information-services/publications/emergencies-and-reconstruction.html](http://www.iiep.unesco.org/en/information-services/publications/emergencies-and-reconstruction.html)
- UNESCO. (2019). *N for nose: State of the education report for India 2019*. UNESCO. New Delhi.

**Documentary Shows in Class:**

Verma, D. *Indian teacher's journey: Mukesh Malviya Education can't wait*. Inter-agency Network for Education in Emergencies.

**Module 3: Case of Urban Education (10 hours)**

From the global and local contexts at a broader level, this module will take a specific case of education in Delhi while engaging with the concerns of development, urban-rural intersection, and vulnerability in the urban context. This will be done by discussion on the phenomenon of school dropout, non-enrolment, access to quality education and also on policy responses to these contexts (especially under section 21(c) of the RTE Act 2009). The complexity of urban classrooms from the standpoint of learners' diversity (languages, region, and religion) will also be discussed.

**Essential Readings:**

- Huisman, J., Rani, U. and Smits, J. (2010). *School characteristics, socio-economic status and culture as determinants of primary school enrolment in India*. Nijmegen: NiCE.
- Iyenger, R. and Surianarain, S. (2010). A comparative analysis of education policy and practice: The case of institutions in Mumbai and Delhi. *Perspectives on urban education*, Fall 2010, 19-27.
- Kingdon, G. K. (2017). *The private schooling phenomenon in India: A review*. Discussion Paper Series, 10612.
- Mangubhai, J. P. (2013). *Marginalised children and their right to education in Delhi: A study of five urban communities*. Report of the Centre for Social Equity and Inclusion, Delhi.
- Farooqi, F. (2017). Silenced and marginalized: Voices from a Sarkari-aided school of Delhi. *Economic and Political Weekly*, 52(38), 76-81.

**For Course Teachers:**

- Darling-Hammond, L. (Ed.), (2010). *Preparing principals for a changing world: Lesson from effective school leadership programs*. John Wiley & Sons. USA. (Chapter 1 and 3).
- Harber, C. & Sakade, N. (2009). Schooling for violence and peace: How does peace education differ from 'normal' schooling? *Journal of Peace Education*, 6(2), 171-187.
- Sharon, S. (1995). *Children and the politics of culture*. Princeton University Press. (Introduction).

**Module 4: Result Based Planning for Schools (16 hours)**

The participants will do a project related to the relevant theme and will be oriented on a result based framework for their own school or educational context. The expectation from the participants is to identify new emerging challenges of education and come up with global/local models/solutions of a particular problem of school education. Based on the models/solutions, every participant would be preparing a school based plan to improve their own pedagogy, management or transforming the school.

**Suggested Readings:**

- Malan, T. (1987). *Educational planning as a social process*. UNESCO. Paris.
- UNESCO (2018). *SDG 4 data book: Global education indicators 2018*. UNESCO Institute for Statistics. Canada. Retrieved from: <http://www.uis.unesco.org>



NITI Ayog. (2019). *School education quality index*. Retrieved from: <https://niti.gov.in/content/school-education-quality-index>

**Readings for Course Teacher:**

Stenhouse, L. (1983). *Authority, education and emancipation*. London: Heinemann.  
Darling-Hammond, L. (Ed.). (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. John Wiley & Sons Inc.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Participation (in-class): 15%
2. Project Proposal: 30%
3. Report: 30%
4. Seminar Presentation: 25%

**8. Pedagogy:**

1. Instructional strategies:

The course will be largely transacted in a non-didactic and interactive modality. The course would have regular face-to-face sessions during vacations, evenings and weekends. These interactions would be continued in a blended mode. The course facilitators may also visit the schools/sites where the participants are working to provide onsite mentorship support.

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

3. Expertise in AUD faculty or outside

Faculty in the area is available within and outside AUD and will draw upon for transacting the course.

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

While formal external institutional linkages are not essential for the transaction of the course, arrangements with the schools/Directorate of Education may have to be made.

**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 Board 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	School of Education Studies
Programme(s)	MA Programmes in Education
Course title	Perspectives in Education
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	Winter 2020
Course coordinator and team	Gunjan Sharma (C)

1. How does the course link with the vision of AUD?  
The course engages with different disciplinary perspectives that comprise the 'foundations of education'. It has an interdisciplinary orientation. The principles of equity and quality in education have been consciously kept in mind while selecting the concerns with which the course engages.
2. How does the course link with the specific programme(s) where it is being offered?  
This course will prepare the students of the second year of the MA programmes in education to make sense of the perspectives that they engage with in the other courses of the programme and encourage them to study education as an area of knowledge. It will also enable them to understand their dissertation work in a better way.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course draws on key perspectives and themes in education, and thus has vertical linkage with the first year masters' level courses in education. The course is also connected with the pre-doctoral course-work of the research programme in education.
4. Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
Post-graduate level engagement with education / social sciences / humanities is desirable
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Usual cohort size
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester long course
7. **Course Details:**
  - a. Summary:  
Education theory and research have been traditionally organised under 'foundation disciplines' (at least until 1970s). However, this approach has progressively transformed to more interdisciplinary theme/issue based engagement that has also reflected in how theory and research in education are understood. Yet, in the Indian context, one finds both these models of approaching studies in education. Keeping such context in mind, this course aims at introducing the students of education to the foundational perspectives

in education, while enabling them to engage with certain selected themes representing these perspectives and contemporary issues where a more interdisciplinary focus is needed. The intention is also to (re)introduce the students to some classic texts, ideas and scholarly approaches in education to facilitate them in locating their study, research and practice in relation to the larger discourse in the field.

In doing so, the course begins with introducing the 'disciplines of education' and signposting the theories/concepts fundamental to each of these. It then engages with some selected core thematic drawn from each of these foundational perspectives. This is followed with an engagement with selected contemporary issues (particularly drawn from curriculum and policy studies) across different levels of education – including early childhood, school, higher and teacher education. The readings in the last module will be updated regularly based on the developments in the field and a systematic attempt will be made to build-in concerns central to the Indian context. In this process, the course will signpost certain key theories/debates that will be explored in greater depth in other elective courses. Since this course draws on multiple perspectives, it will be co-taught by SES faculty members based on their specialisations.

b. Objectives:

1. Revisiting/introduction to the disciplinary perspectives in education
2. Familiarisation with the selected themes, concerns and developments in education
3. Facilitating drawing of linkages between one's own interests in the domain and the perspectives and concerns presented in the course

c. Expected learning outcomes:

1. Ability to read and comprehend selected seminal texts in education representing foundations of education
2. Demonstrated awareness of major concerns in education in India
3. Identification of the linkages between one's own interests in the domain and the perspectives and concerns presented in the course

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in 3 modules. The first two focus on introducing the disciplinary perspectives of philosophy, psychology, sociology, history and political economy of education. The last module signposts concerns in education at 3 major levels of education that require more interdisciplinary focus (excluding school education as this level is sufficiently covered in the preceding themes).

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

• Module 1: Disciplines of education (12 hours)

This module will focus on providing an introduction to the foundational disciplines (i.e. philosophy, history, sociology, and psychology) of education with an aim to provide a broad overview of each of these. In this process the major concepts/theories drawn from these foundations will be identified that will be further discussed in the elective courses. These discussions will be contextualised by reflecting on the rationale and relevance of these foundations.

Module Objective: Introducing the major perspectives in education.

878  
339.327  
277

**Essential readings**

Bridges, D. (2006). The disciplines and discipline of educational research. *Journal of Philosophy of Education*, 40(2), 259-272. doi: 10.1111/j.1467-9752.2006.00503.x

Carr, D. (2010). The philosophy of education and educational theory. In R. Bailey, R. Barrow, D. Carr and C. McCarthy (Eds.), *The SAGE handbook of philosophy of education* (pp. 37 – 54). London: SAGE

Popkewitz, T. K., Pereyra, M.A., and Franklin, B. M. (2001). History, the problem of knowledge, and the new cultural history of schooling. In Popkewitz, T. K., Pereyra, M.A., Franklin, B. M. (Eds.), *Cultural history and education: Critical essays on knowledge and schooling* (pp. 3-42). RoutledgeFalmer: New York and London.

Goodman, J. and Grosvenor, I. (2011). The history of education: A curious case? In J. Furlong and L. Martin (Eds.), *The disciplines of education: Their role in the future of education research* (pp. 67 – 84). London: Routledge.

McInerney, Dennis M. (2005). Educational psychology – Theory, research, and teaching: A 25-year retrospective. *Educational Psychology*, 25(6), 585-599. doi: 10.1080/01443410500344670

Nambissan, G. and Rao, S. (2013). Sociology of education in India: Trajectory, location and concerns. In G. Nambissan and S. Rao (Eds.), *Sociology of education in India: Changing contours and emerging concerns* (pp. 1 – 23). New Delhi: OUP.

**Suggested readings**

Furlong and L. Martin (Eds.). (2011). *The disciplines of education: Their role in the future of education research* (pp. 1 – 84). London: Routledge.

Philips, D. C. (2010). What is philosophy of education? In R. Bailey, R. Barrow, D. Carr and C. McCarthy (Eds.), *The SAGE handbook of philosophy of education* (pp. 3 – 20). London: SAGE

Aldrich, R. (2003). The three duties of the historian of education. *History of education*, 32(2), 133–143.

Lauder, H., Brown, P. and Halsey, A. H. (2009). Sociology of education: A critical history and prospects for the future. *Oxford Review of Education*, 35(5), 569-585.

Dale, R. (2001). The sociology of education over 50 years. In J. Demaine (Ed.), *Sociology of education today*. London: Palgrave.

Miri, M. (2014). Philosophy and education. New Delhi: OUP. (Chapter 1)

**Module 2: Disciplinary perspectives and themes (18 hours)**

This module is an extension of the previous one as it retains the disciplinary focus while engaging with one prominent thematic area from each of the foundations. The aim is to introduce student to the manner in which the foundational perspectives underlie certain core themes in education(al) studies, and demonstrate the scholarly approaches that constitute educational theory and inquiry. The selected themes include: a) The concept of education; b) Learning and development; c) Education and power; d) Colonisation, nation and education

Module Objective: Engagement with certain core themes drawn from each of the foundational perspectives.

**Essential readings**

Barrow, R. and Woods, R. (2006). *An introduction to philosophy of education* (4th ed.) (pp. 26 – 37). Routledge: Abingdon, Oxon.

Illeris, K. (Ed) (2009). Contemporary theories of learning: Learning theorists... in their own words (pp. 159-169, 209-219). London: Routledge

Apple, M. W. (2012). *Education and power* (pp. xx – xxxiii). New York: Routledge.

Kumar, N. (2012). India's trials with Citizenship, Modernisation and Nationhood. In L. Brockliss and N. Sheldon (Eds.), *Mass education and the limits of state-building, c. 1870-1930*, New York: Palgrave Macmillan. (pp: 283-304).

Whitehead, C. (2005). The historiography of British imperial education policy, Part I: India. *History of Education*, 34(3), pp. 315-329.

**Suggested readings**

Hirst, P. H. and Peters, R. S. (1977). The concept and aims of education. In M. Golby, J. Greenwald, and R. West (Eds.), *Curriculum Design*, UK: The Open University Press.

Saraswathi T.S. (Ed). (1993). *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.

Kumar, K. (1989). *Social character of learning*. New Delhi: Sage Publications

Apple, M. W., Ball, S. J. and Gandin, L. A. (Eds.) (2010). Mapping the sociology of education: Social context, power and knowledge. In M. W. Apple, S. J. Ball, and L. A. Gandin. *The Routledge International Handbook of the Sociology of Education* (pp. 1-11). London and NY: Routledge.

**Module 3: Interdisciplinary Issues from Curriculum and Policy (18 hours)**

This module will engage with certain selected relevant contemporary concerns/issues in education that are spread across different levels of education. The focus is on presenting those kinds of analyses that may not strictly lend themselves to one kind of perspective/framework in education. The issues studied in this module will be updated periodically based on the developments in the discourse. These will be drawn from: a) curriculum and pedagogic studies; and b) education policy across different levels of education (early childhood, school, higher and teacher education). For instance, issues and ideas such as 'quality' and 'child centered' education that involve drawing from multiple perspectives may be engaged with.

Module Objective: Engaging with some selected issues that are analysed drawing from different foundational perspectives.

**Essential readings**

Pring, R. (1989). Subject-centred versus child-centred education: A false dualism. *Journal of Applied Philosophy*, 6(2), 181-194. Retrieved from <http://www.jstor.org/stable/24353383>

Dhankar, R. (2003). The notion of quality in DIET pedagogical interventions. *Contemporary Education Dialogue*, 1(1), 5-31.

Kumar, K. and Sarangapani, P. (2005). *The history of quality debate*. <http://unesdoc.unesco.org/images/0014/001466/146655e.pdf>

Tilak, J. B. G. (2018). *Higher education, public good and markets* (pp. 100 – 118). Abingdon: Routledge.

Devesh Kapur and Pratap Bhanu Mehta (Eds). (2017). *Navigating the labyrinth: Perspectives on India's higher education*. Hyderabad: Orient BlackSwan. (20 page selection)

Sarangapani, P. and Akai, H. (2017). Preparing to teach: Elementary teacher education at a District Institute. *Economics and Political Weekly*, 52(34), 47 – 55.

Kaul, V. and Sharma, S. (2017). Early childhood policies in India: A historical analysis. In L. Miller, C. Cameron, C. Dalli and N. Barbour (Eds.), *The SAGE handbook of early childhood policy* (pp. 32 – 48). New Delhi: SAGE.

**Suggested readings**

- Naik, J. P. (1979). Equality, quality and quantity: The elusive triangle in Indian education. *International Review of Education*, 25(2/3), 167-185.
- Sriprakash, A. (2014). *Pedagogies for development: The politics and practice of child-centred education in India* (pp. 29-45). London: Springer.

## (ii) Assessment Plan (weight, mode, scheduling) for the course:

- Assessment 1 (Reading responses): 30%
- Assessment 2 (Presentations): 30%
- Assessment 3 (End-term submission): 30%
- Assessment 4 (Participation): 10%

**8. Pedagogy:****a. Instructional strategies:**

The course will be transacted through discussions on texts that the students will be expected to read in advance. These discussions will be supported by classroom presentations by the course teachers.

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

Classroom and projector

**c. Expertise in AUD faculty or outside**

Expertise is available within SES. For some special lectures, guest speakers may be invited.

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

No.

**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	School of Education Studies
Programme(s)	MA Programmes in Education
Course title	Mapping Education Studies
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters
Proposed date of launch	Winter 2020
Course coordinator and team	Gunjan Sharma (C)

- How does the course link with the vision of AUD?  
The course engages with fundamental questions and debates concerning an interdisciplinary area of study and enables the students to engage with the idea of interdisciplinarity.
- How does the course link with the specific programme(s) where it is being offered?  
This course will prepare the students of the second year of the MA programmes in education to make sense of education as an area of knowledge. It will also enable them to understand their dissertation work and their own engagement with education in a better way.
- Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course has vertical linkage with the core (such as philosophy of education, research methods) and elective (such as teacher education) courses of the masters programmes in education. The course is also connected with the pre-doctoral course-work of the research programme in education.
- Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
Postgraduate level engagement with education/social sciences/humanities is desirable.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester long course
- Course Details:**
  - Summary:  
The landscape of education studies is constituted with debates and contestations around the nature and structure of education as a knowledge domain. This course maps these debates with a focus on questions such as: Is education a ‘discipline’ (or a field), professional, preparation of teachers or an applied area geared towards drawing implications for practice? Do universities have a role in teacher education? How do education policy and research implicate each other? The varying positions around these questions have shaped different ways of organising education studies in varied international contexts including India. On the

one hand, these different ways of organising education studies have bearings on the imagined aims of and relationship between theory, research, policy and practice, and on the role and autonomy of universities in the domain. On the other hand, these relationships and roles are being (re)structured by the increasingly 'practical utility' driven funding of educational research and institutions (Whitty 2004). [This restructuring has reflected in the move towards school autonomy reforms (and generally reduced role of universities), emergence of performativity focussed national regulatory frameworks, and reconfiguration of advocacy networks in education (Ball 2007).] This course will introduce the students to this context as it maps the tensions in conceptualising studies/research in education in a university space. While engaging in these debates, the course will attempt to build a case that all education studies is located in and responds to this larger composition and politics of education studies. Towards this purpose, the course will draw on international cases with a focus on the context, concerns and futures of the field in India.

**b. Objectives:**

1. Familiarity with the key questions on the nature and structure of education as a 'discipline'/field.
2. Familiarity with the contemporary debates that are shaping research/study in education.
3. Contextualisation/positioning of one's own interest in education in relation to the key questions and debates.

**c. Expected learning outcomes:**

1. Identification of the key debates that shape education as a knowledge domain.
2. Explaining the preliminary linkages between one's own interest in education and the key positions in education studies.

**d. Overall structure (course organisation; rationale of organisation; brief module outlines):**  
The course has 3 modules that are organised around the core concerns of the course.

**e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:**

**(b) (i) Module-wise Format:**

**Module 1:**

**Conceptions of education studies (8 hours)**

Education is conceived in multiple ways – as a 'discipline', professional preparation of teachers and an applied area geared towards policy improvement/'reform' in practice. Its body of knowledge also has a distinct status and location as compared to other disciplines – as 'derived', 'applied', multidisciplinary, and interdisciplinary. This unit will engage with the different ways in which education is conceived in India and in selected international contexts as it engages with the question of what constitutes the foundation of education, and its overlaps, boundaries and specialisations.

**Module Objective:** Engagement with the meanings of and debates around the conception of education studies.

**Essential Readings:**

- Becher, T. and Trowler, P. R. (2001). *Academic tribes and territories: Intellectual enquiry and the cultures of discipline*. UK: Open University Press. (Chapters: Introduction & Points of departure)
- Furlong, J. (2013). *Education – An anatomy of a discipline: Rescuing the university project?* Abingdon: Routledge. (Introduction and Conclusion)



- Labaree, D. F. (2003). The peculiar problems of preparing educational researchers. *Educational Researcher*, 32(4), 13-22.
- Sarangapani, P. (2011). Soft disciplines and hard battles. *Contemporary education dialogue*, 8(1), 67-84. (Modules 1 & 2)
- Whitty, G. and Furlong, J. (2017). *Knowledge and the study of education: An international exploration*. London: Symposium Books. (For reading group) (Introduction)

**Suggested:**

- Furlong, J. and Lawn, M. (Ed.). (2011). *Disciplines of education: Their role in the future of education research*. London: Routledge. (Introduction)
- Tibble, J. W. (Ed.). (1966). *The study of education*. London: Routledge & Kegan Paul. (For reading group)
- Palaiologou, I. (2010). The death of a discipline or the birth of a transdiscipline: Subverting questions of disciplinarity within Education Studies undergraduate courses. *Educational Studies*, 36(3), 269-282.  
(<https://www.tandfonline.com/doi/full/10.1080/03055690903220180>)
- Biesta, G. (2011). Disciplines and theory in the academic study of education: a comparative analysis of the Anglo-American and Continental construction of the field. *Pedagogy, Culture & Society*, 19(2), 175-192,  
DOI: 10.1080/14681366.2011.582255

**Module 2:**

**University and education studies: Organisational forms and contexts (8 hours)**

The varied conceptions of education also give shape to varied organisational forms in which studies, research and/or training in education are instituted. There are certain models of organisation of education studies that are observed in different contexts: standalone teacher education institutions, university departments primarily engaged in basic research, university departments organising teacher education and research, Centres focussed on research for educational change and policy advocacy. These models that coexist at times, are governed by regulatory frameworks in different ways, and involve intense debates on questions such as: should universities have a role in teacher education? Who qualifies to teach education? What should scholarship and careers in education look like? This module will introduce these varied models.

**Module Objective:** Introduction to different organisational forms of education studies.

**Essential Readings:**

- Chanana, K. (Ed.) (2004). *Transformative links between higher and basic education: Mapping the field* (pp. 13-41). Delhi: Sage India.
- Dhankar, R. (2014). *How important is M.Ed. degree to be a teacher educator?* Retrieved from <http://rohithdhanekar.com/2014/06/10/how-important-is-an-m-ed-degree-to-be-a-teacher-educator/>
- Menon, S. B. and Mathew, R. (2016). Teacher education in universities: A case from India. In Bob Moon (Ed.), *Do universities have a role in the education and training of teachers? An international analysis of policy and practice* (pp. 149-168). Cambridge: Cambridge University Press.
- Sarangapani, P. (2004). Universities: The invisible dimension of elementary education. In Chanana, K. (Ed.), *Transformative links between higher and basic education: Mapping the field* (pp. 95-107). Delhi: Sage India.

- Whitty, G. and Furlong, J. (2017). *Knowledge and the study of education: An international exploration*. London: Symposium Books. (For reading group) (Introduction)
- Sharma, G. (2019). Policy and regulatory changes in teacher education in India: Concerns, debates and contestations. *Economic and Political Weekly: Engage*, 52(9). Retrieved from: [https://www.epw.in/engage/article/policy-and-regulatory-changes-teacher-education-in-india?ip\\_login\\_no\\_cache%3D0d624753cf39b1967e070c61367f52e5](https://www.epw.in/engage/article/policy-and-regulatory-changes-teacher-education-in-india?ip_login_no_cache%3D0d624753cf39b1967e070c61367f52e5)

**Suggested:**

- Kramer, R. (1991). *Ed school follies: The miseducation of America's teachers*. New York: The Free Press. (Read only book review)
- Labaree, D. F. (1996). The trouble with Ed Schools. *Educational Foundations*, 27-45. (Precursor to Labaree, D. (2004). *The trouble with Ed Schools*. New Haven: Yale University Press.)
- Schriewer, J. (2009). A comparative history of educational studies: Will it ever be possible? In Wikander L, Gustafsson C, Riis U and Larson L (Eds), *Pedagogik: Somexamensamne 100 ar* (pp. 32-50). Uppsala: Uppsala University.
- Zapp, M., Marques, M., Powell, J. J. W. (2017). Two worlds of educational research? Comparing the levels, objects, disciplines, methodologies, and themes in educational research in the UK and Germany, 2005-2015. *Research in Comparative & International Education*, 12(4), 375-397.
- Judge H, Lemosse M, Paine I, and Sedlak M. (1994). *The University and the teachers: France, the United States, England*. Wallingford: Triangle Books.
- McCulloch, G. and Cowan, S. (2018). *A social history of educational studies and research: Past, present and future?* Abingdon and New York City: Routledge. (Introduction and Conclusion: 40 pages)

**Module 3:**

**Contemporary global regimes: Research, policy and practice in Education (8 hours)**  
 This Unit draws from the works that identify global trends in the funding, regulatory and network patterns in education as it considers the question of the relationship between research, policy and practice in education in contemporary times. It engages with the increasing agreement between teacher and higher education on the professional status of educational practice, and the simultaneous restructuring of the autonomy of universities. It considers the increase in the measures focussed on autonomy of schools and emergence of 'performance' focussed national regulatory frameworks as cases in point to map the implications of these larger global trends on teacher education, disciplines of education and research.

**Module Objective:** Understanding how larger politico-economic trends are shaping education studies.

**Essential Readings:**

- Ball, S. J. (2007). *Education PLC: Understanding private sector participation in public sector education* (pp. 27-29). London: Routledge.
- Berliner, D. C. (2002). Educational Research: The hardest science of all. *Educational Researcher*, 31(8), 18-20.
- Cochran-Smith, M., Furlong, J. and Brennan, M. (2009). *Policy and politics in teacher education: International perspectives*. London: Routledge.
- Nambissan, G.B. & Ball, S.J. (2010). Advocacy networks, choice & private schooling of the poor in India. *Global Networks*, 10(3), 324-343.

Whitty, G. (2006). Education(al) research and education policy making: Is conflict inevitable? *British Educational Research Journal*, 32(2), 159-176. doi: 10.1080/01411920600568919

**Suggested:**

- Carr, W. (2006). Education without theory. *British Journal of Educational Studies*, 54(2), 136-159.
- Ertl, H., Zierer, K., Philips, D. and Tippelt, R. (2015). Disciplinary traditions and the dissemination of knowledge. An international comparison of publication patterns in journals of education. *Oxford Review of Education*, 41(1), 64-88.
- Sarangapani, P. & Akai, H. (2017). Preparing to teach elementary teacher education at a district institute. *Economic and Political Weekly*, 52(34), 47-55.
- Verma, V. (2015). *Policy networks in teacher education: A study of Justice Verma Commission on Teacher Education Report*. Unpublished MA dissertation, School of Education Studies, Ambedkar University Delhi, Delhi.

**Some relevant policy documents from the Indian context:**

- Sharma, G. (forthcoming). *Bharat ke adhyapakshikshameinmeetigatsudhaar*. (Module 2: Overview article)
- NCTE. (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teacher*. New Delhi: NCTE Retrieved from <http://www.azimprenjifoundation.org/pdf/NCFTE-2010.pdf>
- MHRD. (2012). Vision of teacher education in India: Quality and regulatory perspective. *Report of the high-powered commission on teacher education constituted by the Hon'ble Supreme Court of India* [Chairperson: Justice Verma]. New Delhi: Ministry of Human Resource Development.
- NCTE. (2014a). *National Council for Teacher Education: Notification*. New Delhi, India: The Gazette of India Retrieved from <http://www.ncteindia.org/regulation2014/english/Notification.pdf>.
- NCTE. (2014b). *Report of the NCTE sub-committee on revised Regulations, Norms and Standards for select teacher education programmes, 2013* [Chairperson Professor Poonam Batra]. Delhi: NCTE.
- NCTE. (2014c). *Report of the NCTE sub-committee on faculty requirements and qualifications for B.El.Ed. and D.El.Ed. programmes* [Chairperson Professor N. K. Jangira]. Retrieved from: <http://ncte-india.org/Juagira%20Committee.pdf>.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

- Assessment 1 (2 Response notes): 45%
- Assessment 2 (Review paper/Annotations): 45%
- Assessment 3 (Participation): 10%

**8. Pedagogy:**

- a. Instructional strategies:  
The course will be transacted through discussions on texts that the students will be expected to read in advance. These discussions will be supported by classroom presentations by the course teacher(s).
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
Classroom and projector. Some guest lectures on special issues may be organised.
- c. Expertise in AUD faculty or outside

Expertise is available within SES. For some special lectures, guest speakers may be invited.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
No.

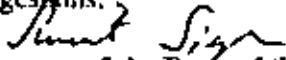
**Signature of Course Coordinator(s)**

**Note:**

- 4. 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.
- 5. 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.
- 6. 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**

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**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 Education Studies
Programme(s)	MA Education and MA Education (Early Childhood care and Education)
Course title	Critical Literacy
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	Monsoon 2020
Course coordinator and team	Sunita Singh (C)

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon the MA Education (ECCE) course titled "Language Development and Early Literacy" and "Multilingual Education in the Indian Contexts".
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): MA Programme
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? This course connects with AUD's vision of social justice and equity because it engages students to understand non-hierarchical forms of knowledge especially for language and literacy practices in the society. The course enables students to understand how language and literacy practices in schools and society are shaped by power dynamics and the role of agency and identity.
6. How does the course link with the specific programme(s) where it is being offered? The course connects with the vision of the MA programme in being situated within the framework of social justice and equity in language and literacy use in the society. It challenges the hegemonic practices of understanding and situating language and literacy practices.
7. Course Details:
  - a. Summary:  
 This course will enable students to understand how language and literacy and its use are inextricably connected to social, political and economic contexts. The course locates these practices across the interconnected spaces of schools, homes and communities for children. Sociocultural understandings of language and literacy are related to sociolinguistic conceptualizations of the ways by which language and literacy are in relationship with culture. Critical literacy questions ways of language and literacy use in the society. The term critical literacy refers to use of the multitude of forms of

communication that analyse, provide critical perspectives and transform the norms, rule systems and practices governing the social fields of everyday life.

b. Objectives:

- Examine cultural ways of thinking and learning.
- Situate critical literacy within sociocultural frameworks.
- Re-examine language and literacy use in the instructional practices and institutional structures.
- Identify ways in which language and literacy practices can challenge standard school literacy practices.

c. Expected learning outcomes:

- Describe the landscape of sociocultural perspectives on language and literacy.
- Situate literacy as a social practice, multiliteracies and critical literacies within the sociocultural frameworks.
- Analyse messages through a textual and contextual analysis.
- Identify discrimination within institutions of power and question the power dynamics when they appear in written and oral texts.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):  
The course is organised into two modules: (1) Situating Critical Literacy and (2) Critical Literacy and Agency. The first module attempts to identify the broad contours of critical literacy within the sociocultural paradigm. The second module will focus on how realizations of critical literacy mediate language and power in diverse ways (Module descriptions are given below).

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

**Module 1: Situating Critical Literacy (10 Hours)**

Language both reflects and shapes thought and culture. There are the multiple pathways of language and literacy learning and use in the society. Across cultures, there are different mediators of language and literacy by the use of diverse range of materials, methods and practices that may or may not be recognized in the classrooms. The implications of several researchers have been to explore how the syncretisms of these practices take place and the advantages they could have. However, simply extolling the diversity of practices is not adequate—it is imperative to also conceptualize a theoretical model of literacy that recognizes the power relations within such language and literacy practices. The first unit will introduce students to the sociocultural perspectives that identify literacy as a social practice, multiliteracies and critical literacy. Sociocultural perspectives on literacies are myriad and often include an emphasis on power relations—thus, critical theories play a role in this perspective. This unit will situate critical literacy within the sociocultural paradigms. Critical sociocultural perspectives are also used as a term to identify the relationship between literacies and power.

*Objectives*

- Sociocultural perspectives on language and literacy
- Understand literacy as a social practice
- Multimodalities and Multiliteracies
- Situate critical literacy within sociocultural perspectives
- Examine relationship between literacies and power

*Essential Readings*

- Dyer, C., & Choksi, A. (2002). Literacy, schooling and development: Views of Rabari nomads, India. In *Literacy and development: Ethnographic perspectives* (Ed. Brian Street) (pp. 27-49). New York: Routledge.
- Chopra, P. (2002). Betrayal and solidarity in ethnography on literacy: Revisiting research homework in a north Indian village. In *Literacy and Development: Ethnographic perspectives* (Ed. Brian Street) (pp. 78-91). Routledge.
- Gee, J. P. (2012). *Situated language and learning: A critique of traditional schooling*. Routledge.  
 Chapter 2. A strange fact about not learning to read, p. 6-17.  
 Chapter 3. Language and identity at home, p. 18-34.
- Gregory, E. (Ed.) (1997). *One child, many worlds: Early learning in multicultural communities*. Language and Literacy Series. New York: Teachers College Press.  
 Kenner, C. *Chapter 6: A child writes from her everyday world: Using home texts to develop biliteracy at school*, pp. 75-86.  
 Rashid, N. & Gregory, E. *Chapter 8: Learning to read, reading to learn: The importance of siblings in the language development of young bilingual children*, pp. 107-121.
- Luke, A. (2012). Critical literacy: Foundational notes. *Theory into practice*, 51(1), 4-11.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31(2), 132-141.
- Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology*, 20(1), 31-48.
- Perry, K. H. (2012). What Is Literacy?—A Critical Overview of Sociocultural Perspectives. *Journal of Language and Literacy Education*, 8(1), 50-71.
- The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-93.
- Zubair, S. (2002). Literacies, gender and power in rural Pakistan. In *Literacy and Development* (pp. 198-214). Routledge.

*Suggested Readings*

- Agnihotri, R. K. (2007). Towards a pedagogical paradigm rooted in multilinguality. *International Multilingual Research Journal*, 1(2), 79-88.
- Barton, D., & Hamilton, M. (2012). *Local literacies: Reading and writing in one community*. Routledge.
- Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. *Journal of Adolescent & Adult Literacy*, 49(6), 490-498.
- Batra, P. (2015). Curriculum in India. In *Curriculum Studies in India* (pp. 35-63). Palgrave Macmillan. New York.
- Cody, F. (2009). Inscribing subjects to citizenship: petitions, literacy activism, and the performativity of signature in rural Tamil India. *Cultural Anthropology*, 24(3), 347-380.
- Lankshear, C., McLaren, P. L., & McLaren, P. (Eds.). (1993). *Critical literacy: Politics, praxis, and the postmodern*. SUNY Press.
- Lewis, M., Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language arts*, 79(5), 382-392.
- Gregory, E. (Ed.) (1997). *One child, many worlds: Early learning in multicultural*

- communities. Language and Literacy Series. New York: Teachers College Press.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. New York: Cambridge University Press.
- Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology, 20*(1), 31-48.
- Mui, S., & Anderson, J. (2008). At home with the Johars: Another look at family literacy. *The Reading Teacher, 62*(3), 234-243.
- González, N., Moll, L. C., & Amanti, C. (Eds.). (2013). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.
- Isaac, T. T., Franke, R. W., & Parameswaran, M. P. (1997). From anti-feudalism to sustainable development: The Kerala People's Science Movement. *Bulletin-Concerned Asian Scholars, 29*, 34-44.
- Long, S. (1998). Learning to Get along: "Language Acquisition and Literacy Development in a New Cultural Setting". *Research in the Teaching of English, 8-47*.
- Moll, L. C. (Ed.). (1992). *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*. Cambridge University Press.
- Ogbu, J. U. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology & Education Quarterly, 18*(4), 312-334.
- Popli, R. (1999). Scientific literacy for all citizens: different concepts and contents. *Public Understanding of Science 8*(2). Doi: <https://doi.org/10.1088/0963-6625/8/2/304>
- Sadgopal, A. (2004). Globalisation: demystifying its knowledge agenda for India's education policy. *Durgabhai Deshmukh Memorial Lecture*.
- Shor, I. (1999). "What is Critical Literacy?." *Journal of Pedagogy, Pluralism and Practice, 1*(4), 1-32. Available at: <https://digitalcommons.lesley.edu/jppp/vol1/iss4/2>
- Street, B. V. (2014). *Social literacies: Critical approaches to literacy in development, ethnography and education*. Routledge.
- Volk, D., & Long, S. (2005). Challenging myths of the deficit perspective: Honoring children's literacy resources. *Young Children, 60*(6), 12-19.

#### Module 2: Critical literacy and agency (14 Hours)

This unit will focus on examining literacy as it addresses issues of identity, power and agency. It will focus on how realizations of critical literacy mediate language and power in diverse ways. In recognizing the multiple ways in which issues of power relate to language and literacy practice, the field of literacy addresses post-structuralist thinking. Increasingly, there is a rejection of universal forms of knowledge and narratives surrounding it and in the process a challenge to the frameworks that situate language and literacy only within a cultural social framework, without conceptualizing issues of power and hegemony.

#### Objectives

- Examine literacy and issues of identity, power and agency
- Relationship between power and language and literacy practices
- Conceptualize issues of power and hegemony within literacy frameworks

#### Essential Readings

- Bean, T. W., & Moni, K. (2003). Developing students' critical literacy: Exploring identity construction in young adult fiction. *Journal of Adolescent & Adult Literacy, 46*(8), 638-648.
- Comber, B. (2001). Classroom explorations in critical literacy. *Australian Literacy Educators' Association, 16*(1), 90-102.
- Janks, H. (2000). Domination, access, diversity and design: A synthesis for critical literacy education. *Educational review, 52*(2), 175-186.
- Kalantzis, M. & Cope, B. (Eds.) (1996). *The powers of literacy*. London: Taylor & Francis.



- Kellner, D. & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organisation and policy. *Discourse*, 3, 369-386
- Lankshear, C. & McLaren, P. (Eds.) (1993). *Critical literacy*. Albany: State University of New York Press.
- Luke, A. (2018). Critical literacy in Australia: A matter of context and standpoint. In *Critical Literacy, Schooling, and Social Justice* (pp. 168-188). Routledge.
- Muller, S., Janks, H., & Stiles, J. E. (2015). Literacy with mobiles in print-poor communities. In *The Routledge Handbook of Literacy Studies* (pp. 634-648). Routledge.
- Vasquez, V. (2003). *Getting Beyond "I Like the Book": Creating Space for Critical Literacy in K-6 Classrooms* Kids InSight, K-12. International Reading Association: Newark, DE.
- Vasquez, V. (2014). Using the everyday to engage in critical literacy with young children. *Critical Literacies and Young Learners: Connecting Classroom Practice to the Common Core*. pp. 128-144. Routledge.

#### *Suggested Readings*

- Akbari, R. (2008). Transforming lives: Introducing critical pedagogy into ELT classrooms. *ELT journal*, 62(3), 276-283.
- Freire, P. (1970). *Pedagogy of the oppressed*. Trans. M.B. Ramos. New York: Continuum.
- Freire, P. & Macedo, D. (1987). *Literacy: Reading the word and the world*. South Hadley, MA: Bergin & Garvey.
- Kukendall, A.J. (2010). *Paulo Freire and the cold war politics of literacy*. Chapel Hill: University of North Carolina Press.
- Luke, A. (1988). *Literacy, textbooks and ideology*. London: Falmer Press.
- Lewis, M., Leland, C., & Harste, J. C. (2014). *Creating critical classrooms: Reading and writing with an edge*. Routledge.
- Pahl, K., & Rowsell, J. (2012). *Literacy and education*. SAGE Publications Ltd.
- Pahl, K., & Rowsell, J. (2014). Artifactual literacies. *New methods of literacy research*, 163-176.
- Perry, K. H., & Purcell-Gates, V. (2005). Resistance and appropriation: Literacy practices as agency within hegemonic contexts. In *Yearbook-National Reading Conference* (Vol. 54, p. 272).
- Sadgopal, A. (1998) "The negation of childhood." *India International Centre Quarterly*, 25, p.159-174.

#### **Assessment (weights, modes, scheduling)**

Reading summary and reflections	40 %
Class participation	10%
Final paper	50%

#### **8. Pedagogy:**

- a. Instructional strategies: Discussion and lecture
- 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: AUD faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Students may be taken for field visits.


Signature of Course Coordinator(s)

Note:

7. 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.
8. 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.
9. 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 Board of Studies of the School:

Suggestions:



Signature of the Dean of the School

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Ambedkar University Delhi  
**Proposal for Launch of a Course**

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	M.A
Course title	Education and Social Mobility
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	M.A
Proposed date of launch	Winter 2020
Course coordinator and team	Dr. Rajshree Chanchal

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
 The course is connected to the M.A Education and M.A Sociology programme. The course will attempt to provide students with the understanding of education and its role in facilitating social mobility as well as reproducing social status amongst various social groups through a sociological lens. It also focuses on developing an understanding about family strategies to invest in their children's education and how the pathways for upward mobility are paved.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)  
 None
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): The usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester Long (2 credits)
- How does the course link with the vision of AUD?  
 Given the interdisciplinary nature of the courses offered at AUD, the present course aptly fits in the larger domain of sociology of education. It builds on the critical sociological knowledge to understand how education provides avenues of upward social mobility to individuals from different strata of the society. It is a fact that in present neoliberal context the educational credential is one of the key factors to determine one's position in the labour market and remuneration earned. The investment made children's education tends to provide long term returns to the family, which in turn helps the individuals as well as their family to climb up the social ladder. Education is the site of competition to ensure access to well paid jobs amongst the middle class families, while the lower class also hopes to gain relatively better life chances via educational credentials. The course attempts to bring sociological lens to understand how education and social mobility are interrelated.
- How does the course link with the specific programme(s) where it is being offered?  
 The course is going to be offered at Masters' level. It is linked with the other course as it builds on the understanding of the process of education from an interdisciplinary lens.

7. Course Details:

a. Summary:

Given the economic and social changes occurring at the national and global level, education plays a crucial role in predicting the life chances individuals will have in future. The level of education achieved by an individual invariably defines the type of employment opportunity he/she will get in the labour market. School system is the key institution to provide credentials and bestow upon individuals varied degree of autonomy and control in the field of employment and social prestige. Access to education and entry to prestigious educational institutions depends upon the economic resources possessed by the family as well as the educational level of parents and other social and cultural capital endowed. It is essential to study the role of education in providing opportunity for social mobility to individuals in terms of better employment and social status. This course provides a sociological lens to explore and understand the role of institutions such as family, education and the state in shaping individual life chances. It also aims to understand sociologically the structural forces such as caste and class which shape the experiences of various social groups (who are placed differently) and avenues of social mobility available to them within the larger social hierarchy.

b. Objectives:

1. Familiarize students with an informed understanding of how social scientists conceive, measure and explain social mobility with reference to the intersecting form of hierarchies in terms of caste, gender and class
2. Understand and analyze the key critiques and defences of current level of social mobility and its relationship with education
3. Critically engage with the role of family and education in social reproduction

c. Expected learning outcomes:

1. Students will be able to understand the concept of class, social stratification and social mobility
2. Students will be able to analyse the role of education in promoting/delimiting social mobility
3. Students will be able to critically analyse the role of family and education in social reproduction

d. Overall structure (course organisation; rationale of organisation; brief module outlines):  
The course is divided into three Units

**Unit One- Understanding the concept of Social mobility (8 hours)**

This unit will familiarise students with the ways how social scientist conceive, measure and explain social mobility. Empirical evidence is used to map the personal trajectories of social origin and current social position to understand the concept of social mobility. The unit will attempt to explain the factor that play a crucial role in determining the social standing of an individual and his/her life chances and existing debates around theories of social mobility and stratification.

**Essential readings with page numbers:**

- Beteille, A. (2012). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. New Delhi: Oxford University Press. (Introduction)
- Grusky, D. (1994). *Social Stratification: Race, Class and Gender in Sociological Perspective*. Colorado: Westview Press, 1<sup>st</sup> Edition (Chap.1: Contours of Stratification)
- Gupta D. (Ed) (1991). *Social Stratification*. Delhi: Oxford University Press. (Chap.1)

- Krishna, A. (2013). Making It in India Examining Social Mobility in Three Walks of Life. *Economic and Political Weekly*, Vol.XLVIII,38-49.
- Kumar, S., Heath, A., & Heath, O. (2002). Determinants of Social Mobility in India. *Economic and Political Weekly*, 2983-2987.
- Reay, D., & Vincent, C. (2014). *Theorizing Social Class and Education*. Oxon: Routledge.

#### Suggested reading

- Giddens, A., & Sutton, A. (2010). Stratification and Social Class. In (Eds) *Sociology: Introductory Reading*. London: Polity Press.
- Cosin, R. (1970). Functional and Conflict Theories of Educational Stratification. *American Sociological Review*, 36, 1002-49. Also in Karabel and Halsey (Eds). 1997.Ch.4
- Acker, J. (1973). Women and Social Stratification: A Case of Intellectual Sexism. *The American Journal of Sociology*. Vol.78(4),936-945
- Ambedkar, B.R (1944). Annihilation of Caste: available online at:<http://ambedkar.org/ambed/02.Annihilation%20of%20Caste.htm>
- Kumar, S., Heath, A., & Heath, O. (2002). Changing Patterns of Social Mobility: Some Trends Over Time. *Economic and Political Weekly* , 4091-4096.
- Reay, D. (1998). Rethinking Social Class: Qualitative Perspectives on Class and Gender. *Sociology*. Vol 32 (2), 259-275.

#### Unit Two- Education and Social mobility (8 hours)

This unit highlights how expansion of educational services helps in paving the pathways for social mobility and its limitations. It will discuss the debates on why equal educational opportunities for all sections of the society is seen important. It is argued that education should be distributed in ways that best serves the most marginalised and helps them to overcome the social disadvantages conferred to them by virtue of their social origins. The unit attempts to capture the debates around the idea of merit and how meritocratic processes get reflected in education and employment, particularly in Indian context.

#### Essential readings with page numbers:

- Bourdieu, P. (1974). The School as a Conservative Force: Scholastic and Cultural Inequalities. In J. Eggleston, (Ed.) *Contemporary Context of Research in the Sociology of Education* (pp. 32-46). London: Methuen.
- Breen, R. (2010). Educational Expansion and Social Mobility in 20th Century. *Social Forces*, Vol.89(2) 365-388.
- Deshpande, S. (2006). Exclusive Inequalities Merit Caste and Discrimination in Indian Higher Education. *Economic and Political Weekly*, 2438-2444
- Nambissan, G. B. (1996). Equity in Education? Schooling of Dalit Children in India. *Economic & Political Weekly*, Vol 31 (16/17).
- Jeffery, R., Jeffery, P., & Jeffery, C (2005). Social Inequalities and the privatisation of Secondary Education in North India. In R. Chopra, P. Jeffery, & H. Reifeld, *Educational Regimes in Contemporary India* (pp. 41-61). New Delhi: Sage Publications
- Sullivan, A., Parsons, S., Green, F., Wiggins, R., and Ploubidis, G., (2018). The Path from Social Origins to Top Jobs: Social Reproduction via Education. *The Journal of Sociology*, 69(3), 776-798
- Thorat, S., & Newman, K. S. (2010). (Eds.) *Blocked by Caste Economic Discrimination in Modern India*. New Delhi: Oxford University Press.
- Viad, D. (2016). Patterns of Social Mobility and Role of Education in India. *Contemporary South Asia*, vol. 24 (3) 285-321

## Suggested readings

- Bourdieu, P., & Parson, J. (1997). *Reproduction in Education, Society and Culture*. London: Sage.
- Breen, R., & Jonsson, J. O. (2005). Inequality of Opportunity in Comparative Perspective: Recent Research on Educational Attainment and Social Mobility. *Annual Review of Sociology*, Vol 31, 223-243.
- Ray, R. (1988). The Contested Terrain of Reproduction: Class and Gender in schooling in India. *British Journal of Sociology of Education*, Vol. 9 (4), 387-40
- Ramchandran, V., & Naorem, T. (2016). What it means to be a Dalit or Tribal Child in Our Schools. In J. Drèze, *Social Policy* (pp. 158-178). New Delhi: Orient Blackswan Pvt Ltd.
- Rege, S. (2010). Education as TrutiyaRatna: Towards Phule-Ambedkarite Feminist Pedagogical Practice. *Economic and Political Weekly*, XLV: 44, 88-98
- Jeffrey, C., & Lerche, J. (2000). Stating the Difference: State, Discourse and Class Reproduction in Uttar Pradesh, India. *Development and Change*, Vol. 31, 875-878. Vol. 31, 875-878
- Heath, A., Mills, C., & Roberts, J. (1992). Towards Meritocracy? Recent Evidence on an Old Problem. In A.F Heath and C.Crouch (Eds). *Social Research and Social Reform*. Oxford: Clarendon Press
- Sturgis P. and Buscha, F. (2015) Increasing Inter-generational Social Mobility: Is Educational Expansion the Answer? *The British Journal of Sociology* 66 (3), 512-530
- Velaskar, P. (1990). Unequal Schooling as a Factor in Reproduction of Social Inequality in India. *Sociological Bulletin*, 39 :1&2, 131-145
- Vakulabharanam, V., & Motiram, S. (2016). Mobility and Inequality in Neoliberal India. *Contemporary South Asia*, 24:3, 257-270.
- Turner, R. (2011). Sponsored and Contest Mobility and the School System. In R. Arum, I. Beattie, & K. Ford, *The Structure of Schooling Reading in the Sociology of Education* (pp. 11-22). London: Sage

## Unit Three- Family, Aspirations and Social mobility (8 hours)

This unit on the basis of existing empirical evidence tries to understand the role of family in reproducing advantage (disadvantage) across generations. It will focus on why it is important to understand the privileged socio-economic position of some families and its impact on aspirations. How do parents across the social spectrum try to pave the social mobility pathways for their children via education? What are the factors that influence parental aspirations regarding the future life of children? How do familial ties of caste/kinship networks influence parental aspirations and strategy for social mobility?

## Essential readings with page numbers:

- Ball, S. J. (2003). *Class Strategies and the Education Market The Middle Class and Social Advantage*. London: Routledge Falmer. (1-20)
- Chopra, R. (2005). Sisters and Brothers Schooling, Family and Migration. In R. Chopra, P. Jeffery, & H. Reifeld, *Educational Regimes in Contemporary India* (pp. 299-315). New Delhi: Sage Publications
- Drury, D. (1993). *The Iron School Master Education, Employment and the Family in India*. Delhi: Hindustan Publishing Corporation.
- Jeffery, C., Jeffery, R., & Jeffery, P. (2004). Degrees Without Freedom: The Impact of Formal Education on Dalit Young Men in North India. *Development and Change*, Vol 35,(5),963-986

- Munshi, K., & Rosenzweig. (2006). Traditional Institutions Meet the Modern World: Caste, Gender and Schooling in a Globalizing Economy. *The American Economic Review*, 1225-1252.
- Nambissan, G. B. (2010). The Indian Middle Classes and Educational Advantage: Family Strategies and Practices. In M. W. Apple, & S. Ball, (Eds.) *The Routledge International Handbook of Sociology of Education* (pp. 285-295). Oxon: Routledge.
- Osella, F., & Osella. C. (2000). *Social Mobility in Kerala: Modernity and Identity in Conflict*. Chicago: University Press Chicago.
- Plewis, I., and Bartley, M., (2014). Intra-generational Mobility and Educational Qualification. *Research in Social Stratification and Mobility*. 36, 1-11.
- Still, C. (2014). Dalits in Neoliberal India: An Overview. In C. Still. (Ed.) *Dalits in Neoliberal India Mobility or Marginalisation?* (pp. 1-43). New Delhi: Routledge.

#### Suggested readings:

- I areau, A. (2002). Invisible Inequality: Social Class and Childrearing in Black Families and White Families. *American Sociological Review*. Vol 67(5), 747-776.
- Majumdar, R. (2010). Intergenerational Mobility in Educational and Occupational Attainment: A Comparative Study of Social Classes in India. *Margin: The Journal of Applied Economic Research*, Vol 4(4), 463-494.
- Jeffery, C. (2010). *Timepass: Youth, Class and the Politics of waiting in India*. Stanford: Stanford University.
- Jeffery, C., Jeffery, R., & Jeffery, P. (2005). Broken Trajectories: Dalit Young Men and Formal Education. In R. Chopra, P. Jeffery, & H. Reifeld, *Educational Regimes in Contemporary India* (pp. 256-275). New Delhi: Sage Publications
- Ram, N. (1998). *Mobile Schedule Castes – Rise of a new Middle Class*. Delhi: S. Asia Books.
- Kapadia, K. (1998). *Siva & Her Sister Gender Caste and Class in Rural South India*. Boulder: Westview Press.
- Dickey, S. (2012). The Pleasures and Anxieties of being in the middle: Emerging middle-class identities in urban South India. *Modern South Asian Studies*, 46(3):559-99
- Vaid, D. (2012). The Caste-class Association in India: An Empirical Analysis. *Asian Survey*, Vol.52(2), 395-422.
- Vaid, D., & Heath, A. (2010). Unequal Opportunities: Class, Caste and Social Mobility. In A. F. Heath, & R. Jeffery, (Eds) *In the Proceeding of the British Academy 159. Diversity and Change in Modern India: Economic, Social and Political Approaches* (pp. 129-164). Oxford: Oxford University Press.

#### (ii) Assessment Plan (weight, mode, scheduling) for the course:

- Class participation (15%),  
 Book review and presentation (45%),  
 Term paper based on the readings given during the course work (40%)

#### 8. Pedagogy:

##### a. Instructional strategies:

The course will operate in an interactive manner where there will be group discussions. Students are expected to read the material provided or asked and have discussion with the instructor. Peer discussions are also strongly encouraged. Students will also be

encouraged to attend seminar and conferences in other eminent institutions which are relevant to the topic

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify):  
Classroom, projector
- c. Expertise in AUD faculty or outside  
As and when required experts from AUD and outside can be invited to give lectures/seminar.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
Students will have ample opportunity to pursue field based work and interact with the community

**Signature of Course Coordinator(s)**

Note:

- 10. 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.
- 11. 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.
- 12. 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:

*Sumit Singh*  
Signature of the Dean of the School



**Programme Structures of the MA Education and MA Education (ECCE) Programmes**

**1. MA Education Programme Structure**

The programme includes a total of 70 credits: sixteen taught courses – ten core courses (six of which are of 4-credit courses and four are 2-credit courses), 24-credit worth of elective courses across Semesters 3 and 4, research dissertation worth 6-credit and two 2-credit each for field attachments.

	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core	Education in India: Institutions, Systems and Structures (2)	A Philosophical Perspective for Education (2)			
	Introduction to Philosophy of Education (2)	Introduction to Educational Thought (guided reading course) (2)			
	Understanding Children and Childhood (4)	Introduction to Education Research (4)			
	History of Education in Modern India (4)	Curriculum Theory and Practice (4)			
	State, Society and Education (4)	Experiencing Education (4)			
Elective				2 or 4 Credit Electives of total 16 credits	2 or 4 Credit Electives of total 8 credits
Workshop*	Basic Research Skills Training (1)	Self-Development (2), Introduction to Statistics in Education (1)			
Seminar*					
Field Attachment (FA)* (4)			FA: Non-school based (2)	FA: School Based (2)	
Research* (6)		Research Proposal		Student Seminar: Research and Progress	Research report and Viva-voce (overall 6 credits)
<b>Total Credits (70)</b>	17	19	2	18	14

## 2. MA Education (ECCE) Programme Structure

Total No. of credits: 70 Credits

Total No. of courses: 21 Courses including Workshops, Field Attachment and Internship;

Compulsory Courses: 12 courses (Total Credits 46); Optional/Elective Courses: 2 Electives (8 credits); Field Attachment: 7 credits (semesters 1, 2, 3 and Summer); Dissertation: 6 credits;

Workshops: 3 credits (Semesters 1 and 2)

M.A. Education (Early Childhood Care and Education)					
	Year 1			Year 2	
	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Foundation courses (16)	Understanding children and childhood (4)*	Introduction to educational research <sup>III</sup> (4)		State, society and education (4)*	Gender & education (4)*
Core courses (30)	Play, learning and creativity (4)	Engaging with families and communities (2)		Inclusion of children with special needs (4)	
	Language development and early literacy (4)*	Observing & assessing young children's development and learning (4)		Qualitative Research Methods (4) or Quantitative Research Methods (4)	
	Early childhood care and education in India (4)	Developing early childhood curriculum (4)			
Electives (8)				1 Elective (4) or 2 electives (2+2 credits)	1 Elective (4) or 2 elective (2+2 credits)
Workshops (2)	Self-development (1)	<ul style="list-style-type: none"> <li>• Health &amp; nutrition</li> <li>• Arts and Learning in Early Childhood*</li> <li>• Methods and Materials in ECCE</li> <li>• Basic Research Skills Training (1)</li> </ul> <ul style="list-style-type: none"> <li>• Introduction to Statistics in Education (1)</li> </ul>			
Field Attachment (8)	FA 1 in diverse early childhood settings (1)	FA 2 in early childhood education centres (2)	Internship for MA in community (2)	FA 3 in one ECCE centre (2)	
Dissertation (6)					Dissertation Research & viva (6)
Total credits	18	18	2	18	14
					70 Credits

**ANNEXURE-8**

**Ambedkar University Delhi (AUD)**  
**Standing Committee on Academic Programmes (SCAP)**  
**Minutes of the Meeting held on May 14<sup>th</sup>, 2019**

**The 45<sup>th</sup> Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 14<sup>th</sup> May 2019 in Kashmere Gate Campus, AUD**

The following members were present:

Prof. Dharendra Datt Dangwal	Member
Prof. Ashmita Kabra	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Dr. Monishita Hajra Pande	Convenor
Prof. Radha Chakravarty	Member
Prof. Salil Misra	In the Chair
Prof. TanujaKothiyal	Member
Dr. Monimalika Day	Member

**Regrets:**

Dr. Anuj Bhuwania, Prof. Anu Singh Lather, Prof. Praveen Singh, Dr. Santosh Kumar Singh, Prof. Suchitra Balasubrahmanyam, Prof. Sitanshu Sekhar Jena, Prof. Sumangala Damodaran, Mr. Deepan Sivaraman

**Special Invitees:**

Dr. Rukmini Sen

The following agenda items were discussed:

**1. To consider the recommendations of the Board of Studies of School of Undergraduate Studies for the following:**

**i. Experiments in Psychology**

This is a 4 credit discipline compulsory course to be taken by students who wish to learn the experimental method and its application in Psychology. Students will conduct 3 experiments in the field of Psychology from the domains of learning, cognition, personality, social psychology and child development (any three areas). In the process they will be provided an understanding of central concepts of the field such as designing an experiment, conducting the experiment, interpreting data collected and communicating the results. Each experiment will be written up in the form of a report. The evaluation of the course will include, class test, reports on the experiments done, viva voce, and presentations of studies conducted.

After due deliberation, the SCAP recommended that the BA Psychology course 'Experiments in Psychology' be placed in the next meeting of Academic Council for consideration.

**2. Discuss the recommendation of the report of three member committee regarding History course of SUS**

**i. Caste and Modernity in Colonial India**

This course seeks to analyse the historiography of caste, varying perspectives on modernity and the manner in which various social categories in India appropriated modernity and strove to benefit from it. For reasons of brevity, the course focuses on the social, cultural and political developments of the 19<sup>th</sup> century till independence.

**Discussion**

The SCAP deliberated on the above course and made the following observations:

- The SCAP noted that the above course is a revised version of the existing course 'Caste and Indian Modernity' which was discussed by the BOS and recommended for discussion in SCAP. Members of SCAP deliberated upon it and suggested revisions. Consequently, Dean SUS, as the chair of BOS, constituted a three member committee to look into the course in detail. Following were the members of the committee:  
Prof. Sanjay Sharma, Dr. Yogesh Snehi and Dr. Shailaja Menon
- The committee recommended the following revisions:  
The course outline must address the relation between emergence of caste and modernity in India. The temporal dimension of the course needs to be highlighted. The title needs to capture the above stated correlation. Therefore, the course can be renamed as 'Caste and Modernity in Colonial India'.
- The SCAP noted that this course has been transacted earlier under the title 'Caste and Indian Modernity'. The revised course title 'Caste and Modernity in Colonial India' will be used for future documentation with a separate course code.

After due deliberation, the SCAP recommended that the BA History course 'Caste and Modernity in Colonial India' be placed in the next meeting of Academic Council for consideration.

*M. Pandey*

(Monishita Hajra Pandey)  
Convener

*Salil Misra*

(Salil Misra)  
Chairperson

**ANNEXURE-9**

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

## Appendix-9

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programmes
Course title	Experiments in Psychology
Course code	SUS1PS708
Total Credits	4 credits
Course type (core/compulsory/ elective/any other please specify)	Core Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon semester, 2012
Course coordinator and team	Mamatha Karoltil

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
  - This practicum course builds on various researches discussed in the courses taught in previous semesters viz. Understanding Personality, Human Cognition, Social Psychology and Understanding Childhood. Theories in these areas of Psychology that are amenable to the experimental method (as detailed later) will be revisited in order to learn how to do experimental method to investigate hypotheses.
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 who passed 3rd semester in Psychology major only.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
4. Total 30 divided into smaller groups of not more than 10.
5. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 

The course starts with lectures ( 3 weeks) that addresses theoretical aspects of the experimental method). Following this, students have to design, execute and report 3 experiments.
6. How does the course link with the vision of AUD?

Experiments in Psychology is a course focused on one type of data collection method through conducting experiments on five participants in order to understand human functioning better. Objective and systematic approach to gathering information about behaviors that will pave a foundation for students to perform scientific research in their later educational expedition fits very well in AUD's strive for becoming a research oriented university. Moreover, experiments as conducted in the course also attempt to apply psychology to social issues and social behaviour.

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

The experimental method is the backbone of "scientific" Psychology; it is seen as a method beyond compare in the pursuit of objectivity and control over 'variables' to study effects.

8. Course Details:

a. Summary: This is a 4 credit discipline compulsory course to be taken by students who wish to learn the experimental method and its application in Psychology. Students will conduct 3 experiments in the field of Psychology from the domains of learning, cognition, personality, social psychology and child development (any three areas). In the process they will be provided an understanding of central concepts of the field such as designing an experiment, conducting the experiment, interpreting data collected and communicating the results. Each experiment will be written up in the form of a report. The evaluation of the course will include, class test, reports on the experiments done, viva voce, and presentations of studies conducted.

b. Objectives:

To enable students to

- Employ the use of an experiment to investigate a psychological or social reality that they are attempting to theorize.
- Develop the capacity to translate research questions into variables and hypotheses, conduct observations, interviews (scales/tests) and other methods to collect data, and interpret the data.
- Learn the key strengths and weaknesses of the experimental method; as well as understand the kind of research questions best pursued through this method.
- Learn how to communicate results of studies conducted via the writing of reports/oral presentations.

c. Expected learning outcomes:

By the end of the course, students should have obtained

- An understanding of key approaches in conducting experiments- hypotheses, designs, data collection, interpretation.
- A capacity to conduct experiments in the field (having gone through the practical process a few times), knowledge of experimental designs, ethical concerns in the conduct of experiments, ability to write and present experiment reports with conceptual clarity.

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

Course Content:

Lectures: Introduction to Experimental Psychology

This module will draw a sketch of the movement of Experimental Psychology in the disciplinary history, highlight and discuss some distinctive features of conducting experiments in human subjects including use of theories, establishing hypotheses and designing experiments. The lectures will also cover questions related to what kind of



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relationships can be explored between variables using this method, variables and types, controls, some basic designs like repeated measures/ within subject design, independent measures/ between subjects design, ABA designs and their pros and cons, difference between quasi and true experiments, experimental and mundane realism, questions of reliability and validity of the method, advantages-disadvantages associated with the method, and ethical concerns with regard to using this method.

#### Experiments:

##### 1) Learning

###### Possible experiments:

- Impact of assessment styles on learning, hypothesized as MCQ test will lead to learning key concepts and analytical Qs will help the learner in developing clear concepts and ideas.
- Effect of subliminal conditioning (if any) on learning and memory by transmitting subliminal message through both audio and visual method, hypothesized as subliminal messages can be transmitted through subtle audio-visual inputs.

##### 2) Cognition

###### Possible experiment:

- Explore problem solving strategies in code-breaking game. Looking at what is a problem, types, how to represent and understand a problem, problem solving strategies- algorithm & heuristics- means-end analysis, hill climbing method, analogy approach, thinking types-convergent, divergent, top-down processing, bottom-up processing.

##### 3) Personality

###### Possible experiments:

- Are certain personality traits linked to prosocial behaviors? Consider how traits such as kindness, generosity, and empathy might be associated with altruism and heroism.
- Traits and anxiety/depression, traits and subjective well-being.
- Personality and mate-choice, perceptions of attractiveness.
- Self-esteem studies.
- Personality and risk taking.

##### 4) Social Psychology

###### Possible experiments:

- Bystander Effect: Learn about social responsibility, pro-social behaviour, what makes people take a stand or respond when they witness injustice.
- Halo Effect

- Hawthorne Effect:
- Asch's Conformity study.

**Assessments:**

- 25% Class test: February<sup>1<sup>st</sup></sup> week beginning.
- 25% Experiment 1: Presentations+ Viva Voce OR Reports. February last week
- 25% Experiment 2: Presentations+ Viva Voce OR Reports. February last week
- 25% Experiment 3: Presentations+ Viva Voce OR Reports. February last week

**References:**

Harris, Peter. 2011. *Designing and Reporting Experiments in Psychology*. 3<sup>rd</sup> Edition. Delhi: Tata MacGraw-Hill.

Dearborn, W. F. (1910). Experiments in learning. *Journal of Educational Psychology*, 1(7), 373-388. <http://dx.doi.org/10.1037/h0073531>

Kurt, Frey. 2018. *Experiments with People: Revelations from Social Psychology*. 2<sup>nd</sup> Edition. New York: Routledge.

McLeod, S. A. (2007). *Experimental Design*. Retrieved from <http://www.simplypsychology.org/experimental-designs.html>

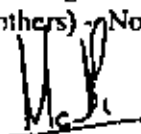
**9. Pedagogy:**

Instructional strategies: Lectures, group work, field work.

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

None

- b. Expertise in AUD faculty or outside : All Psychology faculty have expertise in teaching this course and taking the oral assessment in the end. The course requires an external examiner for the end term practical examination as well as viva.
- c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) -None.



Mamatha Karollil

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/SCPVCI/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/SCPVCI/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/SCPVCI/SCR to the Academic Council.

.Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its .....<sup>5<sup>th</sup></sup>.....meeting held on.....  
18/03/2015.....and has been approved in the present form.

  
Signature of the Dean of the School

**ANNEXURE-10**

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Ba (H) History
Course title	Caste and Modernity in Colonial India
Course code	SUS111S437
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	Winter Semester 2013
Course coordinator and team	Shailaja Menon

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

Yes. The course builds up on courses on Modern Indian History taught as part of History programme. It also connects with the course Caste in Contemporary India taught as part of BA Sociology 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)

None

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

As per SUS norms

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

Winter/Semester long/taught course

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

The course links with AUD's vision by imparting a historical as well as critical understanding of caste and its relationship with modernity.

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

7. Course Details:

- a. *Summary: The story of caste in India has a long genesis. It ranges from the most banal to the most philosophical. A wide spectrum of scholars has attempted to understand, analyse and deconstruct caste. At different historical junctures, ideas of caste have undergone permutations. It was argued that with the onset of modernity, progress rational values, caste would wither away. The term 'modern' is expressed to demarcate the past from the present. With the privileging of science, technology and rationality by the Enlightenment, modernity was invested with values creating a binary 'other' steeped in superstition and tradition. Every society, individual or institution felt compelled to acquire the abstraction of modernity. In Asia, Latin America and Africa, the experiences of colonialism mediated the abstraction of modernity. For the caste ridden Indian society, modernity, far from being an abstraction was something tangible as it enabled*

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scores of the oppressed communities to seek emilements by invoking the legal-judicial norms, again a by-product of modernity. At one level, the colonial encounter set free the local people from many hidehoial traditions and opened up new vistas of social progress through education and emerging employment opportunities. The privileged communities sought refuge in the pristine imagined past unable to come to terms with modernity whereas the rest (the anti-caste intellectuals) eagerly courted modernity to establish a more secular and progressive society. Thus, modernity is driven with contradictions. Despite the mystic of capitalist development notwithstanding, Indian society is grappling to make sense of 'semi-feudal and semi-colonial remnants'. (Gail Omvedt, *Seeking Begumpura, Nivayana*, 2008, p.10) Hence, the exploited people have not relapsed into silence but have challenged the contradictions of modernity. As Ambedkar has observed, throughout its historical trajectory there have been attempts to annihilate the superstructure- the edifice of caste brutality as a precursor to create a modern liberal society..

b. Objectives:

This course seeks to analyse the historiography of caste, varying perspectives on modernity and the manner in which various social categories in India appropriated modernity and strive to benefit from it. For reasons of brevity, the course focuses on the social, cultural and political developments of the 19<sup>th</sup> century till independence

c. Expected learning outcomes:

Students are expected to engage extensively with existing historiography on caste and its relation to modernity in colonial India. This would enable them to get a broader understanding of these categories.

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

(Week 1-4)

1. Caste, Census and Modernity- The colonial state introduced the census which influenced the corpus of knowledge around caste. How did caste negotiate with modernity through the prism of new cultural imaginaries and sectarian practices? This was the period in which society witnessed rapid transformation through education, new sites of employment, gendered changes, cultural symbolisms etc. This inter-subjectivity will be dealt with reference to autobiographical narratives comprising both caste and gender.

• The selected articles will comprise :

- 1) Nicholas Dirks, *The Original Caste: Power, History and Hierarchy in South Asia*
  - 2) Bernard Cohn, *The Census, Social Structure and Objectification in South Asia*
  - 3) Nandini Goopu, *Untouchable Social Movements in Urban Uttar Pradesh in the Early 20<sup>th</sup> Century*
  - 4) Sumit Guha, *Civilizations, Markets and Services: Village Servants in India from the 17<sup>th</sup> to the 20<sup>th</sup> Centuries*
  - 5) Ramnarayan Rowat, *Struggle for Identities, Chamar Histories and Politics*
- All these articles are from Sumit Sarkar and Tanika Sarkar (ed) *Caste in Modern India*, Permanent Black, 2014

- b) Tanika Sarkar, *Hindu Wife, Hindu Nation: Religion, Community, Cultural Nationalism*, Permanent Black, Delhi, and Indiana University Press, 2000
- c) Sudesh Vaid and Kunkum Sangari, (ed) *Recasting Women: Essays in Colonial History*, Rutgers, 1990
- d) Mani, B.R. *Debrahmanising History: Dominance and Resistance in Indian Society*, Delhi: Manohar Publishers, 2005
- e) The autobiographical narratives include Om Prakash Valmiki, "Joothan", Urmila Pawar, "We Too Made History: Women in the Ambedkarite Movement", Baby Kamble, "The Prisons we Broke".

(Week 5-8)

2. Alternative Socio-Political Mobilizations- The colonial era witnessed some intense debates around issues of freedom especially involving gender (Eg. Sati and Age of Consent) and low caste assertion. The focus will be on the debates generated around these issues by Raja Ram Mohan Roy, Pandita Ramabai, Phule, Ambedkar, Periyar and Narayana Guru.

The selected readings will comprise:

- a) Keer, Dhananjay Dr. *Ambedkar: Life and Mission*, 3<sup>rd</sup> edition, Bombay: Popular Prakashan, 1991
- b) Gail Omvedt, *Seeking Begumpura*, Navayana, 2008
- c) Geeta, V & Rajadurai, *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*, Calcutta: Samya, 1998
- d) Kancha Iliiah, *Why I Am Not a Hindu? A Sudra Critique of Hindutva Culture, Ideology and Political Economy*, Calcutta: Samya, 1996
- e) Critical Quest publications on *Pandita Ramabai, Jotiba Phule, Narayana Guru and Periyar*

(Week 9- 12)

3. Modernity and its Other- The analysis of Gandhi's *Hind Swaraj* and Ambedkar's, *Annihilation of Caste*

The selected articles/readings include,

- a) Gupta Dipankar, *Mistaken Modernity: India Between Worlds*, Harper Collins, 2000
- b) Omvedt, Gail, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications, 1994
- c) Zelliott Eleanor, *From Untouchable to Dalit, Essays in the Ambedkar Movement*, Manohar, New Delhi, 1996
- d) Avijit Pathak, *Indian Modernity: Contradictions, Paradoxes and Possibilities*, Orient Blackswan, New Delhi, 2015
- e) Rajni Kothari, *Caste in Indian Politics* (ed), New Delhi, Orient Blackswan, 1970.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Thought Piece+ Class Presentation/Group discussion	Second week of February	30%
2	Take-home assignment	Third week of March	30%
3	End Semester Exam	As per SUS Schedule	40%

c. Contents (week wise plan with readings):

8. Pedagogy:

a. Instructional strategies: Class lectures and discussion

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

c. Expertise in AUD faculty or outside: NA

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

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 .....meeting held on.....and has been approved in the present form.

Signature of the Dean of the School



**Ambedkar University Delhi (AUD)  
Standing Committee on Academic Programmes (SCAP)  
Minutes of the Meeting held on 3rd September, 2019**

**The 47th meeting of the Standing Committee on Academic Programmes (SCAP) was held on 3rd September 2019 in Kashmere Gate Campus, AUD**

The following members were present:

Dr. Suresh Babu	Member
Prof. Krishna Menon	Member
Dr. Monishita Hajra Pande	Convenor
Prof. Praveen Singh	Member
Dr. Anita E Cherian (For Dean SCCE)	Member
Prof. Sali Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sitansu Sekhar Jena	Member
Prof. Babu P Remesh	Member
Dr. Sunita Singh	Member

**Regrets:** Dean (AS), Dr. Anuj Bhuwania, Prof. Dhirendra Datt Dangwal, Prof. Kartik Dave, Prof. Radha Chakravarty, Prof. Suchitra Balasubrahmanyam, Dr. Santosh Kumar Singh and Prof. Bodh Prakash

**Special Invitees:**

Dr. Amol Padwad (Director CELE) and Dr. Krishna K. Dixit

The following agenda items were discussed:

- To consider the recommendations of Advisory committee of Centre for English Language Education (CELE) for the revised CTESIL programme:**

CELE launched the CTESIL programme to train graduates with good English for teaching Basic English proficiency to school children. The course was accorded provisional approval by the Academic Council to run on a pilot basis with a condition that after the pilot a thorough review should be carried out and a revised programme structure should be brought to the SCAP. The pilot round of CTESIL took place from September 2018 to January 2019. Subsequently, the programme was reviewed first internally by the faculty involved in the transacting it and then externally by a Review Committee.

The report of the internal review and the external Review Committee were placed before the Advisory Committee of CELE, which considered both reports and made recommendations for the revision of the programme.

Accordingly, a revised CTESIL document, along with the programme's concept note, report of the review committees and minutes of CELE's advisory committee were presented.

The main highlights of the presentation were as follows:

- The Review Committee (RC) appreciated the uniqueness of the CTESIL programme in the Indian multilingual context and its efforts to create a pool of ELT professionals who have a balanced exposure to theory and practice by engaging in theorising from practice in a reflective teacher education framework.
- The committee strongly felt that there was a mismatch between anticipated participant profile and programme objectives. The participants of the first cohort included eight post graduates, two practicing teachers and a teacher educator, in addition to two graduates. The initial idea was to pitch the programme for graduates. The programme succeeded because majority of the students were post graduates. The revised entry point for the programme should therefore be postgraduates and not graduates.
- There was rigid adherence to the traditionally followed teacher training components of methods, materials and assessment. The RC recommended merging these three components and ensuring greater coherence and interconnectedness.
- A dedicated team of faculty for CTESIL need to be identified who can work in close collaboration.
- Not much in the programme justifies the title Teach English to Speakers of Indian Languages. While the course 'Context of ELE in India' attempts to address some issues concerning design and delivery of contextually relevant teaching/learning events, it has no mention of use of L1, bi/multilingualism, NCF, etc. Appropriate and adequate linkage of the course 'Context of ELE in India' is not visible on other courses, which still seem to promote only western/euro-centric models.

*M. Pandey*

- An English proficiency component may be included under English for Teaching' as teachers' language serves as input in the classroom
- It was also highlighted that practicum and practice teaching components need to be differentiated and should continue to be an ongoing activity and not reduced to an end- of course activity and a tool for only assessment.
- Assessment of the programme needs to be restructured; comprehensive assessment that makes connections across components needs to be designed.
- Suggestions for reading lists were made to address ELE in multilingual contexts.
- Instead of following the Methods – Materials – Assessment triad, the programme revision committee could consider reassignment of various essential concepts and themes.
- The overall duration of the programme needs to be 16 calendar weeks including assessments. Efforts need to be made to match the programme with the general semester cycle of the university.
- CTESIL can be further extended to a Diploma (DTESIL) and finally developed into a Masters programme in ELE with multiple exit points.
- The revised programme structure was presented under four modules English for teaching English (4 credits), Teaching and Learning in Action (4 credits), Context of ELE in India (4 credits) and Practice teaching and project work (4 credits).

### Discussion

- The SCAP noted that major revisions were carried out based on the rigorous review of the pilot programme. However, it suggested that modules instead of courses can cause issues of nomenclature within the university and for outside recognition of the certificate. The SCAP suggested that the revised modules be presented following the format of a course document which allows for greater elaboration of contents and mapping of reading lists.
- The interconnections between modules need to be explicitly stated in the document.
- Assessment policy document needs to make space for students who may not be able to clear all credits.

*M. P. S. S.*

- CTESIL, when offered, needs to spread over 16 weeks to ensure there is enough time for practice teaching and effective transaction of the programme.

After due deliberation, the SCAP recommended that the revised programme document and courses of CTESIL be placed in the next meeting of Academic Council for consideration.

*M. Pande*

(Monishita Hajra Pande)  
Convenor, SCAP

*S. Misra*

(Sailil Misra)  
Chairperson, SCAP

**ANNEXURE-12**

अम्बेडकर विश्वविद्यालय, दिल्ली



Ambedkar University, Delhi

## CENTRE FOR ENGLISH LANGUAGE EDUCATION (CELE)

AUD/21-04(2)/CTESIL/2019  
25th September, 2019

## APPROVAL FOR REVISED CTESIL\* COURSE

(\*Certificate in Teaching English to Speakers of Indian Languages)

CTESIL programme document was discussed in the SCAP meeting held on 03 September 2019 and CELE was asked to make revisions in the programme document. Accordingly, the programme document is revised and submitted herewith. Kindly it may be approved.

Centre for English Language Education (CELE)
Diary No. 142
Date 25/09/2019

*Amol Padwad*  
25/09/19  
(Amol Padwad)  
Director, CELE

Pro-VC II & Chairperson, SCAP

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**Proposal for  
Certificate Programme in Teaching English to Speakers of Indian languages (CTESIL)**

**Centre for English Language Education (CELE)**

**Ambedkar University Delhi**

*Handwritten signature*

**Contents**

- 1) **Concept note**
- 2) **Programme document**
- 3) **Course documents**
  - a. **Contexts of English Language Education in India**
  - b. **Teaching and Learning in Action**
  - c. **English for Teaching English**
  - d. **Practice Teaching and Project**
- 4) **Admission and Assessment Policy**





**Certificate Programme in Teaching English to Speakers of Indian languages (CTESIL)****CONCEPT NOTE****Introduction**

AUD has been set up in the national capital with the credo that it would work for equity and excellence; that it cannot be second best but has to be world class. A main dimension that is in-built in AUD's institutional philosophy is the commitment to equity and social justice. AUD must try and go beyond mere provisioning of equitable access. We must have built-in institutional mechanisms for mentoring and nurturing students, particularly in language proficiency (say, English), study skills and so on, to assure success and excellence (AUD Concept Note, November 2008).

The Centre for English Language Education (CELE) was formally launched at AUD in July 2018. Four major strands of its activities have been visualised: one, catering to the English language needs of AUD students; two, offering innovative formal programmes for quality enhancement of ELE in India; three, to providing for and nurturing professional development of ELE practitioners through pre-service and in-service initiatives; and four, undertake collaborative research, extension and outreach activities with other institutions, NGOs, universities, including those from overseas. While language courses in English proficiency and academic English for the UG programmes have been in operation since the inception of the University, the Centre now plans to work towards capacity and quality enhancement of English teachers, promoting research and innovation in ELE and reaching out to the wider ELE community. A specific objective envisaged towards this end is to offer ELE courses to pre-service and in-service teachers at Diploma/UG/PG/PhD levels.

Being a university established by the Delhi state, AUD is also committed to support the quality enhancement of teaching and learning in schools in and around Delhi. As part of this, CELE plans to launch outreach initiatives, which will contribute to English proficiency enhancement of Delhi government school students.

CELE launched a semester-long programme titled *Certificate in Teaching English to Speakers of Indian Languages (CTESIL)* in September 2018, following detailed consultations and planning, as a first in the series of such outreach initiatives. As an allied initiative, a 7-day *Capacity Building Workshop for Teacher Trainers* was conducted in June 2017, which aimed to train and induct trainers for CTESIL and for the English proficiency courses CELE proposed run for secondary students in Delhi government schools. The details of the philosophy underlying CTESIL, and its format and structure are presented below.

**Background**

The opportunities for someone to train as an English teacher apart from the formal pre-service programmes, like B.Ed and D.El.Ed, are very limited. There are also hardly any training options available for those who may want to or have to teach English outside the formal education system, for example, at coaching centres or as private tutors. A considerably large number of people end up teaching English without any grounding in pedagogic and occupational training. In this scenario it is not only the quality of teaching being offered but also the achievement of learning outcomes which are negatively impacted. There is a huge gap between the needs of such 'teachers' of English and the options of relevant professional training available to them. The CTESIL programme aims to address this gap by offering needs-based and context-specific training to prepare English proficiency trainers.

Another important dimension that has been largely unaddressed even in formal teacher education programmes is the multilingual Indian context in which our teachers and learners are situated. The legacy of the English language rooted in colonization and the subsequent developments that have taken place in the Indian ELE seem to have contributed to the neglect of this dimension. Going beyond the popular direct method, bilingual method, or even communicative approaches, or beyond the limiting notion of 'method' itself, it is imperative to create "an awareness that teacher beliefs, teacher reasoning, and teacher cognition play a crucial role in shaping and reshaping the content and character of the practice of everyday teaching" (Kumaravadivelu, 2003). Further, the teacher in the Indian context would have to develop an understanding of the learners and the linguistic repertoire they already have as they enter school, and build on it further. English needs to be viewed as a language, which has a special historical, political and economic status in India. Discussions around English need to problematize the relationship between English and other local languages and try to 'de-elitise' the language to provide unbiased and full-fledged access thus reducing the gap between those who know and don't know English. The phrase 'speakers of Indian languages' in the title of the programme is a specific attempt to acknowledge and value the Indian user of different languages while s/he uses English for different purposes in different contexts.

An important dimension of this programme is the way it views theory and practice of ELT. A significant shift from the 'theory first, practice later' approach to 'theorising from practice' is envisaged and it will be reflected in all the course content and methodology. To aid this integration, a significant amount of actual teaching experience will be included in the programme. The English proficiency courses offered to AUI students as well as the special proficiency courses for secondary students of Delhi Government schools being offered by CELE may act as a 'lab' for practical teacher training in CTESIL. Teachers will have ample opportunities to observe, critique, reflect on and learn from the experience. They will also have plenty of time and space to try out various ideas and methods in actual contexts so that they get a hands-on experience of teaching English language proficiency. This programme, it is hoped, will help to create a cadre of English teachers, who would be able to help CELE/AUI in its efforts to promote English proficiency enhancement in Delhi government schools and/or other local communities. It may also equip them to design and teach proficiency courses outside the formal set up or become entrepreneurs in their own right, setting up their own proficiency teaching centres.

*Pr*

**Programme Details**

Course title: **Certificate in Teaching English to Speakers of Indian Languages (CTESIL)**

Duration: 1 semester

Cohort Size: Max. 30

Participants' profile: Postgraduates of any discipline with upper intermediate level of English proficiency; *no previous experience of teaching English (proficiency) required*

Broad objective: To prepare post-graduates with good English proficiency for teaching English to secondary/ higher secondary students

Potential further extensions: *The programme may lead on to the proposed Diploma (DTESIL) and MA (TESIL/ELE) programmes. Potential links are also envisaged with future research programmes in ELE.*

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

School	Centre for English Language Education (CELE)
Programme Name	Certificate in Teaching English to Speakers of Indian Languages (CTESIL)
Programme Type (Professional/ Liberal/ Research/ etc.)	
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Certificate
Total Credits	16
Proposed date of launch	September 2018
Programme coordinator and team	CELE Faculty

1. **Specific requirements on the part of students who can be admitted** (Qualifications; prior knowledge level; any others – please specify):  
 Postgraduates of any discipline with equivalent of intermediate level English proficiency on CEFR scale
2. **Entrance process** (test, interview, cut-offs, etc.):  
 Entrance test and interviews
3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed):  
 30 (since the programme involves a lot of practical work and teaching practice)
4. **Programme scheduling** (semesters; years; whether includes inter-semester breaks or not; etc.):  
 One semester duration
5. **What are the intended aims of the programme?**
  - To prepare postgraduates with good English proficiency to teach English to learners at the secondary/ higher secondary level, who may take up English proficiency teaching as employment and entrepreneurial options
  - To prepare a potential cadre of trained teachers who can support CELE's outreach initiatives for English proficiency enhancement of Delhi school students
  - To provide a foundation for and promote interest in further and higher studies in English Language Education
6. **How does the programme link with the vision of AUD?**  
 Language teaching is an area which is neglected in our country despite the fact that we have the largest number of English as Second Language (ESL) speakers in the

world. There are huge aspirations for English both in terms of higher studies and better employment as well as upward social mobility. Improving the quality of English language teaching is a crucial means of addressing these aspirations. Effective courses in English language teaching would lead to the creation of a pool of teachers who can make effective interventions to address English language needs in a variety of Indian contexts. This in turn will lead to equitable access to higher education and economic integration of a large number of people who aspire to quality English language education. This is in direct link with AUD's vision of providing access to and success in education with a clear emphasis on equity and social justice.

7. How is the proposed programme positioned vis-à-vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?

CELE does not yet have any other programmes. However, this programme has potential to link with future masters and research programmes which CELE is planning to offer.

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?

Some components of the programme connect with some elective courses like *EN 261: Approaches and Theories of Language Teaching and Learning* and *EN 243: Study of English Language* offered on the BA English programme, besides courses on Multilingualism offered in MA English Education programmes.

9. How is it positioned in relation to other similar programmes in the field?

IGNOU offers distance learning certificate programmes in the teaching of English by distance, which has a very limited practical component. EFLU offers a certificate course, again through distance mode, which is primarily targeted at in-service teachers and has different programmatic objectives. No university in India seems to offer a specialised *ELE* programme of this kind for graduates in general. There is a severe shortage of academic programmes with concrete and practical *ELE* focus for a large number of people already engaged or likely to be engaged in the teaching of English formally and informally. The proposed programme is unique in that it is a full-time credited programme, targeted at postgraduates of all disciplines, which focuses on the Indian context of teaching and learning English and has a substantial practicum component, which takes into its fold questions around post-method pedagogy, context-sensitivity, reflective teaching and critical modes of approaching a multilingual classroom.

10. Is there a sufficiently defined body of knowledge and literature to support the programme?

*ELE* is an already established field and there is sufficiently defined body of knowledge and literature to support the programme. The reading lists given at the end of each course included in this programme give just a glimpse of the vast knowledge base and research literature the field has evolved so far.

11. What are the professional trajectories that the graduates of the programme may pursue?

*Dear*

The participants who complete this programme may become part of AUD's outreach activities, in-house proficiency course teaching, go on to undertake higher studies such as Masters in English or Education, do teacher education courses, undertake employment as teachers, start entrepreneurial initiatives such as English language teaching centres, or work with NGOs and on projects in ELE in various capacities.

**12. Are there sufficient in-house faculty resources available for the programme?**

The faculty resources in the CELE including the regular and contractual staff may suffice for the conduct of this course. Some external experts may also be invited to contribute to the programme implementation.

**13. Rationale for the nomenclature of the programme**

The programme has used the standard and globally known term TESOL, (Teaching English to Speakers of Other Languages) which is clearly recognisable to all concerned and adapted it replacing "Other" with "Indian" to clarify the specific focus and orientation of the programme.

**14. Programme Details:**

**a. Concept (attach concept note, if needed):**

A concept note has been attached at the end of this format.

**b. Objectives:**

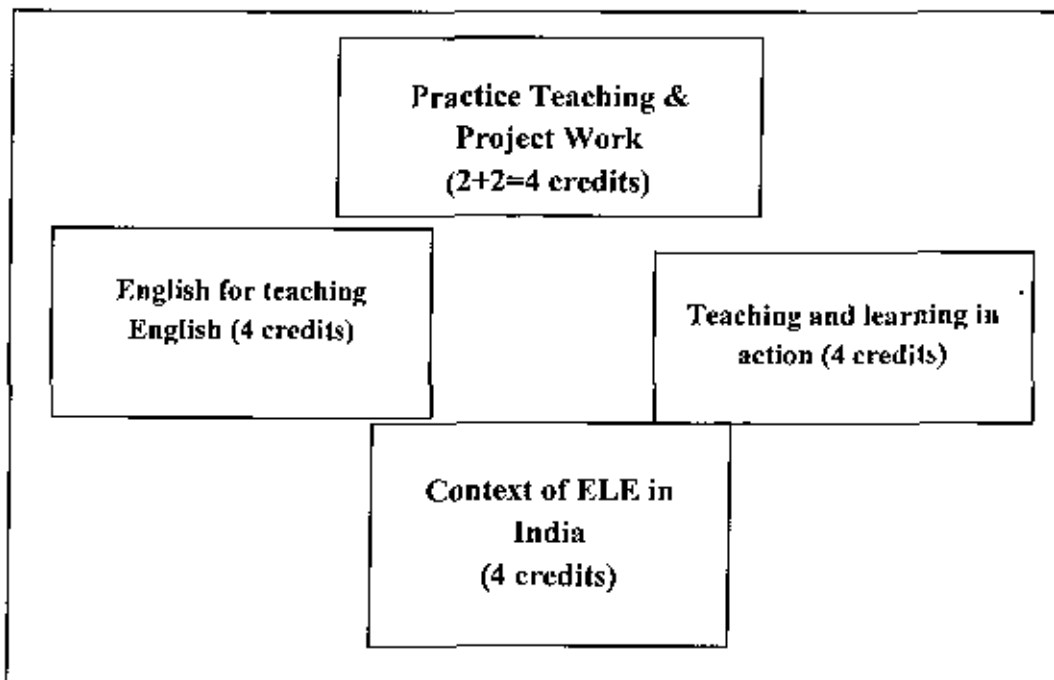
- To develop participants' understanding of key concepts, issues and concerns in teaching and learning English in the Indian multilingual context
- To enable participants to develop context-sensitive pedagogy, strategies and means of teaching English proficiency
- To equip participants with concepts, strategies and means of being reflective practitioners and build their capacity to make connections between their practice and the contexts of their work

**c. Expected learning outcomes:**

At the end of the programme participants will be able to:

- Understand and meaningfully adapt various pedagogical ideas and approaches in teaching English proficiency and use key principles and features of various methods and approaches and assess their relevance to their own practice
- Understand and use concepts, tools and strategies of assessment both of learning and for learning as part of proficiency teaching and assessment
- Understand students' socio-economic background, aspirations and explore students' experience of learning English
- Identify strengths of students' learning styles and find appropriate teaching material and strategies
- Evaluate their own learning and identify and engage in pathways/ strategies to continue learning

**d. Overall structure (programme template with course organisation, course titles, credits, etc.):**



Course	Credits
Context of ELE in India	4
English for teaching English	4
Teaching and learning in action	4
Practice Teaching & Project Work	2+2
<b>Total</b>	<b>16</b>

### 1. Contexts of English Language Education in India (4 Credits)

This four credit course provides a background on the teaching of English in Indian multilingual context through three units: English language in India, Key Issues in ELE and ELE in Practice

### 2. Teaching and Learning in action (4 Credits)

This four credit course deals with the basic concepts around language teaching methods and materials. This course is divided into three sub units, namely understanding learners, ways of teaching and teaching of English language skills.

### 3. English for Teaching English (4 credits)

This four credit course attempts to prepare the students with necessary knowledge of language system to be able to apply it to language teaching. The course is designed around

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three sub topics, namely English language awareness, language elements and English for teaching.

#### 4. Practice teaching (2 credits) and Project work (2 credits)

Practice teaching: Total of 64 hours of work, which includes at least 15 hours of observations, lesson briefing and de-briefing, reflective discussions and feedback, and 15 hours of teaching practice of various kinds (classroom teaching, peer teaching, microteaching, etc), while the rest is meant for background study, planning, preparations and revisions.

Project work: Students will choose a topic related to one or more of the above mentioned modules and work towards a semester end presentation and report. The project work may involve researching the context, theoretical exploration, designing and trying teaching/ learning activities, etc.

Detailed course outlines are attached.

#### 15. Teaching-learning:

##### a. Instructional strategies:

Interactive sessions in workshop mode involving discussions and inquiry around a variety of tasks and readings. This will be supported by classroom observations and practicum, as well as project assignments, self-study tasks, group discussions and hands-on training activities.

##### b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

Room with movable furniture, projector and audio facility, access to real-life teaching sites for observations and practice teaching

##### c. Linkages with external agencies (c.g., with field-based organizations, hospital; any others):

Access to schools for practice teaching; linkages with Delhi Government schools

*M. L. Anand*  
(Monishita Hija Bandy)  
Signature of Programme Coordinator(s)/Convenor(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, 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.

Signature of the Dean of the School/ Director of Center

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

School/Centre proposing the course	Centre for English Language Education (CELE)
Programme(s)	Certificate in Teaching of English to Speakers of Indian Languages (CTESIL)
Course title	Contexts of ELE in India
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Certificate
Proposed date of launch	September 2018
Course coordinator and team	CELE faculty

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
This course has connections with *EN 261: Approaches and Theories of Language Teaching and Learning* offered in 5th semester in BA English programme exposes students to the field of English Language Education (ELE).
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)  
Postgraduates in any discipline with Intermediate/B1 proficiency as per CEFR
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
30 (involves practice teaching, practicum and exposure to classroom teaching)
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?

Language teaching is an area which is neglected in our country despite the fact that we have the largest number of English as Second Language (ESL) speakers in the world. There are huge aspirations from English both in terms of higher studies and better employment as well as upward social mobility. Improving the quality of English language teaching is a crucial means of addressing these aspirations to a large extent. Effective courses in English language teaching would lead to the creation of a pool of teachers who can make effective interventions to address English language needs in a variety of Indian contexts. This in turn will lead to equitable access to higher education and economic integration of a large number of people who aspire to access quality English language education. This is in direct link with AUD's vision of

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providing access to and success in education with a clear emphasis on equity and social justice.

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

In a certificate course in teaching of English such as CTESII, which is aimed at equipping teachers to engage with Indian classrooms, a course in Contexts of ELE in India aims at equipping students with content knowledge of English language, contexts of ELE in the Indian context, and prepare the participants for teaching English.

The aim of this course is to offer a broad view of English language teaching and learning in India especially in government schools. The purpose is to make participants aware about the contexts of English teaching and learning. It is assumed that this course will facilitate in making sense of other core courses such as methods, materials and assessment of English language teaching. This course will enable the participants to situate other courses in the Indian context and make relevant connections between the learning on other courses and the realities around them.

**7. Course Details: All headings to be filled**

**a. Summary:**

The course on exploring contexts of English Language Teaching (ELT) and learning in India is essential for anyone who aspires to teach language in the Indian context. This course will build on the experience of participants as learners and as teachers (in some cases) and then lead participants to reflect on the key issues of ELT in India. The course will be transacted in participatory mode. The content of the course includes history and status of English in India, ELT practices, expectations of major stakeholders such as students, teachers, parents, institutions etc., issues and challenges of ELT like large classes, paucity of resources, availability of online resources etc. It will also discuss the multilingual situation in which English is learnt in Indian classrooms.

**b. Objectives:**

The main objectives of the course are:

- Enable participants to explore and reflect on the contexts of Indian ELT
- Understand the specific contextual features of Indian English Language Education (ELE) and their relevance in teaching proficiency courses
- Develop an understanding of the complex factors present in a multilingual Indian classroom teaching context

**c. Expected learning outcomes:**

By the end of the course it is expected that participants will have gained the required (for teaching proficiency) knowledge and information about English language teaching and learning contexts in India. This knowledge, in turn, will help participants in planning and delivering appropriate courses / lessons in language proficiency.

c. Overall structure (course organisation, rationale of organisation; outline of each unit)

#### Unit 1: English language in India

The focus of this unit is on enabling the participants to look at the English language through a critical perspective. The key themes include:

- History of English language in India
- English in education, employment, cross-cultural communication
- Educational policies (especially NPE 2019)

#### Readings:

The course draws on chapters from the following sources.

Krishnaswamy, N. and L. Krishnaswamy (2006) *The Story of English in India*. New Delhi: Foundation Books.

MHRD (2019) National Education Policy. Available online at [www.mhrd.gov.in](http://www.mhrd.gov.in).

#### Unit 2: Key Issues in ELE in India

The focus of this unit is on exploring emergent issues in ELE in the Indian context. Main topics include:

- Bilingualism, multilingualism and translanguaging
- English as a means of social justice
- English as a prestige language or cultural/human capital

#### Readings:

Anand, S. (1999) Sanskrit, English and Dalits. *Economic and Political Weekly*, July, 2053-2056.

Anderson, J. and A. Lightfoot (2018) Translanguaging practices in English classrooms in India: Current perceptions and future possibilities. Available online at <https://www.tandfonline.com/doi/full/10.1080/13670050.2018.1548558>.

Aslam, M. (1995) Needs analysis of the Indian learners of English. In R. Agnihotri and A. L. Khanna (Eds.) *English Language Teaching in India: Issues and innovations*. New Delhi: Sage.

Graddol, D. (2010) *English Next: India*. New Delhi: British Council, India.

Tickoo, M. L. (2012) Indian ELT at sixty plus: An essay in understanding. *The Teacher Plus*, 12, 1-7.

Verma, S. K. (1994) *The teaching of English in India: Focus on functions and objectives*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.

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### Unit 3: ELE in Practice

The focus of this unit is on raising awareness of the participants about the emergent issues in ELE in India. The key themes include:

- Change and innovation in the Indian ELE (in terms of methods, materials, and assessments)
- Rise of English as medium of instruction
- Textbook-centered and exam-oriented teaching and learning
- Varied contexts of ELE (classrooms, coaching classes, online, self-study etc.)
- Varied kinds of materials and resources for teaching and learning English

#### Readings:

Krishnaswamy, N. and T. Sriraman (1995) English Teaching in India: Past, present and future. In R. Agnihotri and A. L. Khanna (Eds.) *English Language Teaching in India: Issues and innovations* New Delhi. Sage.

Prabhu, N. S. (1995) *Attempting Educational Change*. Vallabh Vidyanagar: H. M. Patel Institute of English Training and Research.

Tickoo, M. L. (1997) Towards an alternative curriculum for acquisition-poor environments. In R. Agnihotri and A. L. Khanna (Eds.) *Second Language Acquisition: Socio-cultural and linguistic aspects of English in India*. New Delhi: Sage.

#### Assessment structure\* (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Assignment 1 (focused on classroom sessions, readings, practicum and practice teaching)	4 <sup>th</sup> week of the course	30%
2.	Assignment 2 (focused on classroom sessions, readings, practicum and practice teaching)	8 <sup>th</sup> week of the course	30%
3.	Class Test	Last week of the course	40%

\* Assessment situations and weightage may vary depending on cohorts


a. Instructional strategies: How it is taught? Interactive sessions in workshop mode involving discussions and inquiry around a variety of tasks and readings. This will be

supported by classroom observations in real classrooms and practicum to apply theory to practice.

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

c. Expertise in AUD faculty or outside: CELE faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) access to schools for practicum; linkages with Delhi Government schools

  
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	Centre for English Language Education (CELE)
Programme(s)	Certificate in Teaching English to Speakers of Indian Languages (CTESIL)
Course title	Teaching and Learning in action
Course code	
Credits	4 credits
Course type (core/compulsory/optional/any other)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Certificate
Proposed date of launch	September 2018
Course coordinator and team	CELE faculty

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

The course *EN 261: Approaches and Theories of Language Teaching and Learning* offered in 5th semester in BA English programme exposes students to the field of English Language Education (ELE).

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

(Pre-requisites; prior knowledge level; any others – please specify)  
 postgraduates in any discipline with B1 proficiency as per CEFR

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

30 students (involves practicum and exposure to classroom teaching)

**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?**

Language teaching is an area which is neglected in our country despite the fact that we have the largest number of English as Second Language (ESL) speakers in the world. Effective courses in language methodology would lead in the creation of a pool of teachers who can make effective interventions to address English language needs in a variety of Indian contexts. This in turn will lead to equitable access to higher education and economic integration of a large number of people who aspire to access quality English language education.

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

In a certificate course in teaching of English such as CTESIL which is aimed at equipping teachers to engage with Indian classrooms, a course focusing on English Language Teaching (ELT) methodology and materials questioning the dominant practices and attempts to explore context sensitive pedagogy forms the core component.

#### 7. Course Details:

##### a. Summary:

Through this course, participants will be involved in an inquiry around the questions of language teaching methodology and materials to reflect, critique, explore and synthesise a sound understanding of major approaches and methods of language teaching. The course is based on a reflective model of teacher education to encourage participants to reflect on their past experiences as a language learner and engage in real class teaching and observation to arrive at their own personal theories of action. Participants will often be encouraged to evaluate a number of different options and choose the one which is context sensitive based on their experiences as part of the practicum. This course aims at developing reflective and self-critical modes of approaching a language classroom. The first unit begins with an overall discussion around the importance of situating the learner in the classroom. The second unit engages with questions around methods, approaches and techniques and aims at developing a critical understanding of these to arrive at a context sensitive, learner centric pedagogy for ELT through classroom engagement. It also reveals the intricate connection between method and materials in language teaching. The third unit focuses on the teaching of four language skills (Listening, Speaking, Reading and Writing) and language elements (Grammar and Vocabulary). These units will be closely tied to the practicum which will also involve lesson planning, classroom observations and teaching in classrooms.

##### b. Objectives:

- Develop an understanding of the key concepts in ELT methodology through a process of inquiry and reflection
- Familiarise participants with techniques and ways of materials evaluation using the parameters of appropriacy, suitability, cultural context, cognitive levels etc.
- Understand the importance of local languages while adapting materials and while transacting them in teaching English proficiency
- Equip participants to critically engage with various approaches and methods in language teaching and to develop context sensitive pedagogies
- Familiarise participants with basic ideas about assessment and feedback in language teaching-and-learning

##### c. Expected learning outcomes:

At the end of the course participants will be able to:

- Exhibit an understanding of importance of learners' context in language teaching
- Meaningfully engage with the key concepts in ELT methodology and develop an understanding of how they operate in classrooms
- Understand the key principles and features of various methods and approaches and assess their relevance to the participants' own classroom practice
- Evaluate and choose context sensitive materials to match intended learning objectives
- Conduct assessment and offer feedback

d. Overall structure (course organisation, rationale of organisation; outline of units)

This course is organized around three units: Understanding Learners, Ways of Teaching and Teaching of English Language Skills. Each unit deals with various aspects of language teaching and learning. The rationale behind such an organization assumes that theory and practice need to go hand in hand in an experiential, reflective framework for a holistic understanding of language teaching methodology.

**Unit 1: Understanding Learners**

- Understanding learner's context (socio-economic background, aspiration, image of English)
- learners' experience of learning English (reviewing material used, time, engagement, resources etc.)
- Opportunities and challenges in learning (reviewing the existing practices)

**Unit 2: Ways of teaching and assessing**

- Understanding methods, approaches and techniques
- Use of L1 and other languages in classroom
- Student-centered teaching
- Identifying and adapting appropriate materials / resources to match lesson objectives
- Teacher and learner roles in classroom interaction
- Feedback and error correction
- Types and ways of assessment

**Unit 3: Teaching and assessing of English Language Skills**

- Teaching (Indian) English speech system
- Teaching English skills: Listening, Speaking, Reading, Writing (LSRW)
- Use of technology in teaching-learning English
- Evaluating and adapting materials for teaching of skills
- Teaching of grammar in context
- Teaching of vocabulary in context
- Assessing English skills, grammar and vocabulary

Each of the above units will integrate ways of working at goals, objectives and details of lesson planning. The participants will be involved in classroom observations and teaching to explore the above approaches, methods and techniques in real class settings thereby making strong connections between theory and practice.

The course may draw chapters/articles and tasks from the following sources:

Agnihotri, R.K.(2010). Multilinguality and Teaching of English in India. *EFL Journal* 1:1. The English and Foreign Languages University, Hyderabad.



Harmer, J. (2015). *The practice of English Language Teaching (4th Edition)*. London: Pearson-Longman.

Ceice-Murcia, Marianne, Brinton, Donna, and Snow, Ann.(2001).*Teaching English as a second and foreign language*. New York: Heinle and Heinle.

Larsen-Freeman, Diane. (2000). *Techniques and principles in language teaching*. Oxford: OUP.

Prabhu, N. S. (1990). Language Teaching Materials: A support or a constraint? *The Journal of English Language Teaching*, 25/6.

Tanner, Rosie., and Green, Catherine.(1998). *Tasks for teacher education: A reflective approach*. Essex: Pearson Education Limited.

Ur, P.(2012). *A course in English language teaching*. Cambridge: CUP.

Supplementary readings

1. Agnihotri,R.K. and Khanna,A.L.(1994). *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India*. New Delhi: Sage.
2. Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven and London: Yale University Press.
3. Nunan,D. (1989). *Designing tasks for the communicative classroom*. Cambridge: CUP
4. Richards, J. C., and Theodore S.R.(2001) *Approaches and methods in language teaching*. Cambridge: CUP.
5. Tomlinson, B. (1999): Developing criteria for evaluating L2 materials. *IATEFL Issues* 47, March.
6. Tomlinson,B. and Masuhara,H.(2018). *The complete guide to the theory and practice of materials development for language learning*. New Jersey: Wiley & Sons
7. Tickoo, M. L. (1994) Towards an Alternative Curriculum for Acquisition-Poor Environments. In R. K. Agnihotri and A. L. Khanna (Eds.) *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India*. New Delhi: Sage. 317-332.
8. Tickoo, M. L. (2003) *Teaching and Learning English: A sourcebook for teachers and teacher-trainers*. Hyderabad: Orient Blackswan.
9. Tickoo, M.L. (2009). *Teaching and learning English: A sourcebook for teachers and teacher-trainers*. Hyderabad: Orient BlackSwan.

Assessment structure\* (modes and frequency of assessments):

S. No.	Assessment	Period when assessment will take place	Weightage

1.	Assignment 1 (focused on classroom sessions, readings, practicum and practice teaching)	4-5 <sup>th</sup> week	30%
2.	Assignment 2 (focused on classroom sessions, readings, practicum and practice teaching)	8-9 <sup>th</sup> week	30 %
3.	Class Test	Semester end	40%

\* Assessment situations and weightage may vary depending on cohorts

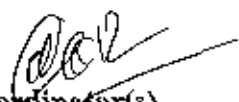
### 8. Pedagogy

a. Instructional strategies: How it is taught? Interactive sessions in workshop mode involving discussions and inquiry around a variety of tasks and readings. This will be supported by classroom observations in real classrooms and the practicum component of the programme to apply theory to practice.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Room with movable furniture, projector and sound facility

c. Expertise in AUD faculty or outside: Background in English Language Education (ELE)

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) access to schools for practicum; linkages with Delhi Government schools

M. Pande  
(Monishita Hajra Pande)   
Signature of Course Coordinator(s)

Note:

4. 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.
5. 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.
6. 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:

  
Director, CELE



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

School/Centre proposing the course	Centre for English Language Education (CELE)
Programme(s)	CTESIL
Course title	English for Teaching English
Course code	
Total Credits	4 credits
Course type (core/compulsory/elective/any other - please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Certificate
Proposed date of launch	
Course coordinator and team	CELE Faculty

1. **Does the course connect to, build on or overlap with any other courses in AUD?**  
 This course has links with Study of English Language (EN 243) course in BA English 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)**  
 Postgraduate in any discipline with B1 proficiency as per CEFR
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**  
 30 (involves practicum and exposure to actual classroom teaching)
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**  
 One semester
5. **How does the course link with the vision of AUD?**  
 Following AUD's vision of offering quality education based on the principles of equity and justice, CELE has decided to initiate this certificate programme for capacity building of graduates for teaching English proficiency course. It is envisaged that graduates equipped with knowledge and skills of teaching English language will facilitate English proficiency among school leavers of Delhi government schools, who in turn, can join AUD for their higher education.
6. **How does the course link with the specific programme(s) where it is being offered?**

The aim of the programme is to equip graduates (with teaching aptitude) with knowledge and skills for teaching English proficiency to school leavers (Class 9, 10, and 11). As prospective teachers of English proficiency, the candidates need an improved awareness of the English language systems to work effectively. Since English language is both the medium and the subject of their work, these teachers will have enhanced subject content knowledge from this course in addition to pedagogic content/ strategic knowledge offered in other courses.

**7. Course Details: All headings to be filled**

**a. Summary:**

The course on language awareness is essential for anyone who aspires to teach language. This course is a blend of elements or aspects of language (such as grammar, phonetics, morphology etc.), language skills (for example, speaking and writing), and metacognitive strategies which allow students to reflect on the nature of language and its acquisition. The key areas covered in this course include spoken and written language, grammar, and phonetics. The aim is to make participants aware of form, function, and use of language in any given contexts.

**b. Objectives:**

The main objectives of the course are to enable the participants to

- Explore and reflect on elements of language in general
- Explore how to incorporate language awareness into teaching
- Understand and practise the form, function and meaning dimensions of language use

**c. Expected learning outcomes:**

By the end of the course it is expected that participants will have gained the required (for teaching proficiency) knowledge and information about English language. It is assumed that awareness about language will help participants in incorporating language awareness aspect in their teaching activities.

**d. Overall structure**

The course begins with an exploration of the sound system of English language. The second unit focuses on morphology and syntax thereby strengthening their understanding of English vocabulary and grammar. The final unit focuses on the classroom language which acts as language input for learners. The basic working principle in enacting this course would be exploring and exploiting participants' experience of language use including the exploration of how English is used in Indian context. The content of the course and discussion around the issues of form, function and meaning will be rooted in the Indian context and refer to Indian varieties of English.

**Unit 1: English Language Awareness**

- Phonetics and sounds of language
- English speech system
- Accents and varieties of spoken English in India
- Stress, rhythm and intonation

**Unit 2: Language elements**

- Vocabulary — word formation processes, productive and receptive use, dictionary work
- Grammar — basics of English grammar (familiarizing with meta language for teaching English)
- Syntax : Types of sentences, basic sentence patterns and tense and aspect systems
- Form, function and meaning
- Correctness and appropriateness

### Unit 3: English for Teaching

- Importance of teacher talk
- Classroom instructions: Task design and setting
- Question types and classroom discourse
- Feedback (strategies, oral, written, follow-up etc.)
- Language of facilitation (taking students' into confidence, study skills, counselling, mentoring etc.)

#### Assessment structure\*:

S. No.	Assessment	Period when assessment will take place	Weightage
1	Assignment 1 (focused on classroom sessions, readings, practicum and practice teaching)	6-7 <sup>th</sup> week	30%
2	Assignment 2 (focused on classroom sessions, readings, practicum and practice teaching)	9-10 <sup>th</sup> week	30%
3	Class Test	At the end of the course	40%

\* Assessment situation and weightage may be subject to change; participants will be informed about the final schedule at the beginning of the course.

### 8. Pedagogy

- a. Instructional strategies: How it is taught?  
This is a task-based course where students will learn through various activities. An *interactive, collaborative approach* will be adopted that will allow students opportunities to critically engage with English language.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
A classroom with a good audio/video system required without any fixed furniture so that student movement is not curtailed.
- c. Expertise in AUD faculty or outside: CELE faculty and outside experts
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Practicum involving participants to teach real students

Readings may consist of specific excerpts/chapters to be drawn from the following list:

Primary reading list:

Aitchison, J. (2003). *Linguistics*. London: Hodder and Stoughton.

Andrews, S. (2007). *Teacher Language Awareness*. Cambridge: Cambridge University Press.

Carr, P. (2013). *English Phonetics and Phonology*. U.K: Wiley-Blackwell.

Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English: A comprehensive guide: spoken and written English grammar and usage*. Cambridge: Cambridge University Press.

Celce-Murcia, M., & Larsen-Freeman, D. (1998). *The Grammar Book: An ESI/EFL Teacher's Course*. (2nd Ed.). Boston: Heinle&Heinte.

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Supplementary reading list

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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:

*Androl*

Signature of the Dean of the School/Director of the Centre

*Per*

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

School/Centre proposing the course	Centre for English Language Education (CELE)
Programme(s)	Certificate in Teaching of English to Speakers of Indian Languages (CTESIL)
Course title	Practice Teaching and Project Work
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Certificate
Proposed date of launch	September 2018
Course coordinator and team	CELE faculty

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

This course has connections with EN 261: Approaches and Theories of Language Teaching and Learning offered in 5th semester in BA English programme which exposes students to the field of English Language Education (ELE).

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

Postgraduates in any discipline with Intermediate/B1 proficiency as per CEFR

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

30 (involves practice teaching, practicum and exposure to classroom teaching)

**8. 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?**

Language teaching is an area which is neglected in our country despite the fact that we have the largest number of English as Second Language (ESL) speakers in the world. There are huge aspirations from English both in terms of higher studies and better employment as well as upward social mobility. Improving the quality of English language teaching is a crucial means of addressing these aspirations to a large extent. Effective courses in English language teaching would lead in the creation of a pool of teachers who can make effective interventions to address English language needs in a variety of Indian contexts. This in turn will lead to equitable access to higher education and economic integration of a large number of people who aspire to



access quality English language education. This is in direct link with AUD's vision of providing access to and success in education with a clear emphasis on equity and social justice.

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

In a certificate course in teaching of English such as CTESIL which is aimed at equipping postgraduates as English proficiency teachers it is essential to provide field exposure, hands-on training and experience of teaching in authentic situations.

The aim of this course is to offer actual and authentic experience to participants to develop understanding of the complex factors which shape a language classroom.

Another purpose is to offer participants opportunities to connect theory with practice.

7. Course Details: All headings to be filled

a. Summary:

Practice teaching and project work as are seen as powerful ways of developing in the would-be professionals a balanced understanding of theory and practice.

In practice teaching participants will engage in classroom observation using observation grids, take part in micro teaching, individual teaching and team teaching in authentic situations to experiment, apply and develop a range of techniques, strategies and skills, as well as insights and lessons, related to the practice of teaching.

In the project work participants will choose a topic from any of the courses of the programme and conduct an exploration or interevntion or both related to one of more aspects of the topic. This will culminate in a project report and/or presentation which may exhibit their ability to make connections between theory and practice, as well as some skills of carrying out explorations and interventions.

b. Objectives:

- Provide real-life experience of observing lessons and teaching in classrooms
- Enable participants to use practice teaching experience to make sense of the learning in other courses of the programme
- Provide opportunities to deepen their learning about teaching through practice
- Consolidate and demonstrate the understanding about teaching through project work

b. Expected learning outcomes:

At the end of the course participants will be able to:

- Plan, prepare and teach proficiency lessons for students
- Critically observe lessons and articulate their understanding of the strengths and weaknesses vis-à-vis pedagogic goals
- Plan and carry out exploration and/or intervention on an aspect of teaching through the project work
- Produce a written report and/or oral presentaion of its outcomes making connections with theoretical inputs from other courses of CTESIL

*Doi*

- Identify channels and resources to continue learning about teaching

c. Overall structure (course organisation, rationale of organisation; outline of each unit)

This component is divided into two parts – practice teaching and project work with a weightage of two credits each.

Practice teaching is a crucial component of teacher preparation for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, and teaching techniques. The purpose of teaching practice is to provide the participants with an opportunity to apply their pedagogical knowledge and skills in practice. The focus areas and approximate amounts of time\* for each are as below:

• Practice teaching in classroom (individual)	10 hours
• Team teaching and peer teaching	10 hours
• Classroom observations	10 hours
• Post lesson reflective discussions	10 hours
• Preparation for teaching practice	24 hours
<b>Total</b>	<b>64 hours</b>

\*The actual number of hours spent on each component may slightly vary as necessitated by circumstances.

The overarching objective of the project work is to enable the participants to consolidate their learning in classroom and practice teaching and to become exploring and inquisitive teachers. In other words, the participants would be led towards a demonstration of making connections between classroom training and practice teaching. The participants are required to work on project throughout the course and submit a detailed written report and also present it to the class towards the end of the programme. In this component the key topics include:

- Identification of a topic/area for exploration and/ or intervention
- Preparing a plan of work to carry out the proposed exploration/ intervention with the support of tutors and peers
- Conduct the exploration/ intervention against the backdrop of learning in the *programme and appropriate literature*
- Prepare and present a report in the written form and as an oral presentation

**Assessment structure\* (modes and frequency of assessments):**

S. No.	Assessment	Period in which the assessment will take place	Weightage
1	Lesson Planning and classroom observation	2 <sup>nd</sup> week onwards	20%

2	Practice Teaching	4 <sup>th</sup> week onwards	20%
3	Various ways of teaching (peer teaching, microteaching, team teaching etc.)	2 <sup>nd</sup> week onwards	20%
4	Project work – Report writing and /or presentation	Last week of the programme	40%

#### Teaching-learning:

##### a. Instructional strategies:

Interactive sessions in workshop mode involving discussions and inquiry around a variety of tasks and readings. This will be supported by classroom observations in real classrooms and practicum, as well as project assignments, self-study tasks, group discussions and hands-on training activities.

##### b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

Room with movable furniture, projector and audio facility, access to schools and other locations for observation and practice teaching

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

Access to schools for practicum; linkages with Delhi Government schools

Signature of Programme Coordinator(s)/Convenor(s)

Note:

2. 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.
3. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, 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.

Recommendation of the School of Studies:

Suggestions:

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**Ambedkar University Delhi***Centre for English Language Education (CELE)*

## Admissions and Assessment Policy for the programme

**Certificate in Teaching English to Speakers of Indian Languages (CTESIL)**

The Centre for English Language Education (CELE) has initiated a Certificate programme in Teaching English to Speakers of Indian Languages (CTESIL). The programme is targeted at postgraduates in any discipline who will be trained in teaching basic English language proficiency to school leavers. The programme, revised in consultation with the Advisory Committee and following a review of the pilot round. It will be transacted in a face-to-face and in blended mode. It also includes a component on practice teaching and project work.

**Admissions**

The applications received will be verified for eligibility. The eligibility will be:

- a. Postgraduation with 50% marks (45% for SC and ST) in any discipline
- b. Performance in teaching aptitude test (a minimum of 60% for non-reserved candidates and 45% for SC and ST candidates)

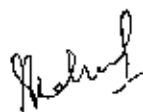
Note: The programme will be offered only when a minimum (15 or more) number of candidates are admitted. The maximum seats are 30. Reservation policy as applicable to other AUD programmes will apply.

**Assessment**

The CTESIL programme in due course would link-up to a masters programme that CELE will design and offer after due approvals. The link-up is envisaged in terms of accumulation of a certain number of credits which could be carried forward to masters programme. Till the time such a programme is designed and rules for credit accumulation are formulated, this programme (namely, CTESIL) will be offered as a stand-alone programme leading to a transcript and a certificate issued to only those candidates who complete the following requirements:

- a. Minimum of 70% attendance in training classes and practice teaching
- b. Minimum of 40% marks in each course
- c. Overall 45% marks

Besides these, the AUD assessment policy as applicable to the other masters courses will be adopted for this programme.



**ANNEXURE-13**

**Ambedkar University Delhi (AUD)  
Standing Committee on Academic Programmes (SCAP)**

**Minutes of the 48<sup>th</sup> meeting of the Standing Committee on Academic Programmes (SCAP) was held on 11 December 2019 and its adjourned meeting held on 17 December 2019 in Kashmere Gate Campus, AUD**

The following members were present:

Prof. Dharendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Dr. Monishita Hajra Pande	Convenor
Prof. Praveen Singh	Member
Shri Deeapan Sivaraman	Member
Prof. Radha Chakravarty	Member
Prof. Suchitra Balasubrahmanyam	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Amol Padwad (for Dean SUS)	Member
Dr. Santosh Kumar	Member
Prof. Babu P Remesh	Member

**Regrets:** Prof. Anu Singh Lather, Dr. Suresh Babu, Dr. Anuj Bhuwania, Prof. Sitansu Sekhar Jena, Prof. Babu P Remesh and Dr. Sunita Singh could not attend the meeting on 11.12.2019.

**Special Invitees (on 11.12.2019)**

Dr. Anirban Sengupta, Dr. Moggallan Bharti, Dr. Gulshan Bano, Dr. Awadhesh Tripathi, Prof. Gopal Ji Pradhan, Dr. Sunalini Kumar, Dr. Amit Mishra, Prof. Nakkeeran Nanjappan, Mr. Anil Persaud, Dr. Idrees Kanth, Dr. Mrityunjay Tripathi, Dr. DML Haokip, Dr. Pritpal S. Randhawa, Dr. Rachna Mehra, Dr. Usha Mudiganti, Dr. Severin Kuok and Dr. Shubhra Gupta

**On 17.12.2019**

**Regrets:** Prof. Anu Singh Lather, Dr. Suresh Babu, Dr. Anuj Bhuwania, Prof. Krishna Menon, Dr. Monishita Hajra Pande, Shri Deeapan Sivaraman, Prof. Suchitra Balasubrahmanyam, Prof. Sitansu Sekhar Jena, Dr. Sunita Singh and Prof. Bodh Prakash could not attend the meeting on 17.12.2019

**Special Invitees (on 17.12.2019)**

Dr. Anirban Sengupta, Dr. Moggallan Bharti, Dr. Vikram S. Thakur, Dr. Rohit Negi, Dr. Idrees Kanth, Dr. Rachna Mehra,

The following agenda items were discussed:

1. To consider the recommendations of the Board of Studies of School of Global Affairs (SGA) for the following BA and MA Courses outlines:

A. BA Global Studies: Core Courses

i. Beginners Level (Chinese Language 4)

The aim of this course is to strengthen oral tonal skills and teach newer grammatical structures while further augmenting the vocabulary of the students. Now, 'Pinyin', which is the Romanization of the Chinese characters, will no longer be a part of the learning process as texts will be completely in Chinese characters. This will further wean the student away from Pinyin and allow her/him completely rely on Chinese characters and not Pinyin while acquiring new vocabulary. Listening, speaking, reading and writing skills will be reinforced in a regular manner.

ii. French IV

This course enables students to reach A2 level of proficiency in French. It will focus on teaching of language skills following activity based language learning.

B. BA Sustainable Urbanism: Core Courses

i. Housing and Society

This course takes a multidimensional approach to understand issues related to urban housing and its intersections with societal concerns, drawing in the main on the disciplines such as architecture, urban planning, anthropology and geography. It is grounded in the experiences of the global south, and is situated at the intersection of policy, market and the relatively-autonomous actions of individuals and collectives.

ii. Knowing the City

This course aims to train students to appreciate different ways of knowing the city and to understand, analyse and represent the latter world of everyday experiences. In the transaction of the course, concerns and questions regarding validity, rigour will be addressed and ethics of doing such research will be debated.

Discussion:

The SCAP made the following points:

- Both Chinese and French course instructors encourage students to engage in language learning outside the classroom by taking part in cultural events and using the language for a variety of purposes such as movie screening, peer interactions through language clubs etc. Students are also encouraged to take the international certification tests to benchmark their proficiency levels in the foreign language.
- 'Knowing the city' is a skill based course which exposes students to non-codified knowledges. Qualitative research is the focus of this course and it encourages learning by observation and gathering information from communities. The course may include feminist perspective on the city and also include projects which focus on the experiences of women in understanding the city. Since the faculty of Gender Studies in AUU has already conducted feminist city walks and have undertaken projects such as Mehrauli by the night: gendered experiences, the programme team may refer to this work for this course.

- For the course 'Housing and society' the table presenting the week-wise plan needs to be revised. The course document also needs to explicitly state the location and space in which this course is imagined. Also the module on real estate market needs to be revisited since addressing different notions on property may be too much to address within this course. The word 'homeless' people needs to be problematized and should be replaced with expressions such as 'people experiencing homelessness'. The course can also include a discussion on the cooperative housing sector.

After due deliberation, the SCAP recommended that the courses *Beginners Level (Chinese Language 4)*, *French IV*, *Housing and Society* and *Knowing the City* be placed in the next meeting of Academic Council for consideration.

### C. BA Programmes: Elective Courses

#### i. Literary & Cultural Dialogues in Latin America

This course introduces the literary and cultural dialogues within Latin America. It discusses the term 'Latin America' and problematizes it in the light of a complex colonial history of the continent. The course encourages the students to examine the challenges faced in post-independence times in Latin America in the 20th century by reading and analysing representative works of literature. The course also opens up possibilities for engagement with various cultural productions such as dance forms and music while exploring themes such as migration, trans-nationalism and making interconnections with diverse experiences.

#### ii. Understanding Global Processes in Northeast India

The question of globality and how the region responds to these processes is examined in this course. The region being physically connected to Southeast Asia, many important questions of India's relationship with the neighbouring countries depends on the Northeast. The course discusses the idea of region, ethnicity and its possible interconnections. It also examines popular culture, religion and its localization.

#### iii. Urban Rural Linkages

Set within the multifarious processes of contemporary development paradigm of India, the course will help the students to understand the complexities embedded within the production of urban and rural as one intervenes in varied geographic settings.

#### iv. Introduction to East Asia

The objective of the course is to encourage students to develop multi- or interdisciplinary perspective to the study of East Asia. Apart from regular class lecture, films on one or two themes will be an integral part of the course instruction.

#### Discussion:

The SCAP made the following observations on the above mentioned elective courses:

- For the course **Urban Rural Linkages**, the assessment needs to be explained and made clearer; some films also need be included.
- The course **Literary and cultural dialogues in Latin America** seems to focus primarily on the countries which speak Spanish. The course document needs to



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make explicit that it chooses to focus on the Spanish speaking population within Latin America. The assessment situations need to be revisited so that they are spread across the semester. The weightage for group presentation can be reduced and written work can be assigned for purposes of balanced assessment.

- The course *Understanding Global Processes in Northeast India* needs to be revised on following lines:
  - The course summary needs to be revised to address contradictions within the document; there is a need to create a balanced discourse between the perspective of the state and anti-establishment movements in the region.
  - The course document needs to state that it focuses on certain regions within north-east as it deliberately leaves out Tripura, Assam and Arunachal Pradesh.
  - Module 3 needs to be revised since organic farming doesn't seem to fit within the bigger frame of this module. Revival movements of indigenous religions need to be included. Since development is a theme within the course, it may be re-organised to make it part of the discussions within the other modules.
  - This course can include an extension activity of engaging with north east festivals in Delhi, a trip to ARCE to engage with music of the region and organise a festival on campus to bring together the people of northeast and celebrate their cultural diversity within the university space.
- The course *Introduction to East Asia* needs to be revised on following lines:
  - Module three of this course includes too many categories in the title; the description of this module needs to be revised. Moreover, the generalisation of western and oriental cultures vis-à-vis individualistic vs collectivistic societies is problematic. Explorations of such binaries need to be carried out instead of making it a premise for argumentation. The use of the term 'international marriage' is unclear. Module five contains too many categories; the focal point of this module needs to be stated. The course document also needs some cleaning up.

After due deliberation, the SCAI<sup>1</sup> recommended that the revised course documents of *Literary & Cultural Dialogues in Latin America*, *Understanding Global Processes in Northeast India*, *Urban Rural Linkages* and *Introduction to East Asia* be placed in the next meeting of Academic Council for consideration.

#### D. MA Global Studies: Elective Courses

- i. After Forced Migration I: Reparations & Restitution
- ii. After Forced Migration II: Repatriation & Resettlement

This course, 'After Forced Migration' is offered in two parts: Part I focuses on Reparations and Redress/Restitution and Part II focuses on Repatriation and Resettlement. These parts are offered in two stand-alone two credit courses. These two courses critically examine the vibrant and engaging debates that characterize the expanding field of forced migration studies, research and practice. Since emerging as a distinct field of study in the early 1980s, forced migration studies, of which refugee studies is a growing part, has grown from being of concern of a

relatively small number of scholars and policy analysts to become a global field studying displacement, either from traditional disciplinary perspectives or as a core component of newer interdisciplinary programmes such as those in the School of Global Affairs.

iii. Dar-ul-Islam: Globality from an Islamic Perspective

This course looks at Islam as a global phenomenon, both historically and in the contemporary world, in its multiple dimensions. The course engages mainly with two sets of networks, which often overlap, to explore the particular space of globality that Islam presents: commodities and knowledge, and covers a wide spatial and temporal span (1000-2000). However, the attempt is to approach the Islamic world: *Dar-ul-Islam* through categories that emerge from within the tradition like umma, hijrat, hajj, khilafat, ijihad, jihad etc.

The presentation was followed by discussion. It was suggested that the relationship between the two courses After Forced Migration I and After Forced Migration II may be made clear. Whether they stand independent of each other or whether they are sequentially related to each other, should be made clear. Also the title of the course "Dar-ul-Islam: Globality from an Islamic Perspective" by "Global Islam: Networks and Connectivities" as it is a better reflection of the contents of the course. The coordinator agreed with the main suggestions and to change the title of the course, as suggested.

SCAP recommended that the courses of the MA Global Studies, "After Forced Migration I: Reparation and Restitution"; "After Forced Migration II: Repatriation and Resettlement" and the renamed course "Global Islam: Networks and Connectivities" may be placed at the next meeting of the Academic Council for consideration.

F. MA Urban Studies: Core Courses

i. MA Dissertation (ten credits)

The dissertation is imagined as the creative culmination of the MA programme. The core idea is to engage students in an in-depth study of their urban environment towards independent research, as well as articulate and express their work in an engaging manner. As part of the dissertation, students will receive close supervision and mentorship to research a subject matter related to cities, towns and/or larger regions. They will be guided to situate their research question within the historical and contemporary lens of political, socio-economic, ecological and other frames, and make considered arguments building on their analysis.

ii. Writing Seminar (two credits)

Breaking the process of writing down into different segments, the seminar will guide students towards writing their dissertation while treating the process as essentially collaborative and making use of peer learning.

iii. Internship (four credits)

The internship provides students the opportunity to apply their knowledge acquired in the classroom/field work to a professional context. It provides them diverse experiences; hones their skills and enables an environment to network with a range of people/organizations.

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SCAP recommended that the following components of the MA Urban Studies, "Dissertation", "Writing Seminar", and "Internship" should be placed at the next meeting of the Academic Council for consideration.

**F. MA Global Studies: Core Courses**

- i. MA Dissertation (eight credits)  
MA Global Studies dissertation is envisioned as the creative culmination of the MA programme. The core idea is to engage students in an in-depth study of global interconnections, concerns and thematic in the form of an independent research, as well as enable them to articulate and express their work in an engaged manner.
  
- ii. Capstone Workshop (two credits) →  
The capstone workshop gives the students the opportunity to reconnect with their peers and the faculty team collectively to discuss their progress and findings. The workshop will encourage students, to communicate about their work within the cohort and thereby revise the work prior to submission of a final written document.
  
- iii. Guided Research Project (two credits)  
Essential rationale of this component in MAGS curriculum is to encourage students to explore a theme or topic which they may have found interesting/ challenging during the course of learning in first two semesters and would like to dig deeper.

The presentation was followed by general discussion on the proposed length of the dissertation as well as the possible relationship among the three components. The coordinator agreed to take the suggestions to the programme team for further deliberations.

SCAP recommended that the following components of the MA Global Studies, "Dissertation", "Capstone Workshop", and "Guided Research Workshop" be placed at the next meeting of the Academic Council for consideration.

**2. To consider the recommendations of the Board of Studies of School of Development Studies (SDS) for the following MA (Development Studies) Courses outlines:**

- A.
  - i. Reading and Understanding Ambedkar (two credits)  
The course is broadly conceived to introduce Ambedkar's ideas and their relevance in contemporary India, by reading and understanding some of his key texts. The central thrust of the course is to understand Ambedkar beyond caste and the impact of his ideas on the larger questions of constitutional democracy in general and nationalism in particular.
  
  - ii. Prejudice and Politics: Perception and Manifestation (four credits)  
The course shall make an attempt in underlining the processes behind the racial prejudice and that of caste prejudice, along with that of gender, which have all but a common thread running and that is they all dehumanizes a community and gender.

iii. Migration and Development in South Asia (two credits)

The course will provide an orientation to the students about major national and international laws, regulations and conventions related to migration and refugee movements. The course will also provide a comparative analysis of policies, programmes and interventions of governments and prominent non-governmental organizations of different South Asian countries with respect to migration.

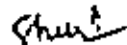
B. To discuss the revised course outline of the following course of MA (Development Studies)

i. Entrepreneurship and Development (four credits)

This course would seek to understand how cultural resources and social relationships shape the development of business, and on the other, would attempt to comprehend the scope and limit of approaching different developmental challenges including inequality, poverty, and empowerment from the perspective of entrepreneurship.

The presentation was followed by general discussion pertaining to inputs in some modules and the reading list. The coordinator agreed to carry out the suggestions.

SCAP recommended that the following courses of the MA Development Studies, "Reading and Understanding Ambedkar", "Prejudice and Politics: Perception and Manifestation", "Migration and Development in South Asia", and the revised version of the already approved course, "Entrepreneurship and Development", be placed at the next meeting of the Academic Council for consideration.

  
(Salil Misra)  
Chairperson, SCAP

**Ambedkar University Delhi (AUD)**  
**Standing Committee on Academic Programmes (SCAP)**

**Minutes of the 49<sup>th</sup> meeting of the Standing Committee on Academic Programmes (SCAP) held on 19 December 2019 in Kashmere Gate Campus, AUD**

The following members were present:

Prof. Dhirendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Prof. Praveen Singh	Member
Shri Deepan Sivaraman	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Dr. Sunita Singh	Member
Dr. Santosh Kumar Singh	Member
Prof. Bodh Prakash	Member

**Regrets:** Prof. Anu Singh Lather, Dr. Suresh Babu, Dr. Anuj Bhuwania, Prof. Kartik Dave, Dr. Monishita Hajra Pande, Prof. Suchitra Balasubrahmanyam, Prof. Sitansu Sekhar Jena and Prof. Babu P Remesh

**Special Invitees:**

Dr. Vaibhav, Dr. Awadhesh Tripathi, Dr. Mrityunjay Tripathi, Dr. Gulshan Bano and Prof. Satyaketu Sankrit

The following items were discussed:

1. Recommendations of the Board of Studies of the School of Undergraduate Studies (SUS) on the following two courses:
  - Basics of Performance Making (Elective, four credits)
  - Introduction to Dance Movement Analysis (Elective, four credits)
2. Recommendations of the Board of Studies of the School of Undergraduate Studies (SUS) on the following four courses of BA Hons (English):
  - Mahabharata and its Modern Renderings in Fiction Drama and Films (Elective, four credits)
  - Literary Translation in Contemporary India (Elective, four credits)
  - Understanding Cinema: An Introduction (Elective, four credits)
  - Literatures of the Renaissance (Elective, four credits)

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3. Recommendations of the Board of Studies of the SoL on a new proposed masters programme in Hindi and the following courses to be transacted in the first semester:

- History of Hindi Literature (Core, four credits)
- Early, Devotional and Conventional Poetry (Core, four credits)
- Hindi Urdu and Hindustani (Core, four credits)
- Folk Literature (Elective, four credits)
- Creative Writing (Elective, four credits)
- Mass Media and its Development (Elective, four credits)

1. The coordinator from the SCCE made a presentation of the following two courses from the School to be offered to BA students of the School of Undergraduate studies (SUS) during the 4<sup>th</sup> and the 6<sup>th</sup> semesters:

**Basics of Performance Making:** The course will be transacted mainly in a workshop mode where students will write and execute short performances. Classroom lectures, video screenings of theatre performances, student-led discussions will aid the learning process by providing a framework for the students to help them critically reflect on their own work. Since the course includes performance practice, the structure and the requirements of the courses will be different from the other theoretical courses. In addition to the lecture hours, the students will have to spend several hours to take part in the performance making process. The course will be offered to UG students of the fourth semester.

**Introduction to Dance Movement Analysis:** The objective of this course is to equip the students to demonstrate a critical understanding of the larger meaning, potential and the responsibility of dance. The course is designed to develop a critical appreciation and awareness of various forms of motions in dance to further delve in question regarding dance and its importance. The course will introduce students to the existing discourses on dance. This would be done through a combination of lectures, discussions, student-led seminars, and the video screenings of the works of leading practitioners. The course will include introduction to the concept of choreography, composition, and critical questions on spectatorship. The course will aim at an understanding of dance not just as a bodily movement but rather as a form of expression that represents cultures, regions, languages, and music from different parts of the world. The course will be offered to BA students of the 6<sup>th</sup> semester.

The presentation was followed by discussion. Suggestions were made on some of the modules and the reading lists. It was also suggested that the course coordinator should develop some mechanism to ascertain whether the applying students have some a priori understanding of the theme. Also the coordinator should make an assessment whether the

maximum number of students to be enrolled can be increased to 20. The coordinators agreed with the suggestions and to make the necessary changes in the course documents.

SCAP recommended that the two BA course offered by the SCCE, "Basics of Performance Making" and "Introduction to Dance Movement Analysis" be placed at the next meeting of the Academic Council for consideration.

2. The coordinator of the BA Hons. (English) from the Sol. made a presentation of the following courses of the BA English Hons. The programme is seeking an ex-post facto approval since these courses are already on offer.

**Mahabharata and its Modern Renderings in Fiction Drama and Films:** The epic Mahabharata has excited the Indian literary imagination since times immemorial. In order to acknowledge the web of cultural and literary texts woven around themes from the epic, the course brings together certain modern renderings of the epic to the classroom for critical analysis. One objective of the course is to acquaint the students with the epic and the possibilities it offers for adaptation. The course will also enable the students to analyse whether a change in genre imposes limits or provides freedom to the viewer in interpreting the epic. The course will also probe into the political, social, religious and cultural milieus in which each of the adaptations emerged.

**Literary Translation in Contemporary India:** The course looks at the basic concepts and issues of translation with special reference to India. Some topics of discussion will be around the debates of loyalty versus creativity, various approaches to translation, specific issues related to literary translation, role of translator and the politics of translation. The objective of the course is to introduce the students to the field of translation. It will familiarize the students with the history of translation in India from ancient to contemporary times and explore the essential difference between European and Indian concepts of translation. The course will also take up the various linguistic and cultural issues involved in the process of translation and the translation strategies undertaken to negotiate the differences between a source text and target text. An important aspect of the course is an examination of the politics of translation that leads to adaptation, appropriation and bowdlerization and also with reference to the binaries of writer/translator, minor language/major language, and English translation/Indian writing in English.

**Understanding Cinema: An Introduction:** This course is specially designed to introduce students to the discipline of Film Studies. It revolves around some basic questions such as: what is cinema and how it is different from other art forms. It will analyse selected clips and will undertake detailed discussions regarding the use of

specific techniques by the directors. It will introduce students to some of the pioneers in the field of cinema, movements in cinema, a few cinematic forms as well as to the specificities of cinema as a language. Modules on various movements in cinema will be included and key cinematic concepts regarding the film form and film language will also be introduced to the students. Discussion will also revolve around the role of editing in cinema, different ways in which a frame can be composed, the ways in which light is used, the role of the camera, and the ways in which sound can be used in cinema.

**Literatures of the Renaissance:** This course seeks to make the students familiar with the Renaissance as a phenomenon, its historical background, key ideas and different literary forms that were generated during the period of the Renaissance. The course will highlight the main features of the Renaissance literature and other cultural productions. The course will offer a foundational understanding of this crucial historical period through representative texts in both English literature and in translations. The course is divided into four modules. The first module introduces the logic of the course along with situating the period in intellectual history. The remaining three modules are divided along the genres of poetry, drama and prose. Through the readings of the course, the students will be familiarized with poetic forms, the interface between politics and literature, the relation between art and literature and the beginning of English drama.

The presentation was followed by discussion. The SCAP observed that all the four courses have been on offer and have been transacted in the past. They ought to have come up for discussion earlier when all the undergraduate courses and programmes were being prepared for presentation before the AC for ex-post facto approval. For various reasons including the unavailability of the course coordinator, great rush, and paucity of time, these courses got left out. All the courses have been discussed in the Board of Studies of the SUS and the suggestions of the Board incorporated.

SCAP recommended that the four courses of the BA Honours English – viz., “Mahabharata and Its Modern Renderings in Fiction, Drama and Film”, “Literary Translation in Contemporary India”, “Understanding Cinema: An Introduction”, and “Literatures of the Renaissance” should be placed at the next meeting of the Academic Council for consideration and ex-post facto approval.

3. The programme coordinator of the proposed new MA programme in Hindi made a presentation of the programme, proposed to be launched from the academic year 2020. The proposed MA programme in Hindi will follow a comparative, interdisciplinary and experimental approach. It seeks to establish an academic alignment with other such programmes of the University, masters in Hindi in other universities, and the UGC's guidelines. One objective of the programme is to develop both the social and the aesthetic



sensibilities among the students. It would also endeavour to promote creative imaginative capacities among students. The programme will create some openings towards other official languages of Delhi such as Urdu and Punjabi. Apart from a critical study of Hindi literature, the programme will also incorporate the literary traditions of other Indian languages and speech forms. The main focus will also be on the interrelations among teaching, research and social concerns. Apart from developing their literary knowledge, the programme also seeks to develop various skills and specialties among students. The programme will pay special attention to processes of social change, and movements and the ways in which they relate to literature. In other words, the programme will focus on the dialogical relationship between social movements and literary articulations. The programme intends to prepare and train students who would be both trained with employable skills as well as be socially sensitive.

The programme will be of two years duration and will have 64 credits. It will comprise eight core courses of 32 credits. The students will earn remaining 32 credits from elective courses and a Dissertation of eight credits. The students will have the option of choosing up to eight credits from other programmes.

The Hindi faculty made a presentation of the following courses to be offered in the first semester:

1. **History of Hindi Literature (*Hindi Sahitya ka Itihas*, core, four credits):** This course follows a historical approach and focuses on two different timelines – the history of literature broadly identified as Hindi literature and the time when the history of this literature began to be written. The course also focuses on the major literary sources that were used in the writing of this history. The course highlights the different social and ideological streams which wrote their histories of Hindi literature and competed with each other for hegemony. There was thus a hegemonic and contentious dimension to this project of history writing. The course will discuss these attempts and their critiques. These projects of history writing were also tangentially connected with the larger social process of nation making. This venture of history writing witnessed considerable diversity and expansion after independence, with the development of Dalit and gender perspectives. The course touches upon all these aspects related to the writing of the history of Hindi literature.
2. **Early, Devotional and Conventional Poetry (*Aadikaleen, Bhaktikaleen va Reetikaleen Kavita*, core, four credits):** This course attempts a broad survey of pre-modern Hindi poetry with its multiple forms. It highlights some of the major sources of this tradition – Sanskrit, Prakrit, Apabhramsha and also Maithili. The course covers a long journey from Prakrit to Hindi and concentrates on the early poetry, the *Nirguna* and the *Saguna* forms of the devotional poetry and the conventional poetry (*Reetikaleen*). One major focus of the course would be on highlighting the internal diversity of this poetic tradition and also

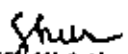
the connectivities. Yet another focus would be on the folk and classical dimensions of the same tradition. The course will practice a comparative approach both across time and forms and will be transacted from the vantage point of contemporary concerns.

3. **Hindi Urdu and Hindustani (elective, four credits):** This course follows a historical approach and focuses on the debates around the questions of meaning and origins of Hindi language. The idea is to equip the students to form their own opinions on this contentious theme of Hindi Urdu and Hindustani and their mutual relationship. It also takes up the debate on larger questions pertaining to language and dialect and roots and sources of language. Likewise the debate on the relationship between Hindi and Urdu will also be taken up. Are these two names of the same language written in different scripts or are these two separate languages – this question has been at the centre of a heated debate. The debate has been both literary and political. Slightly less contentious has been the debate on the relationship between Braj Bhasha and Khari Boli. The language question was at its height during the course of the freedom struggle. The course will discuss its dimensions during the struggle for freedom. It will also take up the debate in the Constituent Assembly on the question of the national/official language of independent India. One module of the course will take up different literary texts which would provide a literary flavor of the language(s) under consideration.
4. **Folk Literature (*Loke Sahitya*, elective, four credits):** This course aims to familiarize the students with the rich folk traditions within Hindi literature. Its special focus would be on the languages and speech forms of Delhi and its surrounding areas. The course also highlights the connection between modern Hindi and other literary languages such as Braj, Awadhi, Bhojpuri etc. Different literary forms such as drama, folk music would also be paid due attention. The course will examine the relationship between folk and classical literature, and also between speech form, dialect and language.
5. **Creative Writing (*Rachnatmak Lekhan*, elective, four credits):** This course seeks to establish creative writing as a distinctive genre of writing and introduces students to its forms and styles. It would also encourage them to develop this sensitivity in their own writings. The idea is to make the students appreciate the potentials of creative writing and to deepen their understanding of different forms of creative writing. The course will also try to inculcate strategies of reading and appreciating creative writing. The students will also become familiar with the different fields of creative writing such lyrics, writing for cinema, playwright etc. The course is also expected to create vocational possibility for students.
6. **Mass Media and Its development (*Jan Sanchaar ki Awdharna aur Vikas*, elective, four credits):** This course offers the historical and contemporary forms of mass media.

The students are expected to understand the importance, impact and the social usage of mass media. They will appreciate the multi-layered and multi-dimensional (Print, Radio, TV, Internet and now social media) nature of mass media. The course will undertake a study of mass media from a historical and comparative perspective. The idea is to make the students understand that they come into contact with mass media on a regular basis. Also that the world of mass media is shaped by equations pertaining to gender, caste, class and region.

The presentation was followed by discussion. It was suggested that the distribution of core and elective courses should be done in such a way that more core courses are offered in the first two semesters. Also since the Dissertation (eight credits) is part of the core credits, the core-elective ratio may be re-stated as 40 core credits (instead of 32) + 24 elective credits (instead of 32). It was also suggested that the provision of keeping a core course in the fourth semester may be reconsidered as it may come in the way of those students, failing a core course, completing the programme in five semesters. It was suggested that a better practice may be to exhaust all the core courses by the third semester leaving the Dissertation and the electives for the final semester. Also some courses should be identified as methodology courses which should be geared towards training the student in Dissertation writing. These courses may be identified from within the pool of existing courses. After the general comments on the programme, some suggestions were also made specifically for each course. These pertained to readings as well as specific components within modules. The coordinator agreed to incorporate the suggestions in the programme and the course documents.

The SCAP recommended the proposed MA programme in Hindi along with the courses to be offered in the first semester, viz. "History of Hindi Literature", "Early, Devotional and Conventional Poetry", "Hindi, Urdu and Hindustani", "Folk Literature", and "Creative Writing, and Mass Media and Its Development" be placed at the next meeting of the Academic Council for consideration.

  
(Salil Misra)  
Chairperson, SCAP

**ANNEXURE-14**

**Minutes of the 2<sup>nd</sup> Meeting of the Board of Studies (30 October 2019)**

The following members of the BoS were present in the meeting.

1. Professor Praveen Singh, Dean & Chairperson
2. Professor Avijit Pathak
3. Professor Niraja Gopal Jayal
4. Professor Partha Mukhopadhyay
5. Professor Nakkeeran N.
6. Professor Mohd. Sharique Farooqi
7. Dr. Anil Persaud
8. Dr. Rohit Negi
9. Dr. Sunalini Kumar
10. Dr. Partha Saha
11. Dr. Ngoru Nixon
12. Dr. Rachna Mehra
13. Dr. Shad Naved

**Special Invitees**

1. Dr. Kaustav Banerjee
2. Dr. Santosh K. Singh
3. Dr. Samik Chowdhury
4. Dr. Pritpal Singh Randhawa
5. Dr. Teena Anil
6. Dr. Ekta Singh
7. Dr. Shubhra Gupta
8. Ms. Severin Kuok



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Professor Ashwini Deshpande, Dr. Meenakshi Gopinath, Mr. Arunava Dasgupta, and Ms. Divya Chopra, all members of the BoS, had intimated their inability to attend the meeting.

The meeting began with a round of introductions.

- I. The minutes of the first meeting of the Board of Studies were ratified. Members had earlier approved the minutes by email.
- II. The 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 developments in the School over the last one year, including new admissions, were also shared with the members.
- III. The members enquired about the steps being taken to fill vacant seats in programmes and how the School operationalizes the goal for achieving student research. They were informed about the steps being taken to advertise the programmes, announcement of several admission lists (in some programmes up to 7<sup>th</sup> list). On supporting student research and fieldwork, the members were informed about the availability of funds. It was felt that the School / University should try to raise more funds to encourage student travel and exchange.
- IV. The programme coordinators / Deputy Deans made a brief presentation on the programme structure of each of the five programmes.
- V. The Course / Programme Coordinators presented all the 17 new courses which are proposed to be offered in the Winter Semester of 2020. See below the details of the deliberations on each of the 17 courses:

1. Chinese 4 (Core for BA-GS)

Chinese is one of two foreign languages which is offered as part of the Global Studies undergraduate program. It is a core course for GS students and to SSH students who have opted for the first two trajectories.

*Amir*

The Board wanted to know the competence level expected to be attained at the end of Chinese 4. It was informed that the course would further wean away the students from Pinyin (which is the official romanized version of the language) and work towards reading and understanding texts completely in Chinese characters. In China, a person who knows 3000-4000 words in Chinese is considered competent enough to read a newspaper and thus considered literate. At the end of the fourth semester the students will know about 2000 words, and if they continue with Chinese in the 5th and 6th semesters, they should have grasped at least 3000 words

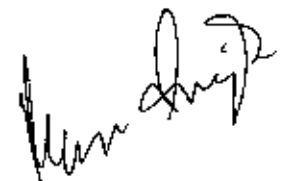
The members queried about the pedagogy used in and outside the classroom. The course coordinator informed that besides the acquiring of language, the course also introduces and deepens the understanding of China from a multi-dimensional perspective. Presentations, which are a part of the assessments, are used as a tool for the students to learn about Chinese history, geography, culture, economy, society, etc. The students are being encouraged to widen the scope of learning beyond the classroom by attending various cultural activities that are held by other institutions such as JNU and the Chinese embassy. Attendance and participation in such events exposes the students to other groups of Chinese learners and speakers. In this endeavour to take learning out of the classroom and to spread Chinese, the students have created a Chinese language society in AUD this year.

## 2. French 4 (Core for BA-GS)

French is one of two foreign languages which is offered as part of the Global Studies undergraduate program. It is a core course for GS students and to SSH students who have opted for the first two trajectories.

There were questions asked on the language level the students will reach after completing French 4 and whether they would be able to read short stories in French. The board members also asked about the cultural content of the course.

It was explained that the Common European Framework of Reference (CEFR) for Languages defines 6 levels - A1, A2, B1, B2, C1 and C2, wherein A1 is the most basic level and C2 level French speakers are at the level of natives. At SGA, at the end of the second semester course, French 2, the aim is to achieve the A1 level of language which means that students can have simple, slow conversations about themselves, their interests and subjects of immediate relevance to themselves without going into details. They are also capable of understanding pertinent information from posters and filling out forms where they



have to write short sentences about themselves. At the end of the fourth semester course, French 4, the aim is that students acquire the A2 level of French which means that students shall be able to have slightly more detailed conversations about themselves, their studies, their work and their plans for the future. They will also be able to catch the pertinent information in short, clearly spoken messages in French. They will also be able to write more descriptive texts. Students would be able to read short stories at the end of the fourth semester with a little help.

With regard to the cultural content of the course and the link to the other courses of the BAGS programme, every semester, one of the assessments is a presentation on different topics related to France and the Francophone world. In the first semester, the students were free to choose any topic that interested them as long as it had some connection to French. In the second semester, the students had to choose a topic that was related to one of their other courses and also to French. For example, students who were in the feminism course did their presentation on Simone de Beauvoir. In the third and fourth semesters, the presentations are in French. It was also noted that the students have started a French society in AUD on their own initiative after having participated in the Francophony day celebrations held in JNU in order to have an avenue to listen to French and speak French outside the classroom and share their interests with other students.

### 3. Housing and Society (Core for BA-SU)

The course is a core component under the 'Technology and Environment' thematic of the BA Sustainable Urbanism programme.

The Board members had the following comments / questions:

- i. The course should reflect more strongly a sociological perspective on housing, including concerns like caste and segregation, surveillance and securitisation, and local-level distrust and violence (around parking, for instance). A related comment was that the issue of unequal access to basic services—more broadly 'quality of life' concerns— that go alongside housing should be made more prominent.
- ii. It was noted that the course material had predominantly Indian case studies with a few exceptions and given that it was an SGA course, it should offer more insights into other housing contexts in other locations.

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- iii. Some suggestions were given in terms of Including material, including literary texts, autobiographies and projects—on issues like student housing and hostels.

The course has been reorganised based on the comments made and the suggestions received in the following ways:

- i. The introductory and second units have been combined to consider typologies as well as materials together; it is going to be transacted over three weeks. This will help connect the two aspects better.
- ii. Instead of exclusively focusing on India, the course will bring in material from a global context, working through a comparative framework.
- iii. A unit on the sociological aspects of housing has been added. This discussion will be hinged around the scale/site of neighbourhood as embodying multiple lines of difference in terms of history, class, caste and race. The unit will also consider aspects of unequal access, gentrification and segregation. The selection of literary and cinematic material has also been supplemented.
- iv. The final two units, which were on 'Housing and the Urban Poor' and 'Renting and Homelessness' have been combined under 'Housing and the Urban Poor' and will be covered over three weeks. After a discussion of the property and housing markets and state policies and interventions, this unit will consider the 'outcomes'—that is, how the urban majority accesses housing and services, sometimes outside of formal systems, but as often through unpredictable inter-weavings of market, state, community and individual actions.

#### 4. Knowing the City (Core for BA-SU)

The course is offered as a core course under the 'Skill' thematic of the BA-SU programme.

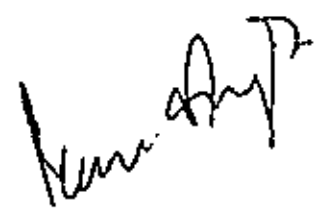
The Board members had the following comments / questions on the course:

- i. By drawing insights from Tagore and Gandhi, the course should bring in civilizational debate in the city (refer George Simmel's 'The Metropolis and Mental Life' and Ashish Nandy's 'An Ambiguous Journey to the City'). It will counter the romanticized notion associated with the city life and help to reflect on it with skepticism. The focus can be on social aspects of increased

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- mechanization, regimentation, anxiety, fear, and anonymity caused by urbanization.
- ii. The course should also try to understand the new forms of aggression and violence in the city and normalization of pervasive surveillance (for example, public space invaded by private space and language of the security spelt out daily. Every colony has car parking shortage and how the residents jostle for these day-to-day spaces. Spaces for public use occupied by private vehicles).
  - iii. The idea behind the course is good, but it has to be handled well and not transacted as a Research Method course.
  - iv. Secondary material (grey literature including action research, pamphlets, blogs etc.) may be included in the reading list.
  - v. It was felt that the students would need more time to understand and analyse the material. Therefore clarity is needed on how much emphasis should be given on unit three. Can the aspect of Communicating Research be shifted to some other course in semester 5 or 6, as it will be too much to do in one course? This is a time intensive module and can be considered to be part of mapping course which can be offered later.
  - vi. Few words need to be changed specifically 'tact', 'design a study' etc.
  - vii. With regard to assessment 2 - maintain a diary, journey map - it was suggested that cultivating the nose via user journey to map smell or think of a smell meter on how it will change from one place to another (for instance as one moves from CR park/Malai Mandir to Rama store in Munirka to DLF Mall), can be thought of as an assignment.
  - viii. The title of the course can beguile one to believe that everything can be known or is known about the city whereas the process should also lead one to unlearn about the city. So the aim should not be predetermined as one may assume through the present title. What if it was 'The Unknown City' and the idea was to discover the city along with the modules? The elements of social marginality, poverty, gendered experience of space by day and night need to be brought in. Questions like 'who is managing the city and for whom?' should be part of the course.
  - ix. There can be multiple ways of knowing the city, and ethics and sensitivity needs to be cultivated before arranging for field trips.
  - x. The three research techniques Observational, Conversational, Researching with community are not necessarily demarcated and may speak to each other. How do you resolve that conundrum?

The course coordinators have responded to the comments in the following manner:



- i. Comment number 1 & 2 have been incorporated in the Unit 1. The unit can actually begin with outlining the debate on modernity by drawing insights from the ideas/philosophy of Tagore and Gandhi.
- ii. Students will be encouraged to select the issues elaborated in comment 2 in their assessments.
- iii. Comment 3: In all probability, a designer will be involved in transacting the course. Also, the course structure has been expanded with more details in terms of sessions, hands on activities in the class and assessments
- iv. Comment 4 It is a good suggestion. We have incorporated it in Unit 2.
- v. Comment 5: Alongside learning techniques of communicating research, analysis of data will be an important part of Unit 3 We may begin doing it in this course, and later on incorporate in the mapping course in detail as well.
- vi. Comment 6: The terms 'facit' and 'design a study' have been removed.
- vii. Comment 7 & 9: Suggestions will be incorporated while giving assessment and sending students for field work
- viii. Comment 8: It is not assumed that with the title like 'Knowing the City' the students know the city. In fact, the idea is about 'Knowing' which implies to discover the hitherto unknown and also to unlearn what is known. But it is a good suggestion, and appropriate changes have been incorporated in the introductory module.
- ix. See SI#7.
- x. As there was no alternative given, we would like to adhere to the simple ways of introducing and understanding the city to BA students and can complicate the process in the subsequent semester if needed.

##### 5. Literary and Cultural Dialogues in Latin America

The course will be offered as an elective to students of all BA programmes in Karampura.

The members suggested that the reading list could be organized / divided in the 'essential' and 'additional' headings to make it less overwhelming. A week-wise plan should also be added for the sake of better organization of the course transaction. It was observed that the assessment structure needs to be further elaborated.

All the suggestions have been incorporated in the revised course structure:

- i. The reading list has been rearranged into separate sub headings



- ii. The assessments under presentation and term paper has been elaborated listing possible themes for students to explore
- iii. A week wise plan has been included in the revised version.

#### 6. Understanding the Global Processes in North-East India

The course will be offered as an elective to students of all BA programmes in Karampura.

The Board members had the following comments / questions:

- i. The course has been conceptualised very well in two ways: first, how it has been constructed; and second, also how it sees itself.
- ii. Shibashish Chatterjee's work on the spatial production of the NE and Nimmi Kurian's work on borderlands could be added. Plurality of ideas on the space of the NE needs to be brought out more clearly.
- iii. Influence of global cultures such as K-pop, food, etc. are good lenses to understand NE.
- iv. In the opening description of the course there is not enough of an explication of what the question of globality is in relation to the Northeast, or even an overview of the main themes in the globalization of the Northeast. Is it only about global religion and global culture, or are there other non-cultural dimensions of the global that are also part of the imagination of this course? For instance, inflow of global capital is briefly mentioned but does not form part of the modules or the readings in the module on development.
- v. Readings might need to be trimmed and chapter numbers and page nos. need to be more specific in the reading list.

The course coordinator has responded to the comments in the following manner:

- i. The readings related to spatial production of the region and borderlands have *been added*
- ii. A passing reference to globality is mentioned but the main objective of the course is not on globality. Globalization of religion, culture and economy are some of the major themes focus on the modules and readings.
- iii. The reading list now has exact chapters and page numbers.



### 7. Urban Rural Linkages

The course will be offered as an elective to students of all BA programmes in Karampura.

The Board members raised the following comments / questions:

- i. The members stressed on the importance of not separating the modules on the urban and the rural, but rather take into account the multiple forms of urbanization and ruralisation and semi or peri-urbanisation present in the world as starting points. Twentieth century concepts of census town, peri-urban, turban, suburban (and its complications in the global south) would provide the necessary illustrations to one of the course objectives – "to understand rural-urban as sociological, numeric and spatial concepts beyond a dichotomous understanding..."
- ii. The module/unit wise descriptions should be added; readings that are more current should also be considered and the assessments need to be fleshed out.
- iii. If the course is interested in linkages, then to spend the first two units entirely on developing the idea of urban and rural may not be the best way to enter into the course. The policy framework ideas should be later linked with the development story. It was also mentioned that the movement of people, the notion and politics of census towns, and the economic story of urban-rural and peripheral urbanisation should also come in.
- iv. It was suggested that the Course may begin straight away with its own framing, that is, looking at urban/rural as process and include within it the mainstream ways of conceptualising urban/rural (rather than making this into two standalone units). The course could then move to the different kinds of interfaces/linkages, including of migration, materials and commodities, cultures, environmental resources and waste; and finally, bring in the policy shifts and disjunctures.

The course coordinator has responded to the comments in the following manner:

- i. More detailed description of the different units and assessments have been added.
- ii. The course has been reorganised in line with comment iv above. The course now has three broad parts - the first takes up extant ways of imagining urban/rural and introduces the specific orientation of the course, that is, to consider urban/rural as process. The second unit takes up the various kinds of linkages; and the third unit considers the way these linkages affect and are



affected by the developmental paradigm, including policies of decentralization, urbanisation etc

**B. Introduction to East Asia**

The course will be offered as an elective to students of all BA programmes in Karampura. This course has been offered earlier in the BA History programme. This course will complement the Chinese language course offered to the BA Global Studies programme.

*The discussion on this course centred on the following points:*

- i. There is a need to guard against the inadvertent perpetuation of an Orientalist understanding of East Asia as constituted by religions and 'culture' alone.
- ii. It would be important to introduce a political-economy perspective which would, apart from taking care of the first concern, also bring it to speed with the contemporary popular understandings amongst students about East Asia as a site of economic dynamism in business, manufacturing and retail.
- iii. The last module titled 'contemporary socio-cultural issues' is redundant in a course titled 'Society and Culture in East Asia'. It may be removed.
- iv. Members suggested that the emphasis on culture and society exclusively could be retained; however the first module on geographical history of East Asia might then need to be rethought.
- v. In the first module, one can introduce China's Belt and Road Initiative (the largest infrastructure project in history) as a way of following the Silk Road story into the present. See for example, the Council on Foreign Relations page on it at <https://www.cfr.org/article/belt-and-road-tracker>. There are other online interactive materials on the BRI.
- vi. In the second Module, or somewhere else, a discussion of a) the Cultural Revolution in China, b) the impact of WWI on Japanese (political) culture and c) the role of the partition of Korea in shaping cultural identity, could be added.
- vii. Module 6 "Globalization and East Asia", could be structured around the tensions and conflicts between the Koreans, China and Japan - for instance ideology, history (comfort women, Nanjing Massacre), economy, territory, etc. This may serve as a complement to the story of the interconnections in the region.

The course coordinator has responded to the comments in the following manner:



- i. The course has now been revised comprehensively. The course does not fall in the trap of the 'Orientalist' discourse. It is only trying to show the links between religion and nature.
- ii. Module 1, 5 and 6 has been revised to bring in the political-economy perspective, and how historically the region has always been an important centre of globality.
- iii. The course now has been reworked to fit-in well with the requirements of SGA, by bringing into focus the geopolitical, political economy, nationalism and socio-cultural aspects of the region in a highly globalised and dynamic world.
- iv. While most of the suggestions have been incorporated, the changes have been made keeping in mind that this is an introductory survey course which is trying to introduce the region of East Asia from a global perspective.
- v. The course earlier was titled 'Society and Culture in East Asia'. The title has been changed to 'Introduction to East Asia' to better reflect the content.

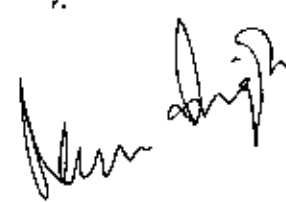
9 & 10. After Forced Migration I & II

The two courses (each of 2 credits) will be offered as elective courses to all MA programmes.

Discussion on these two courses centred on racial capitalism, settler colonialism, anthropocentrism and the non-human world, techno-development, etc. The members had the following suggestions:

- i. For the course 'After Forced Migrations I' it was noted that there is now a substantial body of literature in the field of political theory on reparations, and it would be nice to see some of it incorporated because it speaks to the ethical aspects of the issue.
- ii. Does the category of racial capitalism apply in the cases being covered in this course?
- iii. The reading list and assessment seems too heavy for a 2-credit course.
- iv. There is scope to extend these discussions around reparations and resettlement to indigenous people, for instance, in the western ghats in India.
- v. The course should be organised in the SCAP format with separate modules. The readings could also be divided between 'core' and 'supplementary'.

The course coordinator has responded to the comments in the following manner:



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- i. Types and lengths of the assessments have been clarified to bring them in line with a 2-credit course.
- ii. The course has now been developed in the SCAP format.
- iii. Readings have been separated into core and supplementary. This has helped to further highlight the various disciplinary and interdisciplinary approaches to the 5 themes covered in this course as well as to demonstrate the range of objects to which they may apply, for example the use of political theory's treatment of the issues to address the ethical challenges involved.

#### 11. Dar-ul-Islam: Globality from an Islamic Angle

The courses will be offered as an elective to all MA programmes in the Winter Semester.

- i. It is important to emphasise the plurality of knowledge traditions while deconstructing the idea of scientific knowledge as a European legacy. Therefore, there is a need to engage in a great civilizational dialogue and the proposed course may allow us to do that, and it is therefore very timely.
- ii. The course should take into cognizance the plurality of Islam across geographies and that even while forays into Ottoman history might be the focus of the course, it should also be oriented towards other geographies.
- iii. The modules should be structured in a way that the 'current' or the 'contemporary' in Islam should become more meaningful to students as they move on with the course, without their being a direct focus on the 'contemporary'.
- iv. The reading list is exhaustive. Works of Oliver Roy, Roxanne L. Euben and Timur Kuran, could be added.
- v. It was pointed out that due thought has been given to the term "Islamic Angle" in the title of the course, which is otherwise very interesting indeed. More readings could be added to Module 5, particularly on the sub-theme, political economy of oil.
- vi. The course should be more oriented towards literary, cultural and other artistic and creative aspects as a way to represent and showcase the Muslim encounter with globality. In this light, the title *dar-ul-Islam* is misleading and inappropriate; it is provocative and allows some legitimacy to categories like Ram Rajya.
- vii. The assessment structure of the course need to be spelled out more clearly.

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The course coordinator has responded to the comments in the following manner:

- i. The spatial and temporal span of the course is diverse and not focused on a specific region or time period.
- ii. An exhaustive list of readings provides them a useful choice. While students are not expected to read all the listed books, they may however, have a wider choice at hand. The books suggested are included in the reading list.
- iii. The title of the course could either be "Dar-ul-Islam: Globality from an Islamic Perspective", or "Islam and Muslims in Global Contexts". The term(s), 'Islam' and 'Muslims' inform each other and cannot be addressed as exclusive categories, particularly for a course that claims to speak in the realm of the global. It also explains why one of the early modules in the course is focused on Islamic Cosmology, a particular world-view that has informed Muslim social, political, economic and scientific practices. Of course, the notions of what constitute this normative have been debated within the Islamic world all along, but Muslim societies and their practices have nevertheless been shaped by what they imagine as the normative, in a variety of ways. Therefore, any titles like "The Muslim Encounter with Globality" are rather reductive in their scope and meaning.
- iv. *Dar ul-Islam* or *Dar al-Islam* is an accepted and legitimate juridical and territorial term, a world system, invoked across traditions and publics, religious or scholarly, traditional or popular. For example the historian Richard Eaton spoke of *Dar-al Islam* as a World System. Similarly John O Voll speaks of Islamic entity as "a vast network of interacting peoples and groups, with considerable diversity and yet some sufficiently common elements so that it is possible to speak of these diverse communities as being part of the Islamic world". To recognise *Dar-al Islam's* scope to be very similar to that of Ram Rajya is misleading. Ram Rajya is more a moral signifier, an epitome of 'good governance' in the Indian ethos or more precisely the Hindu imagination and does not indicate a/any world system.
- v. The suggestion that the course should be oriented towards cultural and artistic aspects of Muslims as a way towards global history, while interesting does not fit appropriately in the scheme of things, particularly when the course aims towards a broad survey integrating discursive practices and cultural and art forms with material reality. The proposed course seeks to be informed by a pedagogy, which while it approaches Islam from within the tradition, speaks to it and engages with it critically.
- vi. Assessment structure has been elaborated.

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**12, 13 & 14. MA Urban Studies Core Courses (Dissertation (10 credits); Writing Seminar (2 credits); Internship (4 credits))**

The members suggested no changes to Dissertation and Internship.

*On Writing Seminar (2 credits), it was suggested that, given its title and overall objectives, it should focus entirely on writing and not get into oral presentations. This would leave more time for in-depth discussions and peer-learning. The course has been changed accordingly. The second unit has been broken down into two and the presentation unit has been removed. Peer discussion on draft writing of each student will be an intense affair and will take up roughly half of the total time of the course. Details are provided in the course content.*

**15, 16 & 17. MA Global Studies Core Courses (Dissertation (8 credits); Capstone Workshop (2 credits); Summer Guided Research (2 credits))**

The members suggested no changes for Dissertation and Internship.

**The Board of Studies recommends that all the 17 courses, revised in line with the deliberations in the meeting, be placed before the Academic Council for approval.**

The meeting ended with a Vote of Thanks.



**Chairperson  
Board of Studies  
School of Global Affairs**

## School of Global Affairs

Agenda for the 19<sup>th</sup> Meeting of the Academic Council: 9 January 2020

## Courses for Winter Semester 2020

#	Name of Course	Page Number
<b>BA Global Studies: Core Courses</b>		
1.	Chinese Language 4	2-6
2.	French Language 4	7-12
<b>BA Sustainable Urbanism: Core Courses</b>		
3.	Housing and Society	13-21
4.	Knowing the City	22-28
<b>BA Programmes: Elective Courses</b>		
5.	Literary & Cultural Dialogues in Latin America	29-38
6.	Understanding the Global Processes in NE India	39-46
7.	Urban Rural Linkages	47-53
8.	Introduction to East Asia	54-64
<b>MA Global Studies: Elective Courses</b>		
9.	After Forced Migration I: Reparations & Restitution	65-72
10.	After Forced Migration II: Repatriation & Resettlement	73-80
11.	Global Islam: Networks and Connectivities	81-92
<b>MA Urban Studies: Core Courses</b>		
12.	Dissertation	93-97
13.	Writing Seminar	98-103
14.	Internship	104-107
<b>MA Global Studies: Core Courses</b>		
15.	Dissertation	108-112
16.	Capstone Workshop	113-117
17.	Summer Guided Research	118-122

**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 (BA-GS)
Course title	Beginners Level (Chinese 4)
Course code	SGA1GS205
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core Global Studies
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	

**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, Chinese 2 and Chinese 3

**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; Winter 2019-20**

**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, Chinese 2 and Chinese 3 in the first three semesters of BA-GS. The acquiring of a foreign language

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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. *Acquiring Chinese language skills has become increasingly attractive for non-natives in recent times with 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 the tumultuous vicissitudes of the current global context in which China is a key player. This will be in complete tandem with the purpose of the global studies program.*

The progressive learning curve which the students will experience from Chinese 1 to Chinese 4 will manifest in their ability to hold simple conversations in the language like introducing themselves, asking for directions, placing orders in a restaurant etc. A more tangible outcome could be measured if the students were to appear for the HSK exams [Hanyu Shuiping Kaoshi - The Chinese Proficiency Test (HSK), an international standardized test of Chinese language proficiency, assesses non-native Chinese speakers' abilities in using the Chinese language in their daily, academic and professional lives. HSK consists of six levels, namely HSK (level I), HSK (level II), HSK (level III), HSK (level IV), HSK (level V), and HSK (level VI).] It should be noted here that several Chinese universities offer generous scholarships to foreign students to pursue Master degrees in China and one of the criteria to apply for such scholarships is having HSK level 3 at least. After 4 semesters of Chinese language the student should be able to at least pass level 3 if not 4. This proficiency certificate would enable interested students to pursue their graduate education in China.

## 7. Course Details:

### a. Summary

By the end of three semesters, the student would be strongly equipped with a strong grasp sound utterances and unique tonal nature of the Chinese language. In this semester, the aim will be to further strengthen oral tonal skills and learn newer grammatical structures while further augmenting the vocabulary. Now, 'Pinyin', which is the Romanization of the Chinese characters, will no longer be a part of the learning process as texts will be completely in Chinese characters. This will further wean the student away from Pinyin and allow her/him completely rely on Chinese characters and not Pinyin while acquiring new vocabulary. Listening, speaking, reading and writing skills will be reinforced in a regular manner.

### b. Objectives

- The most general objectives of the course are to continue to enhance the student's knowledge about China, its language and culture. Specific objectives are to help student 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.
- Completely remove the dependency on 'Pinyin' ie 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 500 characters and comprehend more than 750 words.

### c. Overall structure:

WEEK I	WEEK II	WEEK III	WEEK IV	WEEK V	WEEK VI
Simple directional complement with 来 and 去.	Duplication of verbs related to parts of the body.	Aspectual particle 过 indicating that something has happened in the past.	Pivotal sentence. Use of adverbs to indicate action in progress such as 正在.	Use of aspectual particle 着 to show continuation of action or state.	Complement of duration. Vocabulary related to rooms in a home.
Vocabulary related to weather and climate.		Vocabulary related to visiting a hospital.	Vocabulary related to performances.	Vocabulary related to extended family.	

WEEK VII	WEEK VIII	WEEK IX	WEEK X	WEEK XI	WEEK XII
Writing a letter.	The '是...的' sentences.	Compound directional complement.	The potential complement indicating possibility.	Introduction to '成语' (idioms) and related stories.	Writing small essays.
Vocabulary related to posting a letter.	Vocabulary related to checking into a hotel.	Vocabulary related to sporting competitions.			

Prescribed Textbooks:

*Elementary Chinese Reader (Revised Edition) Part 2 with Audio CDs, published by Sinolingua, Beijing, China*

**8. Pedagogy:**

**a. Instructional design**

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: NA**

**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%)

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- 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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 2<sup>nd</sup> meeting held on 30 October 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 IV
Course code	SGA1GS206
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	PC of BA-GS and French Teacher

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, II and III

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: Winter 2020

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 IV.

- Listening Comprehension – To be able to understand phrases and the simple vocabulary related to areas of personal relevance like the neighbourhood or city, 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, studies, living conditions, plans for the future 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 with a few details regarding one's activities.

### 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.

#### 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 fourth semester, students will acquire the A2 level as defined by the Common European Framework for languages (CEFR). The book prescribed as the textbook for the French course at SGA has separate books for each level of the CEFR and there are clear indications regarding the level of each chapter within the books. Overall, the course shall follow the outline laid out in the book for the A1 and A2 levels so that it serves as a reference point for the students. Each book is divided into 9 chapters of three lessons each with 6 to 7 chapters dedicated to each level. Thus, in the three courses, French 1, 2 and 3, the students have completed all the chapters of the A1 level book including 3 chapters that pertain to the A2 level. If they choose to continue with French in semesters 5 and 6, they shall finish the A2 level book that contains 3 chapters belonging to the A2 level and 6 chapters belonging to the B1 level. In the fourth semester course, French 4, I propose to complete the three chapters comprising three lessons each of the A2 level in the A2 level book. The 9 lessons to be completed shall be covered at the rate of 1 lesson per week. Since the language level is higher, there is a need to invest more time in the practical aspects of writing, listening and speaking in class. Therefore, 1 week per chapter of the course shall be dedicated to supplementary documents from other books, songs and videos and other internet resources.

In the fourth semester, the topics to be covered will be technology, work environment, social media, and cities. In grammar, the students will learn the active-passive voice, direct and reported speech, the present conditional tense, the subjunctive, the past perfect tense and the relative pronouns "où" and "dont". The vocabulary related to the environment and eco-friendly practices, technology and the work environment 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
- 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](http://www.rfi.fr) (International French Radio)

[www.tv5monde.fr](http://www.tv5monde.fr) (International French TV channel)

**B. Pedagogy:****a. Instructional design**

The course will be a combination of activities, role play dialogues, written expression 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 are a must. A language lab would be ideal to refine the students' language skills.

- c. Expertise in AUD faculty or outside : Currently being taught by Visiting / Adjunct Faculty.
- 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 would 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 (15%)
- Class presentation (15%)
- Worksheets related to the topics covered once a month (30%)
- Final examination at the end of the course (30%)

Signature of Course Coordinator(s)

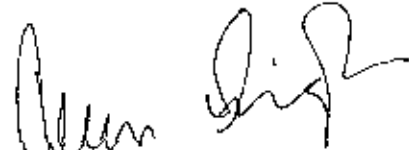
#### Note:

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 2<sup>nd</sup> meeting held on 30 October 2019 and has been approved in the present form



Signature of the Dean of the School

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**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 Sustainable Urbanism
Course title	Housing and Society
Course code	SGA1SU203
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA
Course coordinator and team	Rohit Negi (Coordinator), visiting faculty

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

This is a core course for the students of BA Sustainable Urbanism and BA SSH stream 4 at KP. It builds on the major courses that the former group of students have already completed, most notably, 'Urban Worlds' and 'Governing the City', and the latter group's coursework in political studies. There isn't another undergraduate course in this domain at AUD.

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 prerequisites

3. 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

5. Proposed date of launch: Winter 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 be offered to fourth semester BA students as a core course. From a general introduction to the field of Sustainable Urbanism in the first three semesters, with this course, the programme begins to move into specialised domains. Given this aim, the course takes housing as the pivot around which a critical perspective on urban change and lived experiences may be developed. The overarching philosophy of AUD built around social justice and environmental sustainability is emphasised across the course.

**7. Course Details:**

**a. Summary**

Housing is an essential aspect of human civilisation, though its forms, materials and meanings are historically-geographically situated. The course takes a multi-dimensional approach to understand issues related to urban housing and its intersections with societal concerns, drawing in the main on the disciplines of architecture, urban planning, anthropology and geography. It is grounded in the experiences of the global south, and is situated at the intersection of policy, market and the relatively-autonomous actions of individuals and collectives. In its assessments, the course makes use of students' situated experiences and observations of dwelling in the city.

**b. Objectives --**

- To introduce students to critical aspects of housing and its social contexts
- To build understanding of urban policy, politics and associational lives through the prism of housing
- To systematically locate students' immediate experiences within wider urban processes
- Through field-based assessments, build capacity to undertake research individually and as part of teams

**c. Overall structure:**

The course is organised around five modules. After an introductory module that exposes students to the diversities of housing practices—especially in the global south—, the next three modules develop an understanding of the key elements of housing and its sociological, market and state interface. The final module



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delves into the question of urban poverty and housing, looking at homelessness, slums, and renting.

#	Module	Duration
i	Housing typologies	3 weeks
ii	Neighbourhoods: social relations and change	2 weeks
iii	The housing market: property and real estate	2 weeks
iv	Housing policy and planning	2 weeks
v	Housing and Urban Poor	3 weeks

#### d. Contents

##### i. Housing typologies

The opening unit introduces students to the diverse housing practices in modern cities, especially in India, as a way to begin a conversation that folds in multiple ways of designing, building, and inhabiting. It will also look at the relations of typologies with affect, materials and expertise. For instance, many large and small towns have seen a widespread move away from vernacular—locally-adapted—materials and design practices towards more homogenous ones that draw on a narrow set of templates of design and construct using concrete and steel. These shifts will be explored, considering also the resilience of the vernacular despite these homogenising tendencies, and the relative environmental imbrications of the different housing types.

##### Core readings

- CRIT-Mumbai (2007), 'Housing Typologies in Mumbai', CRIT-Mumbai, available from <https://critmumbai.files.wordpress.com/2011/10/house-types-in-mumbai-final.pdf>.
- Centre for Policy Research Internet resource on 'Cities of Delhi', available from <https://www.cprindia.org/projects/cities-delhi>
- 'City of Walls: A Discussion with Teresa Caldeira', POLAR: 23(1): 122-137. Available from <https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/pol.2000.23.1.122>

- 'Exploring the concept of vernacular architecture', DNA India, available from <https://www.dnaindia.com/just-before-monday/report-exploring-the-concept-of-vernacular-architecture-2654645>

Film: *Urban Futures in the Indian Himalayas* (2016)-short documentary on the changes in built environments, economy and aspirations in a small Himalayan town.

#### Additional readings

- Setijanti, S and Firmanglntyas, H (u.d.) 'Vernacular housing in contemporary urban living', SB13 Dubai Paper-154, available from [https://www.irbnet.de/daten/iconda/CIB\\_DC26904.pdf](https://www.irbnet.de/daten/iconda/CIB_DC26904.pdf)
- Mercer, Claire (2014), 'Middle class construction: domestic architecture, aesthetics and anxieties in Tanzania', *The Journal of Modern African Studies*, 5(2): 227-250.

#### ii. Neighbourhoods: social relations and change

Using the neighbourhood as the key site of analysis of housing and its social imbrications, the unit will consider the diversities that neighbourhoods embody accounting for history, class, and other lines of difference, including caste, race and ethnicity. This exploration will build an understanding of segregation, discrimination and power in patterns of urban dwelling, linked via the questions of identity and unequal access to basic services.

#### Core readings

- Arkaraprasertkul, Non (2013), 'Traditionalism as a way of life: The sense of home in a Shanghai Alleyway', *Harvard Asia Quarterly*, 15(3-4): 15-25.
- Galonnier, Juliette (2014), 'The enclave, the citadel and the ghetto: The threefold segregation of upper-class muslims in India', *International Journal of Urban and Regional Research*, DOI: 10.1111/1468-2427. 12203
- Kent, Alexander and TC Frohlich (2015), 'The 9 most segregated cities in America', *Huffpost*, Available from [https://www.huffpost.com/entry/the-9-most-segregated-cities-in-america\\_n\\_55d153e9e4b0e7117ba92d7f](https://www.huffpost.com/entry/the-9-most-segregated-cities-in-america_n_55d153e9e4b0e7117ba92d7f)
- Moeachern, Charmaine (1998), 'Mapping the memories: politics, place and Identity in the District Six Museum, Cape Town', *Social Identities*, 4(3): 499-521.
- Quarratulain Hyder, 'The Housing Society' (1963), novella

Film: *District 9* (2009)—South African science fiction film that takes an alien-infused look at apartheid's effects on majority neighborhoods.

Additional readings

- Pospíšilová, L et al (2016), 'Urban Dynamics and Neighbourhood Change in Cities after Transition', *Czech Sociological Review*, Vol. 52, No. 6
- Chatterjee, Partha (2006), 'An equal right to the city: Contests over cultral space in Calcutta', *Current Writing*, 18(2): 166-184.

iii. The housing market: property and real estate

For most residents, the real estate and housing markets mediate their relationships to dwelling in the city. At one end of the property market one finds multinational corporations assembling land, while at the other, 'real estate agents' of various kinds line the streets of localities, especially those at the city's fringes. The Unit will take a close look at the these concerns through the case of the NCR, using material that brings in both the place of erstwhile villagers and the real estate developers in housing developments. In doing so, aspects like speculation, ghost cities, and housing inequality will be discussed.

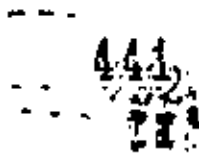
Indicative Readings

- Searle, Llerena (2016). *Landscapes of Accumulation: Real Estate and the Neoliberal Imagination in Contemporary India*. University of Chicago Press. Ch 1.
- Cowan, Thomas (2018). 'The urban village, agrarian transformation and rentier capitalism in Gurgaon, India', *Antipode*, 50(5): 1244-1266.
- KP Singh (2015), *Whatever the Odds: The Incredible Story behind DLF*. Harper Collins.
- Ian M Cook (2015), 'Link work: land and housing brokers in Mangaluru, India', *Journal of South Asian Development*, 10(3): 292-317.

Film: *Khosla ka Ghosla* (2006)-film on a middle-class family's conflict with real estate agents and mafia.

iv. Housing policy and planning

Housing has been generally considered a basic human right, and to that extent modern states have assumed the responsibility for the provisioning of basic housing and services for their citizen. However, the mechanisms, forms and



effectiveness of this promise vary. In the Indian case, despite several public housing initiatives, the coverage of formal housing is far from universal. This unit will consider the way the state has conceived of urban housing, the policy frames and programme implementation across the last few decades, with a focus on more recent Indian initiatives such as the Pradhan Mantri Awas Yojana (Urban).

#### Indicative Readings

- D'Souza, Renita (2019). *Housing Poverty In Urban India: The Failures of Past and Current Strategies and the Need for a New Blueprint*. ORF Occasional Paper. Available from <https://www.orfonline.org/research/housing-poverty-in-urban-india-the-failures-of-past-and-current-strategies-and-the-need-for-a-new-blueprint-48665/>
- Yuen, Belinda et al (2005), 'High-rise living in Singapore Public Housing', *Urban Studies*, 43(3): 583-600.
- Zhang, Zhao et al (2017), 'A crisis of crisis management? Evaluating post-2010 housing restructuring in Nanjing, China', *Housing Policy Debate*, 28(1):29-49.

Film: Mohan Joshi *Haazir Ho!* (1984)- film on an elderly couple's interaction with the state and bureaucracy as they seek to improve their Mumbai tenement's infrastructure.

#### Additional Readings

- Sue Parnell (1989), 'Shaping a racially divided society: state housing policy in South Africa, 1920-50', *Environment and Planning C: Government and Policy*, 7: 261-272.

#### v. Housing and the urban poor

Despite the government's nominal promise of 'housing for all', in practice a large proportion of the urban population does not have access to either public-provisioned or housing through the formal market. A variety of relatively autonomous means to housing emerge in this context and will be discussed, including practices of shifting 'camps', bastis (or slums), and unauthorised colonies, which make up over a half of total housing stock in cities like Delhi. The Unit also considers the experiences of renting and homelessness, placing emphasis on informal networks and tacit knowledges that shape the way different individuals access and inhabit housing.

### Core Readings

- Benjamin, Solomon (2007), 'Occupancy urbanism: ten theses', *Sarai Reader 2007*: 538-563.
- Sheikh, Shahana and Subhadra Banda (2016). 'Unpacking the "Unauthorized Colony": Policy, Planning and Everyday Lives', in S. Chakravarty and R Negi (Eds), *Space, Planning and Everyday Contestations in Delhi*. New Delhi: Springer (pp 137-161).
- Hindman, Michelle et al (2015), *Addressing Slum Redevelopment Issues in India*. Dow Sustainability Fellowship. Available from <http://sustainability.umich.edu/media/files/dow/Dow-Slum-Redevelopment-India.pdf>
- 'Too afraid to sleep: India's homeless women suffer as cities expand' (2018), *Voice of America*, available from <https://www.voanews.com/south-central-asia/too-afraid-sleep-indias-homeless-women-suffer-cities-expand>
- Naik, Mukta (2015), 'Informal rental housing typologies and experiences of low-income migrant renters in Gurgaon, India', *Environment and Urbanization ASIA*, 6(2): 154-175.

Film: *Cities of Sleep* (2015)- documentary on the places and socialities involved in the act of sleeping for Delhi's homeless.

### Additional Readings

- Ghosh, S (2019), 'Understanding Homelessness in Neoliberal City: A Study from Delhi', *Journal of Asian and African Studies*

Film: *Living in a Cage in one of the World's Richest Cities* (2018)—documentary on the conditions under which some of Hong Kong's poor citizen live

## 8. Pedagogy:

### a. *Instructional design*

The course will be a combination of lectures, tutorials and field-based learning. The course will use an online platform (Google Classroom) that enables students to track the course's progress and their own contributions. The course will throughout look to draw on the students' own relationships with the city via their experiences with their homes and neighborhoods through reflective exercises and assignments.

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

No specific requirements

- c. **Expertise in AUD faculty or outside**

Housing, built forms and urban design are an important element of the larger urban studies area within SGA. Currently, there is no regular faculty with expertise in this domain (apart from the course coordinator's UG training in planning). Therefore, a regular/visiting/adjunct faculty in the area will be required to transact a bulk of the course.

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

Special lectures by academics and civil society advocates working on housing will be organised. Discussions with agencies such as the Housing and Land Rights Alliance, among others, are already going on with regards to a longer-engagement with the programme.

#### 9. **Assessment structure** (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in assignments that cover elements of theory and field work observations as presentation using photo-voice and stories. One of these assessments towards the end of the semester will ask students to be experimental and creative in imagining alternate ways to housing. (Two assignments: 50%)
- Two in-class responses to specific modules and material related to these will be worth 20% of the grade
- The final examination will be worth 30% of the grade

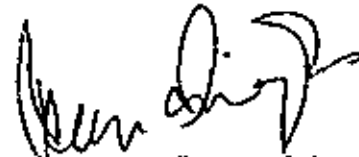
**Signature of Course Coordinator(s)**

**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 2<sup>nd</sup> meeting held on 30 October 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 Sustainable Urbanism
Course title	Knowing the City
Course code	SGA1SU204
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for BASU
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA 4th Semester
Course coordinator and team	Rohit Negi, Rachna Mehra and Pritpal Randhawa

**1. 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 connects with and adds more to the courses 'Working with Numbers', 'Governing the City', 'Reading Cities through Neighborhoods' offered by the BA-SU programme of the School of Global Affairs. The course is aimed to train students to understand, analyse and represent different ways of knowing the city through everyday experiences and practices.

**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):**

The entire cohort of BA-SU, and those SSH students who have opted for this trajectory, will enroll in 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:** Winter 2020



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 learn the basic techniques of qualitative research which would enable to unpack the underlying issues pertaining to sustainability challenges and equity in the cities.

7. Course Details:

a. Summary

There are many ways to know the urban region, a dominant way being codified knowledge such as plans, policies, documents, mapping produced by state and non-state agencies and beyond these an alternate domain of knowledges derived out of lived experiences existing in cities. The non-codified ways of living largely emerge in the process of working, inhabiting and moving about in the city and are very often outside the ambit of formal urban knowledge systems. This course aims to train students to appreciate different ways of knowing the city and to understand, analyse and represent the latter world of everyday experiences. In the transaction of the course, concerns and questions regarding validity, rigour will be addressed and ethics of doing such research will be debated.

b. Objectives

- i. To gain an understanding of collecting non-codified knowledges of everyday experiences and practices of the city.
- ii. To acquire critical skills in interpreting and evaluating that research.
- iii. To gain experience in communicating that research in both academic and non-academic forms.

c. Overall structure:

This course is organized around three units.

	Topic	Duration (week)
1.	Framing Research	3 Weeks

2.	Research Techniques	
	a) Observational Method	2 Weeks
	b) Reviewing Grey Literature	2 Weeks
	c) Conversational method	2 Weeks
	d) Researching with community	2 Weeks
3.	Communicating Research	3 weeks

#### d. Contents

##### Unit 1: Framing Research

The City is or can be made known through a myriad ways but how do we determine what we cannot know or the lesser seen, heard or experienced aspect of the city? The introductory module aims to bridge this gap by bringing together the multiple ways of knowing the city.

While the distinction between different kinds of knowledge expounding the city forms the basic thread of the course, yet it is recognized that they are not neatly separated and can converse or have similar origins as often the expert knowledge is built upon experiential knowledge even though latter may be made invisible in the course of history. So these distinctions, collaborations or contradictions will be explored in the first unit of the course with an emphasis on the contemporary debate on the local, informal, everyday ways of knowing the city.

##### Readings

- Pfeffer, K. (2018). 'Knowing the City'. Inaugural Lecture Given (In a Shortened form) to mark the assumption of the position as Professor of Infrastructuring urban futures at the faculty of Geo-information Science and Earth Observation (ITC) at the University of Twente on Thursday 14 June 2018.
- Corburn, J (2003) 'Bringing Local Knowledge into Environmental Decision Making: Improving Urban Planning for Communities at Risk', *Journal of Planning Education and research*, 22 420-433.
- Buizer, M., Arts, B., Kok, K. (2011) 'Governance, Scale and the Environment: The Importance of Recognizing Knowledge Claims in Transdisciplinary Arenas', *Ecology and Society* 16(1).

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- Moulaert, F., Martinelli, F., Swyngedouw, E. and Gonzalez, S. (2005), 'Towards Alternative Model(s) of Local Innovation', *Urban Studies*, 42 (11): 1969-1990.

#### Optional Readings

- Georg Simmel (1971), 'The Metropolis and Mental Life', University of Chicago, Chicago.
- Ashis Nandy (2001), 'An Ambiguous Journey to the City', Oxford University Press, Delhi.

#### **Unit 2: Research Techniques**

Students will be trained in broadly three methods of researching these knowledges discussed below. The analytical tools of three units are as follows:

##### a) Observational methods

Transects, non-participant observation, neighbourhood walks containing visual and non-visual documentation (tapping sounds, smells, feel of the city)

##### b) Reviewing Grey Literature

This section will discuss how to find, understand and analyse non-number secondary material available in the form of grey literature including action research, pamphlets, blog etc.

##### c) Conversational methods

Oral Histories and life stories, in-depth interviews. The additional processes required in data collection will be explained in detail – making field notes, rapport building, data reduction/representation strategies, probing, ethics, etc.

##### d) Researching with communities

The researcher and the community work together to use different ways to understand everyday life. Participatory Rural Appraisal PRA, space use in different times, Community Focus Group, Community Mapping.

### Readings

- Perks, R. and Thomson, A. (2016). (Eds) *Oral History Reader* (third Edition), London and New York: Routledge.
- Bornat, J (2012). 'Oral History and Qualitative Research', *Timescapes Methods Guides Series*, Guide No. 12
- Ojermark, A (2007). 'Presenting Life Histories: A literature review and annotated bibliography', CPRC Working Paper 101, Chronic Poverty Research Centre.
- Davies, J., Singh, C., Tebboth, M., Spear, D., Mensah, A. and Ansah, P (2018) *Conducting Life History Interviews: A How - To Guide*, ASSAR available at <http://www.assar.uct.ac.za/news/conducting-life-history-interviews-how-guide>
- *Community Mapping through Transect Walks* available at <https://catconm.org/transect-walk/>
- *Participatory Methods: Transect Walks* available at <https://participatory.org/2017/10/29/transect-walks/>
- Munoz-Erickson, T. A (2014). 'Co-production of knowledge-action systems in urban sustainable governance: The KASA approach', *Environmental Science and Policy*, 37: 182-191.
- Minkler, M (2005). 'Community-Based Research Partnerships: Challenges and Opportunities' *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 82 (2): 3-12.

### **Unit 3: Communicating Research**

Varieties of methods to represent and communicate such research will be explored and students will be trained in them through workshops. These include both visual and non-visual (such as audio) tools. Online repositories, blog, photo story/voice as well as graphic forms of communication will be discussed and created.

### Readings

- *Karhera: A Photobook* (2016) produced by Ramila Bisht, Linda Waldman, Nathan Oxely, Bhonagiri.
- *Hazards Centre* (2006). *Shahar.com* (a comic book).
- Video 'Khadar Ki Ladkiyan' available at <https://youtu.be/7d6awx1E1J8>
- Prasad, B. (2010). *Water Cookbook* (a short graphic novel combining pictures with brief stories from daily life in the city) published by the Sarai Programme,

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CSDS, Delhi, with support from the STEPS Center, Institute of Development Studies (IDS), University of Sussex, UK.

8. Pedagogy:

a. *Instructional design*

The course will be a combination of lectures, hands-on activities in the class and fieldwork. Students will also be taken to 'Feminist City Walk' and/or 'Mehrauli by the Night'. 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*

Additional inputs from practitioners will be required in course transaction, especially in the modules on 'researching with community' and in workshopping different communication techniques.

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

Through the course, partnerships with external agencies at AUD and outside will be established. Some of these include with the Centre for Community Knowledge at AUD; PRIA, and the Indo-Global Social Service Society. In addition, relations with the local Karampura community and its institutions will be revived towards continued engagement.

9. Assessment structure (modes and frequency of assessments)

Assessment 1 (30%)

This assessment will be done after the completion of Unit 1. Students will be encouraged to engage with the literature on codified and non-codified knowledges and would be asked to write a response note on the same.

Assessment 2 (35%)

Students will be asked to develop and undertake a field-based project by using the research techniques discussed in unit 2. The assessment will be done on the basis of the way project is developed and kind of data/material collected from the field.

Assessment 3 (35%)

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This assessment will be linked with the Unit 3. This will be actually the output of the research work done in the earlier part of the course. The output could be in any form discussed in the unit 3, such as report, photo story, comic book etc.

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 2<sup>nd</sup> meeting held on 30 October 2019 and has been approved in the present form.



Signature of the Dean of the School

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**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 (SGA)
Programme(s)	All UG programmes of SGA
Course title	Literary and Cultural Dialogues in Latin America
Course code	SGA1EL205
Credits	4
Course type (core / compulsory / optional / any other - please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG - 4 <sup>th</sup> semester
Course coordinator and team	Usha Mudiganti and Monishita H. Pande

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
*The course titled 'Understanding the Global' in B.A. Global Studies programme offered in the 3rd semester introduces students to the varied aspects of thinking around the contested process of globalization. One of the themes that students examine in that course is the economic crisis in the context of South America.*
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 prerequisites required.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per school 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: Winter semester 2020
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 as an elective course to second year undergraduate students of SGA. It contributes to developing AUD and SGA's interdisciplinary vision of higher education. The course provides an opportunity for students to understand an important region, Latin America. For a holistic understanding of various global issues it is imperative to engage with the complexity and diversity that this region*

represents. It is expected to help students get a well-rounded exposure to understand contemporary issues and challenges.

**7. Course Details:**

**a. Summary:**

The course aims to introduce the literary and cultural dialogues within Latin America, especially focusing on Spanish speaking countries of the region. The first module will set the background by beginning with a discussion around the term 'Latin America' and then problematising it in the light of a complex colonial history of the continent. Latin America's present day socio-political discourse continues to reflect indigenous resistance and the ideas propagated by figures such as Simon Bolivar, José Martí, José Carlos Mariátegui. Therefore, it is important to engage with some of these texts to formulate a historically grounded understanding of Latin America. The second module focuses on the role of Spanish in creating a national identity in the different countries and the conflicts emerging from it. This module also discusses the rights and struggles of the indigenous populations in Latin America and the complex history of language policy in this region. In the third module the students examine the challenges faced in post independence times in Latin America in the 20th century by reading and analyzing representative works of literature of some literary giants such as Neruda, Marquez, Carpentier and Mistral. The final module opens up possibilities for engagement with various cultural productions such as dance forms and music while exploring themes such as migration, transnationalism and making interconnections with diverse experiences.

**b. Objectives:**

- To introduce Latin America as a region highlighting its complex history and challenges in the post independence period
- To introduce students to the literary and artistic work of the region and develop an understanding of the diversity of Latin American culture and society
- To develop intercultural competence and make connections with one's contexts and thereby develop skills to initiate intercultural dialogues

**c. Overall structure:** This course is divided into four modules. The week wise plan is given below:

- Module 1: Week 1-3
- Module 2: Week 4-6
- Module 3: Week 7-9
- Module 4: Week 10-14 including presentations



- d. *Contents* (brief note on each module; indicative reading list with core and supplementary readings)

**Module 1: What is Latin America?**

*This module will help students to place Latin America on the world map and familiarise them with the history of this region. It will also discuss the term Latin America both linguistically and spatially. It will focus on the 1492 Colombian 'discovery' and the events thereafter. This region shares a history of imperialism, colonization and post independence struggles with the global south. It became the object of interest of Europe's expansionist regime in the 15th-16th century. Students will study the discourse of this European 'discovery' and 'conquest' followed by colonization which marked the conflict between a predominantly oral culture and the European written word. What are the issues and challenges which arise from these interactions? What kinds of social structures emerged? What impact did these historical forces have on the formulation of a Latin American identity? These are some of the questions which this module will attempt to address. The following module will develop this understanding further by focusing on the post independence period.*

Core readings

- Zinn, H.(2009). 'Columbus and Western Civilization'. In Russ Kick (Ed.), *You are still being lied to: The new disinformation guide to media distortion, historical whitewashes and cultural myths*. New York: The Disinformation Company Ltd.
- Bolívar, Simón. 'Cartagena Manifesto -1812', 'The Jamaica Letter', in Simon Bolivar: *The Bolivarian Revolution*, Verso, 2009. Pp 5-16, 40-64.
- The Diario of Christopher Columbus's First Voyage to America 1492-1493, Abstracted by Fray Bartolome de Las Casas, Transcribed & translated into English by Oliver Dunn and James Kelly Jr., Univ. of Oklahoma Press, Norman and London, 1989 (Excerpts)
- Borges, J.L.(1946). 'On Exactitude in Science'. In *Collected Fictions*, translated by Andrew Hurley accessed in [http://wtf.tw/ref/borges\\_ficciones\\_trans\\_hurley.pdf](http://wtf.tw/ref/borges_ficciones_trans_hurley.pdf)

Supplementary readings

- Bawa, V.K. (2010). *Latin America: An Introduction*. New Delhi: NBT (Chapters 1: Latin America or Indo America p.p 3-4, Chapter 2: The Americas and the Asian Connection pp. 5-12)

- Mignolo, W.D. (2005). *The Idea of Latin America* Malden: Blackwell Publishing (Chapter 1: The Americas, Christian Expansion, and the Modern/Colonial Foundation of Racism pp.1-50)
- Gobat, Michel. 'The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race'. *The American Historical Review*, Volume 118, Issue 5, December 2013, 1345-1375 (<https://doi.org/10.1093/ahr/118.5.1345>)

### **Module 2: Linguistic imperialism and the indigenous people**

Spanish or Castilian, the national and/or official language of the majority of Latin American nations, being the language of the colonizers cannot claim a 'natural' right to be the national language in Latin America. In addition to Spanish, there are many indigenous languages whose speakers have been geographically isolated and marginalized due to various factors.

In this module, the focus will be to understand the relationship between language and nationalism and how it is reflected in education and literacy programmes. There will also be an engagement with questions such as the relationship between Spanish and the indigenous languages, linguistic imperialism and social exclusion of the indigenous communities and the conflicting trends in linguistic identity marking.

To gather this understanding, we will closely study the events and uprising of the Zapatistas in Chiapas in Mexico in 1994 which illustrate the result of forced assimilation and alienation sensed by the indigenous populations. The Chiapas events demonstrate that the national unification process is still not complete in Latin America and that multiculturalism threatens to run counter to the goals of this process. Another event that the students will study closely is the brutal civil war against the Mayan people in Guatemala in 1960 under the military dictatorship Efraín Ríos Montt. Rigoberta Menchu's work along with the stories of Carlos Fuentes and poems of Octavio Paz will allow students to understand the complexity involved in constructing a truly pluri-ethnic and multicultural society.

#### Core readings

- Mar-Molinero, C. (1995). 'Language policy in multi-ethnic Latin America and the role of education and literacy programmes in the construction of national identity' In *International Journal of Educational Development*, Vol 15 (3), pp.209-219

- Menchu, R. (1983). *I, Rigoberta Menchu: An Indian Woman in Guatemala*. London: Verso (Excerpts)
- Fuentes, C. (1994). *The Orange Tree*. New York: Farrar Straus & Giroux (Translated by Alfred MacAdam) (Excerpts)
- Weinberger, E. (1997). *The Collected Poems of Octavio Paz, 1957-87*. New York: New Directions (Excerpts)

#### Films and documentary

- *Documentary: A Place called Chiapas* directed by Nettie Wild (1998) produced by National Film Board of Canada (NFB) British Columbia Arts Council
- Film: *El Norte (The North)*, 1983 based on the Guatemalan Civil War

#### Supplementary readings

- Washbrook, S. (2005). The Chiapas uprising of 1994: Historical antecedents and political consequences. In *The Journal of Peasant Studies* Vol. 32 (4), pp.417-449
- Bawa, V.K. (2010). Working for indigenous people and the poor; The Roman Catholic Church and liberation theology (pp.134-152). In V.K. Bawa, *Latin America: An Introduction*. New Delhi: NBT
- Fuentes, C. (1994) *Mexico: Zero Year*. *Cambio* 16, 54—58
- Martí, José. "Our America" in *Nineteenth Century Nation Building and the Latin American Intellectual Tradition: A Reader*, Janet Burke & Ted Humphrey (Ed and trans), Hackett Publishing Company, Indianapolis/Cambridge, 2007, [1891] pp 258-267.
- Rajagopalan, K. (2006). Language Politics in Latin America. In *Applied Linguistics in Latin America*, Vol. 18(1), pp.76-93
- Freire, Paulo. *Pedagogy of the Oppressed*, 30th Anniversary Edition, Continuum International Publishing Group, 2000 [1968] (Excerpts)
- Mariátegui, José Carlos. *Seven Interpretive Essays in Search of Peruvian Reality*, Univ. of Texas Press, 1971 [1928] (Chapters 1,2,3) Available at: <http://www.marxists.org/archive/mariategui/works/1928/index.htm>

#### **Module 3: Post-colonial realities and literary voices**

This module will introduce students to some of the important Latin American literary writers whose work depict the socio-political challenges of the 20<sup>th</sup> century. Through the works of Alejo Carpentier, Nicolas Guillen, Pablo Neruda and Gabriela Mistral students will be introduced to the post colonial economic inequalities and struggles between the conquistadores and the oppressed. Students will also be introduced to Magical Realism, a term which was introduced in the 1950s in Latin American literature. In this form magical,

mythical or fantastical elements seamlessly enter realist fiction, allowing for opposing cultural elements to exist within the same narrative, thereby making space for the voice of the oppressed to enter the text. It entered the Latin American literary landscape through the early works of Alejo Carpentier and later writers like Gabriel Garcia Marquez, Mario Vargas Llosa, and Isabel Allende used it extensively in their works.

#### Core readings:

- Carpentier, Alejo. "Journey Back to the Source". (1963). Translated by Francis Partridge from *The Oxford Book of Latin American Short Stories* Ed by Roberto Gonzalez Echevarria. New York: OUP, 1997. 221-232.
- Llosa, Mario Vargas. *The Challenge*. In *The Cubs and Other Stories*. Translated by Gregory Kolovkos and Ronald Christ. Faber and Faber, 1946.
- Selected poems of Nicolas Guillen such as *Motivos de son* (1930), *The Dove of Popular Flight—Elegies* (1958) and *I Have* (1964) (Any 2 of these will be discussed in class)
- Marquez, Gabriel Garcia. 'The Handsomest Drowned Man in the World'. (1972). Translated by Gregory Rabassa. *The Vintage Book of Latin American Short Stories*. Eds. Carlos Fuentes and Julio Ortega. New York: Vintage, 2000. 100-105.
- Mistral, Gabriela. 'The Sad Mother', 'Bitter Song'. From *Ternura*, 1924.
- Neruda, Pablo. 'Canto General'. (1950) Translated by Jack Schmitt (*America, My Love and The Heights of Macchu Picchu*)
- Neruda, Pablo. 'The House of Odes', 'The Men' and 'The Other Men' (Any 2 of these 5 poems will be discussed in class)

#### Films and documentary

- Films: *Motorcycle Diaries* directed by Walter Salles, 2004 based on the Motorcycle diaries of Che Guevara
- *Machuca* directed by Andres Wood, 2004 based on 1973 military coup in Chile
- Documentary: *Mothers of the plaza de mayo* directed by Susana Munoz and Lourdes Portillo, 1985

#### Supplementary reading list

- Marquez, Gabriel Garcia. 1961. 'No one writes to the Colonel' translated by J.S. Bernstein
- Marquez, Gabriel Garcia. 'The River of our Life'. From *The Baltimore Sun*. 2019.

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- Galeano, Eduardo. 'Open veins of Latin America' (1973) Translated by Cedric Belfrage. New York: Monthly Review Press (Pg. 1-15)
- Borges, Jorge Luis. 'The Garden of Forking Paths'.(1941). Fictions. Translated by Andrew Hurley. London: Penguin, 2000. 75-87.
- Neruda, Pablo. I Explain Some Things, 1937. Translated by Jodey Bateman
- Eisner, Mark. "What we can learn from Neruda's poetry of resistance". Paris Review. 26<sup>th</sup> March 2018. <https://www.theparisreview.org/blog/2018/03/26/pablo-nerudas-poetry-of-resistance/>
- Augier, A and Bernstein, J.M. (1951). The Cuban Poetry of Nicolas Guillen. In Phylon (1940-1956). Vol. 12, No. 1, pp. 29-36 Published by: Clark Atlanta University Stable URL: <https://www.jstor.org/stable/272318> Accessed: 21-09-2019 10:52 UTC
- Prevost, Gary (2007) 'Fidel Castro and the Cuban Revolution', Headwaters: The Faculty Journal of the College of Saint Benedict and Saint John's University: Vol. 24, 19-33. Available at: <http://digitalcommons.csbsju.edu/headwaters/vol24/iss1/4>

#### Module 4: Transnationalism and crossing borders

This module will explore transnationalism and its effect on cultural production by engaging with literary work, songs and dance forms. *Dance has played an important role in the imaginary of this diverse region. By exposing students to some of the dance forms such as Argentinian Tango, Brazilian Samba or the deterritorialized pan-Latino Salsa (practiced by urban New Jerseyites) and placing them in dialogue with the dances of the indigenous people such as Mexican Aztec dance and Cúrpites, this module wishes to trigger discussions around questions of culture in a globalised world. In Latin America (like in other developing countries) the traditional connections between folk culture and place are being radically transformed through migration and urbanisation. This module will also include some songs of folk singers such as Mercedes Sasa and Violeta Parra to highlight the connection between socio-political struggles and cultural productions. It will also open the possibilities of dialogues between Latin American nations and other post-colonial nations through popular cultural productions. Transnational forms that emerged in Latin American literature such as the *cronica* (chronicle) and the *testimonio* (testimonial) will also be discussed, as will the memoir, to engage with the experience of people who fled their native lands to escape authoritarian political regimes.*

Core readings:

- Atarcon, Daniel. "All Politics is Local", Harper's Magazine, February, 2012. 35 - 44.
- Allende, Isabel. 'Chile in my Heart' and 'This Country Inside my Head' from *My Invented Country* (2003). Translated by Margaret Sayers Peden. London: Harper Perennial, 2004. 175-198.
- Cisneros, Sandra. (1991). "Woman Hollering Creek" from *Woman Hollering Creek and Other Stories*. New York: Random House.  
[https://iaisp.uj.edu.pl/documents/1479490/29437798/Cisneros-Woman-HC-\\_02\\_V.\\_Popescu.pdf](https://iaisp.uj.edu.pl/documents/1479490/29437798/Cisneros-Woman-HC-_02_V._Popescu.pdf)
- Hutchinson, S. (2009). 'Introduction to Latin American Dance in Transnational Contexts'. In *Journal of American Folklore* accessed  
[https://www.academia.edu/5536847/Introduction\\_Latin\\_American\\_Dance\\_in\\_Transnational\\_Contexts\\_](https://www.academia.edu/5536847/Introduction_Latin_American_Dance_in_Transnational_Contexts_)

Youtube Videos

- Parra, Violeta. Gracias a la vida (Thank you life) Chilean folk singer
- Rudder, David. "Haiti" [https://islandlyrics.com/lyrics-david\\_rudder-haiti\\_i\\_am\\_sorry\\_2008.htm](https://islandlyrics.com/lyrics-david_rudder-haiti_i_am_sorry_2008.htm) and  
<https://www.youtube.com/watch?v=0PDuOxwAS3I>
- Sosa, Mercedes. Todo cambia and Solo lo pido a Dios (Everything changes, the only thing I ask from God)  
[https://www.youtube.com/watch?v=2dGN9\\_GVx58](https://www.youtube.com/watch?v=2dGN9_GVx58) (Argentinian folk singer)

Supplementary List

- Alvarez, Julia. (1998). Excerpt from *Something to Declare*. Chapel Hill: Algonquin Books.
- Garner, Sandra (2009). Aztec Dance, Transnational Movements. In *Journal of American Folklore*.
- Nazario, Sonia. (2006). Excerpt from *Enrique's Journey*. New York: Random House.
- Grosfoguel, Ramon. "Transmodernity, border thinking, and global coloniality: Decolonizing political economy and postcolonial studies" in  
<http://www.eurozine.com/articles/2008-07-04-grosfoguel-en.html>

**8. Pedagogy:**

- a. **Instructional design:** The course will be taught through reading sessions, lectures and classroom discussions based on texts, films and videos. Special guest lectures will be organized to enhance understanding of the region.

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Students will also be encouraged to attend events organized by cultural centers in Delhi around Latin American films, art, music and dance.

- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with speakers and projectors.
- c. **Expertise in AUD faculty or outside:** interest and engagement with Latin American history, culture and literature.
- d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others) None

**9. Assessment structure (modes and frequency of assessments)**

- Presentation and Report: 15% + 15% (10th week)
- Class test 30% (7th-8th week)
- Term paper 30 % (throughout the semester and semester end)
- Class participation 10% (throughout the semester)

Presentation: We expect students to select a theme from the above-mentioned modules and explore it further in groups and make oral presentations. Each student will also submit their individual report highlighting their explorations. Possible themes could be:

- Language politics in Latin America
- Role of Spanish in creating a Latin American identity
- Chiapas movement and the indigenous struggle
- Sports in Latin America
- Representations of indigenous struggles in the visual arts
- The Mayan struggle in Guatemala
- Magic realism and the novel
- *Aztec dance and transnationalism*
- Resistance as presented in Latin American music
- Emerging forms of Salsa and Tango in creating a global Latin American identity
- Environmental challenges in the region

Project Work

Class discussions will lead to construction of questions/prompts. We expect students to individually work on an issue/challenge that emerges from their disciplinary interests and work on it throughout the semester as part of the project

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work. The progress of each student will be monitored closely and feedback will be given at various stages to make the engagement meaningful.

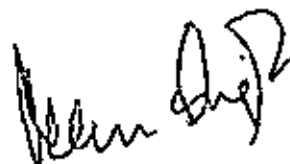
Signature of Course Coordinator(s)

**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 2<sup>nd</sup> meeting held on 30.10.19 and has been approved in the present form.



Signature of the Dean of the School



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

School/ Centre proposing the course	SGA
Programme(s)	BA
Course title	Understanding Global Processes in Northeast India
Course code	SGA1EL206
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	January 2020
Course coordinator and team	Michael Lunminthang

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

The course deals with the globality of Northeast India and as such it does not overlap with other courses being offered in AUD. But it does build on the idea behind 'Understanding the Global' (BA-GS Core) and the courses offered in the Foundation basket of 'South Asia in the World'.

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 SGA norms.*

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 university envisioned on the principles of Ambedkar cannot afford to overlook the issues of minorities, regional imbalances and deficit of fraternity within the nation. The course design will introduce students to the multiple strands of society, culture and development in Northeast India and will to develop an understanding of the same.

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

The main focus of the course is on the Northeast region and its linkages within the country and with the South-East Asian countries. It draws very close links with the larger objectives of the programmes offered in SGA – understand the major areas of globality and how these areas are getting affected by global processes.

**7. Course Details:**

a *Summary:* The question of globality and how the region responds to these processes is examined in this course. The region, due to its geographical location, is crucial in India's 'Look/Act East' policy. On the other hand, the association of the region with violence for decades, is a challenge. Further, with the India's Act East Policy development, the voices of anti-establishment movements are growing. Against this backdrop, the course discuss the idea of a region, ethnicity and its possible interventions. Conflicting concepts and views of the mainstream and northeast on "Space creation" for the marginalised and other avenues to address the social, political and cultural issues are explored. The course will also highlight the inflow of Global Capital in the region. The course will also examine popular culture, religion and its localization.

b *Objectives:*

- to introduce to students the region and its socio-cultural diversity;
- to introduce the commercial and strategic importance of the region and the role of Global Capital.
- to introduce religions, political economy and natural resources of the region.
- Globalization of Northeast
- to support the region in terms of market integration with the national and global economy.

At the end of the course, the students are expected to know more about the Northeast region and its importance in a globalised world. They should be able to demonstrate a critical understanding of the region and develop cultural sensitivity towards the people. To minimize the readings, some states like Meghalaya, Tripura, Sikkim and Arunachal Pradesh are covered partially. However, they will not be excluded in the discussions and class activities.

c. *Overall structure:*

The course is composed of five modules.

Sl#	Module	Weeks
1	North East India: The production of a space	3
2	Identity, Indigeneity and Immigration / Identification of the people	2
3	Popular Culture	2
4	Religion	2
5	Development	3

*d. Overall structure:*

**Module 1- Northeast: The production of a space (3 weeks)**

This module will discuss the production of the region as a geography of globality. *Three different conflicting concepts of space production of Northeast will be discussed - the mainstream or Indian concepts, the northeast concepts and the Global capital. Focusing on the flow of Global Capital, the module will prioritize the political connotations of "frontier", "corridor", "gateway" (since colonial period) with which the region gets associated.*

Core readings:

- Baruah, Sanjib. *Durable Disorder*, Oxford, 2007. (Chapter 2, page: 33-58)
- Chatterjee, Shibashis. *India's Spatial Imaginations of South Asia*, Oxford University Press, (Chapter 1)
- Kar, Bodhisattva. "When was the Postcolonial? A History of Policing Impossible Lines", in Sanjib Baruah eds., *Beyond Counter-Insurgency*, Oxford, 2009, Delhi, (Chapter 3, page: 49- 77).

Supplementary Readings:

- Cederlof, Gunnar. *Founding an Empire on India's North-Eastern Frontiers 1790-1840. Climate, Commerce, Polity*, Oxford University Press, New Delhi, 2014. (Chapters 7, page: 214-44).
- Gohain, Hiren. *Governance as Theatre*, EPW, September, 30, 2006. (page: 4119-4110)
- Guite, Jangkhomang. *Against State, Against History: Freedom, Resistance and Statelessness in Upland Northeast India*, Oxford University Press, (Chapter 2, page: 34-57)
- Ludden, David. "India's Spatial History in the Brahmaputra – Meghna River Basin", in *Landscape, Culture, and Belonging*, edited by Neeladri Bhattacharya & Joy L.K. Pachuau, Cambridge University Press, Delhi, 2019, pp 23-37.
- Zou, David Vumilallian. "Picturing a Region: A Geographical History of British Assam", in *Landscape, Culture, and Belonging*, edited by Neeladri

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Bhattacharya & Joy L.K. Pachuau, Cambridge University Press, Delhi, 2019, pp 89-109

**Module 2: Identity, Indigeneity and Immigration / Identification of the people (2 weeks)**

This module will examine mobilities, tension and conflict that lies behind contrasting discourses concerning the identities of peoples – from the colonial and post-independence ‘mainstream’ vs the Northeast perspective. The discussion will also draw upon the global discourse of indigeneity and its significance vis-à-vis the people of the region.

Core Reading:

- Sharma, Jayeeta, *Empire's Garden*, Duke University Press, 2011(Chapter 3)
- Baruah, Sanjib, *Durable Disorder*, New Delhi, Oxford University Press, 2005. (Chapters 3, page: 59-82).
- McDurie-Ra, Duncan, *Northeast Migrants in Delhi; Race, Refuge and Retail*, Amsterdam University Press, 2012 (Chapter 3, page: 61- 83)

Supplementary Readings:

- 3. Akoijam, A. Bimol, "Race and Prejudice on celluloid", *The Hindu*, September 09, 2014.
- Baruah, Sanjib. *India against Itself*, University of Pennsylvania, 1999. (Chapters 6 and 8, page: 115- 143, 173 - 198)
- Chatterji, Suniti Kumar. *Kirata-Jana-Krti; The Indo-Mongoloids: Their Contribution to the History and Culture of India*, Calcutta, The Asiatic Society, 1974 (page: 1-10)

**Module 3: Popular Culture (2 weeks)**

The module will introduce (global) popular cultures and trace their influences in North East. The module will also discuss how the Northeast transfers its own uniqueness to the outside world using aspects of belief, transformations in material cultures and the influences of other East and Southeast Asian cultures.

Core Reading

- Kikon, Dolly. "Fermenting Modernity: Putting Akhuni on the Nation's Table in India", *South Asia: Journal of South Asian Studies*, Routledge, June, 2015, (page: 320-335)
- Kuotsu, Neikolie. "Architectures of pirate film cultures: encounters with Korean Wave in "Northeast" India", *Inter-Asia Cultural Studies*, Routledge, Vol. 14 (4), 2013 (page. 579-599).

- Narzary, Dharitri and Sarkar, Surajit. *Objects, Identities, Meanings: Insider Perspectives from North East India*. Ambedkar University Delhi, 2017.
- Pachuau, L.K. Joy and Schendel, Willem van. *The Camera as Witness: A Social History of Mizoram, Northeast India*, Cambridge University Press, 2015 (Chapter -4, page: 377 - 423).

#### Supplementary Readings:

- Akoijam, Sunita. "Chopsticks in Manipur", *Himal Southasian*, 7th September, 2009  
<https://himalmag.com/chopsticks-in-manipur-korean-culture-india/>
- Pachuau, L.K. Joy. *Being Mizo: Identity and Belonging in Northeast India*, Oxford University Press, 2014. (Chapter 2, pages 32-81)
- Reimeingam, Marchang. "Korean Media Consumption in Manipur: A Catalyst of Acculturation to Korean Culture", Working Paper – 342, The Institute for Social and Economic Change, Bangalore, 2015.

#### **Module 4: Religion (2 weeks)**

The region is the home to many orally transmitted belief systems, and since late medieval times witnessed the entry of religions such as Buddhism, Hinduism, Islam, Judaism and Christianity. This module will explore the spread and localization of these religions in the cultural space of the northeast in this period. Further, the challenges, response and current status of indigenous religions like Donyi Polo in Arunachal will also be examined.

#### Core Reading:

- Ali, A.N.M. Irshad. *Islam in the Hill Areas of Northeast India*, the NEHU journal, Vol X, No. 1, January 2012 (page: 1-9).
- Karna, M.N., eds., *Social Movements in Northeast India*, Indus Publishing Company, New Delhi, 1998, (Page: 189-206)
- Zou, David Vumtallian. "Peoples, Power and Belief in North-East India", in *First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India*, edited by Meena Radhakrishna, Oxford University Press, 2016, (Chapter 4, page: 97-126).
- Rynjah, Abbiegelia . *The Religious Beliefs of North East India*, Don Bosco Centre for Indigenous Cultures (DBCIC), Shillong , 2018.

Supplementary Reading:

- D'Souza, Alphonsus. et.al., eds., *Globalisation and Response of the Churches*, North Eastern Social Research Centre, Guwahati, 2014, (Chapters 11 and 18, page: 157-184, 286-295)
- Eaton, Richard M *Conversion to Christianity among the Nagas, 1876-1971*, The Indian Economic and Social History Review (IESHR), Vol. XXI (Jan-Mar), 1984(page: 1-44).
- Nag, Sajal. *The Uprising, Colonial State, Christian Missionaries and Anti-Slavery Movement in Northeast India*, Oxford, 2016. (Chapters 3, page: 148-203).
- Najjar, Nida. *Jews from Northeast India seek asylum in Isreal*, <http://america.aljazeera.com/articles/2014/2/11/orthodox-jews-fromindiaseekasyluminisrael.html>

**Module 5: Development (3 weeks)**

Northeast India is increasingly subjected to the onslaught of global capital and the narrative of development. This module aims to examine how different agencies, including the state, perpetuate such narratives in the form of building dams, bridges and roads. The module will also look at mode of contentions/conflicts between the developmental narrative from above and the development vision articulated from below.

Core Readings:

- Bhattacharya, Rakhee., "Neoliberal Developmentalism: State Strategy in India's North East" in Rakhee Bhattacharya eds., *Developmentalism as Strategy: Interrogating Post-Colonial Narratives on India's Northeast*. Sage, 2019. ( Chapters 6, page. 169-191)
- Zlipao, Raile Rocky. *What are the Impediments to Road Infrastructure in Manipur?*, EPW, Vol. 54, Issue No. 14, April, 2019. (online version)

Supplementary Readings

- Bandyopadhyay, J et.,al, *Dams and Development: Report on a Policy Dialogue*, EPW, October 5, 2002, (page 4108 - 4112).
- Haokip, Thongkholal. *India's Look East Policy and the Northeast*, Sage, 2015, (Chapter 7).
- Hans, Peter Brunner. *North East India; Local Economic Development and Global Markets*, Sage, 2010. (Chapter 7, page: 128-139)
- Karlson, Bengt G. *Unruly Hills. A Political Ecology of India's Northeast*, Orient Blackswan, 2011. (Chapter 4, page: 173-224)

- Kikon, Dolly. *Living with Oil and Coal: Resource Politics and Militarization in Northeast India*, University of Washington Press, Seattle, 2019, (Chapter 7, pages: 135-150)
- McDuire-Ra, Duncan. *Between National Security and Ethno-nationalism: The Regional Politics of Development in Northeast India*, Journal of South Asian Development, Sage, Vol. 3 (2), 2008 (pages: 185-210).
- Yumnam, Jiten. *ADB Road Projects and Concerns in Manipur*, The Reality of Aid, Reality Check, May 2016, (page: 4-11)  
[http://www.realityofaid.org/reality\\_check/aid-and-poverty-probing-adb-programs-for-asias-poor/](http://www.realityofaid.org/reality_check/aid-and-poverty-probing-adb-programs-for-asias-poor/)

**8. Pedagogy:**

**a. Instructional design:**

The course will be transacted through a combination of lectures, participation and presentations.

(Optional) An interactive session with the Nodal Officer of Northeast Helpline, Delhi, once in a semester will be educative and meaningful.

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

Library, classrooms equipped with projector facility

**c. Expertise in AUD faculty or outside**

The course will draw on in-house faculty of AUD, and will also depend on guest lectures.

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

None

**9. Assessment structure (modes and frequency of assessments)**

- Mid-semester: 30%
- End semester: 30%
- Attendance and Class participation: 10%
- Assignment: 10%
- Extension Activity: 20%

**Signature of Course Coordinator(s)**

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**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 2<sup>nd</sup> meeting held on 30.10.19 and has been approved in the present form.



Signature of the Dean of the School



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**Ambadkar 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	Urban Rural Linkages
Course code	SGA1EL207
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA 4th Semester
Course coordinator and team	Divya Chopra

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

This Course will help students towards a better understanding of the situated context, be it urban or rural and its connected socio-spatial manifestations.

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: Winter 2020

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

This course is being offered as part of BA in Sustainable Urbanism at the 4<sup>th</sup> semester level in the School of Global Affairs. The course intends to create an understanding of complex processes embedded within varied urban and rural settings, while emphasizing the complex dialectical relationship between the two. As part of the larger institutional mandate of AUD, it becomes imperative to engage with the contemporary urban-rural discourse and its varied manifestations in terms of social and spatial towards developing a critical understanding of our local systems set within a larger global network.

**7. Course Details:**

**a. Summary**

Set within the contemporary development paradigm, urban and rural centers across the Indian subcontinent are undergoing multiple transformations resulting in visible disparities across social, physical and environmental realms. While on one hand, rapid urbanization within most urban centers echoes a global narrative creating corresponding problems of enormous consequences, on the other, a significant percentage of the Indian population still located in its villages is interfacing with multiplicity of emerging work/life practices resulting in a higher mobility between the urban and the rural. Set within these multifarious processes, the course will help the students to understand the complexities embedded within the production of urban and rural as one intervenes in varied geographic settings.

**b. Objectives**

- To understand Urbanization and Ruralisation as processes beyond a dichotomous understanding of the two entities.
- To bring forth issues of interdependence and exchange in the form of material, human, financial and technological, etc. that blurs the distinctions between urban and rural.
- To explore and critically engage with the paradigm of development and its implications on settlement patterns, access to resources, economic vulnerabilities, etc.

c. Overall structure:

This course is structured around the following three modules:

#	Modules	Duration (week)
1	Urbanization and Ruralisation as a process	4 weeks
2	Urban - Rural Interface	4 weeks
3	Urban - Rural and the paradigm of development	4 weeks

d. Contents

**Module 1: Urbanization and Ruralisation as a process**

This module will focus on theoretical understanding of urban and rural as processes rather than disparate social, numeric and spatial entities using various schools of thought while referring to classical, modern and contemporary readings. While building on the idea of urban/rural as continuum rather than categorical distinctions, it will help students redefine and engage with the idea of urban and rural as socio-spatial processes beyond a dichotomous understanding of the two.

Primary Readings:

- Angelo Hillary (2016), *From the city lens toward urbanization as a way of seeing: Country/city binaries on an urbanizing planet*, *Urban Studies*, 54(1), pp. 158–178. doi: 10.1177/0042098016629312.
- Krause Monika (2013), *The Ruralisation of the World*, *Public Culture*, 25, pp. 233-248. 10.1215/08992363-2020575.
- Menon AGK (1997), *Imagining the Indian City*, *Economic and Political Weekly*, No 46; 1997, pp. 2932-2936
- Menon AGK (2007), *The complexity of Indian urbanism*, [https://www.indiaseminar.com/2007/579/579\\_a\\_g\\_krishna\\_menon.htm](https://www.indiaseminar.com/2007/579/579_a_g_krishna_menon.htm)

Suggested Readings:

- Cohn B.S. (1987), *The Pasts of an Indian Village. The Village in India*, edited by Vandana Madan, *Oxford University Press*, 2002, pp. 71-79
- Jodhka Surinder S. (2012), *Village Society*, *Orient Blackswan*; First edition, pp. 1-20

- Mumford Lewis (1937), What is a city: Architectural Record, The City Reader, edited by Richard T. LeGates, Frederic Stout, Routledge, London, 1996, pp. 183 – 188
- Srinivas M.N. (1987). The Indian Village: Myth and Reality, The Village in India, edited by Vandana Madan, Oxford University Press, 2002, pp. 51-70
- Wirth Louis (1938). Urbanism as a way of life, American Journal of Sociology, 44:1, pp. 1-24

#### Documentary Film:

- Rural to Urban Migration – Murthy's Livelihood Story, Bangalore India, available at [https://www.youtube.com/watch?v=Ltc\\_ev4qmjc&feature=emb\\_title](https://www.youtube.com/watch?v=Ltc_ev4qmjc&feature=emb_title)

#### **Module 2: Rural - Urban Interface**

This module will help students explore rural / urbanizing rural as lateral concepts using various conditions of interface between the two in the form of peri-urban zones, suburbs, urban villages etc. They will be expected to map urban – rural flows be it material, human, financial, technological etc. that significantly characterize the dynamic conditions of interchange and interdependence between the two. The socio-spatial manifestations of a selected set of such flows will be unearthed and re-mapped to understand these linkages through the idea of migration, materials and commodities, cultures, environmental resources and waste and its connected

#### Primary Readings:

- Fishman Robert (1987), Beyond Suburbia: The Rise of the Technoburb, from Bourgeois Utopias: The Rise and Fall of Suburbia, The City Reader, edited by Richard T. LeGates, Frederic Stout, Routledge, London, 1996, pp. 77
- Rigg Jonathan, Evolving Rural-Urban Relations and Livelihoods in Southeast Asia, The Earthscan reader in Rural-Urban linkages, edited by Cecilia Tacoli, Routledge, London, 2006, pp.68-87
- Simone, Abdoumalig. (2011). The Urbanity of Movement Dynamic Frontiers in Contemporary Africa. Journal of Planning Education and Research. 31. 379-391. 10.1177/0739456X11416366.
- Soni Anita, Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims, The Case of the Mehrauli Countryside, Delhi: Urban Space and Human Destinies, edited by Véronique Dupont, Emma Tarlo, Denis Vidal, 2007, pp. 75

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#### Suggested Readings:

- Srinivas M.N. (1956). The industrialization and urbanization of rural areas, *Sociological Bulletin*, Vol. 5, No. 2, pp. 79 - 88
- *Tarlo Emma (1996), Fashion Fables of An Urban Village, Clothing Matters, New Delhi: Penguin/Viking*
- Marshall F, Waldman L, MacGregor H, Mehta, L and Randhawa, P (2009) *On the Edge of Sustainability: Perspectives on Peri-urban Dynamics*, STEPS Working Paper 35, Brighton: STEPS Centre

#### Documentary Film

- Living on the Edge: The Peri-urban Interface available at <https://www.youtube.com/watch?v=pvAqzO4ANr4>
- Water and Justice: Peri-urban Pathways in Delhi available at <https://www.youtube.com/watch?v=477tEmF8O6U&t=117s>

#### **Module 3: Rural-Urban and the paradigm of development**

While addressing contemporary urban-rural challenges, issues, conflicts and contestations, this module will help students to critically engage with the paradigm of development articulated within governance structures and policy frameworks and its connected implications at various scales.

#### Primary Readings:

- Deshingkar Priya (2004), Improved Livelihoods in Improved watersheds in India: Can migration be mitigated, *The Earthscan reader in Rural-Urban linkages*, edited by Cecilia Tacoli, Routledge, London, 2006, pp.215-228
- Escobar Arturo (1995), The problematization of poverty: The tale of three worlds and development, *Encountering Development: the making and unmaking of the third world*, Princeton University Press, pp. 21
- (Edited by) Sachs Wolfgang (1992), *The Development Dictionary : a Guide to Knowledge as Power*. London ; Atlantic Highlands, N.J. :Zed Books
- Shaw Annapurna (2005), Peri-Urban Interface of Indian Cities: Growth, Governance and Local Initiatives, *Economic and Political Weekly*, Vol. 40, No. 02, 2005, pp.

#### Suggested Readings:

- Bhagat R. B. (2005). Rural-Urban Classification and Municipal Governance in India, *Singapore Journal of Tropical Geography*, 26 (1), 61-73

- Kennedy Loraine, Sood Ashima, Greenfield Development as Tabula Rasa: Rescaling, speculation and governance on india's urban frontier, *Economic and Political Weekly*, Vol 51, No 17, 2013, pp 41-49
- McGranahan Gordon, An overview of Urban Environmental Burdens at Three scales: Intra-Urban, Urban Regional and Global, *The Earthscan reader in Rural-Urban linkages*, edited by Cecilia Tacoli, Routledge, London, 2006, pp.298-319
- Sivaramakrishnan K.C. (2013), Revisiting the 74th Constitutional Amendment for Better Metropolitan Governance, *Economic and Political Weekly*, Vol. 48, No 13, 2013, pp. 86 – 94

## 8. Pedagogy:

### a. *Instructional design*

The course will be a combination of lectures, hands-on activities in the class and fieldwork. 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:* Additional inputs may be required from practitioners in course transaction.

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

## 9. Assessment structure (*modes and frequency of assessments*)

### Assessment 1 (30%)

This assessment will be done after the completion of Module 1. Students will be encouraged to engage with the idea of redefining urban and rural with the help of literature and would be asked to write a response note on the same.

### Assessment 2 (30%)

This assessment will be based on Module 2 to evaluate their understanding of various kinds of urban rural interface and interdependencies, and connected issues therein. Assessment could be divided into two parts including field trip based group presentation (15%) and individual reflection on the experiences and information gathered from the field (15%)

### Assessment 3 (40%)

This assessment will be linked with the Module 3. Students will be expected to write a critically reflective essay on the paradigm of development and its implications on rural-urban systems.


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 2<sup>nd</sup> meeting held on 30 October 2019 and has been approved in the present form.



Signature of the Dean of the School

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

School/ Centre proposing the course	SGA
Programme(s)	BA
Course title	Introduction to East Asia
Course code	SGA1EL208
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	Winter Semester 2019
Course coordinator and team	Dharitri Narzary

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

The course deals with the society and culture of East Asia and as such it does not overlap with other courses being offered in AUD. But it does build on the idea of understanding region/s and will complement the courses offered the SGA

**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 SGA norms.

**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 vision of AUD includes imparting knowledge about the disparities in representation. This course highlights the regional disparity in mainstream academia and is envisioned on the principles of Ambedkar of bringing the issues of marginal and regional imbalances in global context.

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



The course link the regional with the global as it allow students to see the multi-dimensional aspects of East Asia from a global perspective and its relevance in understanding the contemporary world.

## 7. Course Details:

### a. Summary:

East Asia as a region has emerged to become relevant globally since the World War II and there has been a growing interest among international communities to understand the region's history, traditions and cultures that mark it out as distinct. In the post-'globalization' period the region has become more accessible in terms of its interaction with the global world.

The course is thus designed as a survey course to introduce students to the histories, societies and cultures of China, Japan and Korea covering a period from 19<sup>th</sup> century (when colonialism was at its peak) to the contemporary period, and intends to provide a base for further studies on the region. The purpose of the course is to engage students with the currents and trends of the region, enable them to understand the shared commonalities and unifying characters of the region, as a whole as well as to identify, compare and contrast key features of the individual societies and cultures.

The objective of the course is to encourage students to develop multi- or interdisciplinary perspective to the study of East Asia. Course evaluation will be based on continuous assessment process: a written assignment, mid-term examination, class presentation and end-semester examination. Apart from regular class lecture, films on one or two themes will be an integral part of the course instruction.

### b. Objectives:

- familiarise students with the geopolitics of the region and the relevance of east Asia in the global context;
- introduce various aspects of regional history and historical journeys that played crucial role in defining the region;
- encourage to engage with the region through a global studies perspective

At the end of the course, the students are expected to know more about East Asia as a region as well as about the individual distinctiveness of each society in the region. They should be able to demonstrate a critical understanding of the region, and the importance of it in global politics and economy.

c. *Overall structure:*

The course is composed of five modules.

Sl#	Module	Weeks
1	History and Geopolitics of East Asia	2
2	Confucianism and its relevance in East Asian societies	2
3	Society and state: Individual, Family, community, nation	2
4	Nature, Ideology and Religion	2
5	Popular culture	2
6	Globalization and East Asia	2

d. *Overall structure:***Module 1- History and Geopolitics of East Asia (2 weeks)**

This module will engage with the historical experiences of the region and the processes of change it underwent in the geopolitical context of the last two centuries. The trans-border interactions and influences are visible in the shared cultural forms in the three countries – China, Japan and the two Koreas. This module will discuss the spread of the Chinese world order by looking at some of the important historical legacies like the Silk Route and eastern maritime links, and draw a parallel with the contemporary regional/global politics by introducing the Chinese concept of One Belt One Road (OBOR), which is also known as silk road economic belt and 21<sup>st</sup> century maritime silk road/BRI (Belt and Road Initiative).

Core readings

- Takeshi Hamashita, 2013. *China, East Asia and the Global Economy: Regional and Historical Perspectives*, Routledge
- Manuel Perez Garcia and Lucio Des Sousa (eds), 2018. *Global History and New Polycentric Approaches: Europe, Asia and the Americas In a World Network System*, Palgrave Macmillan
- Md Nazirul Islam Sarker, Md Atiab Hossin, Xiaohua Yin and Md Kamruzzaman Sarker, 2018. "One Belt One Road Initiative of China: Implication for Future of Global Development", *Scientific Research Publishing (Modern Economy)*.

Additional readings

- Cohen, Warren I., 2000. *East Asia at the Centre*, New York: Columbia University Press.
- Julie Gilson, 2007. "Strategic Regionalism in East Asia", *Review of International Studies*, Vol.33, No.1, pp 145-63.
- Hui Lu, Charlene Rohr, Marco Hafner and Anna Knack, 2018. *China Road and Belt Initiative: Measuring the Impact of Improving Transport Connectivity on International Trade in the Region – a proof –of–concept study*, Rand Corporation, Europe.
- Takeshi Hamashita. *Tribute and Treaties: Maritime Asia and Treaty Port Networks in the Era of Negotiation, 1800-1900*. <http://orgnets.cn/wp-content/uploads/2009/02/hamashita-asia-ports.pdf>

#### **Module 2: Confucianism and its Relevance in East Asian Societies: (2 weeks)**

This module will discuss Confucianism, its teachings and its spread across the *region of East Asia as an overarching philosophy*. The cultural distinctiveness of East Asia is linked with the way Confucianism is practiced in private and public spheres. Confucianism is seen as the *guiding principle and moral code of conduct* in East Asia. It is seen as one of the main reasons behind the rise of the countries in the region and for the strong sense of nationalism that allow *exclusive ideologies*. *In doing so, this module will also discuss the state education policy that played significant role in creating a nationally conscious citizen.*

#### Core readings

- Xinzhong Yao, 2000. *An Introduction to Confucianism*, Cambridge University Press.
- John King Fairbank and Merle Goldman, 2009. Chapter 2: "The First Unification: Imperial Confucianism" in *China: A New History*, second enlarged edition, PHI Learning.
- Jana S Rosker and Natasa Visocnik, 2015. *Contemporary East Asia and The Confucian Revival*, Cambridge Scholars Publishing.

#### Additional Readings

- Ken Tamai and Jonghwan Lee, 2002. *Confucianism as Cultural Constraint: A Comparison of Confucian Values of Japanese and Korean University Students*, *International Education Journal*, Vol.3, No. 5.

- June Ock Yum, 1988. *The Impact of Confucianism on Interpersonal Relationships and Communication Patterns in East Asia*, Communication Monographs, Vol. 55, Issue 4 (Online publication June 2, 2009).
- Min Hua Huang and Shu-Hsien Chang, 2017. "Similarities and Differences in East Asian Confucian Culture A comparative analysis", *The Journal of Multicultural Society*, Vol. 7, No 2.
- Amitav Acharya, "The Imagined Community of East Asia," *Korea Observer*, vol.37, no 3 (Autumn 2006), 407-421.

### **Module 3: Society and State (2 weeks)**

The module will examine the societies of East Asia in relation to the state. The idea of seeing collectivism, as opposed to the concept of individualism in the West, will be explored. In doing so the module will trace the institution of family, kinship and interpersonal relationships (including gender) in relation to the larger state. The influence of modernity on interpersonal relationships in the societies of the region will also be discussed, along with the new strands of interaction with the global community. The societies of East Asia were deeply impacted by historical events like the Meiji Restoration, Opium War, Cultural Revolution, and World War II related incidents like Nanjing massacre, comfort women. These events irrevocably changed the social and political dynamics in the region. In discussing the contemporary societies of the region, the module will also engage with the issues related to the idea of traditional and nuclear family, changing gender roles, rise of women's/feminist voices and multiculturalism induced by migration.

#### Core Readings

- Patricia Ebrey, Anne Walthall, James Palais,(eds.) 2006. *Modern East Asia: A Cultural, Social and Political History*. NY: Houghton Mifflin.
- Reiko Ogawa, Raymond Kwok, Hong CHAN, Akiko Oishi, Lih-Rong Wang (eds), 2018. *Gender care and Migration in East Asia*, Palgrave Macmillan.

#### Additional Readings

- James M Raymo, Hyoonjun Park, Yu Xie and Wei-Jun Jean Yeong, 2015. "Marriage and Family in East Asia: Continuity and Change", *Annual Review of Sociology*, Vol. 41(1).
- Peilin Li (ed.), 2012. *Chinese Society: Change and Transformation*. Routledge
- Margery Wolf and Roxane, Witke, 2008. *Women in Chinese Society*. ACLS Humanities.

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- Emiko Ochiai, *Japanese Family in Transition: A Sociological Analysis of Family Change in postwar Japan*. LTCB International Library Foundation, 1997.
- Garrett L Washington, 2018. *Christianity and the Modern Woman in East Asia*, Brill.
- Chie Nakane, *Japanese Society*, University of California Press, Berkeley, 1970.
- Sungeun Yang and Paul C Rosenblatt, 2001. "Shame in Korean Families", *Journal of Comparative family Studies*, Vol. 32, No.1 (Summer).
- Linda G Martin, 1990. "Changing Intergenerational Family Relations in East Asia", *Annals of the American Academy of Political and Social Science*, Vol. 510.

#### **Module 4: Nature, belief system and religion in East Asia (2 weeks)**

This module will examine the way societies of East Asia engage with religion and spirituality. Dotted with famous temples, monasteries and shrines, the long history of religion in the region is visible. However, this does not imply 'engaged religion' in a larger context. In what way their relation with nature has redefined their understanding of religion? The natural and man-made catastrophes like great Kanto earthquake of 1923, the great Hanshin earthquake of 1995 in Kobe, annual floods of China, disasters caused by the atomic bomb, Fukushima radiation, etc. have deeply affected the relationship between human and nature. To what extent the climate change has influenced the everyday engagement of people with nature and their belief system? Or, why Shinto tradition is relevant globally in environmental context and why Dao(ism)-The Way, in China re-emerged? The changing relation of Shamanism with the modern society of Korea is an interesting way to understand the anxiety of living in a materialistic world. The module, thus will engage with the idea of religion and how it plays an important role in shaping the cultural and political ideology.

#### **Core readings**

- Aike P. Rots, *Shinto, Nature and Ideology in Contemporary Japan: Making Sacred Forests*, Bloomsbury, 2017
- Mary Evelyn Tucker, John H. Berthrong (eds), 1998. *Confucianism and Ecology: The Interrelation of Heaven, Earth and Human*, Harvard University Press.
- Shu-Wesi Hsieh, 2017. "Daoism and Nationalism in Modern and Contemporary China" in Cheng-lian Kuo (ed), *Religion and Nationalism in Chinese Societies*, Amsterdam University Press.

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Additional readings

- Roger Janelli, Dawnhee, Janelli, 1982. Ancestor Worship and Korean Society. Stanford University Press.
- H. Byron Earhart, 2013. Religion in Japan: Unity and Diversity. Wadsworth Publishing, 5 edition.  
The Sacred Island of Okinoshima: A Cultural Heritage for Future Generation  
[https://d2y71m15aigxue.cloudfront.net › files › Pamphlet\\_38\\_file](https://d2y71m15aigxue.cloudfront.net › files › Pamphlet_38_file)
- Margaret Chan, 2012. Book Chapter: Bodies for the Gods: Image Worship in Chinese Popular Religion, School of Social Sciences, Institutional Knowledge, Singapore Management University  
[https://ink.library.smu.edu.sg/cgi/viewcontent.cgi?article=2487&context=soss\\_research](https://ink.library.smu.edu.sg/cgi/viewcontent.cgi?article=2487&context=soss_research)

**Module 5: Popular culture (2 weeks)**

The popular Culture of East Asia has taken over the Imagination of the youth in the world. From regional to global - what makes the popular culture of East Asia distinct? This module will discuss the contemporary trend of popular culture in East Asia, the social, political and economic aspects of popular culture and see the influence of it as 'soft power'. Different genres of popular culture like the anime, manga, web series/dramas, K-pop, fashion, food, etc. are integral to understanding the society and culture of East Asia in the global context.

Core Readings

- E. Taylor Atkins, 2017. A History of Popular Culture in Japan: From the seventeenth century to the present, Bloomsbury.
- Tai Wei Lim, et al., 2016. Globalization, Consumption and Popular Culture in East Asia,
- Koichi Iwabuchi, Eva Tsai and Chris Berry (eds), 2016. Routledge Handbook of East Asian Popular Culture.

Additional Readings

- Timothy J. Craig, (ed), 2000. Japan Pop! Inside the World of Japanese Popular Culture. East Gate Book.
- Nissim Kadosh Otmazgin, 2005. "Cultural Commodities and Regionalization in East Asia", Contemporary Southeast Asia, Vol. 27, No 3.

- Siho Nam, 2013. "The Cultural Political Economy of the Korean Wave in East Asia: Implications for Cultural Globalization Theories", *Asian Perspective*, Vol. 37, No 2.
- Sang Yeon Loise Sung, 2012. "The Role of Hallyu in the Construction of East Asian Regional Identity in Vienna", *European Journal of East Asian Studies*, Vol. 11, No. 1

#### **Modulo 6: Globalization and East Asia (2 weeks)**

The module will discuss the undeniable presence of East Asia in the popular imagination of the world and its role in the changing geopolitics in the region. The economic and technological growth, spread of East Asian culture through state sponsored projects such as internationalization of education, language studies and exchange programmes have established East Asia on the global imagination. Further, the rise of east has led to reconfiguration of the regional and world order leading to creation of regional conclaves like East Asia Summit (EAS), ASEAN +3, ASEAN Regional Forum, SCO, Asia Cooperation Dialogue, APEC, etc. At the same time, globalization has also affected the social and cultural dynamics in the region; immigration related issues, minority concerns, human rights, etc. are exposing the faultlines.

#### **Core Readings**

- Harumi Befu and Sylvie Guichard-Anguis, 2001. *Globalizing Japan: Ethnography of the Japanese Presence in Asia, Europe and America*, Routledge: London and New York.
- Pempel, T.J. ed, 2005. *Remapping East Asia: The Construction of a Region*, Ithaca: Cornell University Press.
- Hiromi Mori, 1997. *Immigration Policy and Foreign Workers in Japan*, Macmillan Press.

#### **Additional Readings**

- Pyle, Kenneth P. *Japan Rising: The Resurgence of Japanese Power and Purpose*. New York: The Century Foundation, 2007.
- Adam McKeown, (May, 1999). *Conceptualizing Chinese Diasporas, 1842 to 1949*, *The Journal of Asian Studies*, Vol. 58, No. 2
- Chris Oliver, 2009. *Kokusaika, "Revisited: Reinventing Internationalization in Late 1960s Japan"*, *Sophia Junior College Faculty Journal*.

- Barry K. Gills and Dong-Sook S. Gills, 1999. South Korea and Globalization: The Rise to Globalism, Asian Perspective, Vol. 23, No.4. (Special Issue on Globalization in East Asia)

#### Supplementary Readings

- Charles Holcombe, *History of East Asia: From the Origins of Civilization to the Twenty-first Century*, 2010
- East Asia: China, Japan, Korea, Vietnam - Geography of a Cultural Region, Methuen young books, 1971.
- Theodore De Barry, *Sources of East Asian Tradition: The Modern Period (Introduction to Asian Civilizations)*, Columbia University Press; 1 edition (29 July 2008)
- Xinzhong Yao *An Introduction to Confucianism*, Cambridge University Press, 2000
- Li Zhaojie, *Traditional Chinese World Order*, (OUP Article) , 2002
- Billy KL So, John Fitzgerald, Jianli Huang and James K Chin (eds), *Power and Identity in the Chinese World Order*, Hong Kong University Press, 2003
- Steven Tötösy de Zepetnek, Jennifer W. Jay, (eds), 1997. *East Asian cultural and historical perspectives: Histories and society--culture and literatures*, Research Institute for Comparative Literature and Cross-Cultural Studies, University of Alberta
- John Whitney Hall and James L. MacClain, 1991. *The Cambridge History of Japan: Early Modern Japan, Vol.4*. Cambridge University Press.
- Marius B Jansen, 1989. *The Cambridge History of Japan: The Twentieth Century, Vol.5*. Cambridge University Press.
- Fairbank, J. K., Reischauer, E. O., & Craig, A. M. 1989. *East Asia: The Modern Transformation*, Publisher: Houghton Mifflin College Div.
- Dorothy Ko, JaHyun Kim Haboush, and Joan R. Piggott, (eds.), 2003. *Women and Confucian Cultures in Premodern China, Korea and Japan*, University of California Press, Berkeley, CA.
- David Curtis Wright, *The History of China (Second edition)*, Greenwood, 1960.
- Leslie T Chang, *Factory Girls: Young Women on the Move in Modern China*
- Andrew C. Nahm, *Korea: Tradition and Transformation: A History of the Korean People*, Seoul, Hollym International Corporation, 1996. (Chapter 5: "The End of Isolation, Modernization, and the Growing National Insecurity" and Chapter 6: "The Demise of the Yi Dynasty and Korean Independence")



- William Stueck, *Korean War: A New Diplomatic and Strategic History*, Princeton, New Jersey, Princeton University Press, 2002, pp. 11-38, Chapter 1.
- Kim Youngho, "International Dimensions of the Korean War," *Korea Journal*, Vol. 38, No. 4, Winter 1998, pp. 130-146.
- Chen Jian, *Mao's China and the Cold War* (Chapel Hill: North Carolina Press, 2001).
- Chien-peng Chung, "The Shanghai Co-operation Organization: China's Changing Influence in Central Asia," *China Quarterly*, 2004, J-stor.
- Zhao Huasheng, "China's View of and Expectations from the Shanghai Cooperation Organization," *Asian Survey*, vol. 53, no., 3 (May/June 2013), pp. 436-460. J-stor
- Baker Hugh. *Chinese Family and Kinship*. New York: Columbia University Press, 1979.
- Bian Yanjie . *Work and Inequality in Urban China*. Albany, NY: University of New York Press, 1994.
- Croll, Elizabeth. *Feminism and Socialism in China*, London: Routledge and Kegan Paul, 1977.
- Hinton, William. *Fan Shen: A Documentary of Revolution in a Chinese Village*. New York: Monthly Review Press, 1966.
- Huot, Clair *China's New Cultural Scene: A handbook of changes*. Durham and London: Duke University Press, 2000.

**8. Pedagogy:**

**a. Instructional design:**

The course will be transacted through a combination of lectures, discussion, film show, participation and presentations.

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

Library, classrooms equipped with projector facility

**c. Expertise in AUD faculty or outside**

The course will draw on in-house faculty of AUD, and will also depend on guest lectures.

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

**9. Assessment structure (modes and frequency of assessments)**

- One take home assignment 20%
- Mid-semester, 20%
- End semester: 40%
- Attendance and Class participation: 10%
- Class presentation on a selected topic: 10%

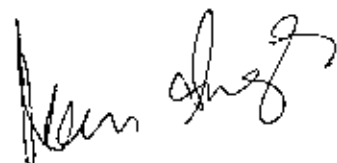
**Signature of Course Coordinator(s)**

**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 2<sup>nd</sup> meeting held on 30.10.19 and has been approved in the present form.



**Signature of the Dean of the School**

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**School of Global Affairs  
Ambedkar University Delhi  
Proposal for Launch of a Course**

School / Centre proposing the course	School of Global Affairs
Programme(s)	M.A (Global Studies)
Course title	After Forced Migration I: Reparations and Restitution
Course code	SGA2EL414
Total Credits	2
Course type (core / compulsory / elective / any other – please specify)	Elective
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	PG
Proposed date of launch	WS 2020
Course coordinator and team	Anil Persaud

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
This course builds on while hopefully not overlapping in substance with courses already offered on migration and diaspora, social justice and peoples' movements, and development and emancipation in the School and across the University. It is one of the two parts of the "After Forced Migration" course offered in the School of Global Affairs; the other part deals with Repatriations and Resettlements.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD / SGA norms.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Any semester. This course is a two-credit course and so must be timetabled accordingly.
- How does the course link with the vision of AUD?  
This course is in keeping with AUD's goals of social and academic relevance, justice and rigour.

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

The topics covered in this course – forced migrations, reparations and restitution, and, repatriations and resettlements – are matters of ongoing global concern.

**7. Course Details:**

**a. Summary:**

This course critically examines the vibrant and engaging debates that characterize the expanding field of forced migration studies, research and practice. Since emerging as a distinct field of study in the early 1980s, forced migration studies, of which refugee studies is a growing part, has grown from being of concern of a relatively small number of scholars and policy analysts to become a global field studying displacement, either from traditional disciplinary perspectives or as a core component of newer interdisciplinary programmes such as those in the School of Global Affairs. Today the field encompasses both rigorous academic research as well as action-research focused on advocating in favour of the needs and rights of forced migrants while aiming to more directly influence policy and practice. Through its focus on Reparations, Restitution, Repatriation and Resettlement, this course aims to provide a comprehensive overview of the key intellectual, political, social, and institutional challenges arising from mass displacement in the world today

This course, 'After Forced Migration' is offered in two parts: Part I focuses on Reparations and Redress/Restitution and Part II focuses on Repatriation and Resettlement. These parts are offered in two stand alone two credit courses. As a result there will be some overlap in the Introduction (Framing the Debates) to both parts as it pertains to forced migration, that overlap will be moderated in each course by situating the two themes of the course in the broader context of forced migration which is itself situated within the larger context of the rise of nation states, climate change, the right to mobility as well as in its historical, economic, political perspective. The course will thereby attune students to the historical and contemporary political economy of this ongoing practice and its accompanying afterlife.

**b. Objectives:**

- i To outline the contemporary debates, contexts, experiences and geography associated with forced migration.
- ii To highlight the key challenges faced by academics and practitioners working with and for forcibly displaced populations around the world, as well as identifying new directions for research in the field.

- iii. To highlight that those debates are not simply academic but that they involve a wide range of actors and consequences.
- iv. To create an awareness that the issues of reparations and restitution have been particularly contentious with regards to and within universities – from Tuck and Yang’s “Decolonization is not a metaphor” in *Decolonization, Indigeneity, Education & Society* Vol.1, No. 1, 2012, pp. 1-40 to the recent Rhodes Must Fall Movement.

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

The course will be transacted over 7-8 weeks according to the following modules outlined below:

Sl#	Modules
i	Introduction: Framing the Debates ( <i>Forced Migration, Reparations and Restitution</i> ) (2 weeks)
ii	Reparations (3 weeks)
iii	Restitution (3 weeks)

d. **Contents** (Module wise):

i. Introduction: The Introduction to *After Forced Migration I* will frame the debates on Reparations, Restitution based on readings from the two texts below. Readings from Fine and Ypi will introduce the debate by raising questions regarding the ethics of movement, questions of migrant worker exploitation, internal displacement, and responsibility for refugees. Fiddian-Qasmiyeh et al., trace the birth and development of refugee and forced migration studies. They discuss diverse disciplinary and methodological approaches to Refugee and Forced Migration Studies, including History, International Law, Political Theory, International Relations, Anthropology, Sociology, Livelihoods and Economics, and Geography. A detailed overview is provided of the shifting spaces of displacement, analyses of various affected groups and institutions, and ends with the historical trends, current realities, and future challenges of forced migration on a region-by-region basis.

Both sets of readings also illustrate the importance of drawing on the tools of political theory to clarify, criticize, and challenge the current terms of the migration debate. *The Many Middle Passages* offers case studies for reference while *Colonial Lives of Property* introduces the contexts of settler colonialism and racial capital.

Compulsory Readings (selected from).

- Elena Fiddian-Qasbiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds.), *The Oxford Handbook of Refugee and Forced Migration Studies*. OUP, 2014
- Sarah Fine and Lea Ypi, *Migration in Political Theory. The Ethics of Movement and Membership*. Oxford Scholarship Online: March 2016. DOI:10.1093/acprof:oso/9780199676606.001.0001
- Christopher, Pybus & Rediker's (eds.), *The Many Middle Passages. Forced Migration and the Making of the Modern World*. 2007.
- Brenna Bhandar, *Colonial Lives of Property: Law, Land and Racial Ownership*. Duke University Press, 2018.

**ii. Reparations:** This Module of the course begins with Ta-Nehsi Coates' 2014 article in *The Atlantic*, "The Case for Reparations" and the Coates and Cornel West public debate on the black American freedom struggle to introduce the unresolved questions of reparations. It will then move to a consideration of the following cases of reparations, i) the Kenyan Mau Mau (Caroline Elkins' (2005) *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*), ii) Slavery (Isabel Wilkerson's (2010) *The Warmth of Other Suns: The Epic Story of America's Great Migration*) and iii) the displacements of Native peoples (William G. McLoughlin (1993), *After the Trail of Tears: The Cherokees' Struggle for Sovereignty, 1839-1880*) the globe over – on the one hand, an often complicated material restoration and on the other apologies and reconciliations

Compulsory Readings:

- Ta-Nehsi Coates, "The Case for Reparations", *The Atlantic*, 2014.
- The Ta-Nehsi Coates and Cornel West public debate on the black American freedom struggle carried out in *The Atlantic* and *The Guardian*. Students to find the relevant articles.
- Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*. Holt Paperbacks, 2005
- Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration* Vintage, 2010
- William G. McLoughlin, *After the Trail of Tears: The Cherokees' Struggle for Sovereignty, 1839-1880*. University of North Carolina Press, 1993

**iii. Restitution:** This section of the course focuses on the non-material dimension of reparations as evident in the examples of truth and reconciliation in South Africa and elsewhere and Aboriginal apology in Australia and elsewhere. Questions of whether or not a State will apologize for historical injustices are

linked to the State's interests and to its international image as well as to possible claims for financial compensation. We also ask who should apologize to whom, and explore the possible consequences that the offering of financial and non-financial redress for atrocities in the past may have on members of current society. We distinguish between retributive justice which has an orientation toward the past and is focused on the perpetrator, and restitutive and reparative justice which are future-oriented and look to the victims.

Compulsory readings:

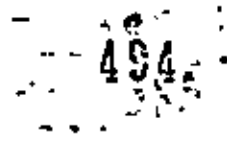
- Dan Diner, "Restitution and Memory: The Holocaust in European Political Cultures". *New German Critique*, No. 90, Taboo, Trauma, Holocaust (Autumn, 2003), pp. 36-44 (9 pages)
- Mark Gibney, Rhoda E. Howard-Hassmann, Jean-Marc Coicaud and Niklaus Steiner (eds). *The Age of Apology, Facing Up to the Past*, University of Pennsylvania Press, Philadelphia, 2008
- Richard Vernon, "Against Restitution". *Political Studies*, 2003, Vol 51, 542-557
- James L. Gibson, "Does Truth Lead to Reconciliation? Testing the Causal Assumptions of the South African Truth and Reconciliation Process". *American Journal of Political Science*, Vol. 48, No. 2, April 2004, Pp. 201-217
- Jeff Comtassel, Chaw-win-is, T'lakwadzi, "Indigenous Storytelling, Truth-telling, and Community Approaches to Reconciliation". *ESC: English Studies in Canada Association of Canadian College and University Teachers of English* Volume 35, Issue 1, March 2009
- Text of Australian Prime Minister's Apology to Australia's Indigenous Peoples delivered on Wednesday 13 February 2008. At: [http://www.unitcare.com.au/pdfs/Sorry\\_Transcript.pdf](http://www.unitcare.com.au/pdfs/Sorry_Transcript.pdf)
- Mark Gibney, Canada Research Chair in International Human Rights, Rhoda E. Howard-Hassmann, Jean-Marc Coicaud, Niklaus Steiner (eds.) *The Age of Apology: Facing Up to the Past*. UPenn Press, 2008.

Supplementary readings:

- Peter Catrell, *The Making of the Modern Refugee*, 2013
- Natalie Zemon-Davis, "Being speculative is better than to not do it at all": an interview with Natalie Zemon Davis". *Itinerario*, Vol. 39, No. 1, 3-15. © 2015 Research Institute for History, Leiden University
- Dr Shashi Tharoor MP - Britain Does Owe Reparations. Oxford Union Society, 2015. <https://youtu.be/7CW7SDzrv4>
- Toussaint Losler, "A Human Right to Reparations: Black People against Police Torture and the Roots of the 2015 Chicago Reparations Ordinance". *Souls*, 20:4, 399-419, 2018

- Hamy Huynh, "Colonialism to Sovereignty: The Restoration of Bde Maka Ska". University of Minnesota, American Studies, 14 June 2018. at: <https://cla.umn.edu/american-studies/news-events/story/colonialism-sovereignty-restoration-bde-maka-ska>
- Matthew Evans, David Wilkins, "Transformative Justice, Reparations and Transatlantic Slavery". *Social and Legal Studies*, Volume 28 issue: 2, page(s) 137-157. at: <https://doi.org/10.1177/0964663917746490>
- University Steering Committee on Slavery and Justice, at: [https://www.brown.edu/Research/Slavery\\_Justice/](https://www.brown.edu/Research/Slavery_Justice/). Archive of the Brown University debates, ongoing, last accessed on 18th October 2019.
- Politico Magazine, "This Could Be the First Slavery Reparations Policy in America". at: <https://www.politico.com/magazine/story/2019/04/09/georgetown-university-reparations-slave-trade-226581>. April 9th 2019
- Shafaq Hasan, "The Case for Universities Paying Reparations to Descendants of Slavery". *Nonprofit Quarterly*, April 28, 2016. <https://nonprofitquarterly.org/the-case-for-universities-paying-reparations-to-descendants-of-slavery/>
- *Rhodes Must Fall: The Struggle to Decolonise the Racist Heart of Empire*. Written by the Rhodes Must Fall Movement, Oxford. 2018
- Chumani Maxwele, "The not so potty idea that spawned a movement", *Sunday Times*, Mar 6, 2016 - One year on, UCT student Chumani Maxwele looks back on his protest against the statue of Cecil John Rhodes, at: <https://www.pressreader.com/south-africa/sunday-times-1107/20160306/282119225634073>
- Richard Black, 'Environmental refugees: myth or reality?', *New Issues in Refugee Research*, Working Paper No. 34, UNHCR, (March 2001)
- Stellina Jolly and Nafisa Ahmad, *Climate Refugees in South Asia: Protection Under International Legal Standards and State Practices in South Asia*, Singapore: Springer (2019) chs 4 and 5
- Saunders, Jennifer B., Elena Fidian-Qasmiyeh and Susannah Snyder, *Intersections of Religion and Migration: Issues at the Global Crossroads*, (New York: Palgrave-Macmillan, 2016) chs. 6 and 12
- Crisp, J (2017). "Finding Space for Protection: An Inside Account of the Evolution of UNHCR's Urban Refugee Policy." *Refugee: Canada's journal on refugees* 33(1): 87-96.
- Maryellen Fullerton, *The Refugee Law Reader: Cases, Documents and Materials*, Budapest: Hungarian Helsinki Committee (2011), section 1, pp.25-39.





- Roberta Cohen, 'The Guiding Principles on Internal Displacement: An Innovation in International Standard Setting,' *Global Governance*, Vol. 10 (2004)
- Theda Perdue, "Cherokee Women and the Trail of Tears". *Journal of Women's History*, Johns Hopkins University Press Volume 1, Number 1, Spring 1989 pp. 14-30
- Katherine McKittrick, "On plantations, prisons, and a black sense of place". *Social & Cultural Geography*, 2011, 12:8, 947-963,
- Angela Y. Davis and Dylan Rodríguez, "The Challenge of Prison Abolition: A Conversation", in *Social Justice*, Vol. 27, No. 3 (81), Critical Resistance to the Prison-Industrial Complex (Fall 2000), pp. 212-216
- Thavolia Glymph, *Out of the House of Bondage: The Transformation Of The Plantation Household*. Cambridge University Press, 2008
- Elazar Barkan, *The Guilt of Nations: Restitution and Negotiating Historical Injustices*. Johns Hopkins University Press, 2001.
- Fred Moten and Stefano Harney, *The Undercommons: Fugitive Planning & Black Study*. Minor Compositions, 2016.

## 8. Pedagogy:

- a. *Instructional design*: combination of lectures, participation and presentations, group work, case studies.

This course is heavily based on *case studies*, students will be encouraged to research particular cases and, along with supplementary readings, explore group learning through 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*: AUD Faculty
- d. *Linkages with external agencies (e.g., with field-based organizations, hospital; any others)*: None as of now.

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**9. Assessment structure (modes and frequency of assessments)**

The assessments will include i) a literature review (1,000 words): 30%, ii) a case-study review (1,000 words): 30%, and iii) a final research paper (2,000 words): 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 2<sup>nd</sup> meeting held on 30.10.19 and has been approved in the present form.



**Signature of the Dean of the School**

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 School of Global Affairs  
 Ambedkar University Delhi  
**Proposal for Launch of a Course**

School / Centre proposing the course	School of Global Affairs
Programme(s)	M.A (Global Studies)
Course title	After Forced Migration II: Repatriations and Resettlements
Course code	SGA2EL415
Total Credits	2
Course type (core / compulsory / elective / any other – please specify)	Elective
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	PG
Proposed date of launch	2020
Course coordinator and team	Anil Persaud

- 1. Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 This course builds on while hopefully not overlapping in substance with courses already offered on migration and diaspora, social justice and peoples' movements, and development and emancipation in the School and across the University. It is one of the two parts of the "After Forced Migration" course offered in the School of Global Affairs; the other part deals with Repatriations and Resettlements.
- 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):** As per AUD / SGA norms.
- 4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**  
 Any semester. This course is a two-credit course and so must be timetabled accordingly.
- 5. How does the course link with the vision of AUD?**  
 This course is in keeping with AUD's goals of social and academic relevance, justice and rigour.

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

The topics covered in this course – forced migrations, reparations and redress, and, repatriations and resettlement – are matters of ongoing global concern.

**7. Course Details:**

**a. Summary:**

This course critically examines the vibrant and engaging debates that characterize the expanding field of forced migration studies, research and practice. Since emerging as a distinct field of study in the early 1980s, forced migration studies, of which refugee studies is a growing part, has grown from being of concern of a relatively small number of scholars and policy analysts to become a global field studying displacement, either from traditional disciplinary perspectives or as a core component of newer interdisciplinary programmes such as those in the School of Global Affairs. Today the field encompasses both rigorous academic research as well as action-research focused on advocating in favour of the needs and rights of forced migrants while aiming to more directly influence policy and practice. Through its focus on Reparations, Restitution, Repatriation and Resettlement, this course aims to provide a comprehensive overview of the key intellectual, political, social, and institutional challenges arising from mass displacement in the world today.

This course, 'After Forced Migration' is offered in two parts: Part I focuses on Reparations and Redress/Restitution and Part II focuses on Repatriation and Resettlement. These parts are offered in two stand alone two credit courses. As a result there will be some overlap in the Introduction (Framing the Debates) to both parts as it pertains to forced migration, that overlap will be moderated in each course by situating the two themes of the course in the broader context of forced migration which is itself situated within the larger context of the rise of nation states, climate change, the right to mobility as well as in its historical, economic, political perspective. The course will thereby attune students to the historical and contemporary political economy of this ongoing practice and its accompanying afterlife.

**b. Objectives.**

- i. To outline the contemporary debates, contexts, experiences and geography associated with forced migration.
- ii. To highlight that those debates are not simply academic but that they involve a wide range of actors and consequences
- iii. To appreciate that the issues of repatriations and resettlement are not restricted to humans, hence the importance of situating forced migration in

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the contexts of the Anthropocene, Capitalocene and Plantationocene (Haraway & Tsing).

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

The course will be transacted over 7-8 weeks according to the modules outlined below:

Sl#	Module
i	Introduction: Framing the Debates (Repatriation and Resettlement) (2 weeks)
ii	Repatriations (3 weeks)
iii	Resettlement (3 weeks)

- d. **Contents:**

*i. Introduction:* This course, 'After Forced Migration' is offered in two parts: Part I focuses on Reparations and Redress/Restitution and Part II focuses on Repatriation and Resettlement. These parts are offered in two stand alone two credit courses. As a result there will be some overlap in the Introduction (Framing the Debates) to both parts as it pertains to forced migration. Therefore, both Parts will begin with an *Introduction to forced migration* – attuning students to the historical and contemporary political economy of this ongoing practice – resulting from such reasons as economic, war and conflict, natural and human made 'disasters', hunger. The *Introduction* will frame the debates, Repatriations and Resettlements, around *the making of the modern refugee*. The aim is to provide a global coverage, as well as a variety of 'natural' and human made disasters that lead to forced migration and displacement. The intention is to keep the definition of forced migration open enough to accommodate the ever increasing factors that lead to this undesired and unasked for movement of human and non human animals, of the botanical and the inorganic, as the plantationocene is intended to remind us.

Compulsory Readings:

- a) Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona (eds.), *The Oxford Handbook of Refugee and Forced Migration Studies*. OUP, 2014
- b) Sarah Fine and Lea Ypi, *Migration in Political Theory: The Ethics of Movement and Membership*. Oxford Scholarship Online: March 2016. DOI:10.1093/acprof:oso/9780199676606.001.0001
- c) Peter Catrell, *The Making of the Modern Refugee*. OUP, 2013

- d) Donna Haraway, "Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin". *Environmental Humanities*, vol. 6, 2015, pp. 159-165. At: [www.environmentalhumanities.org](http://www.environmentalhumanities.org)

**ii. Repatriations:** This section will use the following materials to connect causes and experiences of displacement and forced migration to questions of and debates about repatriations and resettlement. In addition to the repatriation of humans, this course also explores the role that the worldwide movement of repatriation of human remains and cultural heritage—from museums and other institutions to minorities and indigenous populations—plays in contemporary politics of right of return.

Compulsory Readings (selected from):

- a) 2018 German repatriation to Namibia of the remains of indigenous people – Students will be asked to research and report on this case.
- b) Megan Bradley, *Refugee Repatriation: Justice, Responsibility and Redress*. CUP, 2013
- c) Clifton Crais, *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography*. Princeton University Press, 2010.
- d) David Anderson, *Histories Hanged: Britain's Dirty War in Kenya and the End of Empire*. W. W. Norton, 2005
- e) Steven Platzman's "Objects of Controversy: The Native American Right to Repatriation." *American University Law Review* 41, no.2 (1992): 517-558; v)
- f) Sarah Harding's (1997) "Justifying Repatriation of Native American Cultural Property." *Indiana Law Journal*: Vol. 72: Iss. 3, Article 4;

**iii. Resettlement:** We will use Ali Asgary's (2019) *Resettlement Challenges for Displaced Populations and Refugees*, which offers a wide range of case studies in various regions and contexts, to engage with the complexities involved in cases of repatriation and resettlement. Similarly, the ongoing National Register of Citizens in India NRC controversy in Assam, which raises policy and procedural questions come the material question of settlements both temporary and permanent. Finally, this section use the plantationocene, in dialogue with the anthropocene and capitalocene (Haraway, Tsing et al), to include the non-human animals and flora dimension of this story to forge connections to state and grassroots discourses about repatriations and resettlements.

Compulsory Readings (selected from):

- a) Ali Asgary, *Resettlement Challenges for Displaced Populations and Refugees*. Springer 2019.

- b) Art Hansen and Anthony Oliver-Smith (eds.), *Involuntary Migration And Resettlement: The Problems And Responses of Dislocated People*. Routledge, 2018.
- c) Michael M. Cernea and Scott E. Guggenheim, "Anthropological Approaches To Resettlement: Policy, Practice, And Theory". Routledge, 2018.
- d) Victoria M. Esses et al (eds.), *The Global Refugee Crisis: Empirical Evidence and Policy Implications for Improving Public Attitudes and Facilitating Refugee Resettlement*". *Social Issues and Policy Review*, Vol. 11, No. 1, 2017, pp. 78--123

Supplementary readings:

- a) Mila Lazarova, "Taking stock of repatriation research" in Davil Collings et al (eds.), *The Routledge Companion to International Human Resource Management*. Routledge, 2015.
- b) Louise W. Holborn, "The Repatriation and Resettlement of the Southern Sudanese". *Issue: A Journal of Opinion*, Vol. 2, No. 4 (Winter, 1972), pp. 23-26
- c) Ngila R. L. Mwase, "The Repatriation, Rehabilitation and Resettlement of Namibian Refugees at Independence". *Community Development Journal*, Volume 25, Issue 2, January 1990, Pages 113-121, <https://doi.org/10.1093/cdj/25.2.113>
- d) Erich Hatala Matthes, "Repatriation and the Radical Redistribution of Art". *Ergo*, vol. 4, no. 32, 2017. at:
- e) Moira Simpson, "Museums and restorative justice: heritage, repatriation and cultural education". *Museum International*, No. 241-242 (Vol. 61, No. 1-2, 2009), a UNESCO publication. at: [https://www.brown.edu/Departments/Joukowsky\\_Institute/courses/worldofmuseum09/files/9704876.pdf](https://www.brown.edu/Departments/Joukowsky_Institute/courses/worldofmuseum09/files/9704876.pdf)
- f) Jim Berryman, "Human remains as documents: implications for repatriation". *Journal of Documentation*, Vol. ahead-of-print No. ahead-of-print. 2019 <https://doi.org/10.1108/JD-04-2019-0060>
- g) Jeremiah J. Garsha (2019) "Expanding Vergangenheitsbewältigung? German Repatriation of Colonial Artefacts and Human Remains", *Journal of Genocide Research*, DOI: 10.1080/14623528.2019.1633791.
- h) Crisp, J. (2017). "Finding Space for Protection: An Inside Account of the Evolution of UNHCR's Urban Refugee Policy." *Refuge: Canada's journal on refugees* 33(1): 87-96.
- i) Maryellen Fullerton, *The Refugee Law Reader: Cases, Documents and Materials*, Budapest: Hungarian Helsinki Committee (2011), section 1, pp.25-39.
- j) Roberta Cohen, 'The Guiding Principles on Internal Displacement: An Innovation In International Standard Setting,' *Global Governance*, Vol. 10 (2004)

- k) Hyndman, J. (2012). "The Geopolitics of Migration and Mobility." *Geopolitics* 17(2): 243-255.
- l) Encarnación Gutiérrez Rodríguez (2018) *The Coloniality of Migration and the "Refugee Crisis": On the Asylum-Migration Nexus, the Transatlantic White European Settler Colonialism-Migration and Racial Capitalism in Refuge*, Volume 34, no.1 ppg 16-28
- m) Daniel Warner, "Voluntary Repatriation and the Meaning of Return to Home: A Critique of Liberal Mathematics". *Journal of Refugee Studies* Vol. 7. No. 2/3 19
- n) Tomiak, J. (2017) "Contesting the Settler City. Indigenous Self-Determination, New Urban Reserves, and the Neoliberalization of Colonialism". *Antipode*, 49: 928–945.
- o) Donna Haraway, "Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin" *Environmental Humanities*, vol. 6, 2015, pp. 159-165. At [www.environmentalhumanities.org](http://www.environmentalhumanities.org)
- p) Richard Black, 'Environmental refugees: myth or reality?', *New Issues in Refugee Research*, Working Paper No. 34, UNHCR, (March 2001)
- q) Salam Al Quntar, "Repatriation and the Legacy of Colonialism in the Middle East". *Journal of Eastern Mediterranean Archaeology & Heritage Studies*, Vol. 5, No. 1 (2017), pp. 19-26.
- r) Tatiana Flessas, "The Repatriation Debate and the Discourse of the Commons" *LSE Law, Society and Economy Working Papers*, 10/2007 London School of Economics and Political Science Law Department. At
- s) Liv Nilsson Stutz, "Claims to the Past. A Critical View of the Arguments Driving Repatriation of Cultural Heritage and Their Role in Contemporary Identity Politics". *Journal of Intervention and Statebuilding* Volume 7, 2013 - Issue 2: Special Issue on Cultural Interventions
- t) Robin R. R. Gray, "Repatriation and Decolonization: Thoughts on Ownership, Access, and Control". *The Oxford Handbook of Musical Repatriation* Edited by Frank Gunderson, Robert C. Lancefield, and Bret Woods. 2019.
- u) Stellina Jolly and Nafisa Ahmad, *Climate Refugees in South Asia: Protection Under International Legal Standards and State Practices in South Asia*, Singapore: Springer (2019) chs 4 and 5
- v) Saunders, Jennifer B., Elena Fidian-Qasmiyeh and Susannah Snyder, *Intersections of Religion and Migration: Issues at the Global Crossroads*, (New York, Palgrave-Macmillan, 2016) chs. 6 and 12
- w) Crisp, J. (2017). "Finding Space for Protection. An Inside Account of the Evolution of UNHCR's Urban Refugee Policy." *Refugee Canada's Journal on Refugees* 33(1) 87-96.
- x) Maryellen Fullerton, *The Refugee Law Reader: Cases, Documents and Materials*, Budapest. Hungarian Helsinki Committee (2011), section 1, pp.25-39



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- y) Roberta Cohen, 'The Guiding Principles on Internal Displacement: An Innovation in International Standard Setting,' *Global Governance*, Vol. 10 (2004)
- z) Dolly Jorgensen, 'Reintroduction and De-extinction', September 2013 / Vol. 63 No. 9 • *BioScience*
- aa) Shlomo Cohen, 'The Ethics of De-Extinction'. *Nanoethics* (2014) 8:165–178
- bb) C. Josh Donlan, 'De-extinction in a crisis discipline'. *frontiers of biogeography* 6.1, 2014
- cc) Elazar Barkan,
  - a. *Claiming the Stones, Naming the Bones: Cultural Property and the Negotiation of National and Ethnic Identity*. Oxford University Press, Year: 2003
  - b. *The Guilt of Nations: Restitution and Negotiating Historical Injustices*. W. W. Norton & Company, 2000
  - c. *Taking wrongs seriously: apologies and reconciliation*. Stanford University Press, 2006
  - d. *No Return, No Refuge: Rites and Rights in Minority Repatriation*. Columbia University Press, 2011
- dd) Forced Migration Review (FMR): the most widely read publication on forced migration – available in English, French, Spanish and Arabic, and free of charge in print and online. It is published by the Refugee Studies Centre in the Oxford Department of International Development, University of Oxford.  
<https://www.fmreview.org/>
- ee) 1951 UN Convention Relating to the Status of the Refugee
- ff) The Commission for Real Property Claims of Displaced Persons and Refugees (CRPC) - Bosnia

## 8. Pedagogy:

- *Instructional design*: combination of lectures, participation and presentations, *group work*, *case studies*. This course is heavily based on case studies, students will be encouraged to research particular cases and, along with supplementary readings, explore group learning through presentations.
- *Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)*: None
- *Expertise in AUD faculty or outside*: AUD Faculty

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

**9. Assessment structure (modes and frequency of assessments)**

The assessments will include i) a literature review (1,000 words): 30%, ii) a case-study review (1,000 words): 30%, and iii) a final research paper (2,000 words): 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 2<sup>nd</sup> meeting held on 30.10.19 and has been approved in the present form.



**Signature of the Dean of the School**

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**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)	Global Studies
Course title	Global Islam: Networks and Connectivities
Course code	SGA2EL415
Credits	4 (Four)
Course-type (core / compulsory / optional / any other)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA
Course coordinator and team	Dr. Anil Persaud, AUD & Dr. Idrees Kanth

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 of the course around connected histories are discussed in other courses offered by the School of Global Studies like "Kashmir and the Himalayan Region"*

2. Specific requirements on the part of students who can be admitted to this course (Pre requirements; prior knowledge level; any others—please specify): No requirements
3. Number of students to be admitted (with justification if lower than usual cohort size is proposed): As per school 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: Winter semester 2020
6. How does the course link with the vision of AUD and the specific programmes(s) where it is being offered?

The course identifies globality as a space of engagement in which the emphasis is placed on interconnectedness that increasingly transcends local, national and regional boundaries as a way of making sense of this globality. Such concerns are central to and animate various programmes at the School of Global Affairs (SGA) at AUD.

## 7. Course Details

### a. Summary

This course looks at Islam as a global phenomenon, both historically and in the contemporary world, in its multiple dimensions. In historical terms, it seeks to familiarise students with the role of Islam and Muslim people/s in shaping a global order, before the emergence of 'European hegemony' (Among others the term 'European hegemony' has been used by Janet Abu-Lughod. See Abu-Lughod, *Before European Hegemony: The World System, 1250-1350*, Oxford University Press, 1991). The latter part of the course focuses on issues that relate to the contemporary Muslim world and their impact on global politics, economics and popular discourse. While Islam has lost its prestige as an economic and political power, nevertheless it continues to impinge upon the 'global' to our own day. The emphasis is on mobility, connectivity and stories of exchange and transactions that emerge out of the multiple networks that Islam and Muslim communities facilitated.

The course engages mainly with two sets of networks, which often overlap, to explore the particular space of globality that Islam presents: commodities and knowledge, and covers a wide spatial and temporal span (1000-2000). However, the attempt is to approach the Islamic world: *dar-ul-Islam* through categories that emerge from within the tradition like *umma*, *hijrah*, *hajj*, *khilafah*, *ijtilah*, *jihad* etc.

### b. Objectives

The broader objective of the course is to make the students recognise the complexity and dynamism that has defined the Muslim world, unlike in the discourse of Orientalism and popular media, which continues to perceive Islam and Muslims as backward, violent and unchanging. It also offers an idea of globality from an Islamic perspective from the pre modern period to the contemporary times.

### c. Overall structure

The course is divided into five modules, each of which seeks to provide an idea of globality in the material/ideational sense or a combination of the two. Module I introduces students to the idea of globality from an Islamic angle. Module II provides the discursive impetus that inspired the 'Islamic global' and informs Module III and

IV. These two modules focus on circulation and flow of commodities and knowledge across the *darul-Islam* and beyond. Module V analyses global networks that engage the Muslim world in the contemporary period.

d. Contents (brief note on each module, indicative reading list with core and supplementary readings)

**Module 1: The multiple ways of thinking about an 'Islamic global'**

The module seeks to introduce students to the idea of history and globality from an Islamic angle. The 'Islamic global' can be conceived at multiple levels: economic, political, and the ideational, from the past through to the present. For example the idea of an 'Islamic global' (*umma*) in the Muslim nostalgic imagination as encapsulated in the writings of people like Muhammad Iqbal (the Pakistani poet), Sayyid Qutb (a leading member of Muslim Brotherhood), or Ali Shariati (The Iranian Revolutionary)

Core readings:

- William Gervase Clarence-Smith, "Islamic history as global history" (Editorial), *Journal of Global History* (2007) 2, pp. 131-134
- Cemil Aydin, "Globalizing the Intellectual History of the Idea of the 'Muslim World,'" in *Global Intellectual History*, ed. Samuel Moyn and Andrew Sartori, New York: Columbia University Press, 2013, pp. 159-186 (On imagining a global Muslim *umma*)
- Cemil Aydin, *The Idea of the Muslim World: A Global Intellectual History*, Harvard University Press, 2017 (pp. 1-13)
- Marshall G. S. Hodgson, "The Role of Islam in World History", *International Journal of Middle East Studies*, Vol. 1, No. 2, Apr., 1970, pp. 99-123
- John Obert Voll, "Islam as a Special World-System", *Journal of World History*, Vol. 5, No. 2, 1994, pp. 213-226
- Shahab Ahmad, *What Is Islam? The Importance of Being Islamic*, Princeton University Press, 2017 (pp. 5-109)
- Edmund Burke, III, "Islamic History as World History: Marshall Hodgson, 'The Venture of Islam'", *International Journal of Middle East Studies*, Vol. 10, No. 2, May, 1979, pp. 241-264
- Francis Robinson, "Global History from an Islamic Angle", in James Belich, et. al. eds., *The Prospect of Global History*, Oxford University Press, 2016 (pp. 127-145)
- Richard Eaton, "Islamic History as Global History", in Michael Adas, ed., *Islamic and European Expansion: The Forging of a Global Order*, Temple University Press, 1993, pp. 1-36 (Also published as "Islamic History as World History" in

- Eaton, *Essays in Islam and Indian History*, Oxford University Press, 2000, pp. 9-44)
- Eric Tagliacozzo, "Southeast Asia's Middle East Shifting Geographies of Islam and Trade across the Indian Ocean" *Comparative Studies of South Asia, Africa and the Middle East*, Volume 34, No. 3, 2014, pp. 565-573 (Tagliacozzo speaks of the broad connect between the "Middle East" and SE Asia brought about through the Indian Ocean, primarily through the lenses of commerce and religion, through long-distance trade and Islam)
  - David Motadel (ed.), *Islam and the European Empires*, Oxford University Press, 2014 (pp. 1-34)
  - Cemil Aydin, "What is the Muslim World?" *Aeon*, 1 August 2018  
<https://aeon.co/essays/the-idea-of-a-muslim-world-is-both-modern-and-misleading>

Supplementary readings:

- Ira Lapidus, *A History of Islamic Societies* (Third Edition), Cambridge University Press, 2014
- Fazlur Rahman, *Islam*, University of Chicago Press, 2nd edition, 1979
- John Esposito, *The Oxford Dictionary of Islam*, Oxford University Press, 2003
- John L. Esposito, *Key Islamic Political Thinkers*, Oxford University Press, 2018
- Muhammad Iqbal, *The Reconstruction of Religious Thought in Islam* (with an Introduction by Javed Majeed), Stanford University Press, 2013
- Aziz Al-Azmeh, *Arabic Thought and Islamic Societies*, London Croom Helm, 1986
- Aziz Al-Azmeh, *The Emergence of Islam in Late Antiquity: Allah and His People*, Cambridge University Press, 2014
- Ibn Khaldoun, *The Muqaddimah: An Introduction to History*, trans. Franz Rosenthal, Princeton University Press, 2004 (Khaldoun, a 14th century scholar is widely hailed as one the greatest Muslim intellectuals of the pre-modern period. This book written from an Islamic angle may be considered perhaps the world's first work of connected histories)
- Sanjay Subrahmanyam, "Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia", *Modern Asian Studies* (Jul., 1997), pp. 735-62
- Muhammad Qasim Zaman, "The Scope and Limits of Islamic Cosmopolitanism and the Discursive Language of the 'Ulama.'" In *Muslim Networks from Hajj to Hip Hop*, edited by Miriam Cooke and Bruce Lawrence, University of North Carolina Press, 2005, pp. 84 - 104
- Jeremy Adelman, "What is Global History Now?" *Aeon*, 2 March 2017

<https://aeon.co/essays/is-global-history-still-possible-or-has-it-had-its-moment>

## Module 2: Early Islamic World: Cosmology, Technology and Cartography

The module focuses on Islamic cosmology (the world view set down in the Quran and the *hadith*), the associated notion of time (the Muslim *hijri* calendar) and the sense of globality that it inspired, a framework within which all later scientific activity in the Islamic world was carried out. As William Chittick writes: Muslims learnt about the cosmos (*al-alam*) in order to bring themselves into harmony with that reality that transcends the cosmos but displays its signs within it. The underlying concern was soteriology. A central function of maps in Islamic societies was to indicate religious beliefs, support the believer in carrying out his religious duties, and help him remember the visits to the Holy shrines. These maps and geographies methodically discussed details about the Muslim world and its cities, people, roads, topography, and the like. Sometimes the descriptions were interspersed with tales of personal adventures, discussions with local inhabitants, and debates with sailors as to the exact shape of the earth and the number of seas. Under the influence of this cosmology, Muslims advanced and developed the findings of Indian mathematics, Babylonian astronomy, Greek philosophy, and other traditions, laying the foundations for the scientific revolution. They invented or refined a number of scientific instruments in mathematical geography and cartography. These included the astrolabe, quadrant, celestial sphere and compass, which in turn facilitated their territorial expansion and that of the West later.

### Core readings:

- Seyyed Hossein Nasr, *An Introduction to Islamic Cosmological Doctrines*, SUNY Press, 1993 (pp. 1-24; 96-106)
- Seyyed Hossein Nasr, *Science and Civilization in Islam*, Harvard University Press, 1968 (pp. 21-40)
- William Chittick, "Islamic Cosmology"  
<http://www.williamchittick.com/wpcontent/uploads/2019/05/Islamic-Cosmology.pdf>
- Gerhard Böwering, "The Concept of Time in Islam", *Proceedings of the American Philosophical Society*, Vol. 141, No. 1 (Mar., 1997), pp. 55-66
- Petra G. Schiml, "Compass" In Ibrahim Katin (ed.), *The Oxford Encyclopedia of Philosophy, Science, and Technology in Islam*, Oxford University Press, 2014, pp. (114-146)
- Marika Sardar, "Astronomy and Astrology in the Medieval Islamic World" *The Metropolitan Museum of Art*,  
<https://www.metmuseum.org/toah/nd/astr/astr.htm>

- David A. King, "Astronomy and Islamic society: Qibla, gnomics and timekeeping" in Rashed, Roshdi (ed.), *Encyclopedia of the History of Arabic Science*, Routledge, 1996 (pp. 128-184)
- Sonja Brentjes, "Cartography in Islamic Societies", In Rob Kitchin & Nigel Thrift (eds.) *International Encyclopedia of Human Geography*, Volume 1, 2009, pp. 414-427
- Karen C Pinto, "Maps and Map Making" in *Encyclopedia of Islam and the Muslim World*, 2nd Edition, 2016, pp. 693-698
- George Saliba, *Islamic Science and the Making of the European Renaissance*, MIT Press, 2011 (pp. 1-26)
- Nile Green, "Spacetime and the Muslim Journey West: Industrial Communications in the Makings of the 'Muslim World,'" *American Historical Review* 118, No. 2 (April 2013), pp. 401-429
- Francis Robinson, "Technology and religious change: Islam and the impact of print", *Modern Asian Studies*, Vol. 27, No. 1, 1993, pp. 229-51

#### Supplementary readings.

- Howard R. Turner, *Science in Medieval Islam: An Illustrated Introduction*, University of Texas Press, 1995
- Frank Griffel, "Cosmology in Early Islam" in Griffel, *Al-Ghazali's Philosophical Theology*, Oxford University Press, 2009, pp. 123-146
- David A. King, *In Synchrony with the Heavens, Studies in Astronomical Timekeeping and Instrumentation in Medieval Islamic Civilization*, E. J. Brill, 2005
- A. Y. Al-Hassan (ed.), *Science and Technology in Islam (Part I): The Exact and Natural Sciences*, UNSECO Publishing, 2001
- Karen C Pinto, *Medieval Islamic Maps: An Exploration*, University of Chicago Press, 2016
- George Saliba, *History of Arabic Astronomy: Planetary Theories during the Golden Age of Islam*, New York University Press, 1994
- James A. Gelvin & Nile Green (eds.), *Global Muslims in the Age of Steam and Print*, University of California Press, 2014
- Stephen Blake, *Time in Early Modern Islam: Calendar, Ceremony, and Chronology in the Safavid, Mughal, and Ottoman Empires* (Cambridge: Cambridge University Press, 2013)
- Andrew M. Watson, *Agricultural innovation in the early Islamic world: the diffusion of crops and farming techniques, 700-1100*, Cambridge University Press, 1983
- Vanessa Ogle, "Islamic Calendar Times" in Ogle, *The Global Transformation of Time*, Harvard University Press, 2015, pp. 149-176



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**Module 3: The sea belongs to those who sail it: The Muslim control of the sea from the Mediterranean to the Indian Ocean**

The production and circulation of commodities by Muslims was not only achieved through overland trade but also through the way of the sea. The sea was supposed to be part of the bounties of Allah.

This module looks at the imagination of the sea among Arabs and other Muslim peoples. How did the control of the sea help Muslims shape a global order and enable their economic hegemony in the early modern world?

The advent of Islam rapidly and durably tightened the bonds between different parts of the medieval Old World. The *dar-ul-Islam* or the Islamic oecumene (Maghreb to South and Central Asia), to use Marshall Hodgson's terminology, was geographically superbly positioned to intensify commercial contacts by land and sea resulting in a global economic evolution. As Hodgson emphasises, the forces driving 'archaic globalization' in the medieval world were primarily associated with Islam from the seventh century of the Common Era, despite a brief Mongol interruption. In early modern times, the age of 'proto-globalization', Christian Europe took the initiative, opening up the *New World* and seizing control of the oceans. However, this remained a tri-polar world, in which Islamic and East Asian 'gunpowder empires' were still serious contenders for global hegemony.

Core readings:

- "Islam and the Sea" in *Oxford Islamic Studies Online*: [http://www.oxfordislamicstudies.com/Public/focus/essay1009\\_islam\\_and\\_sea.html](http://www.oxfordislamicstudies.com/Public/focus/essay1009_islam_and_sea.html)
- Christophe Picard, *Sea of the Caliphs: The Mediterranean in the Medieval Islamic World*, Harvard University Press, 2018 (pp. 17-36; 237-255)
- K. N. Chaudhuri, *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge University Press, 1985 (pp. 34-62)
- Janet Abu-Lughod, *Before European Hegemony: The World System, 1250-1350*, Oxford University Press, 1991 (pp. 3-40)
- Giancarlo Casale, *The Ottoman Age of Exploration*, Oxford University Press, 2010 (pp. 3-12) [The first book about the Age of Exploration written not from the perspective of Europeans in the New World but, rather, that of the Ottomans who sailed the Indian Ocean]
- "The Travels of Ibn Battuta", <https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta>

Supplementary readings:

- Edward Alpers, *The Indian Ocean in World History*, Oxford University Press, 2014
- Fernand Braudel, *A History of Civilizations*, Penguin, 1995
- Sebastian R. Prange, *Monsoon Islam: Trade and Faith on the Medieval Malabar Coast*, Cambridge University Press, 2018

**Module 4: Travelling traditions in Islam: *Hajj*, *Hijrat* and Sufi networks**

In this module the focus is on those aspects of the global that were informed by practices like *hajj* (pilgrimage to Mecca), the symbolic notion of *hijrat* (movement) and transmission of esoteric knowledge through Sufi networks.

For the early modern epoch, Islam as a traveling religion expressed itself at least partially by way of the *hajj*, the pilgrimage to Mecca. Within the 'abode of Islam', the inspirational institution of *hajj* ensured a constant exchange of ideas and practices among Muslims from all corners of the Islamic world.

At the same time, much scholarship on early Islamic civilization has affirmed its fundamentally urban character. The Muslim jurists spoke of migration from the countryside to the city as a *hijra*, valorizing the migration by employing the term used to describe the archetypal flight of Muhammad to Medina to avoid persecution in Mecca. The Quran affirms that "whoever emigrates in the cause of Allah (فِي سَبِيلِ اللَّهِ) will find on earth many dwelling places and plenty to live by!"

Similarly Sufi networks have existed across the Muslim world and beyond. As travelling preachers, Sufis brought new Muslims into the *ummah*, shaping Islamic intellectual traditions, while providing a vehicle for popular expressions of Islamic devotion.

Core readings:

- Dale Eickelman and James Piscatori (eds.), *Muslim travellers: pilgrimage, migration, and the religious imagination*, University of California Press, 1990 (Chapters: 2, 5 & 6)
- Engseng Ho, *Graves of Tarim, Mobility and Genealogy Across the Indian Ocean*, University of California Press, 2006 (Preface: xix-xxvi)
- John Slight, "British Imperial Rule and the Hajj," in David Motadel (ed.), *Islam and the European Empires* (pp. 53-72)
- Eric Tagliacozzo & Shawkat M. Toorawa, *The Hajj: Pilgrimage in Islam*, Cambridge University Press, 2016 (pp. 1-10)

- Eric Tagliacozzo, *The Longest Journey: Southeast Asians and the Pilgrimage to Mecca*, Oxford University Press, 2013 (pp. 3-18)
- Nile Green, *Sufism: A Global History*, Wiley-Blackwell, 2012 (pp. 1-14)
- John O Voll, "Sufi Brotherhoods: Transcultural/ Transstate Networks in the Muslim World," in *Interactions: Transregional Perspectives on World History*, ed. Jerry Bentley, Renate Bridenthal, and Anand Yang, University of Hawai'i, 2005, pp. 30-47
- J. Spencer Trimingham, *The Sufi Orders in Islam*, Clarendon Press, 1971, reprint 1998 (pp. 1-30). (The single most comprehensive presentation of the origin and development of the Sufi orders)

Supplementary readings:

- George Makdisi, *The Rise of colleges: Institutions of learning in Islam and the West*, Edinburgh: Edinburgh University Press, 1981
- Jonathan Berkey, *The Transmission of Knowledge in Medieval Cairo: A Social History of Islamic Education*, Princeton University Press, 1992
- Natalie Zemon Davis, *Trickster Travels: A Sixteenth-Century Muslim between Worlds* Hill and Wang, 2007

**Module 5: *Jihad, Hijab, Oil and the Contemporary World Order***

This module examines the aspects of global that encompass the contemporary Muslim world. These aspects are related to *jihad*, Islamic revivalist movements, Islamophobia & terrorism, *dawah* networks, etc., but also issues around *hijab* (veil) and women's rights (in Islam) which have generated intense debate among scholars and ideologues across the globe. The module also focuses on the political economy of oil and its significance to and relevance in the global world order in the twentieth century.

Apart from that, other things like humanitarian aid networks, the OIC (Organisation of Islamic Cooperation) and Islamic economics would also be explored.

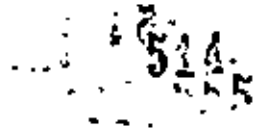
Core readings:

- Tariq Rahman, *Interpretations of Jihad in South Asia: An Intellectual History*, De Gruyter, 2018 (Chapter 6)
- Seema Alavi, *Muslim Cosmopolitanism in the Age of Empire*, Harvard University Press, 2015 (pp. 1-31)

- Rudolph Peters, *Islam and colonialism: the doctrine of jihad in modern history*, Mouton, 1979 (pp. 39-94)
- Umar Ryad, "Anti-Imperialism and the Pan-Islamic Movement," in Motadel (ed.), *Islam and the European Empires* (pp. 131-49)
- Ayesha Jalal, *Partisans of Allah. Jihad in South Asia*, Harvard University Press, 2010 (pp. 1-19)
- Saba Mahmood, *Politics of Piety. The Islamic Revival and the Feminist Subject* Princeton University Press, 2011 (Chapter 1)
- Francisco Parra, *Oil Politics: A Modern History of Petroleum*, I. B. Tauris, 2004 (Chapter 1)
- Christopher R. W. Dietrich, *Oil Revolution*, Cambridge University Press, 2017 (Chapters 2, 3 & 5)
- Kristian Coates Ulrichsen, *The Gulf States in International Political Economy*, Palgrave Macmillan, 2016 (pp. 13-36)
- Abdullah Ahsan, *The Organization of Islamic Cooperation: Introduction to an Islamic Political Institution*, IIT Publishing, 1988 (Chapter 1)
- Noor Ahmad Baba, *Organisation of Islamic Conference: Theory and Practice of Pan-Islamic Cooperation* Karachi: Oxford University Press, 1994 (Introduction & Chapter 1)

Supplementary readings.

- Aysha A. Hidayatullah, *Feminist Edges of the Qur'an*, Oxford University Press, 2014 (a study and critique of feminist interpretation of the Qur'an)
- Edward Said, *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World*, Vintage Books, 1997
- John O. Voll, Tamara Sonn, *Political Islam*. <https://www.oxfordbibliographies.com/view/document/obo-9780195390155/obo-9780195390155-0063.xml>
- Asef Bayat, *Post-Islamism: The Changing Faces of Political Islam*, Oxford University Press, 2013
- Roxanne L. Euben, *Enemy in the Mirror: Islamic Fundamentalism and the Limits of Modern Rationalism*, Princeton 1999
- Timur Kuran, *The Long Divergence, How Islamic Law Held Back the Middle East*, 2010
- Turan Kayaoglu, *The Organization of Islamic Cooperation: Politics, Problems, and Potential*, Routledge, 2015
- Ekmeleddin İhsanoğlu, *The Islamic World in the New Century: The Organisation of the Islamic Conference*, Hurst & Co., 2010



- Saad S. Khan, Organization of Islamic Cooperation:  
<https://www.oxfordbibliographies.com/view/document/obo-9780195390155/obo-9780195390155-0120.xml>

**8. Pedagogy:**

- a. Instructional design: The course will be taught through reading sessions and classroom discussions based on maps, texts etc.
- b. Special needs: None
- c. Expertise in AUD or outside: AUD and non-AUD Faculty Experts in Islamic Studies would be asked to conduct special lectures
- d. Linkages with external agencies (e.g., with field-based organisations, hospital; any others): None

**9. Assessment structure (modes and frequency of assessments)**

The students will be assessed in continuous assessment mode involving three assessments besides active class participation. The break up is as follows:

- a. First assessment: 30% (term paper/essay or a class presentation on a specific theme/topic relevant to the course)
- b. Second assessment: 30% (term paper/essay on a specific theme/topic relevant to the course)
- c. Third assessment: 30% (class test/ around two questions based on a general survey of the course)
- d. Class participation: 10% (throughout the semester)

*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.

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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 2<sup>nd</sup> meeting held on 30 October 2019 and has been approved in the present form.



**Signature of the Dean of the School**

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**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	M.A. Dissertation
Course code	SGA2US503
Credits	10
Course type (core / compulsory / optional / any other – please specify)	Compulsory
Level (PG)	PG
Course coordinator and team	Pritpal Randhawa (coordinator), regular and visiting faculty

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
The dissertation is a culmination of original research to be done by students studying the program who have undergone three semesters of learning process in theoretical courses combined with rigorous practice in internship, a studio project and field work within and outside Delhi.
- Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)  
The students registered for the M.A. Urban Studies are required to have completed the required number of credits in year I to be eligible for writing the dissertation in the last semester of the programme.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): All MA students who fulfill the requisites in #2.
- 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 2020
- How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course is linked to the vision of AUD to produce thoughtful practitioners in different fields. The dissertation will be a concrete output of the training received in three semesters of MA Urban studies. It will be broadly indicative of how students make meaningful connections related to multi-scalar processes and systematically reflect or approach the urban problems in a creative manner.

## 7. Course Details:

### a. Summary

The dissertation is imagined as the creative culmination of the MA programme. The core idea is to engage students in an in-depth study of their urban environ towards independent research, as well as articulate and express their work in an engaging manner. As part of the dissertation, students receive close supervision and mentorship to research a subject matter related to cities, towns and/or larger regions. They will be guided to situate their research question within the historical and contemporary lens of political, socio-economic, ecological and other frames, and make considered arguments building on their analysis.

b. Objectives: On successful completion of this course, students will be able to:

- Demonstrate knowledge of their chosen subject area by conducting in-depth research.
- Undertake high quality and original piece of writing.
- Apply methods and techniques learnt during the programme towards a concrete research project.
- Exhibit skills to comprehensively present information from diverse material and be able to sift through relevant knowledges.

### c. Overall structure:

The dissertation is conceived as several milestones that are covered through the fourth semester. The following are the dissertation components;

S No.	Component	Tentative duration
1	Proposal development	3 weeks
2	Fieldwork	6-7 weeks
3	Analysis and writing	3-4 weeks
4	Final submission and presentation	2 weeks



d. Contents (week wise plan with readings):

A dissertation calendar outlining deadlines and requirements at each stage will be issued each year by the programme coordinator of M.A. Urban Studies. The respective supervisor will prescribe readings relevant to the *dissertation topic* of the allotted students.

1. **Developing a Proposal (late January):** Students must submit a research proposal and make a presentation on the date announced by the Programme Coordinator. On the basis of their proposals, the faculty of the School shall appoint a supervisor for each student considering areas of expertise of individual teachers as much as possible, the theme of proposed dissertation and other logistical considerations.

2. **Fieldwork (Feb-March)**— After successful defense of their proposal, students undertake fieldwork while being guided by their respective supervisors.

3. **Pre-submission Viva (mid-April)**—It is expected that the students are back at AUD from early April to organise and analyse their material and to write the dissertation. During this time, the Writing Seminar is also underway to support the process.

4. **Final Viva (early-May)**—The final dissertation should be submitted in the last week of April and the viva shall take place in the first week of May.

5. **Final Submission (around 10 May)**—The final hardbound dissertation document shall be submitted a week before the end of term. It should be around 15,000 words, excluding the bibliography/references. Students must follow a stylesheet (for example, Chicago, Oxford, MLA etc.) for the writing of their dissertation. The dissertation will be submitted in the format prescribed by the School.

Few additional points:

- Students must strictly follow the dissertation calendar issued by the program.
- The student must appear for on a viva and defend his/her research. The PC will notify the date, time and venue for the viva.
- The dissertation must not be a plagiarised text under any circumstances. A *plagiarism report (turnitin)* with the similarity index is required to be attached to each dissertation.
- If cases of plagiarism come to the light the school will refer the case to the Research Ethics Committee of the school. The Committee will take a decision on the issue based on which the case of the student will be considered, and necessary action will be taken.

## 8. Pedagogy:

- a. **Instructional strategies:** Each student will be allotted a faculty member to facilitate and supervise the dissertation writing process. After dissertations are submitted, the details of the viva for the same will be communicated to the students by the faculty committee.
- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Turnitin, or similar antiplagiarism software to check the similarity index for each dissertation during submission.
- c. **Expertise in AUD faculty or outside:** The core faculty at SGA have academic training in disciplines such as Geography, Planning, Science Policy, History, Political Science, Economics. In addition, AUD faculty outside SGA may supervise students.
- d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others) Students may have to visit archives, meet officials, consult or refer to official and other statistics, or interview people relevant to their research topic. As and when required, co-supervisory arrangements with scholar and practitioners outside AUD will be made.

## 9. Assessment structure (modes and frequency of assessments):

The dissertation evaluation will be assessed on the basis of student's performance in the following: a) preparation and defense of proposal, 2) fieldwork and other means of data collection; 3) the final viva / presentation; and 4) the thesis document

**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 2<sup>nd</sup> meeting held on 30 October 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	Writing Seminar
Course code	SGA2US502
Credits	2
Course type (core / compulsory / optional / any other – please specify)	Compulsory
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PG
Course coordinator and team	Rohit Negi, MAUS faculty

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

The course connects with two core aspects of the programme linked to its practicum component, namely, research methodology and dissertation. It links up with methodology through the aims of logical thinking and systematic analysis of ideas, and with the dissertation in that it is designed to help students express their ideas and arguments effectively. There are courses in other programmes that prepare students to conceptualise research and write proposals.

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 4th semester postgraduate students who are simultaneously working on their final semester research project.

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

Since the course is writing/reading intensive, separate sections may be needed if the numbers exceed twenty.

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

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Five-week course, beginning at the end of March, and meeting six-eight hours a week.

5. Proposed date of launch: Winter 2020

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

The course is integral to the imagination of the MAUS programme, with its emphasis on 1) effective communication; and 2) collaboration and peer learning. It will also help students to write high quality research-based dissertations.

7. Course Details:

a. Summary:

The MAUS programme places immense emphasis on a research project or action research work, which leads to the writing of a capstone dissertation. Like other equivalent programmes at AUD and elsewhere, it is expected that the dissertation is of high quality, with logical ideas and arguments that are written in a lucid manner. However, it is widely observed that the high degree of training imparted to students in undertaking research, "they are *under-prepared* in the skills and techniques that will enable them to present their findings effectively, to communicate the insights of their research" (Dydia Delyser (2003), 'Teaching graduate students to write: a seminar for thesis and dissertation writers', *Journal of Geography in Higher Education*). It is believed that the preceding semesters of the programme would have prepared students to write a good dissertation.

However, there are two issues with this assumption which this seminar aims to correct: first, the dissertation is a singular piece of work compared to all other writing assignments during the programme in its breadth—demonstrating mastery of a wide literature, scope—tying literature with primary research—, and length—roughly 12-15,000 words. Second, the dissertation process, especially writing, is intensely introverted (barring occasional discussion with the supervisor) and students may not necessarily know about or learn from the experiences of their colleagues. Breaking the process down into different segments, the seminar will guide students towards writing their dissertation while treating the process as essentially collaborative and making use of peer learning.

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**b. Objectives**

- To build the ability to bring together diverse conceptual and empirical material and analyse it creatively
- To enhance the capacity to produce high-quality academic writing in the form of a dissertation
- To promote collaboration and peer learning during the process of writing

**c. Overall structure:**

The course is a mix of lectures and in-class discussions on the one hand, and workshops on the other. Roughly working with the formula of one credit each for the two formats, two credits translate into thirty-six hours of contact time spread over five weeks.

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**d. Contents (brief note on each module; indicative reading list with core and supplementary readings)**

Unit	Subject	Duration
I	Introduction: writing a dissertation	6 hours
II	Mechanics of writing	18 hours
III	Presentations and Review	12 hours

**Reference Book:**

Remenyi, Dan and Frank Bannister (2012). *Writing up your Research: The Quick Guide*. Academic Publishing International.

**Unit 1: Introduction: writing a dissertation**

The first part of the course introduces to the students the various facets of a good dissertation, the various possibilities in terms of its structure, and available online tools to organise material. Some of the material here also helps students think through ideas of positionality and affect in the writing process.

**Core readings**

Watts, Michael (u.d.), 'The Holy Grail: In Pursuit of the Dissertation Proposal', available from <https://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf>

Cameron, James et al (2009), 'Demystifying Academic Writing: Reflections on Emotions, Know-how and Academic Identity', *Journal of Geography in Higher Education*, 33(2): 269-284.

### Unit II: Mechanics of Writing

The substantive unit is structured around introducing students to the different aspects of writing a dissertation, including, organising of literature, analysis of findings, framing of arguments, and outlining of evidence. To this end, we will draw on documents in the public domain—papers, books and thesis—that are exemplary in terms of good (or relatively poor) quality of writing. AUD faculty and others will be invited to share their writing practices, struggles and creative means of negotiating the same. A step towards Unit III will be to read and collectively discuss a piece of writing circulated in advance by the invited guests.

#### **Core readings**

Kucan, Linda (2011), 'Approximating the Practice of Writing the Dissertation Literature Review', *Literacy Research and Instruction*, 50(3): 229-240.

Gilgun, Jane (2005), "Grab" and Good Science: Writing up the Results of Qualitative Research', *Qualitative Health Research*, 15(2): 256-262.

#### **Additional Readings**

Tarlo, Emma (2003). *Unsettling Memories: Narratives of the Emergency in Delhi*. University of California Press. Ch 3-5

Mbembe, Achille and Sarah Nuttall (2004), 'Writing the World from an African Metropolis', *Public Culture*, 16(3): 347-372.

### Unit III: Peer discussion on drafts

The final unit of the seminar aims is to collectively workshop around writing by each student in the spirit of peer learning. Students will read each other's work closely to offer insights that will help further refine their writing. The format followed will be that a discussant will be assigned from amongst the student to each student-composed text (most likely, a work-in-progress chapter of their dissertation) who will lead the discussion on it. The author may only briefly outline the background to the writing. All students are expected to have read the text and participate in a discussion. At the end of a roughly 45 minute discussion, the author comes away with concrete suggestions on content, style, and flow of arguments etc that they can then incorporate in subsequent writing.

## **B. Pedagogy:**

### **a. Instructional design**

The course will be transacted through short lectures and guided readings exercises followed by workshopping around writing by students and others, and

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finally, presentations. An active-learning environment will be sought where students take the lead at various points during the course.

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 at SGA has experience in leading classes in methodology and writing. Additional support from AUD colleagues in CELE and other units will be sought.

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.

- Using a text that they choose, each student will make a short presentation on what qualities of the text make good (20%)
- Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the writing of peers (50%)
- They will be assessed on their own final writing submission (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 2<sup>nd</sup> meeting held on 30 October 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	Internship
Course code	SGA2US501
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA
Course coordinator and team	Pritpal Randhawa (coordinator), Rachna Mehra, Rohit Negi, visiting faculty

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

The summer internship is a core requirement for the students of MA Urban Studies. It is conceived to provide students the opportunity to engage with urban practice through an informed and analytical perspective developed in the first year through the various disciplinary and methodology courses. Several PG programmes at AUD have a required summer internship.

**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 prerequisites

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

Entire cohort of students who have progressed to the second year

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

Summer course

5. **Proposed date of launch:** Summer 2019

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

The internship takes the students to the world of practice. It enables collaboration and learning with agencies in the domain of the urban. AUD has always strived to sustain meaningful relationship with the larger world, especially the Delhi region, and through the intership MA Urban Studies students get to contribute to building these linkages.

7. **Course Details:**

a. **Summary**

*The internship provides students the opportunity to apply their knowledge acquired in the classroom/field work to a professional context. It provides them diverse experiences; hones their skills and enables an environment to network with a range of people/organizations.*

The Internship will be undertaken for a minimum period of six weeks, and a maximum of ten weeks. The exact duration, activities and emphasis in each internship vary according to the external organisation's work and specifics of the project that they develop in consultation with AUD faculty for the interns.

b. **Objectives –**

- To introduce students to the world of urban practice
- To strengthen students' technical, communication and interpersonal skills
- To enhance ability to collaborate with peers and professionals in a 'real world' context
- Over time, to help develop strong working relationships with a range of organisations working on various urban-regional concerns

c. **Overall structure:**

—Details below—

d. **Contents**

The internship process originates with a series of communications between AUD faculty and a large pool of external agencies. In time, a number of internship opportunities are co-created with specific work profiles matching the core expertise

of collaborating organisations and 'students' interests. The programme shall only approve projects that are rigorous, allow students to creatively engage with the work, and are closely supervised. The programme team may consider internship(s) with a Centre or School at AUD given that the specific project fulfills all the other conditions.

Finalisation of students' assignment takes place by the end of Semester II. Students then undertake the internship for a minimum period of six weeks. During this process, they are assigned a supervisor from the AUD faculty, with whom they maintain contact throughout their placement. At the completion of the internship, the supervisor within the external organisation submits a report with details of the student's performance and a grade.

Before the start of classes of Semester III, students make presentations on their work to the AUD community. They also submit a detailed report to the school that includes description of their roles and responsibilities, details of their project, and their reflections on the learnings and challenges they encountered.

## 8. Pedagogy

### a. *Instructional design*

Internship involves co-supervision by AUD and external supervisors. Therefore, communication between them and the student is vital.

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

No specific requirements

### c. *Expertise in AUD faculty or outside*

AUD faculty consult with external researchers and practitioners to develop internship opportunities.

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

The internship is a critical hinge around which lasting linkages with external agencies can be built. By developing projects of mutual interest over a period of a few years, a repository of knowledge and experiences can be built. It is also our endeavour to identify and invite practitioners to AUD for guest seminars, workshops and adjunct teaching. Contacts made for internship help with this.

**9. Assessment structure (modes and frequency of assessments)**

The course will have three types of assessment situations.

- Students will be evaluated by the external organisation supervisor (30 per cent)
- SGA faculty grade the student presentation (30 per cent)
- The internship supervisor grades the student's report (40 per cent)

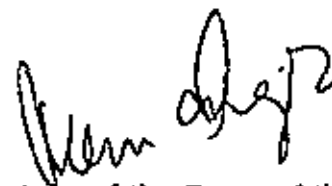
**Signature of Course Coordinator(s)**

**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 2<sup>nd</sup> meeting held on 30 October 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 Global Studies
Course title	M.A. Dissertation
Course code	SGA2GS503
Credits	8
Course type (core / compulsory / optional / any other – please specify)	Compulsory
Level (PG)	PG
Course coordinator and team	All GS Faculty

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 The dissertation is gradual progression of guided research already done by GS students in the summer intersession between 2<sup>nd</sup> and 3<sup>rd</sup> semesters (Guided Research Project) and seminar course in 3<sup>rd</sup> 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)**  
 The students registered for the M.A. Global Studies are required to have completed the required number of credits first two semesters to be eligible for writing the dissertation in the last semester of the programme.
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** All MA students 4<sup>th</sup> semester students who fulfill the requisites in #2.
4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)**  
 Semester-long
5. **Proposed date of launch:** Winter 2020
6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**  
 The course is linked to the vision of AUD to produce engaged students with both theoretical understanding and training in practice / research. It will be broadly indicative of how students make connections related to multi-scalar processes and

reflect upon the rubric of Global Studies in a creative, critical manner. The programme envisions the dissertation for all students who are either intending to continue academic careers and contribute to the further building of knowledge from a global perspective or those who wish to enter directly into work or activist spheres.

## 7. Course Details:

### a. Summary

MA GS dissertation is envisioned as the creative culmination of the MA programme. The core idea is to engage students in an in-depth study of global interconnections, concerns and thematic in form of an independent research, as well as enable them to articulate and express their work in an engaged manner. As part of the dissertation, students receive close supervision and mentorship to explore a subject matter related to rubric of global studies. They will be guided to situate their research question within the historical and contemporary processes in the realm of political, socio-economic, cultural, environmental and other domains, and make reflective arguments building on their research and critical analysis.

### b. Objectives:

Objectives of MA Dissertation are to enable students to:

- conceptualise a research theme or area, explore the field as an engaged researcher and critically reflect upon the subject;
- apply methods and techniques learnt during the programme towards a concrete research project;
- utilize knowledge of their chosen subject area by conducting in-depth research;
- undertake high quality original publishable research work;
- comprehensively present information from diverse material and be able to present them in coherent manner.

### c. Overall structure:

The dissertation is conceived to have several milestones that are covered through the IV semester. The following are the dissertation components:

- i. Draft Proposal
- ii. Literature Review
- iii. Fieldwork
- iv. Presentation of preliminary findings of the field

- v. Writing Dissertation
- vi. Pre-submission presentation
- vii. Final presentation/Viva-voce

**d. Contents:**

A dissertation calendar outlining deadlines and requirements at each stage will be issued in the beginning of IV semester by the programme coordinator of M.A. Global Studies. Following are the steps

- i. Proposal and Supervisor Allotment: Students will submit and present a tentative research proposal during the first week of the semester. On the basis of their proposals, the faculty of the programme shall appoint a supervisor for each student considering areas of expertise of individual faculty as much as possible, the theme of proposed dissertation and other logistical considerations.
- ii. Fieldwork: After successful defense of their proposal, students undertake fieldwork while being guided by their respective supervisors. No student will be allowed to proceed further with their fieldwork without the successful defense of their proposal. The fieldwork is mandatory and could be undertaken with one or more organizations, agencies, movements, or companies over a period of at least 6 - 8 weeks. This activity over 6 - 8 weeks would complement the 'armchair' aspect of dissertation production, in which relevant literature is studied and analyzed.
- iii. Presentation of preliminary findings of the field: It is expected that the students present their preliminary field finding in the first week of April. After the presentation, faculty will take stock of each student's progress and advise accordingly. Students are expected to have collected primary data from the field and be able to demonstrate that their findings are aligned with their proposed research objectives.
- iv. Pre-submission presentation: **See Capstone workshop for details**
- v. Final presentation: **See Capstone workshop for details**
- vi. Final Submission (around 10 May): The final hardbound dissertation document shall be submitted a week before the end of term. It should ideally be between 12-15000 words excluding the bibliography/references. Students must consistently follow a single stylesheet (for example, Chicago, Oxford, MLA etc.) for the writing of their dissertation. The dissertation will be submitted in the format



prescribed by the School. The dissertation must not be a plagiarised text under any circumstances. A plagiarism report (turnitin) with the similarity index is required to be attached to each dissertation.

## 8. Pedagogy:

### a. Instructional strategies:

Faculty will facilitate the process of the finalisation of the research proposal. Each student will be allotted a faculty member to facilitate and supervise the dissertation writing process. After dissertations are submitted, the details of the viva for the same will be communicated to the students by the faculty committee. Students are expected to be in regular touch with their supervisor and incorporate their feedback.

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

- Turnitin, or similar antiplagiarism software, will be needed to check the similarity index for each dissertation during submission.
- Need based funding is required for carrying out research.

### c. Expertise In AUD faculty or outside:

The core faculty of GS has academic training in relevant field and can seek inputs from external experts when required. As and when required, co-supervisory arrangements with scholar and practitioners outside the programme team/ School/ AUD will be made.

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

Students may have to visit archives, meet officials, consult or refer to official and other statistics, or interview people relevant to their research topic.

## 9. Assessment structure (modes and frequency of assessments):

The dissertation will be evaluated by the respective supervisor/s and co-supervisor/s based on the following:

- i. Coherence between research objectives, literature review, research methods used;

- ii. Rigour and depth of their engagement with existing literature, fieldwork, variety of actors and sources;
- iii. Articulation of the findings in the form of high quality original publishable research work.


**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 2<sup>nd</sup> meeting held on 30 October 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	SGA
Programme(s)	MA Global Studies
Course title	Capstone Workshop
Course code	SGA2GS502
Credits	2
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PG
Course coordinator and team	Amit Mishra (PC) and the GS Programme Team

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

The 4<sup>th</sup> Semester of the programme is focused exclusively on research and/or practice, where the knowledges and skills learned during the first three semesters are applied. In addition to taught courses in the first three semesters, MAGS programme requirements include 14 credit worth of independent (self-directed) work as follows: a 2-credit Summer Research Project (during the summer following the second semester), a 2-credit Student Seminar (third semester), an 8-credit Dissertation component (fourth semester), and a 2-credit Capstone Workshop (fourth 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)

The course will be offered to 4<sup>th</sup> semester postgraduate students who are simultaneously working on their final semester dissertation.

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

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

Winter semester; semester long course.

- 5. **Proposed date of launch:** Winter 2020
  
- 6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course is integral to the imagination of the MAGS programme, with its emphasis on 1) effective communication; and 2) collaboration and peer learning. It will also help students to write high quality research-based dissertations.

**7. Course Details:**

**a. Summary:**

The 4<sup>th</sup> semester is envisaged as one where students individually work on their field and work on their dissertation. The capstone workshop gives the students the opportunity to reconnect with their peers and the faculty team collectively to discuss their progress and findings. The workshop will encourage students, to communicate about their work within the cohort and thereby revise the work prior to submission of a final written document. Dissertation writers are required to participate in each of the four stages of the presentations before their final report is accepted. The course will be transacted in a workshop mode to reinforce the individual processes of researching and writing. The capstone workshop shall be guided (or regularly audited by) several faculty members associated with the MA Global Studies programme. At each of the four stages, as described below, the students will be advised to review their work as per suggestions given by faculty team.

**b. Objectives:**

- To build the ability to bring together diverse conceptual and empirical material and analyse it creatively;
- To develop the capacity to produce high-quality academic writing in the form of a dissertation;
- To promote collaboration and peer learning during the process of writing,
- To enhance presentation and communication skills.

**c. Overall structure:**

- **Feasibility of study:** Beginning of Semester [January] the students will present their research design and questions for the field. They can be asked to revisit/change their research topics by the faculty team.

- **Field findings:** Mid semester [March] the students are to present their findings from the field. If found to be unsatisfactory, the student may be asked to undertake another round of field work.
  - **Pre-submission:** Before submitting the final version there will be a pre submission presentation [April] so that students can discuss their analysis and incorporate suggestions of their peers and faculty team.
  - **End of semester Presentation:** The students will be required to make an end of the semester presentation summarizing the dissertation. This could also take the form of a student organized conference.
- d. **Contents** (brief note on each module; indicative reading list with core and supplementary readings)

Feasibility of study: This would entail drawing up a research design and framing questions for the field. This would draw upon research methods already taught in the previous semesters and would fine-tune the specific logistical requirements to undertake a field study.

Field findings: After spending 6-8 weeks in the field, the data/observations would be presented in a coherent manner and an analytical framework will be developed which can cogently articulate the interlinkages between the local field and issues of globality.

Pre-submission: Before submitting the final version there will be a pre submission presentation in which each student would present their analysis [this would entail organizing the work in coherent and interconnected chapters] and incorporate suggestions of their peers and faculty team.

End of semester Presentation: The students will be required to make an end of the semester presentation summarizing the dissertation. The focus of this exercise is to tie up the work in a final presentable form keeping in mind the relevant academic standards and procedures.

8. **Pedagogy:**a. *Instructional design*

The course will be transacted through workshop around writing by students and others, and finally, presentations. An active-learning environment will be sought where students take the lead at various points during the course.

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

The faculty of GS has experience in leading classes in methodology and writing.

d. *Linkages with external agencies* (e.g., with field-based organizations, hospital, any others): None9. **Assessment structure** (modes and frequency of assessments)

The students will be graded on the basis of their presentations made at each of the following stages:

- Feasibility of Study
- Field findings
- Pre-submission presentation
- Final presentation

The grading will be done by a group of faculty members except the dissertation supervisor.

**Signature of Course Coordinator(s)**

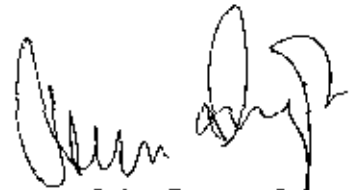
**Note:**

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 2<sup>nd</sup> meeting held on 30 October 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 Global Studies
Course title	Guided Research Project
Course code	SGA2GS501
Credits	2
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA
Course coordinator and team	Amit K. Mishra (coordinator) and Global Studies faculty

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

The Guided Research Project is a core requirement for the students of MA Global Studies. It is conceived to provide students the opportunity to engage with issues through an informed and analytical perspective developed in the first year through the various disciplinary and methodology courses. Several PG programmes at AUD have a required summer project.

**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 student should have earned the required credits in the first two semesters.

**3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Entire cohort of students who have progressed to the second year

**4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** 6-8 weeks during the summer break after second semester

**5. Proposed date of launch:** Summer 2019



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

The course takes the students to the world of practice. It enables the domain of the urban. AUD has always strived to sustain meaningful relationship with the larger world, and through the course the students get to contribute to building these linkages.

7. Course Details:

**a. Summary**

*Essential rationale of this component in MAGS curriculum is to encourage students to explore a theme or topic which they may have found interesting/ challenging during the course of learning in first two semesters and would like to dig deeper. There are four possible options for each student to choose from:*

- i. Students come up with a theme to explore
- ii. Students identify some external project / organisation (has to be approved by the faculty)
- iii. Faculty identifies some organisation/research project
- iv. AUD faculty research projects

**b. Objectives**

- To prepare the students towards doing independent research and help them acquire more critical and engaged understanding beyond the general.
- To enhance ability to collaborate with peers and professionals in a 'real world' context
- To help develop strong working relationships with a range of organisations.

**c. Overall structure:**

—Details below—

**d. Contents**

Structure: Each student will initially submit a short proposal by middle of second semester. Subsequently they will be assigned a mentor / supervisor who will guide her / him through the course. Each student is expected to have a feasible research project with clearly defined research question, preliminary literature review, methodology, field location and budget by the end of April (or a week before the end of WS).

*Format for submitting an abstract (of not more than 500 words) of the Summer Guided Research Proposal*

- *Broad Topic/ Theme*

Describe the broad theme/ research area/ topic/ research questions which you would like to explore. This should be in concert with the rubric of global studies, align with the core concepts and context dependent.

- *Methodology*

Provide a short description of what methods you will use to collect and analyse the required information and conduct your research project.

- *Description of the Field*

Provide a brief description of the field – organisation, location, context. Also mention if you have already made some contacts on your own or have done some preliminary research.

- *References*

Provide some references of the existing literature on the subject. This may include visual and new media sources as well.

Deliverables/ Evaluation: Each student is expected to submit a written project report. A viva / presentation will be organized where each student will get 10-15 minutes to present their work. The viva will be held in the last week of July and final report will have to be submitted by 31 July. Length of final write-up: 5000 Words following the protocol of academic writing, reference etc

A GS faculty member will be assigned as supervisor for all the above options.

## 8. Pedagogy:

### a. *Instructional design*

The GRP involves very close supervision from all the faculty members. The process through which the students reach the stage of having a feasible research project is closely guided and monitored through regular workshops. The final submission is preceded by a presentation by each student, and each faculty member provides detailed feedback. Over and above this, the assigned supervisor (and co-supervisor) provides close supervision.

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

*Need-based financial and other support.*

**c. Expertise in AUD faculty or outside**

AUD faculty consult with external researchers and practitioners to develop internship opportunities.

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

The GRP is a critical hinge around which lasting linkages with external agencies can be built. By developing projects of mutual interest over a period of a few years, a repository of knowledge and experiences can be built. It is also our endeavour to identify and invite practitioners to AUD for guest seminars, workshops and adjunct teaching. Contacts made for internship help with this.

**9. Assessment structure (modes and frequency of assessments)**

The weightage for the final grade is as following:

- Process and final report (Supervisor): 50%
- Presentation / Viva (Average of a panel): 30%
- Report (Co-supervisor from host organization or within AUD): 20%

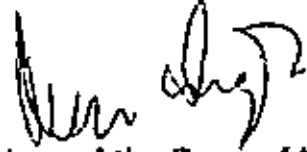
**Signature of Course Coordinator(s)**

**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 2<sup>nd</sup> meeting held on 30 October 2019 and has been approved in the present form.



Signature of the Dean of the School

**ANNEXURE-15**

**School of Development Studies**  
**Minutes-Board of Studies Meeting**  
**30 April 2019**

**Members Present:**

Prof Ramakumar, TISS, Mumbai  
Prof Sumangala Damodaran, Dean, SDS, AUD, Delhi  
Prof Ashwani Saith, Visiting Professor, SDS, AUD, Delhi  
Prof Badri Narayan, G.B. Pant Social Science Institute, Jhansi, Allahabad  
Prof Satish Deshpande, D.U. Delhi  
Prof Krishna Menon, SHS, AUD, Delhi  
Prof Deepita Chakravarty, SDS, AUD, Delhi  
Dr. Moggallan Bharti, SDS, AUD, Delhi  
Dr. Arindam Banerjee, SLS, AUD, Delhi  
Prof Babu P. Remesh, SDS, AUD, Delhi  
Dr. Anirban Sengupta, SDS, AUD, Delhi  
Dr. Rohit Negi, SGA, AUD, Delhi  
Dr Partha Saha, SGA, AUD, Delhi (Special Invitee)

**Agenda items:**

1. Approval of minutes of last SDS BoS, 1 May 2017
2. Discussion on proposed courses -
  - 2.1. Course submitted by Dr. Anirban Sengupta
  - 2.2. Course submitted by Prof. Babu P. Remesh
  - 2.3. Courses submitted by Dr. Moggallan Bharti.
3. Discussion on SDS MA Program attendance policy.
4. Any other matter, with approval of Chairperson.

**Discussion and decisions taken:**

- At the outset, Prof. Sumangala Damodaran, Dean, SDS welcomed all the members and invitees for the meeting of the Board of Studies. It was reported that SDS has seven faculty members from the previous strength of eight faculties, as one of the faculty has been now appointed at AudKarampura campus. It was added that with the changed profile of the school, the present meeting of Board of Studies assumes special importance. Prof Damodaran also briefly explained the role and mandated functions of



Board of Studies and informed that Board's recommendation/approval is required before the School takes up its academic proposals to statutory bodies of the University, such as SCAP and Academic Council.

- As the first agenda item, the Minutes of BOS meeting held on 1<sup>st</sup> May, 2017 were approved, subsequent to a brief reporting of follow up actions on the decisions of the previous meeting of Board of Studies
- During the discussion on the course outline titled, 'Entrepreneurship and Development', submitted by Dr Anirban Sengupta, Prof Badrinarayan suggested that work of Prof Nandini Gooptu could be incorporated in the suggested readings. Prof Ashwani Saith remarked that it is pertinent to bring perspectives from macroeconomics into this *proposed course*. Prof Satish Deshpande added that the course objectives needed to be defined more clearly, while the number of suggested readings could be reduced. Dr Arindam Banerjee suggested that we need to have a critique of 'Religion and entrepreneurship' in the context of the wider purchase of 'Protestant ethics and the spirit of capitalism'.
- After discussing the course, it was collectively decided that after incorporating the above mentioned changes, the course stands passed in principle and could be offered in the upcoming semester
- Prof Babu P. Remesh presented the outline and details of the course on 'Migration and Development in South Asia', which is planned to be offered as an elective course (2 credits) from the Winter Semester of 2020 onwards. After detailed deliberations the Board approved the course and recommended it to be offered in the upcoming winter semester.

During the discussions, it was suggested that, as it is a 2 credit course it needs to be designed in such a way that the students are not overburdened with a lot of contents and readings. Rather, it has to be planned in a manner that the basic concepts and issues are covered through teaching and then the rest of the topics are to be taught through students' presentations and term papers. The need for avoiding thematic overlaps of contents (if any) between this course and other existing courses in the school was pointed out.

Desirability of planning a core course on 'Labour and Development' (4 credits) in future, after the successful launch of the presently proposed course on Migration, was also highlighted. It was suggested that while doing so, contents of many of the extant elective courses (which partially cover labour related themes) can be merged into this new core course.

The course stands passed in principle and could be offered in the upcoming winter semester.

- During the discussion on the course outline titled, 'Reading & Understanding Ambedkar', submitted by Dr Moggallan Bharti, Prof Ram Kumar suggested that the proposed text of Ambedkar must be located in his time and the evolving style of his thought and writings. He also underlined that the module 1 of the proposed course need to be further streamlined. The objective of highlighting his idea of 'sate socialism' need to be written about within this module. Prof Badri remarked that the course should also instruct that how one must read Ambedkar. Module 1 could be located in some specific discourse in Ambedkar's life. Prof Ashwani added that another approach to transact this course could be informing about the multiple interpretation available on a text, for instance Ambedkar's 'Thoughts on Pakistan'. One possible object could be the exploring of the multiple interpretations. Course should be focused on one particular skill set and in the end students should get that skill. Prof Satish Deshpande suggested that 'Hindu code Bill' could also be used as the reading for 'Nationalism & Democracy module'.

The course stands passed in principle and could be offered in the upcoming winter semester.

Dr. Bharti's course titled "Prejudice and Politics" was presented to the BoS after the suggestions from the SCAP previously were incorporated. It was passed with the revisions.

- Discussion on SDS MA Program attendance policy: Prof Ashwani Saith raised the question of the motivation behind this policy. He said pedagogical innovation should be put in place to encourage attendance among students. It was collectively decided that the broad positive measures should be encouraged to enhance the attendance while the negative measures could be discussed in the next Board of Studies meeting.





## Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Development Studies
Programme(s)	MA in Development Studies
Course title	Reading & Understanding Ambedkar
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	Winter Semester 2020
Course coordinator and team	MoggallanBharti

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

School of Development Studies does not offer any other course in this or related areas. Though, there is another course taught at Karampura campus that engages with Ambedkar. However, the focus of this course is entirely different from the course that is taught at Karampura campus.

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 basic understanding in Social Sciences and the student should be from MA program.

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

Not more than 40

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?

This course is primarily focuses on to read, discuss, and understand Ambedkar through some of his key texts. Given the vision of AUD which carries and follows Ambedkar's philosophical message, this course sits well within the logic and mandate of working towards making people conscious of the former work and philosophy.

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

This course is offered primarily targeting the students of MA Development Studies. MA programme in Development Studies aims to orient students about different developmental questions. This is one such course which is designed to impart an understanding of India through Ambedkar's vision which is something very crucial to have an holistic understanding of the subcontinent.

## 7. Course Details:

### a. Summary:

The course is broadly conceived to introduce Ambedkar's ideas and their relevance in contemporary India, by reading and understanding some of his key texts. The central thrust of the course is to understand Ambedkar beyond caste and the impact of his ideas on the larger questions of constitutional democracy in general and nationalism in particular. In this proposed course Ambedkar's concept of nation, state, democracy, law and constitutionalism are to be pedagogically read and interpreted. This will enable students to critically engage with the existing social concerns and its political implication. This will also facilitate them to strengthen their creative thinking with a collective approach to understand ongoing sociocultural and political functioning of the society.

The proposed course gel well within the four walls of the Development Studies program and its stated learning outcomes, committed to imparting and creating knowledge with an interdisciplinary approach

### b. Objectives:

1. To enable students becoming more informed about the debates around the idea of nation and nationalism.
2. To make the learning ability of students more tolerant and sensitive to the otherwise marginalized discourse around Ambedkar thoughts and philosophy.
3. Students will be able to understand that the idea of nation, as abstract it is, as constituted through the people who attribute a worthy meaning to nationalism, and it is not the latter that defines the former.

### c. Expected learning outcomes:

Upon completion of this course, it is hoped that a student will develop an in-depth understanding about the ideas and philosophy of Ambedkar. A student is thus expected to develop a critical insight in to the functioning of the social in the widest possible sense and how this complex and diverse social could function with a more reasoned and progressive politics of social justice.

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

#### Brief Descriptions of Main Modules:

- I. **Introducing Ambedkar**  
Approach to Study Polity, History, Economy, Religion and Society
- II. **Nationalism & Democracy**  
Democracy and Citizenship
- III. **Constitutionalism**  
Constitution as an Instrument of Social Transformation

#### 1. Introducing Ambedkar

In the popular imagination, Ambedkar is broadly confined to his ideas on the Hindu caste system and the role he played in drafting the Constitution of India. These ideas, besides its obvious significance, tend to overshadow other important thoughts of Ambedkar containing his rich social and political philosophy, vital to understand society of equals as he conceived. It is these thoughts and ideas that need more concerted attention and discussion among the scholars

and the module will initiate the discussion structured with this very perspective of reading Ambedkar in order to understand his wider philosophy.

### Readings:

Valerian Rodrigues, (2002) 'Introduction', *The Essential Writings of B.R. Ambedkar*, OUP. pp. 1-43.

B. Ambedkar, (1993) 'Waiting For a Visa', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol.12, Education Deptt., Government of Maharashtra, Mumbai, pp. 661-691*

B. Ambedkar, (2003), 'Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon of India and Laying A Foundation of Indian Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I, Education Deptt., Government of Maharashtra, Mumbai, pp-63-178.*

## II. Nationalism & Democracy

The discourse around nationalism is the most contested one in India, and that continues to keep the social and political division very sharp, if not messy. Opposed to a linguistic, ethnic and religion driven nation, Ambedkar's view and the ideological adhesive required to keep the 'nation' together is far removed from the hegemonic discourse on nationalism commonly accepted in India. Ambedkar's idea of constructing a nation is then understood as nation evolving through democracy. This module will discuss the idea of nation, nationhood and nationalism through the idea of fraternity emphasized by Ambedkar. His philosophy to create such a fraternal society invariably will begin with his understanding and meaning of a democratic self and society, to be looked through his ideas on Buddhism and the Bahujan politics he envisaged.

### Readings:

B. R. Ambedkar, (1990), 'Pakistan Or The Partition Of India', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol-8, Education Deptt., Government of Maharashtra, Mumbai, pp-345-403.*

B. Ambedkar, (2003) 'Conditions Precedent for the successful working of Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 472-486.*

B. Ambedkar, (2003) 'Buddhism paved way for Democracy and Socialistic Pattern of Society', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 406-409.*

B. Ambedkar, (2003) 'Failure of Parliamentary Democracy will Result in Rebellion, Anarchy and Communism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 423-437*

B. Ambedkar, (2003) 'Prospects of Democracy in India', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp. 519-523.*

B. R. Ambedkar, (2003), 'I have no Homeland', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17, Education Deptt., Government of Maharashtra, Mumbai, pp-51-58*

### III. Constitutionalism

Building on the previous two modules, this module will initiate the discussion on the meanings and dimension of a constitutional democracy in *Habermasian* sense of communicative action of individuals seeped in to constitutional ethos. The module will discuss on key writings of Ambedkar in order to make sense of his idea on democratic world which becomes possible in his schema through a constitution which mirrors peoples' lives and thus work towards strengthening through the discourse rights and duties invoked through constitution.

#### Readings:

B. Ambedkar, (2003) 'People cemented by feeling of one country, *One Constitution and One Destiny, Take the Risk of Being Independent*', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai*, pp. 13-59.

Ambedkar, *Evidence before South Borough committee on Franchise*, Available at <http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%20Committee.htm>, Accessed: 19.04.2013.

Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, *CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print*, pp. 31-41.

B. Ambedkar, (2013), *States and Minorities*, Delhi: Critical Quest.

#### Further Readings:

C. Jangam, (2017). *Dalits and the Making of Modern India*. Oxford University Press.

G. Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Available at <http://www.ambedkar.org/research/LibertyEquality.htm>, Accessed: 19.04.2013.

G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali'. Seeking BegumpuraNavyana, pp. 159-184.

G. Aloysius, (2009). *Ambedkar on Nation and Nationalism*, Critical Quest, Delhi.

E. Zelliot, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar, pp. 53-78.

M. Gore, (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, pp. 73-122 ; 196-225.

SurajYengde, AnandTeltumbde (2018), *The Radical in Ambedkar – Critical Reflections*. Penguin.

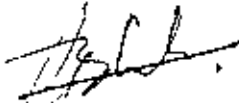
Rohit De (2018), *A People's Constitution – The Everyday Life of Law in the Indian Republic*.

#### Methodology of Teaching and Learning:

Teaching and learning activities of this course will include: lectures; thematic discussions; film screenings/discussions; preparation of article/book reviews; and presentations.

Assessment Details with Weights: The Assessments of this Course will include:

1. Class participation (30%)
2. Home Assignment (30 %)
3. Exam (40%)



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:**

Several editions were suggested by the Board of Studies and the same has been addressed. BoS was of the unanimous opinion that the course titled 'Reading & Understanding Ambedkar' stands passed in principle and could be offered in the upcoming winter semester.



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	School of Development Studies
Programme(s)	MA in Development Studies
Course title	Prejudice & Politics: Perception & Manifestation
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (P.e-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	Monsoon Semester
Course coordinator and team	MoggallanBharti

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

School of Development Studies does not offer any other course in this or related areas. This course is drawn from discipline of Politics and Psychology and do not overlaps with any others courses on offer at AUD

- 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 basic understanding in Social Sciences and the students should be from MA program

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

Not more than 40.

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?

This course is primarily focused to understand the deep seated social norms which lead to the formation of social prejudices and its associative exclusionary politics – which is something that sits well within the vision of AUD of prioritising the well-being of marginalised sections. Through this course an attempt will be made to understand the ongoing discrimination against the dalits and other marginalised groups along with focusing on the ways to ameliorate the conditions which leads to their discrimination.

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

This course is offered primarily targeting the students of MA Development Studies. MA programme in Development Studies aims to orient students about different

developmental questions. This course is designed to impart an understanding of the working of exclusionary ways of Indian society, an understanding of the same is very significant to have a critical understanding of the idea of development in the country.

## 7. Course Details:

### a. Summary:

In the contemporary world instances of Islamophobia, xenophobia, racial hatred, ethnic violence, misogyny, caste violence and discrimination are not only overtly witnessed, but are increasingly seen receiving political endorsement. Perhaps it's the latter that brings the former in action, in the first place, but we do not know that for sure. Hence in such a situation, studying the linkages between the formation of social prejudices and its relationship with politics is necessary. Much of the focus on this aspect of political and social discrimination has been at the heart of the work done by political psychologist and has broadly centred on racism and the racial discrimination. This immense corpus of work, however, overlooks the fault lines that feeds in to the formation of a prejudiced political society and that requires a careful and perceptive analysis on our part. The basic aim of this course is to look in to the social and psychological foundations of prejudices and its impact on the evolving politics. The course will make an attempt to locate the stereotypes and prejudices using the available theories on the nature of human prejudice and would juxtapose it with classic texts from the discipline of political theory that deals with the human agency in the formation of political society. Emphasis will be given on the process of racial othering, entrenched patriarchy, and the concept of graded inequality embedded in the Hindu caste system, along with the systemic post-colonial structures in the world and the issues arising from the coming together of multi ethnic and multicultural communities today. The course shall make an attempt in underlining the processes behind the racial prejudice and that of caste prejudice, along with that of gender, wherein they all have a common thread running and that is they all dehumanizes a community and gender.

### b. Objectives:

The objective of this course is to orient students about

- To enable the students to understand the multidisciplinary scholarly literature on prejudice, particularly regarding the origins and forms of prejudicial behavior.
- Students shall be able to exhibit firm understanding of the contemporary knowledge about studies that focuses on the formation of various types of prejudice, the results of which they will be able to critically discuss.
- Students shall reflect an understanding on the role of the public institutions in transmitting the norms related to social prejudice and how it all in the end feeds in to our political system.
- Finally, making the participants familiar with the most effective methods of prejudice reduction and imparting an understanding on the ethical and normative debates from the studies on social prejudices.

### c. Expected learning outcomes:

Upon completion of this course, it is hoped that a student will develop an in-depth understanding about the working of the prejudice and its linkages with the political.

A student is thus expected to develop a critical insight in to the functioning of the social in the widest possible sense and how could the resulting prejudiced politics be countered through a more reasoned and progressive politics of social justice.

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

In this course an attempt will be made to have a theoretical understanding of prejudices that informs and consolidate its political manifestations and most importantly how the objective of politics could then be refashioned as primarily dispelling socially formed prejudices. With this perspective, the course will discuss the following four modules:

- (I) Conceptualising and understanding prejudice
- (II) Prejudices and its political manifestation
- (III) Perspective of the target (of prejudice) groups
- (IV) Politics as reducing prejudice

**Brief description of the modules:**

**(I) Conceptualising and understanding prejudice:**

Understanding the nature and the making of prejudice is very vital to our perception of the world we live in and the knowledge we develop and share. Under this module an attempt will be made to understand the nature and origin of prejudicial behaviour among individuals using the classic work of Allport, Adorno and other contemporary readings of historical significance

**Essential readings:**

Gordon Allport. (1979), Chapter 1, 2, 3, 4, *The Nature of Prejudice*. Basic Books.

Christopher Vials, *The Authoritarian Personality*. Can be accessed here <https://solidarity-us.org/atc/187/p4900/#R11>

J.H. Duckitt, (1992), *Psychology and prejudice: A historical analysis and integrative framework*. *American Psychologist*, 47(10), 1182-1193.

**Further readings:**

Theodor W. Adorno, Else Frenkel-Brunswik, Daniel J. Levinson, R. Nevitt Sanford, (1950), *The Authoritarian Personality*. Harper and Brothers, particularly, Chaps. 7 and 18.

**(II) Prejudices: Political Manifestation**

Studies done in the field of political psychology have explained in great detail on how the prejudicial behaviour shapes one's political choices and ideology. Prejudicial thinking, as scholars believe, is seen as a trenchant thought grounded in the backdrop of one's social behaviour which goes in to making sense of the world around him. Seen in this light, prejudice manifests itself politically, as in, it tends to influence the political. This module discusses the larger interaction of prejudice influencing the political and vice versa.

**Essential readings:**

Dixon, J., & Levine, M. (Eds). (2012), Chapter 2, 7, 11, 12 & 14 in *Beyond prejudice: Extending the social psychology of conflict, inequality and social change*. Cambridge University Press.

Ghoshal, R.A., Lippard, C., Ribas, V and Muir, K., 2013. Beyond bigotry: Teaching about unconscious prejudice. *Teaching Sociology*, 41(2), pp.130-143.

Giddens, A. (1991). Four theses on ideology. *CTheory*, 15(1-3), 21-24.

Ian Mackenzie, (2009), *Politics: Key Concepts in Philosophy*, Chap 1. Continuum.

Nagel, J. (1998) *Masculinity and nationalism: Gender and sexuality in the making of nations*. *Ethnic and racial studies*, 21(2), 242-269.



*Further readings:*

- Anderson, K. J. (2010). *Benign bigotry: The psychology of subtle prejudice*. Cambridge University Press.
- Arendt, H. (1973). *The origins of totalitarianism* (Vol. 244). Houghton Mifflin Harcourt.
- Bourdieu, P. (2001). *Masculine domination*. Stanford University Press.
- Korstanje Maximiliano, E. (2010). *Ideology & Prejudices: Exploring the roots of religion*. *Antrocom*, 6(1), 101-113.
- Michael Kaufman (1987), *The Construction of Masculinity and the Triad of Men's Violence*, in *Beyond Patriarchy Essays by Menon, Pleasure Power and Change*. OUP.

**(III) Perspective of the target (of prejudice) groups:**

Politics fanning social prejudices are found to be of very serious in nature leading to pervasive social and political exclusion of the affected group. It is due to the inordinate influence of prejudice on our cognitive abilities, that the former must be grasped as *political in nature* and obviously then has an impact on the organization and evolution of politics. An attempt will be made to understand the lived reality of a stigmatised identity and how prejudiced politics affects the people that it targets. In this module an attempt will be made to understand perspective of various target groups including, but not confined to, Dalits and Women.

*Essential readings:*

- Fraser, N. (2013), Chapter 8, 9 & 10, *Fortunes of feminism: From state-managed capitalism to neoliberal crisis*. Verso Books.
- Gopal Guru, (2011), Introduction, *Humiliation: Claims and context*. OUP
- J.K. Swim and C. Stangor, eds., (1998), Chapter 8, 9, & 10, *Prejudice: The target's perspective*. Academic Press.
- Kymlicka, W. (2002), Chapter 8, *Contemporary political philosophy: An introduction*. Oxford University Press.

*Further readings:*

- E. Zelliott, (1996) 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar, pp. 53-78.
- Gopal Guru, (2011), *Humiliation: Claims and context*. OUP

**(IV) Politics as reducing prejudice:**

It is not very uncommon to see people holding fast to their views, even when they may not have experienced their own reasons which went in to the making of their prejudicial viewpoint in the first place. This very sense of an un-experiential belief system that fuels prejudice against a community is increasingly seen as *legitimizing their respective political ideologies*. Stereotypes against women, Muslims and ethnic minorities are some of the hard cases where people keep close to their prejudices despite it not informed through any real experience and which have more commonly come from their peers. In this module an attempt will be made to understand the possible model of politics against *the politics of social prejudices*.

**Essential readings:**

Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a 'post-socialist' age. *New left review*, 68-68.

Fraser, N. (2009). Social justice in the age of identity politics. *Geographic thought: A praxis*

S.No	Assessment	Date/period in which Assessment will take place	Weightage
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*perspective*, 72-91.

Hannah Arendt and J. Kohn (2005), Introduction *into Politics, The Promise of Politics*. Schocken Books, New York, p. 93-200.

Kristen Renwick Monro, and Maria Luisa Martinez-Marti.(2008). Empathy, prejudice, and fostering tolerance. *PS: Political Science & Politics* 41.4, p.857-863

Smith, A. (2009). Introduction by Amartya Sen, in *The theory of moral sentiments*. Penguin.

**Further readings:**

Jon Nixon, (2015), *Hannah Arendt and the politics of friendship*. Bloomsbury Publishing.

Margalit, A. (1998). *The Decent Society*. Harvard University Press.

Young, I. M. (2011). *Justice and the Politics of Difference*. Princeton University Press.

**Additional Readings:**

Arendt, Hannah *Eichmann in Jerusalem*. Penguin. 1963.

B. R. Ambedkar and S. Rega (2013), Introduction, *Against the Madness of Manu: BR Ambedkar's Writings on Brahmanical Patriarchy*. Navyana.

Borooh, V.K., Sabharwal, N.S., Diwakar, D.G., Mishra, V.K. and Naik, A.K., 2015. *Caste, Discrimination, and Exclusion in Modern India*. SAGE Publications India.

Brod, H., & Kaufman, M. (Eds.) (1994). *Theorizing masculinities* (Vol. 5). Sage.

Debiprasad Chattopadhyaya (1992) - *Lokayata - A Study in Ancient Indian Materialism*. People's Publishing House.

Gyanendra Pandey, (2013), Introduction, *A History of prejudice: Race, Caste and Difference in India and the United States*.

Noorani, A. G. (2002). *Islam & jihad: Prejudice versus reality*. Palgrave Macmillan.

Pateman, C., 1989. *The disorder of women: Democracy, feminism, and political theory*. Stanford University Press.

Saunders, T J, ed., Sinclair, T.A. trans., 1992. *The Politics*, by Aristotle. Penguin Classic

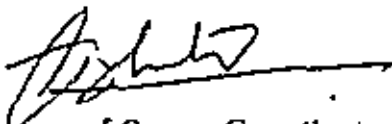
Will Kymlicka (1995), *Multicultural citizenship. A liberal theory of minority rights*. Clarendon Press.

**Tentative Assessment schedule with details of weightage: ( Revised Edition).**

1	Take home assignment	2 <sup>nd</sup> week in September	30%
2	Class-room Presentation	3 <sup>rd</sup> week in October	30%
3	Exam	End-semester Exam	40%

## 8. Pedagogy:

- a. Instructional strategies: Primarily it is going to be based on lecture by instructor and in-class discussions around readings assigned for respective modules.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): The course may involve in-class screening of and discussions around audio-visual materials including films.
- c. Expertise in AUD faculty or outside: AUD faculty members have the expertise to teach this course. However, if needed, lecture by AUD faculty members may be supplemented by occasional lectures by external faculty members.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): As of now, it does not appear necessary to develop linkages with external agencies for the purpose of offering this course.



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/SCPVCF/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/SCPVCF/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/SCPVCF/SCR to the Academic Council.

## Recommendation of the School of Studies:

The course titled "Prejudice and Politics" was presented to the BoS after the suggestions from the SCAP previously were incorporated. It was passed with the revisions.

Suggestions: None.



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	School of Development Studies
Programme(s)	MA in Development Studies
Course title	Migration and Development in South Asia
Course code	Yet to be assigned
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	January 2021
Course coordinator and team	Babu P. Remesh

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
 School of Development Studies does not offer any other course in this area. Some courses offered in SDS may be briefly discussing migration related matters. But, this course is a standalone course that exclusively focuses on matters related to migration and development.
- 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 is to be offered in Semester Four; Year Two of MA Degree). So, completion of course work of Semesters 1, 2 and 3 in MA programme is a pre-requisite.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
 Tentatively 25-30
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
 Winter Semester (Fourth Semester) commencing from January. Semester long course
- How does the course link with the vision of AUD?  
 The course will provide an overall understanding about migration scenario in South Asia and its development implications. It will have a special focus on the migration of the marginalized. Thus, the course will be truly in line with the University's vision of contributing towards equity and social justice.
- How does the course link with the specific programme(s) where it is being offered?  
 This course will add a new dimension to the MA Development Studies programme. MA programme in Development Studies aims to orient students about different developmental issues. By bringing the development implications of migration, this course will enrich the contents of the programme

7 **Course Details:**

a. **Summary:**

The aim of this interdisciplinary course is to provide an in-depth orientation to the students on the importance of understanding migration as a central theme, while discussing development in the context of South Asia. It will discuss the concepts and definitions of migration and its different forms, with the aid of extant theoretical understandings and empirical evidences. The distinctions between various types of migrations will be explained clearly. Issues related to forced migration and refugee movements will also be explained.

The commonalities among South Asian countries in matters related to migration will be highlighted, by explaining country-specific profiles with respect to various categories of migration – such as internal; intra-regional; and international. The linkage between migration and development of a country/region/locality will be established, giving special attention on issues at source-regions; during the migration process; and after-the migration (at destinations; and after return). Development implications of remittances will also be discussed.

The course will also provide an orientation to the students about major national and international laws, regulations and conventions related to migration and refugee movements. The course will also provide a comparative analysis of policies, programmes and interventions of governments and prominent non-governmental organizations of different South Asian countries with respect to migration.

b. **Objectives:**

1. To provide in-depth understanding about the concepts, categories and extant theoretical and empirical understanding on migration, with special focus on South Asian context.
2. To orient the students about the centrality of migration in development process and about the common features and issues shared by countries in South Asia
3. To provide an understanding about the existing governance framework of migration – with due attention on national, international and regional policies, laws, regulations and interventions of governmental and non-governmental bodies
4. To orient about the major data and information sources while understanding migration and related aspects (e.g. refugee movement) in the context of South Asia

c. Expected learning outcomes:

Upon completion of this course, it is hoped that the students will have a good understanding about the concepts and theories of migration. They will also gain a good understanding about migration related issues in the South Asian context and about the development implications of migration in the region.

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

The course is structured into six modules with each module engaging with a specific aspects connected to the stated objectives of the course. The details of these modules are as follows:

- **Module 1: Concepts, Categories and Theories of Migration:** What is migration? – International Migration; Internal Migration; Voluntary Migration; Involuntary/Forced Migration; Marriage Migration; Single versus Group Migration; Rural and Urban dimensions of migration, Multiple-Circular- Return Migration ; Refugee movements – Basic Introduction to major migration theories.
- **Module 2: Determinants of Migration** – Regional disparities; Economic factors; Development induced migration; Socio-political issues; Environmental reasons – Migration for Education; Migration for employment/ livelihood - Understanding the 'push' and 'pull' factors of migration in a holistic way.
- **Module 3: Migration in the South Asian Context:** Comparative Profile of Migration scenarios of major South Asian Countries (India, Bangladesh, Pakistan, Nepal, Sri Lanka, Afghanistan) – History of Migration in South Asian Region – Emerging Trends in a globalizing world - Shared features of migration for the South Asian countries -
- **Module 4: Migration Governance, Policies and Data Sources:** National and International Laws/Regulations and Conventions - Migration Policies of countries of South Asian Region- Role of international and regional organizations- Targeted and special interventions of state and non-governmental organizations; Data Sources on internal and international Migration
- **Module 5: Case Studies:** Cases of development induced displacement/migration; Climate Change and migration; Agrarian distress and migration; Migration and marginalised segments (Women; Dalits and minorities other vulnerable groups); Discrimination and social exclusion faced by migrants and refugees; legal rights of

migrants; migration and trafficking; issues related to statelessness and citizenship; Impact of remittances in source regions; Identity and Belongingness; Food and Migration; Social networking and Migration; Migration and Diaspora formations; Social protection and migrants; Issues of return migrants; and Migrant-specific policy interventions and welfare programmes

c. Contents (week wise plan with readings):

Week	Plan/ Topic	Theme/	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Introduction to the course		Introduce the course to the students	No assigned readings	No assigned readings	NA
2	Start Module 1: Concepts, Categories and Theories of Migration		As stated in the relevant objective of the course, above	Castles, S. (2000). International Migration at the Beginning of the Twenty First Century: Global Trends and Issues. International Social Science Journal, 52(165), 269-281.  Castles, S. and Miller, M. J. (2003). The Age of Migration: International Population Movements in the Modern World (3rd edition). New York: Palgrave Macmillan.	De Haas, H. (2010). Migration and development: A theoretical perspective. International Migration Review, 44(1), 227-264.	
3	Complete Module 1 Start Module 2:		As stated in the relevant objective of the course,	Mishra, Deepak K. (Ed.) (2016): Internal Migration in		Announce Assessment 1: Preparation of a review of a

	Determinants of Migration	above	Contemporary India, Sage Publications, New Delhi		journal article (30 per cent weightage)
4	Complete Module 2  Start Module 3: Migration in the South Asian Context	As stated in the relevant objective of the course, above	Srivastava, Ravi and Pandey, A.K. (2018): Internal and International Migration in South Asia- Drivers, Inter-linkages and Policy Issues, UNESCO Discussion Paper, UNESCO, New Delhi  Rajan, Irudaya (2018): South Asia Migration Report 2017, Routledge, New Delhi	SAAPE Report on Migration, Poverty and Inequality, 2020 (forthcoming) and the eight country reports (on India, Pakistan, Bangladesh, Nepal, Sri Lanka, Afghanistan, Bhutan and Maldives)	NA
5	Complete Module 3  Start Module 4: Migration Governance, Policies and Data Sources	As stated in the relevant objective of the course, above	Fiddian-Qasmyeh, Elena et al. (Ed.) (2016): The Oxford Handbook of Refugee and Forced Migration Studies, Oxford University Press, London  Kabeer, Naila (2007), 'Footloose' Female Labour: Transnational	Taylor, E. J. (1999). The new economics of labour migration and the role of remittances in the migration process. International migration, 37(1). 63-88.	Submission of Assessment 2  Announcement of Assessment 2: Preparation of a book review (30 per cent weightage)



			Migration, Social Protection and Citizenship in the Asia Region. International Development Research Centre (IDRC) Working Papers on Women's Rights and Citizenship, IDRC, Canada.		
6	Complete Module 4  Start Module 5: Case Studies:	As stated in the relevant objective of the course, above	De Haas, H. (2012). The migration and development pendulum: A critical view on research and policy. <i>International Migration</i> , 50(3), 8-25.	Kodoth, Praveena (2016): Structural Violence against Emigrant Domestic Workers and Survival in the Middle East: The Effects of Indian Emigration Policy, <i>Journal of Interdisciplinary Economics</i> .	NA
7	Continue with module 5	As stated in the relevant objective of the course, above	IDMC & NRC (2015): Global Estimates - 2015: People Displaced by disaster, Internal Displacement Monitoring Centre & Norwegian Refugee Council, Geneva.	SAAPE Report on Migration, Poverty and Inequality, 2020 (forthcoming) and the eight country reports (on India, Pakistan, Bangladesh, Nepal, Sri Lanka,	Announcement of Assessment 3: Preparation and presentation of a term paper (40 per cent weightage)

				Afghanistan, Bhutan and Maldives)	
8	Continue with module 5	As stated in the relevant objective of the course, above	United Nations (2008): Migration and Development: Perspectives from the South, United Nations, Geneva	-do-	Submission of Assessment 2
9	Complete Module 5	As stated in the relevant objective of the course, above	ILO (2010)- International Migration: A Right-based Approach, ILO, Geneva  Raghuram, P. (2009). Which migration, what development? Unsettling the edifice of migration and development. Population, Space and Place, 15(2), 103-117.	-do-	NA
10	Organize class presentations as a part of Assessment 3	Assessment of overall learning in the course	-	-	N.A.
11	Organize class presentations as a part of Assessment 3	Assessment of overall learning in the course	-	-	Submission of term paper of Assessment 3
12	Course overview	NA	NA	NA	NA

## 8. Pedagogy:

- a. *Instructional strategies:* Teaching and learning activities of this course will include: lectures; thematic discussions; film screenings/discussions; preparation of article/book reviews; and presentations on crucial themes concerning migration and development.
- b. *Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):* The course will involve in-class screening of and discussions around audio-visual materials including films.
- c. *Expertise in AUD faculty or outside:* AUD faculty members have the expertise to teach this course. However, if needed, lecture by AUD faculty members may be supplemented by occasional lectures by external faculty members.
- d. *Linkages with external agencies (e.g., with field-based organizations, hospital; any others):* As of now, it does not appear necessary to develop linkages with external agencies for the purpose of offering this course.



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:

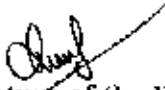
Board approved the course and recommended it to be offered in the upcoming winter semester.

## Suggestions:

During the discussions, it was suggested that, as it is a 2 credit course it needs to be designed in such a way that the students are not overburdened with a lot of contents and readings. Rather, it has to be planned in a manner that the basic concepts and issues are

covered through teaching and then the rest of the topics are to be taught through students' presentations and term papers. The need for avoiding thematic overlaps of contents (if any) between this course and other existing courses in the school was pointed out.

Desirability of planning a core course on 'Labour and Development' (4 credits) in future, after the successful launch of the presently proposed course on Migration, was also highlighted. It was suggested that while doing so, contents of many of the extant elective courses (which partially cover labour related themes) can be merged into this new core course.



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	School of Development Studies
Programme(s)	MA in Development Studies
Course title	Entrepreneurship and Development
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	This is an already approved course in which modification is being brought in
Course coordinator and team	Anirban Sengupta

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 School of Development Studies does not offer any other course in this or related areas. This is a standalone course and does not connect to or build on any other course. Whether it overlaps with any other course offered at AUD will be difficult to state.
2. Specific requirements on the part of students who can be admitted to this course:  
 (Pre-requisites; prior knowledge level; any others – please specify)  
 Given that the course is meant for beginners, there is no specific admission requirement for students
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
 Tentatively 25-30
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?  
 This course broadly attempts to understand the significance of entrepreneurship for engaging with different developmental questions concerning the marginalized. In this way, this course contributes towards the University's vision of contributing towards equity and social justice.
6. How does the course link with the specific programme(s) where it is being offered?  
 This course is offered primarily targeting the students of MA Development Studies MA programme in Development Studies aims to orient students about different developmental questions. This is one of the few courses that seeks to facilitate an understanding about the relationship between business and development.
7. **Course Details:**
  - a. Summary:  
 Intimate connection between business and economic growth across the world has made entrepreneurship a framework to understand and influence the processes of development. Whereas on the one hand entrepreneurship is looked at as a conceptual tool to explain the rise of specific families and communities in terms of economic wealth and social status, on the other hand it is visualized as a device to empower the underdeveloped. While development may be considered in terms of entrepreneurship, it is also important to consider entrepreneurship in terms of its

relationships with different collectivities including family and community and transformations therein. Taking entrepreneurship outside the sphere of economic action becomes critical for understanding its scope as a model for development. Accordingly, on the one hand, this course would seek to understand how cultural resources and social relationships shape the development of business, and on the other, would attempt to comprehend the scope and limit of approaching different developmental challenges including inequality, poverty, and empowerment from the perspective of entrepreneurship.

**b. Objectives:**

The objective of this course is to orient students about

1. the ways in which business operates in relationship with cultural resources and social relationships
2. the potential and challenges of using the framework of entrepreneurship to engage with developmental questions

**c. Expected learning outcomes:**

Upon completion of this course, it is hoped that a student will develop an in-depth understanding about the ways entrepreneurship gets shaped by developments at the level of community, family, and trusted circles. Through this course a student is also expected to make sense of the challenges of using framework of entrepreneurship to engage with developmental questions.

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

The course is structured into seven modules with each module engaging with a specific question related to the broad objective of the course. Following are the details of the different modules of the course:

**Module 1: Culture, social relationships and economic action**

Entrepreneurship is an economic action and operates primarily on economic logic. However, nature of its operation and processes of its decision-making often gets influenced by diverse non-economic forces within which it develops and different social and cultural resources which it utilizes. Therefore, to understand the interrelationship between entrepreneurship and development it is important to comprehend how economic action gets shaped by cultural resources and social relationships. For this purpose, it is important to understand concepts like social capital, cultural capital, embeddedness and structural hole and their significance for economic action.

**Module 2: Community, family and business**

Long standing usage of terms like family business and business community indicates the deep relationship that business has with collectives like family and community. While these relationships have kept changing over time and also varied depending on nature of businesses, they never lost their significance in numerous businesses. Therefore, it is important to understand what makes community and family significant for business. It is also important to explore how community and family have also evolved with the development of business around them.

**Module 3: Migration and entrepreneurship**

Human history has been a history of migration. Whereas migration has been widespread, only some migrants have established themselves in entrepreneurship. While it is important to examine who among the migrants succeeded in business, it is also critical to explore whether migration as such played any particular role in development of entrepreneurship. At the same time, it is critical to understand how entrepreneurship shaped the experience of the migrants.

**Module 4: Networks, Trust and business**

While traditionally grounded collectives like community and family play important role in development of business, they are not essential for development of entrepreneurship. Particularly, entrepreneurship in the new economy often emerges and grows out of different professional networks. Therefore, it is important to examine how such networks emerge and what are the distinctive features of such networks.

**Module 5: Women and entrepreneurship**

While entrepreneurship might have grown among different groups of people, presence of women has remained generally low in entrepreneurship. And when women participate in entrepreneurship, they often remain restricted to marginal sectors and levels of economy. It is therefore, important to examine the challenges that women experience in entrepreneurship. It is also worth exploring whether participation in entrepreneurship empowers women in any way.

**Module 6: Dalit entrepreneurship and the question of empowerment**

Over the years success in entrepreneurship has strengthened the economic and social position of different communities. This has also, at times, motivated the historically marginalized groups to attempt to elevate their position through entrepreneurship. In this context it is significant to examine the contribution of entrepreneurship towards empowerment. For this purpose we attempt to explore the participation of dalits in entrepreneurship.

**Module 7: Microfinance as entrepreneurship and the goal of poverty alleviation**

Provision of micro credit individually to women or through formation of self-help groups is often considered today as an important way through which market-oriented micro finance institutions can contribute towards poverty alleviation. However, it is important to find out whether market interests automatically facilitates poverty alleviation and how evolution of microfinance as entrepreneurship influences the lives of the poor.

## c. Contents (week wise plan with readings):

Week	Plan/ Topic	Theme/	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Introduction to the course		Introduce the course to the students	No assigned readings	No assigned readings	NA
2	Start Module 1: Culture, social relationships and economic action		As stated in the module outline mentioned above	Bourdieu, Pierre 1986. Forms of capital In <i>Handbook of theory and research for the Sociology of Education</i> (pp. 241-58) by J Richardson (Ed.). Westport, CT Greenwood. Granovetter, Mark 1985. Economic action and social structure: The problem of embeddedness <i>Americ</i>	Weber, Max (2007). The Protestant ethic and the spirit of capitalism. In <i>Classical Sociological Theory</i> (pp 228-246) Edited by Craig Calhoun. Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk	NA

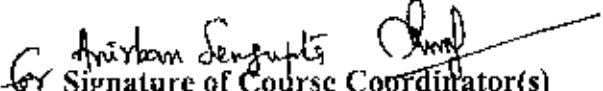
	Organize class presentations as a part of Assessment 2	outlines mentioned above	A web of opportunity or the same old story? Women digital entrepreneurs and intersectionality theory. Human Relations, 70(3), 286-311.	entrepreneurs in Nepal: What prevents them from leading the sector? Gender and Development, 16(3), 549-564.	Assessment 2 Announcement of Assessment 3 Take home assessment involving writing an essay on a subject related to entrepreneurship and development (40 per cent weightage)
8	Complete class presentations as a part of Assessment 2  Start Module 6. Dalit entrepreneurship and the question of empowerment	As stated in the module outlines mentioned above	Deshpande, Ashwini and Sharma, Smriti (2013). Entrepreneurship or survival? Caste and gender of small business in India. Economic and Political Weekly, XLVIII(28), 38-49	Vijayabaskar, M and Kalaiyarasan, A (2014). Caste as social capital: The Tiruppur story Economic and Political Weekly, XLIX(10), 34-38.	NA
9	Complete Module 6	As stated in the module outlines mentioned above	Jodhka, S. (2010). Dalits in business: Self-employed scheduled castes in north-west India, Economic and Political Weekly, 45(11), 41-48. Prakash, A. (2010). Dalit entrepreneurs in middle India In The comparative political economy of development: Africa and South Asia (pp. 291-316) Edited by Judith Heyer and Barbara Harriss-White London. Routledge.	Guru, Gopal, (2012). Rise of the 'dalit millionaire': A low intensity spectacle Economic and Political Weekly, XLVII(50), 41-49	NA
10	Start Module 7. Microfinance as entrepreneurship and the goal of poverty alleviation	As stated in the module outlines mentioned above	Kabeer, Naila. (2005). Is microfinance a 'magic bullet' for women's empowerment? Analysis of findings from south Asia. Economic and Political Weekly, 40(44/45), 4709-4718. Hulme, David and	Yunus, Muhammad. (2004). Grameen bank, microcredit, and Millennium Development Goals. Economic and Political Weekly, 39(36),	NA



			Maitrot, Mathilde. (2014). Has microfinance lost its moral compass? Economic and Political Weekly, XLIX(48), 77-85.	4077-80.	
11	Complete Module 7  Conduct course evaluation		Karim, Lamia. (2011). Microfinance and its discontents: Women in debt in Bangladesh (Introduction: Neoliberalism, microfinance, and women's empowerment, pp. xiii-xxxiii). Minneapolis: University of Minnesota Press	Tankha, Ajay (2012). Banking on self-help groups: Twenty years on. New Delhi: Sage Publications	Submission of Assessment 3
12	Course overview	NA	NA	NA	NA

### 8. Pedagogy:

- a. Instructional strategies: Primarily it is going to be based on lecture by instructor and in-class discussions around readings assigned for specific lectures
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) The course may involve in-class screening of and discussions around audio-visual materials including films.
- c. Expertise in AUD faculty or outside: AUD faculty members have the expertise to teach this course. However, if needed, lecture by AUD faculty members may be supplemented by occasional lectures by external faculty members.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): As of now, it does not appear necessary to develop linkages with external agencies for the purpose of offering this course.

  
Signature of Course Coordinator(s)

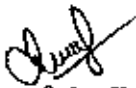
Note:

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/SCP/VCE/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/SCP/VCE/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/SCP/VCE/SCR to the Academic Council.

**Recommendation of the School of Studies:**

After incorporating the suggestions provided in the BoS meeting held on 30 April 2019, the course stands passed in principle and could be offered in the upcoming semester.

Suggestions: There were suggestions to fine-tune the course and incorporate relevant literature. It was also suggested to clearly define the course-objectives.



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	School of Development Studies
Programme(s)	MA in Development Studies
Course title	Entrepreneurship and Development
Course code	SDS2DS207
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	This is an already approved course in which modification is being brought in
Course coordinator and team	Anirban Sengupta

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 School of Development Studies does not offer any other course in this or related areas. This is a standalone course and does not connect to or build on any other course. Whether it overlaps with any other course offered at AUD will be difficult to state.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)  
 Given that the course is meant for beginners, there is no specific admission requirement for students
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
 Tentatively 25-30
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?  
 This course broadly attempts to understand the significance of entrepreneurship for engaging with different developmental questions concerning the marginalized. In this way, this course contributes towards the University's vision of contributing towards equity and social justice.
6. How does the course link with the specific programme(s) where it is being offered?  
 This course is offered primarily targeting the students of MA Development Studies. MA programme in Development Studies aims to orient students about different developmental questions. This is one of the few courses that seeks to facilitate an understanding about the relationship between business and development.
7. **Course Details:**
  - a. Summary:  
 Intimate connection between business and economic growth across the world has made entrepreneurship a framework to understand and influence the processes of development. Whereas on the one hand entrepreneurship is looked at as a conceptual tool to explain the rise of specific families and communities in terms of economic wealth and social status, on the other hand it is visualized as a device to empower the underdeveloped. While development may be considered in terms of entrepreneurship, it is also important to consider entrepreneurship in terms of its

relationships with different collectivities including family and community and transformations therein. Taking entrepreneurship outside the sphere of economic action becomes critical for understanding its scope as a model for development. Accordingly, on the one hand, this course would seek to understand how cultural resources and social relationships shape the development of business, and on the other, would attempt to comprehend the scope and limit of approaching different developmental challenges including inequality, poverty, and empowerment from the perspective of entrepreneurship.

b. Objectives:

The objective of this course is to orient students about

1. the ways in which business operates in relationship with cultural resources and social relationships
2. the potential and challenges of using the framework of entrepreneurship to engage with developmental questions

c. Expected learning outcomes:

Upon completion of this course, it is hoped that a student will develop an in-depth understanding about the ways entrepreneurship gets shaped by developments at the level of community, family, and trusted circles. Through this course a student is also expected to make sense of the challenges of using framework of entrepreneurship to engage with developmental questions.

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

The course is structured into seven modules with each module engaging with a specific question related to the broad objective of the course. Following are the details of the different modules of the course:

**Module 1: Culture, social relationships and economic action –**

Entrepreneurship is an economic action and operates primarily on economic logic. However, nature of its operation and processes of its decision-making often gets influenced by diverse non-economic forces within which it develops and different social and cultural resources which it utilizes. Therefore, to understand the interrelationship between entrepreneurship and development it is important to comprehend how economic action gets shaped by cultural resources and social relationships. For this purpose, it is important to understand concepts like social capital, cultural capital, embeddedness and structural hole and their significance for economic action.

**Module 2: Community, family and business**

Long standing usage of terms like family business and business community indicates the deep relationship that business has with collectives like family and community. While these relationships have kept changing over time and also varied depending on nature of businesses, they never lost their significance in numerous businesses. Therefore, it is important to understand what makes community and family significant for business. It is also important to explore how community and family have also evolved with the development of business around them.

**Module 3: Migration and entrepreneurship**

Human history has been a history of migration. Whereas migration has been widespread, only some migrants have established themselves in entrepreneurship. While it is important to examine who among the migrants succeeded in business, it is also critical to explore whether migration as such played any particular role in development of entrepreneurship. At the same time, it is critical to understand how entrepreneurship shaped the experience of the migrants.

**Module 4: Networks, Trust and business**

While traditionally grounded collectives like community and family play important role in development of business, they are not essential for development of entrepreneurship. Particularly, entrepreneurship in the new economy often emerges and grows out of different professional networks. Therefore, It is important to examine how such networks emerge and what are the distinctive features of such networks.

**Module 5: Women and entrepreneurship**

While entrepreneurship might have grown among different groups of people, presence of women has remained generally low in entrepreneurship. And when women participate in entrepreneurship, they often remain restricted to marginal sectors and levels of economy. It is therefore, important to examine the challenges that women experience in entrepreneurship. It is also worth exploring whether participation in entrepreneurship empowers women in any way.

**Module 6: Dalit entrepreneurship and the question of empowerment**

Over the years success in entrepreneurship has strengthened the economic and social position of different communities. This has also, at times, motivated the historically marginalized groups to attempt to elevate their position through entrepreneurship. In this context it is significant to examine the contribution of entrepreneurship towards empowerment. For this purpose we attempt to explore the participation of dalits in entrepreneurship.

**Module 7: Microfinance as entrepreneurship and the goal of poverty alleviation**

Provision of micro credit individually to women or through formation of self-help groups is often considered today as an important way through which market-oriented micro finance institutions can contribute towards poverty alleviation. However, It is important to find out whether market interests automatically facilitates poverty alleviation and how evolution of microfinance as entrepreneurship influences the lives of the poor.

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

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Introduction to the course	Introduce the course to the students	No assigned readings	No assigned readings	NA
2	Start Module 1: Culture, social relationships and economic action	As stated in the module outline mentioned above	Bourdieu, Pierre. 1986. Forms of capital In <i>Handbook of theory and research for the Sociology of Education</i> (pp. 241-58) by J. Richardson (Ed.). Westport, CT: Greenwood. Granovetter, Mark. 1985. Economic action	Weber, Max. (2007). The Protestant ethic and the spirit of capitalism. In <i>Classical Sociological Theory</i> (pp. 228-246) Edited by Craig Calhoun, Joseph Gerteis, James Moody, Steven Pfaff, and Indermohan Virk. Malden,	NA

			and social structure: The problem of embeddedness <i>American Journal of Sociology</i> , 91(3), 481-510.	USA. Blackwell Publishing Ltd.	
3	Complete Module 1  Start Module 2: Community, family and business	As stated in the module outlines mentioned above	Burt, Ronald S. (2000). The network entrepreneur. In <i>Entrepreneurship: The social science view</i> (pp. 281-307) Edited by Richard Swedberg. New Delhi: Oxford University Press. Bayly, C.A. 2011. The family firm. A microcosm. In <i>The Oxford India anthology of business history</i> (pp. 169-183) Edited by Medha M. Kudaisya. New Delhi: Oxford University Press.	Burt, Ronald S. 1992. <i>Structural holes: The social structure of competition</i> . Cambridge: Harvard University Press. Roy, Tirthankar. 2010. <i>Company of kinsmen: Enterprise and community in south Asian history 1700-1940</i> . New Delhi: Oxford University Press.	Announce Assessment 1: Take home assessment around preparation of an analytical write-up using recommended readings (30 per cent weightage)
4	Complete Module 2  Start Module 3: Migration and entrepreneurship	As stated in the module outlines mentioned above	Dasgupta, Chirashree. 2019. Circuits of capital in India: Trust, 'informality' and institution of the family-owned business group. In <i>Trust in transactions</i> (pp. 281-299) by Prasanta Ray and Rukmini Sen (Eds.). Hyderabad: Orient Blackswan. Andrejuk, Katarzyna. 2016. <i>Vietnamese in Poland: How does ethnicity</i>	Damodaran, H. 2008. <i>India's new capitalists: Caste, business, and industry in a modern nation</i> . Ranikhet, India: Permanent Black. Granovetter, Mark. 2000. The economic Sociology of firms and entrepreneurs. In <i>Entrepreneurship: The social science view</i> (pp. 244-275) Edited by Richard Swedberg. New Delhi: Oxford	NA

○			affect immigrant entrepreneurship? Asian and Pacific Migration Journal, 25(4) 379-400.	University Press.	
5	Complete Module 3 Start Module 4: Networks, trust, and business	As stated in the module outlines mentioned above	Rekers, Ans and Kempen, Ronald van. 2000. Location matters: Ethnic entrepreneurs and the spatial context. In Immigrant Businesses: The economic, political, and social environment (pp. 54-69) by Jan Rath (Ed.). London: Macmillan Press in association with Centre for Research in Ethnic Relations, University of Warwick. Saxenian, AnnaLee. (2000). The origins and dynamics of production networks in Silicon Valley. In Entrepreneurship: The social science view (pp. 308-331) Edited by Richard Swedberg. New Delhi: Oxford University Press.	Min, Pyong Gap and Bozorgmehr, Mehdi. 2000. Immigrant entrepreneurship and business patterns: A comparison of Koreans and Iranians in Los Angeles. The International Migration Review, 34(3), 707-738. Koehn, Daryl. 1997. Trust and business: Barriers and bridges. <i>Business &amp; Professional Ethics Journal</i> , 16(1/3), 7-28.	Submission of Assessment 1 Announcement of Assessment 2: Group assessment around on field-based short studies on entrepreneurship requiring student presentations and written submissions (weightage: 35 per cent)
6	Complete Module 4 Start Module 5: Women and entrepreneurship	As stated in the module outlines mentioned above	Harriss, John. 2003. 'Widening the radius of trust': Ethnographic explorations of trust and Indian	Upadhya, Carol. 2004. A new transnational capitalist class? Capital flows, business networks and	NA

			<p>business The Journal of the Royal Anthropological Institute, 9(4), 755-773.</p> <p>Harvey, Adia M. (2005). Becoming entrepreneurs: Intersections of race, class, and gender at Black beauty salon. Gender and Society, 19(6), 789-808.</p>	<p>entrepreneurs in the Indian software industry. Economic and Political Weekly, 39(48), 5141-5143+5145-5151.</p> <p>Essers, C. and Benschop, Y. (2009). Muslim businesswomen doing boundary work: The negotiation of Islam, gender and ethnicity within entrepreneurial contexts. Human Relations, 62(3), 403-423.</p>	
7	<p>Complete Module 5</p> <p>Organize class presentations as a part of Assessment 2</p>	As stated in the module outlines mentioned above	<p>Dy, A.M., Marlow, S, and Martin, L. (2017) A web of opportunity or the same old story? Women digital entrepreneurs and intersectionality theory. Human Relations, 70(3), 286-311.</p>	<p>Bushell, B. (2008). Women entrepreneurs in Nepal: What prevents them from leading the sector? Gender and Development, 16(3), 549-564.</p>	<p>Submission presentation of Assessment 2</p> <p>Announcement of Assessment 3: Take home assessment involving writing an essay on a subject related to entrepreneurship and development (30 per cent weightage)</p>
8	<p>Complete class presentations as a part of Assessment 2</p> <p>Start Module 6: Dalit entrepreneurship and the question of empowerment</p>	As stated in the module outlines mentioned above	<p>Deshpande, Ashwini and Sharma, Smriti. (2013). Entrepreneurship or survival? Caste and gender of small business in India. Economic and Political Weekly, XLVIII(28), 38-49.</p>	<p>Vijayabaskar, M. and Kalaiyaran, A (2014). Caste as social capital: The Tiruppur story. Economic and Political Weekly, XLIX(10), 34-38.</p>	NA
9	Complete Module 6	As stated in the module outlines mentioned above	<p>Jodhka, S. (2010). Dalits in business: Self-employed scheduled castes</p>	<p>Guru, Gopal, (2012). Rise of the 'dalit millionaire': A low intensity</p>	NA



			Minneapolis: University of Minnesota Press.		
12	Course overview	NA	NA	NA	NA

### 8. Pedagogy:

- a. Instructional strategies: Primarily it is going to be based on lecture by instructor and in-class discussions around readings assigned for specific lectures.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): The course may involve in-class screening of and discussions around audio-visual materials including films.
- c. Expertise in AUD faculty or outside: AUD faculty members have the expertise to teach this course. However, if needed, lecture by AUD faculty members may be supplemented by occasional lectures by external faculty members.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): As of now, it does not appear necessary to develop linkages with external agencies for the purpose of offering this course.

*Anilban Sengupta*  
Signature of Course Coordinator(s) 27/11/2019

#### 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:

After incorporating the suggestions provided in the BoS meeting held on 30 April 2019, the course stands passed in principle and could be offered in the upcoming semester.

Suggestions: There were suggestions to fine-tune the course and incorporate relevant literature. It was also suggested to clearly define the course-objectives.

Signature of the Dean of the School

*Anilban Sengupta*  
27/11/19

			<p>in north-west India, <i>Economic and Political Weekly</i>, 45(11), 41-48.</p> <p>Prakash, A. (2010). <i>Dalit entrepreneurs in middle India In The comparative political economy of development: Africa and South Asia</i> (pp 291-316) Edited by Judith Heyer and Barbara Harriss-White. London: Routledge.</p>	<p>spectacle. <i>Economic and Political Weekly</i>, XLVII(50), 41-49.</p>	
10	<p>Start Module 7: Microfinance as entrepreneurship and the goal of poverty alleviation</p>	<p>As stated in the module outlines mentioned above</p>	<p>Kabeer, Naila. (2005). Is microfinance a 'magic bullet' for women's empowerment? Analysis of findings from south Asia. <i>Economic and Political Weekly</i>, 40(44/45), 4709-4718.</p> <p>Hulme, David and Maitrot, Mathilde. (2014). Has microfinance lost its moral compass? <i>Economic and Political Weekly</i>, XLIX(48), 77-85.</p>	<p>Yunus, Muhammad. (2004) <i>Grameen bank, microcredit, and Millennium Development Goals</i>. <i>Economic and Political Weekly</i>, 39(36), 4077-80.</p>	N.A.
11	<p>Complete Module 7</p> <p>Conduct course evaluation</p>		<p>Karim, Lamia. (2011). <i>Microfinance and its discontents: Women in debt in Bangladesh (Introduction: Neo-liberalism, microfinance, and women's empowerment, pp. xiii-xxxiii).</i></p>	<p>Tankha, Ajay. (2012). <i>Banking on self-help groups: Twenty years on</i>. New Delhi: Sage Publications.</p>	<p>Submission of Assessment 3</p>

**ANNEXURE-17**

## School of Undergraduate Studies

Minutes of the 14<sup>th</sup> BOS meeting

The 14<sup>th</sup> meeting of the SUS BOS took place on 22<sup>nd</sup> May 2019 from 11.00 am. The following members were present:

**Externals Experts**

1. Dr. Janaki Abraham
2. Prof. Amber Habib
3. Prof. Simi Malhotra

**Others:**

1. Dr. Tanuja Kothiyal
2. Prof. Rachana Johri
3. Prof. Dharendra Dangwal
4. Dr. Jyotirmoy Bhattacharya
5. Prof. Gopalji Pradhan
6. Dr. Anushka Singh
7. Dr. Anandini Dar
8. Dr. Dhruv Pandey
9. Deepan Srivasan
10. Lovitoli Jimo

**Members Absent:**

1. Dr. Parag Waknis
2. Dr. Cybil
3. Dr. Anrindam Banerjee
4. Dr. Divya Chopra
5. Prof. Krishna Menon
6. Prof. Sumangla Damodaran

1. The Board of Studies discussed the possibility of offering 'verticals' that could contribute to the SSH programme of the School. At present the students of SSH programme can take any of the six honours programmes as their three discipline specialisations, as well as Hindi and Political Science which are not full honours programmes. Over the years some of the Schools of the University have argued for the possibility of offering 'verticals' for SUS in areas where a full honours programme cannot be offered. The School of Cultural and Creative Expressions and the School of Human Ecology being two examples. The idea is to offer a basket of six to seven courses over six semesters of which the student takes the minimum requirement of four in a specialized area like Creative and Cultural Expressions or Human Ecology. This allows the student the possibility of branching into Interdisciplinary studies, and the schools of the possibility of providing an early window into their specialisations within a broad spectrum of social sciences.

A committee should be formed to discuss the possibility of offering verticals and their place in SUS. The Dean should constitute and notify the committee which should discuss and present its views in the next BoS. The committee should explore the feasibility of verticals in the context of space, timetable and faculty availability, possibility of rethinking the nature of the SSH programme, the issue of minors, and possibility of areas in which verticals can be offered.

2. Course 'Introduction to Gender' was brought to the Board in its revised form as had been instructed in the Board of Studies meeting -----.

The course attempts to introduce undergraduate students to gender- as an analytical category, as a social category and as an investment to our gendered selves. As an analytical category, the course would seek to ask as to while men and women seem to be every why does gender require unveiling? Similarly, why are societies, power, ideas and everyday life organised around the gender a person is assigned? And finally, why even as we may recognise societal norms to be oppressive, we are so occupied in the production and execution of our own selves as gendered? The course will also explore why gender and sexuality are seen as transgressive as concepts and in relation to each other.

The course was discussed in detail and the following recommendations were made:

- A. The course is attempting to cover too much ground by including both gender and sexuality studies, while the latter could be taught as a separate course in itself.
- B. The course attempts to be both conceptual as well as historical, and needs to find better balance between the two.
- C. The course uses concepts and terminology that were not suitable for an introductory course in gender, given that this is a first semester foundation course. The introductory module should introduce the students to the vocabulary of gender studies, introducing students to terms like patriarchy, violence, inequality, law etc.
- D. The module on intersectionality could use writings by Nivedita Menon, Sharmila Rege, Kalpana Kannbiran and Susie Tharu to teach and reflect upon how gender, caste, class, ethnicity intersect with each other in social experiences.

- E. There can be a module on legal frameworks, property rights, etc which can trace the history and discourses around these.
- F. The chapter on social movements can be expanded to trace the historical trajectory of women's movements, though these may not be restricted to women's movements only.
- G. Inclusion of V Geetha's text on patriarchy, Sharmila Rege's Sociology of Gender, Anupama Roy's write up from Oxford Companion to Indian Politics, Sections from Oxford Handbook on Gender and Sexuality, Sadhana Arya, Women, Gender Equality and the state was recommended.
- H. The course was found to be lacking in rigour and too much visual material/films left very little time for reading and didactic interaction in classroom.

**Given that the course required revision it was referred back to the course coordinators and would be considered by the BoS again after revision.**

3. Two courses on Performance studies for the School of Undergraduate studies were presented by Dr. Deepan Sivaraman, Daen SCCE The School of Cultural and Creative Expressions already offers three courses including a foundation course in the SUS. The school proposes to offer at least 6 courses, with the idea of offering one course per semester. It was suggested that SCCE gives some thought to the kind of students it is aiming at, and to sequence these courses in such a manner that students are able to take these courses along with the requirements of the School of Undergraduate Studies. It was also suggested that performance courses may require greater practice time and therefore course scheduling should be done accordingly. Finally, so that students do not view them as 'hobby' courses, course objectives should be clearly communicated.

**Course: Basics of Performance Making:** The course seeks to introduce undergraduate students to the basic concepts of performance making in the contemporary milieu. The course is conceptually built around three frameworks- Meaning Making, Non Hierarchy and Learning through Practice, and proposes to teach these through workshop and seminar sessions. The course has three modules dealing with Text, Body and Space.

Following suggestions were made regarding the course **Basics of Performance Making**

- A. The course is balanced in its execution and expectations from the students, allowing for watching, doing and reflecting. It foregrounds questions of spatiality in performance making. However, it needs to establish a pedagogy for combining theory and practice and provide readings for that.
- B. The course should be designed keeping in mind the kind of student who will take the course, and the fact that such a student will be taking other courses as well.
- C. The extent of use of visual material raises concerns of time of delivery of the course. Concerns were also raised about time required for practice.
- D. The course requires greater critical engagement with materials as well as texts to steer this engagement.
- E. The course should include Brecht and some readings on performative method and politics.
- F. Indian Dance forms like Kudiattam and kathak, that are also highly experimental should be included.

- G. It was suggested that the practice based assessment be shifted to the end, while the written reflective assessment may be brought in earlier in the semester.

**Basics of Performance making was passed by the Board of Studies subject to inclusion of suggestions made by the Board.**

4. Course: **Introduction to Dance Movement Analysis** was presented by DR. Deepan Sivaraman. It is imagined as a part of the basket of courses being offered by SCCE, to be aimed at students who may be interested in performance studies as a future academic choice.

This course aims to bring in a wide range of dances and its understanding to develop a sensitivity towards the devices and methods to think through movements and its possible analysis. It will attempt to enhance the cohort in understanding basic aspects and principles of dance-making, history of its various forms, occasions and events of as expected within a cultural milieu, using three frameworks in relation to dance. These are: Dance and Communication, Dance and Music, and Dance and Space.

On discussion following suggestions were made:

1. The course needs to think about who the students will be and how would they view the course: as a course which helps making connections with other courses they study through thinking about performance, space and communication not merely as aspects of dance practice or as social practices.
2. It was pointed out that 'performance' needs to be located in social and historical contexts, as well as mode of narrativizing.
3. More focus needed on Indian dance forms, as currently most readings have a global focus. The course could attempt to create a bridge between Indian and global forms. Perhaps more literary readings could be introduced.
4. It was suggested that work of Srividya Natarajan, Navtej Johar, Sadanand Menon and Tejaswini Niranjana may be included in the course.

**Introduction to Dance Movement Analysis was passed by the Board of Studies subject to inclusion of suggestions made by the Board.**

Dr. Janaki Abraham

Prof. Simi Malhotra

Prof. Amber Habib

Dr. Tanuja Kothiyal  
(Dean, SUS)

507 8629

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)	Undergraduate Studies - B.A. Honours (SSH)
Course title	Basics of Performance Making
Course code	
Credits	4
Course type (core/compulsory/optional/any other - please specify)	ELECTIVE
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG - 4 <sup>th</sup> Semester
Course coordinator and team	Benil Biswas / Deepan Sivaraman

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

It is connected to some other elective courses offered by SCCE such as Introduction to Cultural and Creative Expressions. This course will also potentially orient student towards pursuing a Masters in courses like Performance Studies offered by SCCE.

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

No prior knowledge is required. It is also open for students of all other disciplines.

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

Up to 20 students, given the intense nature of the course, with performance workshop, performance viewing at multiple venues. Consultation with course tutor is desirable prior to enrolling for the course

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

Winter semester, lecture, workshop and discussion mode, Semester-long Course.

5. Proposed date of launch: Winter Semester 2020



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

The course aims to destabilize the traditional hierarchies of theatre and encourage the students to work together in creative processes. It also engages students in practice as a mode of learning and knowledge creation.

7. Course Details:

- a. Summary: The idea of this course is to introduce undergraduate students to the basic concepts of performance making in the contemporary milieu. The students will be made to go through a semester long process at the end of which they will come up with one or more short performance pieces. The process will emphasize the hybrid quality of theatre where various elements like objects, sound, text, actor's body come together in a designated space and time. The course is conceptually built around three basic frameworks that will underlie all the workshop and seminar sessions – Meaning Making, Non Hierarchy and Learning through Practice. These three concepts will be constitutive of the process that the students will go through the entire semester which will be structured around three major elements of any Theatre Performance namely, Text, Body and Space among others.

All performances are geared towards meaning. The various elements of theatre from the actor to the light design to the soundscape etc of a performance piece are mediums through which the audience can *make meaning* of what they are watching. A lot of times, the process of making involves decisions about what meaning one wants to be conveyed. This is fundamental to understanding a performance piece. At the same time, one needs to realize that while there is meaning to be derived from the text that an actor delivers onstage, but that isn't the only medium of meaning. In a theatrical production, the space in where the performance is taking place, or the soundscape of the performance along with the costumes that the actor is wearing, all of these elements produce affects.

Traditionally, when it comes to theatre, the script is very often privileged as the starting point for the process of making theatre. However, since the onset of the 20<sup>th</sup> century in Europe this tradition has been challenged by many avant-garde artists. In India there has been a long history of performances that have not subscribed to this hierarchy. It is with colonial theatre and its push towards realism when logo-centricism comes to the forefront in India. And thus, the playwright enjoys an exalted position in the process of theatre making even today.

Since the 1980s in India too, we have seen the emergence of a new language of theatre based on collaboration not just between the director and the playwright but between directors, musicians, visual artists, writers, actors etc. This hybrid nature of theatre requires a specific set of collaborative skills where all the various aspects of theatre are brought together in a *non hierarchical* structure.

The process will pit the students to try and engage with this variety of perspectives that are brought together. Theatre, throughout its history has always been considered to be a space of learning. Also it must be said that the learning through our experiences is not the same register as theoretical learning, but the practice of theatre with its emphasis on research and its dealings with materials is a rich tapestry of knowledge to gain from. Through these sessions, one will be challenged to look at practice as a mode of knowledge creation and learning.

- b. Objectives: The aim of the course is to introduce the students to contemporary modes of theatre making where they will go through the experience of structuring short performances and executing them. The course will take the students through three modules dealing with **Text, Body and Space**.

The students will consider what writing for theatre encapsulates, and how the process of writing itself may be decentralized in the process of performance making. It'll challenge traditional notions of art making by introducing them to the new discourses in performing arts. The course will try and engage the students to try out improvisations with gestures and text to orient them towards an understanding of play making process wherein the body of the performer becomes a prime driver of meaning. Along with text and body, the course will also deal with the question of spatiality of a performance. The students will engage with space as a fundamental concern of performance making and how a difference of spaces can give different meanings to a performance. While the modules will be followed through on week by week basis, the interdependence of the three elements of Text, Body and Space will mean that from the very first week, the students will be engaged in the interaction between the three in the workshops.

The students will be encouraged to collaborate with their peers in these practical explorations and performances. The course will strive to create a critical appreciation for performing arts by taking the students through a process where they will be creatively engaged in making a piece of performance themselves.

- c. Learning Outcome: At the end of the course, the students will have a basic understanding of the tools that is required to craft a performance. The course will

also equip the students with a conceptual grasp of performance making in the contemporary times.

Moreover, the semester long process will orient the students towards a more critical understanding of performances as well as rituals around them. At the same time, it will create an appreciation for 'practice' as a mode of knowledge creation and transmission.

- d. Overall structure: This course structure is predominantly workshop mode where students will write and execute short performances. Class room lectures, video screenings of theatre performances, student-led discussions will aid the learning process by providing a framework for the students to help them to critically reflect on their own work. Since this course includes performance practice the structure and the requirements of this course will be different from existing theoretical courses. Besides the typical four hours lecture sessions in alternative weeks students will have to spend several hours to take part of the performance making process. The extra hours students will spend will be deducted from class room lectures and it will be considered as normal teaching hours.
- e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

#### Schedule/ Tentative Course Outline: Lectures along with reading material

##### Week 1

##### Introduction

##### Readings:

1. Hamilton, James R., "Theatrical Performance is an Independent Form of Art" in *The Art of Theatre*, 2007: 23-40
2. Leach, Robert, "Drama and Society" in *Theatre Studies - The Basics*, 2008: 80-91

The introductory classes will frame the course and the process to follow with emphasis on the basic elements constitutive of theatre. It'll also present a few ideas on theatre and why it matters in society.

**Assignment:** To observe any performance around in their surrounding and write a description of the event.

## Week 2

### Workshop: Making a Performance

After the introductions, in these two classes students will be made to go through a short process of theatre making. Students will be divided into groups and they will have to come up with a short 2 to 3 minute performance based on any story or experience or memory etc. This will be more of an impromptu, makeshift performance in order to see what questions and solutions the students come up with.

## Week 3, 4 and 5

### Workshop: Text and Gesture

#### Reading:

1. Brecht, Bertold. "Alienation Affect in Chinese Theatre" in *Brecht on Theatre* (ed. Willett, John): 91-99 (1978)
2. Coomaraswamy, Ananda & Duggirala, Gopala K. "Introduction" in *The Mirror of Gesture: Being the Abhinaya Darpana of Nandikesvara* : 1-10 (1917)

#### Suggested Reading:

1. Hodge, Alison. *Actor Training*, Routledge (2010)
2. Scott, A.C. *The Kabuki Theatre of Japan* (1955)

The previous workshop will be followed by reflections on each other's performances. This will be followed by discussions on some basic forms of text like monologues, dialogues, soliloquies etc. Taking off from the previous workshop, the students will be asked to rework their previous pieces and they will be made to work on the relationship between the text and their bodies and how meaning is conveyed through this relationship.

#### Performance viewing:

1. Snippets of Kudiattam and Cirque du Soleil.
2. Snippet from Kathakali-King lear directed by Annette Leday and David McRuvie
3. Snippet from Romeo and Juliet in Kathak by Saswati Sen.

## Week 6

### Seminar: A Dramaturgical Perspective on Performance

#### Readings:

1. Barba, E., "The Nature of Dramaturgy: Describing Actions at Work" in *New Theatre Quarterly*. 1 (1): 75-78. (1985)
2. Peter Eckersall, Paul Monaghan, Melanie Beddie, *The Dramaturgies Project*, RealTime issue 70: 25- 32 (2005)

It will introduce the idea of dramaturgy as a structuring of a performance piece. It'll also shed some light on contemporary performance practices and the role of 'text' therein.

*Assignment:* Are actors writers as well and if so how do they write?

## Week 7 and 8

### Workshop: Spaces and Narratives

#### Readings:

1. Howard, Pamela, "Space" and "Text" in *What is Scenography?* (2002): 1-16, 17-34

#### Suggested Readings:

1. Ghosh, Manmohan, "Description of the Playhouse" and "The Preliminaries of a Play" in *The Nanyashastra* (1959): 18-32, 76-99

The workshop will explore the relationship between space and text. The students will be first asked locate a space where they would like to present their previous work with modifications. These classes will also introduce to students a brief history of theatre architecture and how it has moved outside of the European Proscenium spaces.

## Week 9, 10 and 11

### Workshop: Space and Co-Presence

#### Readings:

1. Fischer-Lichte, Erica. "Shared bodies, shared spaces: the bodily co-presence of actors and spectators" in *The Transformative Power of Performance* (2008): 38-74

#### Suggested Reading:

1. Pollock, Sheldon. "Introduction: An Intellectual History of Rasa" in *A Rasa Reader* (2016): 1-45

Carrying on from the previous workshop, these three weeks will expose the students to ideas like site specificity, found spaces and promenade performances etc. in order to explore the relationship between spaces and performance. In the workshop, students will be asked to first locate a space and then respond to that space. This could be a 2-3 minutes short performance or an installation. The relationship between the 'spectator' and 'performance' will also be introduced as a critical intervention of spatiality of performance.

#### Performance Viewing:

1. Snippets from Peter Brook's *Marat Sade*.
2. Snippets from Deepan Sivaraman's *Khasakinte Ithasam* and other works.

#### Week 12, 13, 14

Final student led performances based on a piece of text or film. Students will adapt it to a performance in a specific space.

#### Week 15

Reflections and Concluding remarks --

#### Bibliography

##### Suggested Readings:

Aston, Elaine & George, Savona. *Theatre as a Sign-system: A Semiotics of Text and Performance*. London and New York: Routledge. (1991)

Artaud, Antonin, *Theatre and Its Double*, Grove Press, 1958

Brook, Peter, *The Empty Space*, Penguin, 1968

- Carlson, Marvin. *Performance: A Critical Introduction*. London: Routledge, 2003.
- Coomaraswamy, Ananda & Duggirala, Gopala K. *The Mirror of Gesture: Being the Abhinaya Darpana of Nandikesvara* : Harvard University Press (1917)
- Drain, Richard (editor), *Twentieth Century Theatre: A Sourcebook of Radical Thinking* Routledge, 1995.
- Edgar, David. *How Plays Work*. London: Nick Hern Book, 2009.
- Esslin, Martin. *The Field of Drama: How the signs of drama create meaning on stage and screen*. London: Methuen, 1987
- Fischer-Lichte, Erika, *The transformative Power of Performance*, Routledge, 2008
- Fortier, Mark. *Theory/Theatre: An Introduction*. London and New York: Routledge, 1997.
- Ghosh, Manmohan, *The Natyashastra* Calcutta: The Royal Asiatic Society of Bengal (1959)
- Heddon, Deidre and Milling, Jane, *Devising Performance: a critical history* Palgrave Macmillan, 2005.
- Kapur, Anuradha (ed.) *Staging Change: Theatre in India*. Marg, Vol. 70 No. 3 (2019)
- McCauley, Gay. *Space in Performance – Making Meaning in the Theatre*. Michigan: Ann Arbor (1999)
- Mee, Erin B. *Theatre of Roots – Redirecting the Modern Indian Stage*. Calcutta: Seagull Books, 2008
- Pollock, Sheldon. *A Rasa Reader* Columbia University Press: (2016)
- Radosavljevic, Duska (Editor). *The Contemporary Ensemble: Interviews with Theatre-Makers*. Routledge, 2013.
- Scott, A.C. *The Kabuki Theatre of Japan* London: Allen and Unwin (1955)

Stalpaert, Christel, Pewny, Katharina, Coppens, Jeroen & Vermeulen, Pieter (eds.). *Unfolding Spectatorship: Shifting Political, Ethical and Intermedial Positions*. Vol. 10, Academia Press (2016)

Wetmore Jr, Kevin J., Liu, Siyuan and Mee, Erin B. *Modern Asian Theatre and Performance 1900–2000*. London and New York: Bloomsbury Methuen Drama, 2014

8. Pedagogy:

a. Instructional design

The course will be composed mostly of practical workshops and a few class room seminars to frame their practice

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

Audio-visual classroom and a studio space

c. Expertise in AUD faculty or outside : Deepan Sivaraman & Anuradha Kapur

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 for their overall understanding of the course and their contribution towards performances, classroom discussions and knowledge sharing. Attending weekly classes and workshops are vital and any absence may affect the grades.

Attendance + Class Participation (20%)

Home Assignments (15%)

Short Classroom Performances + Presentation (20%)

End Term Performances (25%)

End Term Reflective Paper (20%)

\*All students must participate in all course assessments to obtain a passing course grade.

Signature of Course Coordinator(s)

26-12-2017

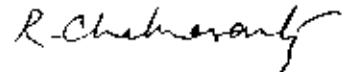


Note:

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.



**Signature of the Dean of the School**

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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 Undergraduate Studies
Programme(s)	Undergraduate Studies – B. A. Honors (SSH)
Course title	Introduction to Dance Movement Analysis
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	ELECTIVE
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG- 6 <sup>th</sup> Semester
Course coordinator and team	Deepan Sivaraman / Benil Biswas

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

This course is connected to the current ongoing course offered; Introduction to Culture and Creative Expressions. It will also help undergrad students to venture into preparing for a M.A. in Performance Studies or M.A. in Dance (Practice) offered at the School of Culture and Creative Expressions (SCCE).

2. Specific requirements on the part of students who can be admitted to this course:  
No prior knowledge is required. It is open for all students with a keen interest in understanding dance and performance.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Up to 20 students, given the nature of the course, considering it will include practice – oriented workshops and activities as an integral part of learning and analysis.  
(Consultation with course tutor is desirable prior to enrolling into this course)
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)  
Monsoon semester, lecture, workshop and discussion mode, Semester-long Course.
5. Proposed date of launch: Winter Semester 2020.

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

The process of any undergrad degree enables a student to strengthen their academic skills. AUD's vision fully covers every aspect to accomplish and provide an enriched experience to such a process. This particular course will add more to the experience of the students. It will specially be helpful for students who have had some prior training to dance, but the scope is not just limited to them and is open for anyone who is interested in understanding dance.

The students will have to think and analyze dance by being in the field. The process of collectively thinking about dance will help in contributing to the mission of the university. It will give a space for collective decision-making process; promoting equality and aiming at creating a common ground to realize the idea of excellence. It will try and reinforce AUD's vision of a 'non-hierarchical functioning, team work and creativity' based training and pedagogy for creating a strong foundation for higher education. It will be driven on the basis of the student-centered approach envisaged by the university.

7. Course Details:

- a. Summary: Any given work of art is an expression or an embodiment of various elements put together as a whole to be experienced. The elements used are diverse, and yet compatible. The work is created with an intention to communicate. With dance in particular, it is about a body, or multiple bodies, moving together; responding to elements in a given space and time. The meaning of dance is made by analyzing it as a result of a relationship between the public display of bodily motion vis-à-vis its perception, transformation, transmission and enactments of social categories. This course aims to bring in a wide range of dances and its understanding to develop a sensitivity towards the devices and methods used to create a dance. The foundation of this course is based on practice. The practice-based nature of the course is deliberated so that the students can think of this as a methodology to grasp theories and histories of dance making. This will enable students to think through movements and its possible analysis. Aiming at helping the students to think beyond the regular notions of dance practice, the course will open up the discourses on traditional and the contemporary forms of practice, especially within the context of Indian dances.

The course will attempt to enhance the cohort in understanding the basic aspects and principles of dance – making; history of its various forms, occasions and events of such performances as expected within a cultural milieu, using three frameworks in relation to dance. The tentative frameworks are as below:

**Dance and Communication:** Dance allows itself to become a medium of various kinds of communication. It has been greatly influenced by literary texts, since performance is perceived traditionally as some form of *re-presentation*. It is

important to engage with how dance responds through text or can lead in creation of a text. Dance allows possibilities for various kinds of communications. Using just literature, as a mode of communication we will use excerpts from various textual source such as epics, poetry, manifestos or memoirs to foreground an understanding of the possibilities of creating movement as a form of representation.

**Dance and Music:** Dance has an intimate relationship with rhythm and music, historically emerging in tandem and continuing to remain like that till date. Music enables the mind to visualize a movement, even if one cannot dance. With music, one can sway their bodies, clap their hands, stamp their feet or express an emotion through gestures and these all are movements being unconsciously facilitated by music. The purpose of this framework is to enable the students to think of movements as emotions through music.

**Dance and Space:** Movements entail multiple meanings. These meanings are transformed as dance moves from one space to the other. It changes its meaning when existing in a social space to a ritual space. It is crucial for students to understand this multifarious aspect embedded in performance practice and its meaning. Understanding dance in relation to the space will work as a window to introduce students to new ideas of contemporary performance making. Space, in the context of the course, is just one aspect being used to navigate through a creative process so that students equip themselves with similar approaches to create work.

- b. **Objectives:** The aim of the course is to equip the students to demonstrate a critical understanding of the larger meaning, potential and responsibility of dance. This course is designed to develop a critical appreciation and awareness of various forms and motions in dance to further delve in questions regarding dance and its importance.

The course will introduce students to the existing discourse on dance. It will be achieved through a combination of lectures, discussions, student led seminars, video screenings of few practitioners and their work. It will also be working around its practice-based modules. The course will include introduction to the concept of choreography, composition, critical questions on spectatorship, and critical analysis as possible engagements vis-à-vis dance. The course will aim at an understanding of dance not just as a bodily movement rather as a form of expression that represents various cultures, regions, languages, music and anatomies from different parts of the world. The students will gain a critical understanding of how dance responds to each of these aforementioned categories and the ways in which it can affect the personal, social and the political.

c. Course Goals/Learning Outcomes

The students, on completion of this particular course will be able to understand the basic method/process that exists in creating/making performances. They will be enabled to investigate and create their own framework to explore the meaning of practice in the context of their own engagements. It will try to equip students to create an alternate mode of inquiry which is driven mostly by practice. Dance, in this course will be used as a medium to enter into a more nuanced understanding of performance and its effect on the self, society and other realms of being. It will be achieved through the three coordinates used in the course; text, music and space.

- Through the experience of the course, the students will develop inquisitiveness or awareness to recognize movements not just as something which is a given; rather recognize the spectrum to which the meaning of the dances or the movements can be extended for it to be relevant.
- Students will develop competency to critically analyze and question the forms of knowledge attached to the practice of dance and its making. They will learn how to make connections among the similarities and difference of various choreographic choices.
- The goal of the course is to make students aware of the various vantage points through which one can understand the relevance of 'practice'. It will help them to identify the mechanism and thought-process behind creating a choreographic work and its relationship with everything around.

Overall structure: This course comprises of class room lectures, student-led seminar sessions and practice-based workshops and short performances created by the students. Since this course includes thinking of the discourse using body and practice, the requirements of this course will be different from existing theoretical courses. The extra hours students will spend will be deducted from class room lectures and it will be considered as normal teaching hours.

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Schedule/ Tentative Course Outline:

- Week 1 & 2

Introductions

Assignment: Write a short abstract on 'why do you dance?' or 'What do you understand by dance?'

Readings: Graham, Martha, "I am a dancer" in *The Routledge Dance Research Journal II Edition*, 2008: 66-72.

Redfern, Betty, "What is art?" in *The Routledge Dance Research Journal II Edition* 2008:125-35.

The reading and assignment will help the class to focus on opening up the discussions on dance with respect to their individual interests, engagements, prior practice and exposure to dance.

- Week 3 & 4

#### *On Choreography: Body(ies) in motion – moving through time and space*

The week will begin with a very brief introduction to the history of dance in India and the various ways in which experimentations have been attempted. Marking the transitions, the students will be led into thinking about creating new movements using actions and gestural movements from their lives.

Readings: Selected essays from the *attendance* series 1998 – 2017 by Ashish Mohan Khokar will provide useful references.

#### Workshop – Creating, Viewing and Analyzing

The students will engage with the concept of body in motion and its various interpretations. The first part of the workshop will be to create a short movement routine. The movements will be created by the students and will be organically knitted together like a dance routine. The second session of the workshop will enable the students to work in pairs, trios and or small group to see how the created routine changes (or does not) when danced; using multiple bodies. This module will introduce the concept of choreography and its relation to body and affect.

Viewing/Video screenings: The students will be shown videos of the Classical Dances (Bharatanatyam, Kathak, Kathakali, Odissi etc.) connecting the brief history of dances in India to understand the connection and the transition of the dances from the past to the contemporary times. The cohort will simultaneously view works of choreographers like Chandralekha and Akram Khan who have dealt multiple inquiries vis-à-vis choreography, bodies and affect; previously trained in classical Indian dance forms.

- o *Indian Classical Dances Series* by Wildfilms India (Reference Video)
- o *Shariraby Chandralekha*
- o *Dust* by choreographer – Akram Khan/ can also be substituted with any live performance happening at the same time.

- Week 5 & 6

#### *Understanding 'WHY DANCE?'*

Seminar – Brief introduction to Dance Studies / Dance related research.

The seminar will focus on discussions that will be brought forth by the students through their experience from the earlier week's exercise. The introduction to dance related research and dance studies will help the students to understand the various possibilities of thinking through/of dance and movement. This will be crucial since the practical engagement within the course will be critically perceived rather than just as general compositions. The brief introductions to methods and frameworks will help in understanding the practical purpose of creating dance and the process of meaning making. It will also help them to understand the discourses around how dance is written or is analyzed as a broader field. The seminar will be anchored through some excerpts from the following readings which contextualizes dance studies and historiography.

O' Shea, Janet, "Roots/Routes of Dance Studies", in *The Routledge Dance Research Journal II Edition 2008: 1-17*

Fraleigh, H. Sondra, "Family Resemblance", in *Researching Dance: Evolving modes of Inquiry*, 1999: 3-22.

Minai, Cassidy. Website – Blog

<http://cinemanrityagharana.blogspot.com/search/label/Research>

(The website-blog will provide insightful resources and content for students to make dance's connection with other forms of expressions specifically within the perspective of India and the kind of work that is written around it)

Assessment for learning: Will incorporate a critical dialogue between Week 1 – 6.

The process of the conducted workshop in week 3&4, will be discussed in detail with reference to the readings. The students will be divided in two groups. They will create a short choreographic piece of their choice using the methods from the movement-based workshop. Each group will create a short piece and perform. As assignments, each individual student will write a short critical analysis of the choreography viewed and a short reflection on the choreography created.

- Week 7

*'Performing Dance' – Possibilities*

Workshop: Identifying choreographic approaches – working along with three frameworks – *Dance and Communication; Dance and Music; Dance and Space.*

The students will be given a particular text and music and will be asked to either in groups or as individuals to create a movement based short piece in a given space. The exercise will become the source of analyzing the initial questions related to the frameworks. It will work around identifying the important approaches towards dance – making, through the referred readings and discussions. The recognized analysis will facilitate and open various ways of engaging with the three pre-determined frameworks of the course.

### Viewing/Video Screening:

- *FOLI (there is no movement without rhythm)* by Thomas Roebbers and Floris Leeuwenberg.

### Choices for students to view videos as home assignments: -

- *Kalpana* - A film directed by Dancer Uday Shankar, the pioneer modern dancer of India.
- *Drava Kavya* - by Navtej Johar - A performance exploring dance and yoga.
- *Caught* - a choreography by David Parson of New York from 1982.
- Week 8&9

### *Making Dance I*

Dance and Communication: explorations in movement and choreography through the idea of representation

Students will be divided in 2 groups and given two separate pieces of text to explore and create a choreographic narrative. They will have to involve the text in a way that they maximize using approaches from the earlier two workshops and showcase the choreographed piece as an assignment.

- Week 10& 11

### *Making Dance II*

Dance and Music: understanding the relationship between music and dance.

The choreographed piece from week 9 & 10 will respond various pieces of music. This workshop will help the students to negotiate between the two coordinates; of text and of music. It will enable them to think through how dance accommodates two varied kinds of field within itself to create a larger meaning. The choreography might change according to the requirements or the limitation of the music. The challenge for the student will be to make sure that the context of the choreography from the past week remains similar and it only responds to the nuances of the given or the selected piece of music.

- Week 12& 13

### *Making Dance III*

Dance and Space: Contextualizing dance vis-à-vis spaces and places.



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The choreographic piece from week 11 & 12 will be brought to public spaces for it to respond to a specific site which for instance can be a stairway or a corridor or a found space. The workshop will enable to students to understand how bringing in a framework of the space will have an impact on the choreography both structurally and experientially further leading them to layering it on the choreography itself as a devising element.

- Week 14

Performance Showcase

- Week 15 & 16

Concluding remarks

Final presentations and submissions

The students will have to conclude the course by presenting a short reflection on their understanding of the process and will have to submit an end term paper/final performance showcase. It will be a response to any of one the three frameworks used to create the performance in relation to the earlier modules on choreography and dance analysis.

Bibliography

Essential Readings:

Graham, Martha. "I am a dancer" in *The Routledge Dance Research Journal II Edition*, 2008: 66-72.

Khokar, M. Ashish, *attendance series – EKAH Printways – 1998-2017*

O' Shea, Janet. "Roots/Routes of Dance Studies", in *The Routledge Dance Research Journal II Edition 200*

Redfern, Betty, "What is art?" in *The Routledge Dance Research Journal II Edition 2008*: 125-35.

Royce, P Anya, "The Dance" in *The Anthropology of Dance, Indiana University Press, 1977, 3-17*

Sarkar, M Urmimala, "Another time, Another space – Does the dance remain the same?" in *Dance Matter Performing India, Routledge, 2010: 26-40*

Srinivasan, "Priya, Sweating Saris: Indian Dance as Transnational Labor", Philadelphia: Temple University Press, *Project MUSE*, 2011.

Website: Minai, Cassidy. Website – Blog  
<http://cinenuirityagharana.blogspot.com/search/label/Research>

Additional Reference Readings: (*only for reference if required*)

Bringinshaw, A Valerie. *Dance, Space and Subjectivity*, Palgrave Macmillan, 2001.

Foster, Leigh Susan, "Thirteen Ways of Looking at Choreographing Writing," in *Choreographing History*, Bloomington, Ind.: Indiana University Press, 1995, 200–10

Katrak, Ketu H. *Contemporary Indian Dance – New Creative choreography in India and the Diaspora*, Studies in International Performance, Palgrave Macmillan, 2011.

Sarkar, Urmimala. *Dance: Transcending Borders*, Tulika Books, World Dance Alliance, 2008

8. Pedagogy:

a. Instructional design

The course will be a mix of class room seminars and practical workshops.

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

Audio-visual classroom and a studio space

c. Expertise in AUD faculty or outside: Deepan Sivaraman, Prof. Anuradha Kapur & Dr. Urmimala Sarkar Munsu, Benil Biswas

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 for their overall understanding of the course and their contribution in the workshop and discussions. It will also include their participation in creating performances, group discussions and knowledge sharing. Attending weekly lectures and presentations are vital and any absence may affect the grades.

Attendance & Class room presentations (20%)

Home assignments (20%)

Participation and Contribution in workshops and performance (30%)

End Term paper/final performance showcase-presentation (30%)

\*All students must participate in all course assessments to obtain a passing course grade.

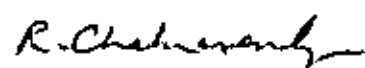
  
Signature of Course Coordinator(s)

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.

  
Signature of the Dean of the School

**ANNEXURE-18**

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Mahabharata and its Modern Renderings in Fiction, Drama and Film
Course code	SUS1EN262
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	Launched WS 2014
Course coordinator and team	Bhoomika Meiling

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

The course is related to another undergraduate course titled 'The Epic', and also to courses such as Fiction into Film and those on drama. The course is connected to all courses in MA and BA that deal with Indian 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): None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
 As per SUS norms

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 believes in broadening students' perspective and developing an inclusive vision. This course highlights how the epic can be looked at from multiple points of view thus developing critical abilities as well as a broad outlook.

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

The Mahabharata is rooted in the ancient Indian milieu, but through its many modern retellings it remains relevant to our immediate context and to the world. This course is in agreement with the way BA English in AUD has redefined English literature by taking it away from British literature. The course also deals with multiple forms of "texts" such as TV adaptations, films etc.

7. Course Details: All headings to be filled

a. Summary: *Mahabharata* has excited the Indian literary imagination since times immemorial. Abundant classical and folk renderings of this epic in different genres have historically shaped the Indian way of interpreting texts. In order to acknowledge the web of cultural and literary texts woven around themes from *Mahabharata*, this course brings together select modern renderings of the epic to the classroom for critical analysis.

b. Objectives: Our understanding of an epic is influenced by all the mutations it encounters before reaching us. It is tough to point out one single version as the true and pure version of the epic. Absorbing an epic inevitably involves an assimilation of many interpretations, adaptations, parodies and renderings it goes through over centuries. While it is difficult to study all the adaptations of a living epic like *Mahabharata* from the ancient period onwards in the course of one semester, it is definitely possible to focus only on the modern variations and still be able to arrive at some useful conclusions about it. Thus, the larger objective of the course is to acquaint the students with *Mahabharata* and the possibilities it offers for adaptation. The course will also seek to enable students to analyse whether a change in genre imposes limits or provides freedom to the viewer/reader in interpreting the epic. It will also probe into the respective political, social, religious and cultural milieus in which each of the adaptations emerged.

c. Expected learning outcomes: Students will be able to appreciate the kaleidoscopic world of modern adaptations and interpretations of *Mahabharata* and the diversity of views which exists in the literary and cultural domains on this epic.

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

Module 1: The Basic Story

This module deals with the basic story of the Mahabharata as told by C. Rajagopalachari. Students will be encouraged to discuss in class other versions of stories/episodes that students are aware of as the text progresses.

Rajagopalachari, C. *Mahabharat*. New Delhi: Bharatiya Vidya Bhawan, 2010.

Module 2. Mahabharata in fiction

This module looks at the epic through retellings in the form of novels and short stories. The focus will be on the plurality of approaches and the multiplicity of points of view. Any two of the following texts will be taken up for detailed discussion in class.

Bhyrappa, S. L. *Parva, A Tale of War, Peace, Love, Death. God and Man* New Delhi:

Sahitya Akademi, 2009.

Ray, Pratibha. *Yajnaseni: The Story of Draupadi*. Tran. Pradip Bhattacharya. New Delhi:

Rupa& Co., 2012.

Spivak, GayatriChakravorty. "Draupadi" by MahasvetaDevi'. *Critical Inquiry* 8. 2 (Winter, 1981): 381-402. JSTOR. Web. 16 Apr. 2012.

<[http://files.adulteducation.at/uploads/vater\\_uni/Gayatri\\_Spivak\\_-\\_Draupadi\\_by\\_Mahasveta\\_Devi.pdf](http://files.adulteducation.at/uploads/vater_uni/Gayatri_Spivak_-_Draupadi_by_Mahasveta_Devi.pdf)>.

### Module 3. Mahabharata in Drama/Theatre

The epic has inspired very radical and accomplished plays that deal with the human condition in the modern times. This module will read one such play and view one such performance.

Bharati. Dharamvir. *Andha Yug*. Trans. AfokBhalla. New Delhi: OUP, 2005.

Girish Karnad, *Yayati*. New Delhi: OUP, 2008.

### 4. Mahabharata in Film and TV Serial

Mahabharata has been a rich source for popular mediums such as cinema and TV. This module will look into how the epic has been retold to interest the imagination of the masses.

Brook, Peter. dir. *The Mahabharata*. Brooklyn Academy of Music. 1989.

Bapu. dir. *Hum Paanch*. S. K. Films Enterprises. 1980.

Benegal, Shyam. dir. *Kalyug*. ShashiKapoor. 1981.

Chopra, Ravi.dir. *Mahabharat*. B.R. Chopra. 1988.

### Supplementary Readings:

Bandhyopadhyay, Sibaji. *Three Essays on the Mahabharata* New Delhi: Orient Blackswan. 2015.

Hussain, M. F. *The MahabharataProject* 1971. Web. 16 Apr. 2012.

<<http://www.pem.org/sites/epicindia/>>.

Karve, Iravati. *Yuganta: The End of an Epoch*. Hyderabad: Orient Longman, 2006

Pai, Anant. Ed. *Mahabharata* New Delhi: Amar Chitra Katha, 2012.

Nair, M.T Vasudevan. *The Lone Warrior*. Trans. Gita Krishnankutty

### Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1	Assignment	3 <sup>rd</sup> -4 <sup>th</sup> week	20%
2	Mid-semester Exam	7 <sup>th</sup> -8 <sup>th</sup> week	20%
3.	Class Presentation*	12 <sup>th</sup> -13 <sup>th</sup> week	30%
4.	End-term Exam	End of the semester	30%

Students will be encouraged to identify texts for presentation by themselves but will also be guided in their choice so that a wide range of texts get covered. Some of the texts can be chosen from the supplementary reading list.

e. Instructional strategies: How it is taught?

Discussion based on reading/screening.

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

g. Expertise in AUD faculty or outside: AUD faculty

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

Bhoomika Meiling

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 *R. Chakravarty*



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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Literary Translation in Contemporary India
Course code	SUS1EN279
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	Launched MS 2014
Course coordinator and team	Sanju Thomas

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

This is an introductory course on translation. It builds up to another course on translation at the postgraduate level and CLTS 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)

Students should have working knowledge of one more Indian language other than English.

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

As per SUS norms

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?

Translation is central to AUD's vision of reaching out to different cultures in an attempt to improve appreciation and understanding amongst cultures. It is also a key instrument of knowledge formation and production.

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

As students of literature, many times, students do read translated texts with no awareness of the process of translation. Since BA Honours in English aims to familiarize students with literatures written in other languages, translation becomes a key tool. The course seeks to introduce students to the process, poetics and politics of translation. The course focuses on India as students might be more familiar with the context, and thus would be able to relate better to the topics discussed.

7. Course Details: All headings to be filled

- a. Summary: The course *Literary Translation: Process, Poetics and Politics* aims to introduce the students to the interesting area of literary translation. The importance of translation is experienced in more ways than one in a multicultural globalised world. In India, translation is an every day, unconscious activity which operates at various levels. The course attempts to look at the basic concepts and issues of translation with special reference to India. Some topics of discussions will be around the debates of loyalty and creativity, the various approaches to translation, specific issues related to literary translation, the translator's role, self translation, and the politics of translation. The course will involve practical exercises to identify the problems faced in the process of translation and the steps that are taken to negotiate between the source text and the target text. This course is limited only to English translations from Indian languages and it would help if the student has a working knowledge of one more Indian language other than English.
  
- b. Objectives: The objective of the course is to introduce the students to the field of translation. The course will familiarise the students with the history of translation in India from the ancient to postcolonial times, and explore the essential difference between European and Indian concept of translation. The course will take up the various linguistic and cultural issues involved in the process of translation and the translation strategies undertaken to negotiate the differences between a source text and target text. An important aspect of the course will be an examination of the politics of translation that leads to adaptation, appropriation and bowdlerization and also in reference to the binaries of writer/translator, minor language/major language, English translation/Indian writing in English. The critical readings selected are ones that give a lot of examples to substantiate the arguments.
- c. Expected learning outcomes: At the end of the course, students will be able to appreciate the process of translation and also be aware that translation is an empowering activity, and also have subversive powers.
- d. Overall structure (course organisation, rationale of organisation; outline of each module): The course is divided into modules that deal with the history of translation in India, and the process, poetics and politics involved in the activity of translation.

**Modules:**

**I. Introduction: Translation in India**

This module will talk about a brief history of translation in India, and also problematise the concept of translation as we understand it now.

- "In Our Own Time, On Our Own Terms: 'Translation in India'". *Translating Others!*. 102-119.
- Asaduddin, M. "Translation and Indian Literature: Some Reflections" *Translation Today*, 3:1&2, 2006. 1-19.

## 2. The Process and Poetics of Translation

This module takes the student through the process of translation. It deals with the search of equivalence when dealing with different languages and the translation strategies that are widely used by translators. The module also highlights the relationship between author, translator, editor, and reader, and also the process of self translation.

- Baker, Mona. "Equivalence at Word Level." *In Other Words: A Coursebook on Translation*. Oxon: Routledge, 1992. Print.
- Rao, Ranga, ed. "Translation Trauma: Afterword." *That Man on the Road Contemporary Telugu Short Fiction*. New Delhi: Penguin Books, 2006. Print.
- Narang, H.C. "Roasted Chicken versus Tanduri Murga: Problems of Translating Chinua Achebe into Hindi." *Literary Translation*. Ed R.S. Gupta. New Delhi: Creative Books, 1999. 131-138. Print.
- Mukherjee, Sujit. *Translation as Discovery*. New Delhi: Allied Publishers Private Limited, 1981. Print.
- Ketkar, Sachin "Translation of Bhakti Poetry into English: A Case Study of Narsinh Mehta". *Translation Today*. III: 1 & 2. March and Oct 2006. 249-269. Print.
- Deshpande, Gauri. "Translating Drama: The Experience of Mahanirvan." *Indian Literature*. 37: 4 (162) (July-August, 1994). 157-162. Print.
- Tanvir, Habib. *Kumdeo ka Apna, Vasant Ritu ka Sapna*. Act 1. Scene 2. Vani Prakashan. 2001. Print. 6-11.
- Translation and Multilingualism Smita Agarwal
- Gopinathan, G. "Translation, Transcreation and Culture: The Evolving Theories of Translation in Hindi and Other Modern Indian Languages." Web. <http://www.soas.ac.uk/literatures/satranslations/Gopin.pdf>

## 3. The Politics of Translation

This module looks at the manipulative, subversive and empowering roles of translation. It deals with the translator's role in a globalised world, where the struggle between the centre and margins is a continuous process. The module will look at the relationship between translation and colonialism, translation and gender, and translation and caste.

- Politics and Translation: Aditya Kumar Panda
- Jones, William, Cannon, Garland and Pandey, Siddheshwar. Sir William Jones Revisited: On His Translation of the Śakuntalā. *Journal of the American Oriental Society*. 96: 4 (Oct. - Dec., 1976). 528-535. Print.

- *Mishtake, The Great Divide* by Manto. Translated by Khalid Hassan
- Bhalla, Alok. "The Politics of Translation: Manto's Partition Stories and Khalid Hassan's English Version." *Social Scientist*, 29:7/8 (Jul. - Aug., 2001). 19-38.
- *Kafan* by Premchand. (+ Translations)
- Karikalan, Irathina. "Oorakali" Trans. Hephzibah *Translating Caste*. New Delhi: Katha. 2002. 1-10. Print.
- Israel. Hephzibah. "Oorakali: A Reading." *Translating Caste*. New Delhi: Katha. 2002. 114-121. Print.
- Sivanarayanan, Anushiya and Rajkumar, N. T. Translating Tamil Dalit poetry. *World Literature Today*. 78:2 (May - Aug., 2004). 56-58. Print.
- Guttal, Vijaya. "Translation as Empowerment." *Translation Today*. 2:2. October. 183-194. Print.
- Trivedi, Harish. "Translating Culture vs. Cultural Translation." *Translation and Culture – Indian Perspectives*. Ed. GJV Prasad. New Delhi: Pencraft International, 2010. 188-199. Print.

In addition to these readings short literary passages, poems, songs, cartoon strips etc will be used for translation exercises. Modification to this list is done according to the language expertise of the students. Some of the texts are listed below:

Joke: *Kitne aadmi the?*

Songs: *Sasural Ghenda Phool*

Oh! Susanna!

Advertisement taglines

Idioms and Proverbs

Poems: *Thodi si umeed chahiye*

The Arrow and the Song

Harlem

#### Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Mid-semester Exam	Seventh week	30%
2	Assignment	Tenth week	20%
3.	Class Presentation	Fourteenth week	20%
4.	Portfolio*	Sixteenth week	30%

\*For presentation students will present a critique of an existing translation of any text of their choice. Portfolio will contain translation exercises with a commentary on translation. Students will

also be expected to take up translation of a literary piece of considerable length of their choice, along with their detailed translator's note.

e. Instructional strategies: How it is taught?

Discussion based on reading, and translations undertaken in class.

- f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): Library
- g. Expertise in AUD faculty or outside: AUD faculty
- h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

**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

*R. Chakraborty*

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

School/Centre proposing the course	School of Undergraduate Studies
------------------------------------	---------------------------------

Programme(s)	BA (Honours)
Course title	Understanding Cinema
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	6 <sup>th</sup> semester (1 <sup>st</sup> launched in January 2012)
Course coordinator and team	Diamond Oberoi Vahali

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

The course links with several courses both at the undergraduate as well as at the Masters level that concern themselves with the relationship between literature, cinema and adaptations. At the undergraduate level the course links with two other cinema courses called "Fiction into Film", and "Literature and Cinema", at the Master's level, this course especially builds upto a course called "European cinema and the Exploration of the Human Psyche". Moreover there are several courses which extensively deal with cinema such as "Revisiting All India Progressive Writers' Association and Indian People's Theatre Association", "Shakespeare's Many Adaptations", "Marriage, Love and Tragedy". Besides the English programme courses, this course connects with several courses offered by the Film Studies' programme in the SCCE.

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

Basic aptitude and interest in cinema as a discipline.

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

As per SUS norms

- 627-12345
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?

Keeping in mind the vision of AUD and its engagement with inter-disciplinarity and innovation in terms of programme design, this course offers a much needed addition to the literature programmes everywhere, as it connects literature with other art forms, especially cinema.

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

Along with giving the students a thorough grounding in the study of literature, the English courses also introduce students to the ways in which literature converses with other art forms and other areas of study within the domain of social science and humanities. Keeping this in mind, a few English courses are designed around other art forms such as paintings, music and cinema. It is within the context of the BA English courses, like: "Blues, Jazz and Literature", "Modern Movements in the Arts", "Cinema and literature", that the present course can be situated. Thus within the context of the vision of the BA programme in English, this course will introduce students to the art of cinema, a discipline that is intrinsically connected with the discipline of literature. Further as many of the English courses offered both at the Masters' and undergraduate level use cinematic texts, a good understanding of cinema as a medium of expression will help students in appreciating the film texts included in the courses. Further as the course is an introductory course, students opting for this course will be introduced to the discipline of Film Studies, thus this course will open new avenues for those who will opt for it.

#### 1. Course Details: All headings to be filled

**Summary:** This course is especially designed to introduce students to the discipline of Film Studies. The course will revolve around basic questions regarding: what is cinema and how is cinema different from other art forms. The course will analyse selected clips and will undertake detailed discussions regarding the use of specific techniques by the directors. It will introduce students to some of the significant pioneers in the field of cinema, movements in cinema, a few cinematic forms as well as to the specificities of cinema as a language. Modules on various movements in cinema will be included and key cinematic concepts regarding the film form and film language will be introduced to the students. Film shots will be screened throughout and will be discussed in detail to answer the basic questions related to film as a language. Discussions will revolve around the role of editing in cinema, the different ways in which a frame can be composed, the ways in which light can be used, the role of the camera, and the ways in which sound can be used in cinema.

Besides screening several film clips, a number of articles related to cinema will be analysed in detail. The course will also focus on how ideology gets constructed in cinema. As the course is an introductory course, the focus will be on the pioneers in the field of cinema. For this reason the course will mainly focus on films produced in the early half of the twentieth century.

**Objectives:** The objective of the course is to inculcate the basics of film appreciation in the students, and the ability to analyse cinema. It is to help students understand the special tools required to understand the 'double language' of cinema. It is also to facilitate the understanding that cinema is an extremely significant art form as well as an ideological apparatus. Therefore the aim is also to create the course participants into alert spectators who can develop the ability to question the power of the cinematic apparatus.

- a. **Expected learning outcomes:** Students opting for the course will develop the ability and the skills to analyse cinema. They will learn to appreciate cinema as a discipline which is as significant as any other discipline. They will also understand a few techniques related to film making as well as the ideological implications of cinema.
- b. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The course is divided into four modules related to the Origins of cinema, film language, movements in cinema and specific film forms and genres.

#### **Module 1: Origins of Cinema**

This module will begin with a brief history of the origins of cinema. It will introduce the following pioneers in the field of Cinema: Lumiere Brothers, Georges Melies, Edwin S. Porter, D. W. Griffith. G. D. Palke, Robert Flaherty, Charlie Chaplin, Alan Crosland, Sergei Eisenstein (Eisenstein will be discussed in the next module along with the concept of the Soviet Montage).

Selected shots from films of the pioneers: Lumiere Brothers, *First Films*; Georges Melies, *Viaje a La Luna*, Martin Scorsese, *Hugo*; Edwin S. Porter, *The Great Train Robbery*; Griffith, *Birth of a Nation*; D. G. Phalke, *Raja Harishchandar*, Paresh Mokashi, *Harishchandradi Factory*; Robert Flaherty, *Nanook of the North*; Charlie Chaplin, *Modern Times*; Alan Crosland, *The Jazz Singer* will be screened in this section,

#### **Readings to be discussed in the class:**

Chris Dashiell, "The Oldest Movies". Web. 28 March. 2012. <<http://www.cinescene.com/dash/lumiere.html>>

Dwyer, Rachel and Divia Patel. "Indian Cinema: Origins and Beginnings". *Cinema India: The Visual Culture of Hindi Films*. London : Reaktion ; New Brunswick, N.J. : Rutgers University Press, 2002.

Kracauer, Siegfried. "Basic Concepts" in *Theory of Film: The Redemption of Physical Reality*. Princeton: Princeton University Press. 1997.

#### **Additional Readings for reference:**

Altman, Rich. "Dickens, Griffith and Film Theory Today," *The South Atlantic Quarterly*, 88, 2 (Spring 1989), 321-359.



Bazin, Andre "Charlie Chaplin". *What is Cinema Vol.1*, Berkeley, Los Angeles and London: University of California press: 1967.

Chabria, Suresh. "D.G. Phalke and the Melies Tradition in Early Indian Cinema", Kintop 2. Frankfurt and Main, 1993.

Gunning, Tom. "The Cinema of Attractions: Early Film, Its Spectator and the Avant Garde". Thomas Elsaesser(ed). *Early Cinema Space, Frame, Narrative*, London: British Film Institute, 1990.

## Module II:

**Film Language: Key concepts:** This module will discuss the evolution of the language of cinema. It will discuss debates around significant principles of film language such as the Soviet Montage (editing), Deep Focus (camera), Mise-en-scene (staging shots), 180-degree rule, Eyeline matching, Lighting, Close-up, Sound, Music and Jump cut. It will also discuss key cinematic concepts such as Spectatorship, Suture, Scopophilia, Voyeurism, the cinematic apparatus and counter-cinema.

To illustrate the above stated: Clips from Eisenstein's *Battleship Potemkin*, Orson Welles' *Citizen Kane*, Dreyer's *The Passion of Joan of Arc*, Wiene's *The Cabinet of Dr. Caligari*, Ritwik Ghatak's *Komal Gandhar*, Godard's *Pierrat Le Fouard A bout de souffle* and Guru Datt's *Payas* will be screened in this section.

### Readings to be discussed in the class:

Balzas, Bela. "The Close-Up", in Gerald Mast, Marshall Cohen & Leo Braudy Eds. *Film Theory and Criticism: Introductory Readings*, New York and Oxford: Oxford University Press, 1992.

Bazin, Andre. "The Evolution of the Language of Cinema." *What is Cinema Vol.1*, Berkeley, Los Angeles and London: University of California press: 1967.

Eisenstein, Pudovkin and Alexandrov. "Statemet on Sound". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

Eisenstein, Sergei. "A Dialectic Approach to Film Form" in *Film Form: Essays in Film Theory*. Edited and Translated by Jay Leyda, San Diego, New York, London: A harvest/Harcourt Brace Jovanovich, Publishers: 1977.

Mulvey, Laura. "Visual Pleasure and Narrative Cinema". *Film and Theory: An Anthology*, Robert Stam Toby Miller, (ed.) Blackwell Publishers, Oxford, 2000.

Selections from: Hayward, Susan. *Key Concepts in Cinema Studies*. London and New York: Routledge, 2004.

### Additional readings for reference:

Burch, Noel. *Theory of Film Practice*. New York: Praeger, 1973.

David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures". Philip Rosen (ed). *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986.

Dyer, R. *White*. London and New York: Routledge, 1997.

Eisenstein, Sergei "Beyond the Shot (The Cinematographic Principle and the Ideogram)". *The Film Form*. Harcourt: Brace & World, 1949.

Eisenstein, Sergei. "Methods of Montage" in *Film Form: Essays in Film Theory*, Edited and Translated by Jay Leyda, San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977.

Ghatak, Ritwik. "Sound in Cinema". *Cinema and I*. Calcutta: Ritwik Memorial Trust, 1989.

Heath, Stephen. "Notes on Suture." *Screen*. Vol. 18, No. 4 (Winter 1977), 48-76.

Kuntzel, J. "The Treatment of Ideology in the Textual Analysis of Film." *Screen*. Vol. 14, No. 3 (Autumn, 1973).

Metz, Christian. *Film Language*. New York: Oxford University Press, 1976.

### Module III

**Movements in Cinema:** This module will focus on some of the movements in cinema, such as German Expressionism, Surrealism, Italian neo-realism, French New Wave Cinema/Nouvelle Vague, Indian New Wave Cinema, New German Cinema, Cinema Nova, Third Cinema and new cinema from Iran. It will also focus on the concept of the auteur in cinema.

Clips from Murnau's *Nosferatu*, Bunuel and Dali's *Un Chien Andalou*, De Sica's *Bicycle Thieves*, Agnes Varda's *La Pointe Courte*, Resnais's *Hiroshima Mon Amour*, Fassbinder's *In the year of Thirteen Moons*, Satyajit Ray's *Pather Panchali*, M.S. Sathyu's *Garam Hava*, Aparna Sen's *36 Chowringhee Lane*, Glauber Rocha, *Terra em Transe*, Sembene's *Xala*, Martha Mesoraz's *Nine Months*, Majid Majidi's *The Colour of Paradise*, will be screened in this section.

### Readings to be discussed in the class:

Graham, (ed). "The New Wave", first published in *Ecran Francais*, No. 144, 1948, 17-23.

Simona Monticelli, "Italian Post war Cinema and Neo Realism". John Hill and Pamela Church Gibson, (eds). *Oxford Guide to Film Studies*. Oxford and New York: Oxford University Press: 1998.

Selections from: Hayward, Susan. *Key concepts in Cinema Studies*. London and New York: Routledge, 2004.

Solanas, F. and Getino, O. "Towards a Third Cinema". Chanana, M. (ed). *Twenty Five Years of the New Latin American Cinema*. London, British Film Institute publishing, 1983.

Willman, Paul and Pines, Jim., (eds). *Questions of Third Cinema*. London: British Film Institute, 1989.

**Additional Readings for reference:**

Bazin, Andre. "De la politique des auteurs." *Cahiers du Cinema*, No. 70 (April 57), 2-11.

Coates, P. *The Gorgon's Gaze: German Cinema, Expressionism and the Image of Horror*. Cambridge: Cambridge University Press: 1991.

Corporation, National Films Division. "The Indian New Wave and Beyond 1969-95". *Indian Cinema: A Visual Voyage*. 1998.

Ponzanesi, Sandra and Marguerite Waller. Ed. *Postcolonial Cinema Studies*. London and New York: Routledge, 2012.

Ray, Satyajit. *Our Films Their Films*. New Delhi: Orient Longman, 1976.

Sarris, Andrew. *Interviews with Film Directors*. New York: Avon, 1967.

**Module IV: Forms in Cinema: Musical, Melodrama, Film Noir, Horror Movies, Westerns, Science Fiction, The Classic Hollywood Cinema, Gangster/Criminal/ Detective Thriller.**

Clips from Mehboob Khan's *Mother India*, Mizoguchi's *Orizuru Osen*, Hitchcock's *Psycho*; Joseph Stein's *Fiddler on the Roof*, James Cameron's *Avatar*, Fleming's *The Virginian*, Robert Aldrich's *Kiss Me Deadly*, Fleming's *Gone With the Wind*, Ramesh Sippy's *Sholay* and Coppola's *The Godfather*, besides any other film clips that they would like to include for their presentations.

**Readings to be discussed in the class:**

A. Freeland, Cynthia. "Feminist Frameworks for Horror Films". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

Gledhill, C. (ed) *Home is Where the Heart Is: Studies in Melodrama and the Women's Film*. London, British Institute Publishing. 1987.

Schartz, Thomas. "Film Genre and the Genre Film". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

Selections from: Hayward, Susan. *Key concepts in Cinema Studies*. London and New York: Routledge, 2004.

Thompson, Kristin. *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*. London: Routledge, 1985.

Warshaw, Robert. "Movie Chronicle: The Westerner". Braudy and Cohen (ed). *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 2004.

**Additional General readings on Cinema Studies:**

Benjamin, Walter, and J. A. Underwood. "The Work of Art in the Age of Mechanical Reproduction". London: Penguin, 2008

Bresson, Robert. *Notes on the Cinematographer*. London: Quaret, 1986.

Deleuze, Gilles. *Cinema 1: The Movement Image*. Athlone Press: London, 1986.

---. *Cinema 2. Time Image*. London: Athlone Press, 1989.

Hutchcon, Linda. *A Theory of Adaptation*. New York: Routledge, 2012.

Ryan, Michael and Melissa Lenos. *Film Analysis. Technique and Meaning in Narrative Film*. New York, London: 2012.

Wollen, Peter. *Readings & Writings: Semiotic Counter Strategies*. London: Verso Publishing, 1982.

---. *Signs and Meaning in the Cinema*. Blumington: Indiana Univ. Press, 1972.

Vasudevan, Ravi. *Making Meaning in Indian Cinema*. Oxford University Press: 2000.

**Assessment structure (modes and frequency of assessments):**

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Class Participation	Throughout the semester	20%
	Group presentation	5 <sup>th</sup> and 6 <sup>th</sup> week	20%
2.	Class test	10 <sup>th</sup> week	30%
3.	Detailed Screen Play with shot by shot description (Throughout the course students will be trained to develop a screenplay for a short 15 minutes film, they will finally develop their own screenplay with shot descriptions which will include camera angle, placement distance, lighting, sound, music and incidental sounds)	16 <sup>th</sup> week	30%


c. Instructional strategies: How it is taught?

The course will be transacted through several power point presentations, several shots will be screened related to the origins of cinema; to demonstrate key cinematic concepts and techniques related to major movements of cinema. Besides, a few selected articles included in each module will be discussed in the class. The fourth module will largely be transacted through group presentations. Students will be asked to select topics from the fourth module and present them to the class.

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

A classroom with a good audio/video system required as the course will be largely transacted through screening of shots.

e. Expertise in AUD faculty or outside: Faculty: Film Studies programme in the SCCE, especially Professor Rajan Krishnan.

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

Diamond Oberoi Vahali

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

*L. Chakraborty*

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

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours) with Major in English
Course title	Literatures of the Renaissance
Course code	SUSIEN233
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	MS 2012
Course coordinator and team	Kopal Ahlawat, Gunjeet Arora

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 The Renaissance is a very important age in the study of English literature in terms of poetry, prose and drama. As such this course connects to Introduction to Literary and Cultural Forms, Tragedy Down the Ages and Comedy Not Just for Laughs and many other courses in the BA programme in its study of poetry and drama.
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):  
 As per SUS norms
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?  
 The course is designed to help students engage with canonical works by bringing in new perspectives to bear on the study of these texts and also aims at expanding the canon by including literary figures of the age hitherto relegated to the margins.
6. How does the course link with the specific programme(s) where it is being offered?  
 The Renaissance or the Early Modern Age is an important age in history, the arts and literature. The proposed course is designed to introduce the students to not just the literary and intellectual history of the age through canonical works and dominant writers of the times but also help them understand the important linkages of the arts with literature. At the same time it expands the canon by including women writers Lady Mary Worth as well as Elizabeth Carey that have hitherto been excluded in mainstream syllabi.
7. **Course Details: All headings to be filled**
  - a. Summary: This is an introductory survey course which provides an overview of the literary production across genres during the Renaissance. The Renaissance which means

"rebirth" was characterised by the revival of Classical learning, reform in religion, opening up of the New World, and certain events in history, science and technology (for example, the invention of the printing press). These events marked a significant shift in the way human beings thought and engaged with the world around them. This period has, therefore, been cited as the Early Modern Era which indicates a shift from the "Dark Ages". The resultant flux from these transitions reflects in the cultural productions of that time. While on one hand the literatures of the Renaissance showcase a celebration of the times, yet there is an undercurrent of something darker as well as has been discussed in recent critical works. The course will discuss all these themes and issues along with the dominant theme of Renaissance Humanism.

This course will offer a solid foundational understanding of a crucial historical period through representative texts in both English literature and translations. The course is divided into four modules. The first module introduces the logic and scope of the course along with situating the period in the intellectual history. The next three modules are divided along the genres of poetry, drama and prose.

- b. Objectives: The course will provide a broad understanding of the intellectual foundations as well literary production during the Renaissance. Students will be familiarized with poetic forms, the interface between politics and literature, the relation between arts and literature and the beginnings of English drama
- c. Expected learning outcomes: The course will thus help students engage with literary forms and themes which they will build upon in subsequent courses.
- d. Overall structure (course organisation, rationale of organisation; outline of each module): The course is divided into four modules. The first module introduces the logic and scope of the course along with situating the period in the intellectual history. The next three modules are divided along the genres of poetry, drama and prose.

### Module 1| Introduction

The course will introduce the Renaissance through Hans Holbein's painting *The Ambassadors*. Some of the key concepts and issues that will be discussed are:

Periodisation and the idea of Renaissance

Beginnings of Renaissance via art

Political history of the period

English Reformation

### Module 2| Poetry

This module will study the development and growth of the dominant poetic form of the age, the Sonnet as well as other lyric forms through the works of representative poets. It will also discuss the nature of courtly and love poetry written during the Renaissance.

626  
661

Sonnets by Petrarch (translated by Thomas Wyatt): "The Long Love That in My Thought Doth Harbor"; "My Galley"

Thomas Wyatt: "Farewell Love"; "Whoso list to hunt"

Philip Sidney, Any three sonnets from *Astrophil and Stella* (Sonnet I, XV, XXVII, XXXIV, XLI, XLV, II, V, XXXVIII, CVII)

Edmund Spenser, Selections from *Amoretti* (34 and 67)

Shakespeare: Sonnets 55, 130, 147

Michelangelo: "To Giorgio Vasari: On the Lives of the Painters"

John Donne, selections of any three sonnets (Elegie: To his Mistress Going to Bed, The Flea, The Autumnal, The Sun Rising, The Canonisation, Hymn to God my God, in My Sickenesse, Batter My Heart, Three-Person'd God, Death Be Not Proud)

Andrew Marvell: "To His Coy Mistress"

Lady Mary Wroth, any three sonnets from *Pamphilia to Amphilanthus* nos. 1, 16, 39, 68, 103

### Module 3| Drama

This module will introduce students to the rise and development of English theatre. It will discuss the dominant influences, directions and playwrights of the stage in the Elizabethan and Jacobean age. The course will include any two plays from the following list for classroom discussion.

Christopher Marlowe: *Dr. Faustus*

Shakespeare: *The Tempest*

John Webster: *The Duchess of Malfi*

Elizabeth Carcy: *Tragedy of Mariam*

### Module 4| Prose

This module will take up brief selections from some of the important social and political writings of the time which are reflective of the intellectual thought prevalent during the time.

Thomas More, Selections from *Utopia*

Machiavelli. Selections from the *Prince*.

Pico dellaMirandola, Selections from *Oration on the Dignity of Man*

Baldassare Castiglione's *The Courtier*

### Primary Texts



A reader will be provided to the students at the beginning of the course. All the readings are to be taken from this book only.

Greenblatt, Stephen, and M. H. Abrams. *The Norton Anthology of English Literature*. W.W. Norton, 2006.

Recommended reading relevant to all parts:

Greenblatt, Stephen. *Renaissance Self-Fashioning: from More to Shakespeare*. Chicago: University of Chicago Press, 2005.

Dollimore, Jonathan. *Radical Tragedy: Religion, Ideology, and Power in the Drama of Shakespeare and His Contemporaries*. Chicago: University of Chicago Press, 1984.

Spiller, Michael R. G. *The Development of the Sonnet: An Introduction*. London: Routledge, 1992.

Lever, J W. *Sonnets of the English Renaissance*. London: Athlone Press, 1974.

Belsey, Catherine. *The Subject of Tragedy (Routledge Revivals): Identity and Difference in Renaissance Drama*. Hoboken: Taylor and Francis, 2014.

Loewenstein, David, and Janel Mueller. *The Cambridge History of Early Modern English Literature*. Cambridge: CUP, 2002.

Loomba, Ania. "Playing with Shakespeare." *Shakespeare, Race and Colonialism*. Oxford: Oxford University Press, 2002.

Keenan, Siobhan. *Renaissance Literature: Edinburgh Critical Guides*. Edinburgh: Edinburgh University Press, 2008.

Hattaway, Michael, Ed. *A Companion to English Renaissance Literature and Culture*. Oxford: Blackwell Publishing, 2003.

Bruce, Susan and Rebecca Steinberger. Eds. *The Renaissance Literature Handbook*. London: Continuum, 2009.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Assignment	7 <sup>th</sup> week	20%
2.	Mid-Semester Test	10 <sup>th</sup> week	30%
3.	Individual project	14 <sup>th</sup> week	20%
4.	End-Semester Test	16 <sup>th</sup> week	30%

c. Instructional strategies: How it is taught?

The classes will involve several in-depth close reading sessions interspersed with more general contextualization of texts in the socio-political and cultural background. The individual project work in close consultation with the instructor will be an important component of the teaching methodology.

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

g. Primary and secondary texts, books related to the subject and most critically, high-end audio-visual equipment in the classroom, i.e. Projector and screen

h. Expertise in AUD faculty or outside:

AUD faculty

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

Subject Arora/Kopal

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

*R. Chakravarty*

Minutes of SoL Board of Studies Meeting held on 26 August 2019

Members Present:

1. Prof. Jawarimal Parakh (External Member)
2. Prof. Sonya Gupta (External Member)
3. Prof. Radha Chakravarty (Chair)
4. Prof. Salil Misra
5. Prof. Bodh Prakash
6. Prof. Satyaketu Sankrit
7. Prof. Gopalji Pradhan
8. Dr. Anita Cherian
9. Dr. Diamond Oberoi Vahali
10. Dr. Vikram Singh Thakur
11. Dr. Awadhesh Kumar Tripathi
12. Dr. Mrityunjay Tripathi
13. Dr. Vaibhav
14. Dr. Gulshan Bano

The following members were unable to attend the meeting. Dr. Milind Wakankar, Dr. Rajan Krishnan, Mr. Shelmi Sankhal.

**Minutes:**

The following agenda item was taken up for discussion:

1. Revised Proposal for MA Hindi programme to be launched.

Hindi faculty presented the revised proposal for the introduction of MA Hindi. The first part of the deliberations focused on the vision and structure of the programme. This was followed by a detailed discussion of individual course proposals.

(a) Vision and structure

The following points were highlighted:

- It was reported that that on the suggestions of the previous BOS meeting the exit option in MA Hindi programme has been done away with. The programme now would follow the conventional MA Hindi programmes but with a difference
- Employability has been kept in mind while devising the structure of MA Hindi programme.
- It was proposed that the 8 core courses cover the UGC-NET syllabus, keeping in mind that students after completing MA would take the NET examination.
- It was reported that the electives have been taken from various fields, as mentioned in the earlier version of the programme proposal.
- It was informed that the dissertation would be compulsory for all Semester 4 students.

During the discussion that followed, the following suggestions were made:

- It was suggested that in the 4<sup>th</sup> semester, there should be one core course and one elective, along with dissertation of 8 credits. (A total of two electives to be offered.)

The recommended credit structure is as follows:

Semester 1: 2 cores + 2 electives

Semester 2: 2 cores + 2 electives

Semester 3: 3 cores + 1 elective

Semester 4: 1 core + 1 elective + 1 dissertation

- It was felt that it is important to have a research methodology component in the dissertation course.
- It was decided that a short note on the dissertation should be prepared describing the format, areas and mode of evaluation.

Decision: With these suggestions, it was decided to recommend the vision document and programme structure, for submission to SCAP.

(b) Discussion on courses for to be offered by the MA Hindi Programme in the first two semesters:

Courses for first two semesters were discussed and approved with minor suggestions. The course-wise suggestions are listed below:

- Hindi Sahitya ka Itihas: It was suggested that Module Four of the course should be placed as Module Two. The existing modules Two and Three should be renamed. The reading list should be revised, to include complete bibliographic material.
- Aadhunik Hindi Kavita: Module Two contains several long poems. It was suggested that some small poems should be included. In Module Four, Shakunt Mathur should be added as poet.
- Hindi ka Adhunik Katha Sahitya: It was felt that the description of Module One is confusing and needs some rephrasing. The classification of novels in Module Two was discussed and revisions were suggested.
- Aadikalin v Bhaktikalin Kavita: It was suggested that the course title be changed to 'Aadikalin, Bhaktikalin v Rectikalin Kavita'.
- Hindi, Urdu aur Hindustani: It was suggested that Module One should be renamed as 'Urdu aur Hindi ka Udbhav' and Module Two as 'Hindi, Urdu, and Hindustani'.

- Rachnatmak Lekhan: Module Four should be placed as Module Two and it should be renamed as 'Rachna aur Rachnakar'. Reading number 4 of Module One should specify only one essay, 'Kala ka teesra kshan'.
- Jansanchar ki Avadharana: The title of Module Four is missing.
- Dilli aur Sahitya: It was suggested that issues of chronology, names of modules and texts should be reconsidered.
- Lok Sahitya: It was suggested that Devendra Satyarthi's work should be included in the readings.
- Cinema aur Hindi Sahitya: Module One should be renamed as 'Madhyam ke roop me Cinema'. Module Two should be renamed as 'Sahitya aur Cinema ka Antahsambandh'. 'Uski Roti' by Mani Kaul, or 'Umrao Jaan', can be included. Module Three should be renamed as 'Sahitya ka Filmantaran'. Module Four should be renamed as 'Sahitya adharit Filmon ka Adhyayan.' It was also suggested that 'Umrao Jan' should be included for study in Module Four. Jagdishvar Chaturvedi's book should be removed from the reading list because of its irrelevance. The film 'Nirmala' can be replaced. Popular cinema, and the representation of short fiction in cinema, can be considered. Readings on cinematography, the language of cinema, and adaptation can be included.
- Jansanchar ki Avdharna aur Vikas: Passed
- Asmita Vimarsh: Passed
- Pravasi Hindi Sahitya: Passed

**Decision:** It was decided that the courses should be passed in principle, but the Hindi faculty group, along with Professor Salil Misra, should meet again to further refine the details. It was determined that once the necessary changes have been incorporated, the programme proposal can be submitted to SCAP for approval.

गोपाल प्रकाश



Prof. P. L.

R. Chakravarty

Handwritten signature

Amita Chakravarty

**ANNEXURE-20**

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

School	School of Letters
Programme Name	MA Hindi
Programme Type (Professional/Liberal/Research/ etc.)	Liberal
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	MA
Total Credits	64
Proposed date of launch	July 2020
Programme coordinator and team	Prof. Satyaketu Sankrit and Prof. Gopalji Pradhan

- Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify)  
किसी भी मान्यता प्राप्त विश्वविद्यालय से स्नातक या समकक्ष उपाधि
- Entrance process (test, interview, cut-offs, etc.):  
लिखित परीक्षा और साक्षात्कार (विश्वविद्यालय के नियमों के अनुसार आरक्षण)
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
As per AUD norms
- Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):  
सेमेस्टर
- What are the intended aims of the programme?  
एमए हिंदी प्रोग्राम का उद्देश्य साहित्य के परंपरागत पाठ व अध्ययन के साथ-साथ अंतरानुशासनिक पद्धति से साहित्य तथा साहित्येतर सृजन को परस्पर निकट लाना होगा। इसीलिए साहित्य और विविध वैचारिक प्रवृत्तियों व विधाओं के संबंध का अध्ययन होगा, साथ ही संगीत, रंगमंच, सिनेमा, नृत्य आदि से जुड़े विभिन्न कलारूपों के साथ साहित्य के पारंपरिक तथा आधुनिक संबंधों को अन्वेषित करने पर बल दिया जाएगा। छात्रों के समक्ष विभिन्न प्रकार के विषयों के अंतरानुशासनिक अध्ययन के विकल्प खुले रहेंगे ताकि वे साहित्य को व्यापक दृष्टि से ग्रहण करें तथा उसे अपने आगामी बौद्धिक उद्यमों में इस्तेमाल कर सकें। यह छात्र- छात्राओं में शोध की अभिरुचि जगाने का भी काम करेगा। साहित्य की आलोचनात्मक दृष्टि पैदा करने की शक्ति, हस्तक्षेपकारी भूमिका तथा आचरणपरक चेतना (praxis) को स्पष्ट करने के लिए भारत के विभिन्न समुदायों के साहित्य और गुमशुदा साहित्य-परंपराओं को भी समझने व उसका अध्ययन करने को प्रोत्साहित किया जाएगा। हिंदी की साहित्यिक

दस्तावेजीकरण की प्रक्रिया से अछूते साहित्य खासतौर पर लोकसाहित्य की संपदा को शोध, अध्ययन और अध्यापन में शामिल माना जाएगा। इसके पाठ्यक्रम के माध्यम से विद्यार्थी साहित्य जैसे सशक्त माध्यम से समकालीन सामाजिक-राजनीतिक यथार्थ के बारे में संवेदनशील तथा विवेकपूर्ण अंतर्दृष्टि को अर्जित करेगा।

6. How does the programme link with the vision of AUD?

अम्बेडकर विश्वविद्यालय समाज विज्ञान व मानविकी के उच्च अध्ययन हेतु समर्पित शिक्षा संस्थान है। इसी के अनुरूप विश्वविद्यालय में समाज विज्ञान और मानविकी के अंतरावलंबन से उत्पन्न नये जानानुशासना में अध्ययन अध्यापन के जरिये दक्षता प्रदान की जाती है। विश्वविद्यालय के इसी लाक्षणिक चरित्र के अनुरूप हिंदी का यह स्नातकोत्तर पाठ्यक्रम साहित्य और भाषा के साथ ही समाज में आने वाले बदलावों तथा उनकी पहचान के लिए साहित्यिक अभिव्यक्तियों के विश्लेषण के अधुनातन उपकरणों की विज्ञता विद्यार्थियों को प्रदान करने का प्रयास करेगा।

7. How is the proposed programme positioned vis-à-vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?

स्कूल ऑफ लेटर्स की स्थापना ही साहित्य के सांगोपांग अध्ययन के लिए हुई है। इसमें अंग्रेजी तथा तुलनात्मक साहित्य एवं अनुवाद के अध्ययन अध्यापन की परिकल्पना शामिल है। भाषा और साहित्य के अध्ययन में शामिल अंग्रेजी और तुलनात्मक साहित्य तब तक अपूर्ण रहेंगे जब तक कि दिल्ली के स्थानीय साहित्यिक परिवेश में मौजूद भाषाओं और उनकी साहित्यिक अभिव्यक्तियों के साथ उनका सृजनात्मक संवाद नहीं बनेगा। इसी दृष्टिकोण से हिंदी में यह स्नातकोत्तर पाठ्यक्रम निर्मित और प्रस्तावित किया जा रहा है ताकि स्कूल ऑफ लेटर्स की परिकल्पना संपूर्णता की ओर बढ़ सके।

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?

विश्वविद्यालय में स्कूल ऑफ लेटर्स के विभिन्न स्नातकोत्तर और शोध स्तरीय पाठ्यक्रमों के अतिरिक्त स्कूल ऑफ कल्चर एंड क्रिएटिव स्कसप्रेशंस के रचनात्मक लेखन, नाटक और फिल्म अध्ययन जैसे स्नातकोत्तर स्तरीय पाठ्यक्रमों से हिंदी स्नातकोत्तर पाठ्यक्रम का जीवंत संवाद व संबंध है और रहेगा।

9. How is it positioned in relation to other similar programmes in the field?

दिल्ली के विभिन्न विश्वविद्यालयों के पाठ्यक्रमों तथा यूजीसी के स्नातकोत्तर पाठ्यक्रम से सहायता लेकर इस पाठ्यक्रम का निर्माण किया गया है। साथ ही इसे हिंदी में पैदा हो रहे रोजगार परक अवसरों के साथ जोड़ने की कोशिश की गई है। इस तरह यह पाठ्यक्रम पारंपरिक तथा अधुनातन दोनों ही



पहलुओं को ध्यान में रखकर निर्मित किया गया है। इस दृष्टिकोण से हमने इग्नू, जामिया और भारतीय जन संचार संस्थान के भी पाठ्यक्रमों का सार ग्रहण करके नवीन उद्भावनाओं को अंकित किया है।

10. Is there a sufficiently defined body of knowledge and literature to support the programme?

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11. What are the professional trajectories that the graduates of the programme may pursue?

अध्यापक, अनुवादक, पत्रकार, समीक्षक, संपादक आदि।

12. Are there sufficient in-house faculty resources available for the programme?

नहीं। नयी नियुक्तियों की आवश्यकता है।

13. Rationale for the nomenclature of the programme

स्नातकोत्तर स्तर पर हिंदी का अध्ययन करने के लिए यूजीसी द्वारा यही नाम सुझाया गया है, प्रचलित है और बोधगम्य है।

14. Programme Details:

a. Concept (attach concept note, if needed):

देखें संलग्नक 1

b. Objectives:

एमए हिंदी प्रोग्राम का उद्देश्य साहित्य के परंपरागत पाठ व अध्ययन के साथसाथ अंतरानुशासनिक - पद्धति से साहित्य तथा साहित्येतर सृजन को परस्पर निकट लाना होगा। इसीलिए साहित्य और विविध वैचारिक प्रवृत्तियों व विधाओं के संबंध का अध्ययन होगा, साथ ही संगीतनृत्य, सिनेमा, रंगमंच, आदि से जुड़े विभिन्न कलारूपों के साथ साहित्य के पारंपरिक तथा आधुनिक संबंधों को अन्वेषित करने पर बल दिया जाएगा। छात्रों के समक्ष विभिन्न प्रकार के विषयों के अंतरानुशासनिक अध्ययन के विकल्प खुले रहेंगे ताकि वे साहित्य को व्यापक दृष्टि से ग्रहण करें तथा उसे अपने आगामी बौद्धिक उद्यमों में इस्तेमाल कर सकें। यह छात्रछात्राओं में शोध की अभिरुचि जगाने का भी काम करेगा। - हस्तक्षेपकारी भूमिका तथा आचरणपरक चेतना, साहित्य की आलोचनात्मक दृष्टि पैदा करने की शक्ति (praxis) को स्पष्ट करने के लिए भारत के विभिन्न समुदायों के साहित्य और गुमशुदा साहित्य-परंपराओं को भी समझने व उसका अध्ययन करने को प्रोत्साहित किया जाएगा। हिंदी की साहित्यिक अध्ययन व दस्तावेजीकरण की प्रक्रिया से अछूते साहित्य खासतौर पर लोकसाहित्य की संपदा को शोध अध्यापन में शामिल माना जाएगा। इसके पाठ्यक्रम के माध्यम से विद्यार्थी साहित्य जैसे सशक्त माध्यम से समकालीन सामाजिकराजनीतिक यथार्थ के बारे में संवेदनशील तथा विवेकपूर्ण अंतर्दृष्टि - को अर्जित करेगा।

## c. Expected learning outcomes:

- हिंदी भाषा की विविधता के प्रति संवेदनशील समझ।
- हिंदी साहित्य के अध्ययन के जरिये भारत की सांस्कृतिक विरासत में मौजूद मानवीय पहलुओं की आलोचनात्मक समझ।
- साहित्यिक उपलब्धियों को सामाजिक सरोकारों से जोड़कर देखना।
- रोजगार के बाजार में हुनरमंद प्रतियोगी के रूप में प्रवेश।

## d. Overall structure (programme template with course organisation, course titles, credits, etc.):

देखें संलग्नक 2

## 1. Teaching-learning:

## a. Instructional strategies:

रचनात्मक अभिव्यक्ति का अध्यापन किये जाने के नाते इस पाठ्यक्रम के अध्यापन में रचनाकारों के अतिथि व्याख्यान, विशेष कृतियों की रचना प्रक्रिया पर उनके विचार तथा विद्यार्थियों को पुस्तकालयों, प्रकाशन गृहों तथा रचनाकारों से मिलने के लिए प्रोत्साहित करने के अतिरिक्त उनके भाषिक परिवेश के साथ हिंदी की साहित्यिक अभिव्यक्ति की तुलना का प्रदर्शन करना इस पाठ्यक्रम के अध्यापन के विशेष पहलू होंगे। साहित्य से जुड़े अन्य अनुषंगों उदाहरणार्थ कोशनिर्माण, कैटलॉगिंग, सिनेमा, नाटक, संगीत आदि के प्रति जागरूकता पैदा करने के लिए इससे जुड़ी संस्थाओं और व्यक्तियों को पाठ्यक्रम के अध्यापन के दौरान विशेष स्थान दिया जायेगा।

## b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

कुछ नहीं।

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

प्रकाशन गृह, पुस्तकालय, शोधगार

Signature of Programme Coordinator(s)/Convenor(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, 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.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

*R. Chakravarty*

## MA Hindi Programme: Vision and Objective

### संकल्पना

#### (Vision)

अंबेडकर विश्वविद्यालय दिल्ली के एमए हिंदी प्रोग्राम की संकल्पना को प्रस्तावित करते हुए यह माना जाता है कि इसका पाठ्यक्रम तुलनात्मक, अंतरानुशासनिक, प्रयोगशील तथा अधुनातन प्रकृति का होगा। इस विश्वविद्यालय के ही अन्य अकादमिक कार्यक्रमों तथा पाठ्यक्रमों के साथ-साथ देश के सर्वश्रेष्ठ विश्वविद्यालयों तथा यूजीसी के प्रस्तावित पाठ्यक्रम के साथ इसका एक जीवंत अकादमिक रिश्ता होगा। इसके पाठ्यक्रम के विभिन्न पक्ष जैसे इसका मूलभूत विज्ञान, दर्शन तथा संरचना सामाजिक तथा साहित्यिक स्तर पर हाशिए के सरोकारों से प्रेरणा ग्रहण करते रहेंगे। इस प्रोग्राम का इस्तेमाल छात्रों की समाज तथा कला-संस्कृति के बारे में व्यापक समझ विकसित करने के माध्यम के रूप में भी किया जा सकता है। छात्रों की कल्पना-शक्ति तथा रचनात्मक क्षमता के उन्मुक्त विकास के लिए पाठ्यक्रम निरंतर सजग रहेगा। दिल्ली की मान्यताप्राप्त अन्य आधिकारिक भाषाओं जैसे उर्दू तथा पंजाबी के साहित्य का भी अध्ययन व अध्यापन की सामग्री के तौर पर प्रयोग होगा। हिंदी साहित्य के आलोचनात्मक अध्ययन व अध्यापन के अतिरिक्त व्यापक दृष्टि से अन्य भारतीय भाषाओं तथा बोलियों की साहित्य-परंपरा को भी सम्मिलित किया जाएगा। शोध, अध्यापन तथा सामाजिक विषयों के मध्य अन्योन्याश्रित संबंध का ध्यान रखा जाएगा। पाठ्यक्रम में छात्रों के साहित्य संबंधी ज्ञान के विकास के साथ-साथ उनकी विशेष क्षेत्र में दक्षता व विशेषज्ञता के विकास को प्रोत्साहित किया जाएगा। समाज में चल रहे परिवर्तन, आंदोलन, प्रवृत्तियां किस प्रकार साहित्य को प्रेरित व प्रभावित करती हैं तथा साहित्य किस प्रकार न्यायपूर्ण व समानता पर आधारित समाज के निर्माण की प्रक्रिया पर असर डालता है, पाठ्यक्रम में इन चीजों के अध्ययन पर विशेष ध्यान दिया जाएगा। एमए हिंदी कार्यक्रम ऐसे विद्यार्थियों की परिकल्पना करता है जो शोध, रोजगार व अकादमिक कौशल के नवीन अवसरों का प्रयोग करने में सक्षम होंगे तथा संवैधानिक मूल्यों के अंतर्गत अपनी

सामाजिक-सांस्कृतिक संवेदनशीलता को व्यक्त करने में विश्वास रखेंगे। इस प्रोग्राम में छात्रक स्तर पर विभिन्न विषयों से जुड़े विद्यार्थियों के चयन पर बल रहेगा तथा प्रवेश-परीक्षा सभी प्रकार के विषयों, अनुशासनों व भाषाई समूहों के विद्यार्थियों के लिए खुली रहेगी। संपूर्ण बनावट में यह कार्यक्रम अंबेडकर विश्वविद्यालय दिल्ली के मूलभूत उद्देश्य और विजन के साथ तालमेल पर आधारित होगा। यह निर्भीक संवाद, नवाचार, वैचारिक लोकतांत्रिकता व मौलिक चिंतन पर आधारित विद्वता के विकास के लिए प्रतिबद्ध रहेगा। पाठ्यक्रम के स्वरूप, प्रोग्राम की संरचना व मूल्यांकन के तरीकों में इस संकल्पना की विशेषताओं को परिलक्षित किया जा सकता है।

### एमए हिंदी प्रोग्राम का उद्देश्य

#### (Programme Objectives)

एमए हिंदी प्रोग्राम का उद्देश्य साहित्य के परंपरागत पाठ व अध्ययन के साथ-साथ अंतरानुशासनिक पद्धति से साहित्य तथा साहित्येतर सृजन को परस्पर निकट लाना होगा। इसीलिए साहित्य और विविध वैचारिक प्रवृत्तियों व विधाओं के संबंध का अध्ययन होगा, साथ ही संगीत, रंगमंच, सिनेमा, नृत्य आदि से जुड़े विभिन्न कलारूपों के साथ साहित्य के पारंपरिक तथा आधुनिक संबंधों को अन्वेषित करने पर बल दिया जाएगा। छात्रों के समक्ष विभिन्न प्रकार के विषयों के अंतरानुशासनिक अध्ययन के विकल्प छुले रहेंगे ताकि वे साहित्य को व्यापक दृष्टि से ग्रहण करें तथा उसे अपने आगाभी बौद्धिक उद्यमों में इस्तेमाल कर सकें। यह छात्र-छात्राओं में शोध की अभिरुचि जगाने का भी काम करेगा। साहित्य की आलोचनात्मक दृष्टि पैदा करने की शक्ति, हस्तक्षेपकारी भूमिका तथा आचरणपरक चेतना (praxis) को स्पष्ट करने के लिए भारत के विभिन्न समुदायों के साहित्य और गुमशुदा साहित्य-परंपराओं को भी समझने व उसका अध्ययन करने को प्रोत्साहित किया जाएगा। हिंदी की साहित्यिक दस्तावेजीकरण की प्रक्रिया से अछूते साहित्य खासतौर पर लोकसाहित्य की संपदा को शोध, अध्ययन व अध्यापन में शामिल माना जाएगा। इसके पाठ्यक्रम के माध्यम से विद्यार्थी साहित्य जैसे सशक्त माध्यम से

समकालीन सामाजिक-राजनीतिक यथार्थ के बारे में संवेदनशील तथा विवेकपूर्ण अंतर्दृष्टि को अर्जित करेंगे।

### Proposed Program Structure

This MA Hindi Course will be of 2 years spanning over 4 semesters. In this duration every student has to earn 64 credits. The course will comprise of 8 core courses of 32 credits. Student will earn rest of 32 credits from elective courses and dissertation. Elective courses will be offered by the Hindi program but at the same time students will have a certain degree of freedom to choose the elective courses from other programs and schools. Figure 1 provides the course structure over 4 semesters:

a) Core courses. Core courses are compulsory for MA Hindi students. A total of 8 core courses, worth 32 credits are offered over 4 semesters in the following manner: 2 core courses in the first semester, three core courses in the 2nd and 3rd semester each.

b) Elective Courses: It offers a choice of electives which include both courses building upon core courses and courses which have different themes. Courses in this basket are offered in each of the 4 semesters. Four elective courses will be offered in semester 1 and 2. Student can choose any two of them. In 3rd and 4th semester there will be three elective courses on offer. Students can choose any one in 3rd semester and two elective courses in 4th semester. Two elective courses will be offered in semester 3. Students will have option of choosing one course in this semester.

c) Dissertation. An original research dissertation/internship/ seminar paper/creative production in the fourth semester worth 8 credits

Masters Degree: A total of 64 credits including a dissertation must be completed for a Masters degree. The students are free to choose any combination of electives offered for concerned semester by the MA Hindi program. They may also choose a maximum of 8 credits (over 4 semesters) from any other school/program in the University.

Figure 1: MA Hindi program structure

	Core Courses	Elective Courses Offered
Semester 1	2	2
Semester 2	3	1
Semester 3	3	1
Semester 4	Dissertation	2

Semester wise core courses are as following:

Semester	Core	Elective
1	1 हिंदी साहित्य का इतिहास 2 आदिकालीन व भक्तिकालीन कविता	1 हिंदी, उर्दू और हिंदुस्तानी 2 लोक साहित्य 3 रचनात्मक लेखन 4 जनसंचार की अवधारणा और विकास
2	1 आधुनिक हिन्दी कविता 2 हिन्दी का आधुनिक कथा साहित्य	1 दिल्ली और साहित्य 2 प्रवामी हिन्दी साहित्य

	3 नाटक व अन्य गद्य विधायें	3 अम्पिता विमर्श 4 सिनेमा और हिन्दी साहित्य
3	1 भाषा विज्ञान 2 काव्यशास्त्र 3 हिन्दी आलोचना	1 बाल साहित्य 2 हिन्दी में ज्ञान साहित्य 3 भारतीय साहित्य
4	1 लघुशोध प्रबंध	1 पाठालोचन 2 साहित्य का समाजशास्त्र 3 लोकप्रिय साहित्य

R. Chakravarty



## संलग्नक 3

## हिन्दी एमए के 'लघु शोध प्रबंध' के विषय में

हिन्दी के प्रस्तावित स्नातकोत्तर पाठ्यक्रम में अंतिम सेमेस्टर में आठ क्रेडिट का लघु शोध प्रबंध लिखना विद्यार्थियों के लिए अनिवार्य होगा। इस शोध की शब्द सीमा 10,000 से 12,000 शब्द होगी। लघु शोध प्रबंध पारंपरिक विषयों के अतिरिक्त पाठ्यक्रम में पढाये गए विविध प्रकार के विषयों से जुड़ा हुआ हो सकता है। उदाहरण के लिए पाठ्यक्रम में प्रस्तावित पत्रकारिता, रचनात्मक लेखन और अनुवाद आदि क्षेत्रों से विषय भी लघु शोध प्रबंध हेतु चुने जा सकते हैं। यह शोध प्रबंध हिन्दी-साहित्य से जुड़ी किसी संस्था, व्यक्ति, पाठ्यक्रम अथवा नीतिगत दस्तावेजों की छानबीन भी हो सकता है। इसके तहत अखबारों, पत्रिकाओं, पुस्तकालयों या विशिष्ट आयोजनों का भी विश्लेषण किया जा सकता है। इस लघु शोध प्रबंध में रचनात्मक लेखन को प्रोत्साहित करने के लिए समूह बनाकर नाट्यलेखन व उसका प्रदर्शन भी हो सकता है। विद्यार्थीगण हिन्दी-उर्दू-पंजाबी-अंग्रेजी में परस्पर अनुवाद कार्य भी लघु शोध प्रबंध के बतौर कर सकते हैं।

शोध कार्य के लिए विषय का चयन विद्यार्थी और उसे आवंटित निर्देशक की रुचि व विशेषज्ञता को ध्यान में रखते हुए आपसी सहमति से होगा। विद्यार्थियों से अपेक्षा की जाती है कि वे अपने निर्देशक से लगातार संपर्क में रहें और मार्गदर्शन प्राप्त करते रहें।

लघु शोध प्रबंध विश्वविद्यालय के हिन्दी के अध्यापकों में से किसी एक के निर्देशन में लिखा जाएगा। लघु शोध प्रबंध का मूल्यांकन उसके निर्देशक को आंतरिक परीक्षक मानकर बाह्य परीक्षक की मौजूदगी में मौखिकी के जरिये सम्पन्न होगा। विद्यार्थी द्वारा प्रस्तुत लिखित पाठ और मौखिकी परीक्षा में विद्यार्थी के प्रदर्शन को मिलाकर लघु शोध प्रबंध का समग्र मूल्यांकन किया जाएगा।

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

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	हिंदी साहित्य का इतिहास
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	July 2020
Course coordinator and team	Prof. Satyaketu Sankrit, Prof Gopal Pradhan

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
बीए स्तर पर पढ़ाए जाने वाले आधुनिक साहित्य की प्रवृत्तियाँ [इलेक्टिव] और आंदोलन व हिंदी साहित्य के इतिहास की रूपरेखा [इलेक्टिव] शीर्षक कोर्सों से यह कोर्स सीधे तौर पर जुड़ा हुआ है। बीए स्तर पर पढ़ाए जाने वाले दोनों इलेक्टिव कोर्स विद्यार्थियों को हिंदी साहित्य के इतिहास की आरम्भिक समझदारी प्रदान करते हैं। एमए में प्रस्तावित यह कोर्स विद्यार्थियों को हिंदी साहित्य के इतिहास के बारे में गहन जानकारी और इतिहास लेखन के सम्बंध में चली बहसों के सन्दर्भ को अवगत कराएगा।
- Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
None
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
As per AUD norms
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
1<sup>st</sup> Semester
- How does the course link with the vision of AUD?  
यह कोर्स हिंदी साहित्य के आरम्भ की समयसीमा और इतिहास लेखन की विविध प्रविधियों से छात्रों को परिचित कराएगा। यह कोर्स अपनी प्रकृति में अंतःअनुशासनिक है और समाज विज्ञानों विशेषकर इतिहास व समाजशास्त्र के साथ अंतः क्रिया करता है। यह कोर्स साहित्य के भीतर न्यायपूर्ण व सामाजिक समता के मूल्यों को मानक के बतौर स्थापित किए जाने की प्रक्रियाओं से छात्रों को परिचित कराएगा।
- How does the course link with the specific programme(s) where it is being offered?  
साहित्य के इतिहास का अध्ययन हिंदी एमए के विद्यार्थी के लिए आवश्यक होगा ताकि वह हिंदी के उद्भव और विकास का सिंहावलोकन करते हुए एक सामान्य समझ बना सके और आंदोलनों, विधाओं व विभिन्न साहित्यिक अवदानों को उनकी ऐतिहासिकता में देख सके व साहित्येतिहास लेखन की बहसों से परिचित हो सके।
- Course Details:  
a. Summary:  
साहित्येतिहास लेखन किसी भी अन्य इतिहास लेखन की तरह निश्चित विचार दृष्टियों से प्रभावित होता है। वस्तुतः इतिहास की अवधारणा ही न केवल काल की निरंतरता के बोध की माँग करती है वरन विभिन्न काल-

खंडों में होने वाले परिवर्तनों को भी समझने की माँग करती है। मानव समाज की अब तक की प्रगति को समझने के लिए अलग-अलग तरह की विचार सारणियों का निर्माण किया गया है। इन विचार सारणियों से समाज के विकास क्रम की व्याख्या तो होती ही है, ये सारणियाँ साहित्येतिहास को भी समझने में मदद करती हैं। साहित्येतिहास और समाज के इतिहास में आपसदारी होते हुए भी कुछ भिन्नता है। हिंदी में आधुनिकता के आगमन के साथ पश्चिम के साथ हमारे सम्पर्कों के फलस्वरूप पहले यूरोपीय भाषाओं में हिंदी साहित्य के इलास लेखन के प्रयास शुरू हुए। इस लेखन की स्रोत सामग्री के बतौर वार्ता साहित्य और तजकिरा की परम्परा मौजूद थी। स्वाभाविक रूप से हिंदी के अपने विद्वानों में भी साहित्येतिहास को दर्ज करने की प्रेरणा पैदा हुई। इन प्रयासों का आरम्भ कविवृत्त संग्रहों से हुआ। धीरे-धीरे साहित्येतिहास लेखन का बोध विकसित हुआ। साहित्येतिहास लेखन के क्रम में एक वर्चस्वशाली परम्परा का भी निर्माण हुआ जिसने अनेक प्रवृत्तियों को मुख्यधारा से बाहर कर दिया। इसी कारण से हिंदी के साहित्येतिहासों की आलोचनाएँ भी विकसित हुईं। इन आलोचनाओं का स्वरूप समीक्षात्मक निबंधों तथा आपसी विवादों से स्पष्ट होता है। हिंदी के विद्वानों द्वारा लिखे गए साहित्येतिहासों की एक अंतवर्ती धारा राष्ट्र निर्माण भी थी। स्वाधीनता के बाद स्वाभाविक रूप से साहित्येतिहास लेखन में विविधता आयी। एक ओर जहाँ संस्थान केंद्रित विराट इतिहास बनाए गए वहीं विभिन्न अस्मिताओं के उदय के चलते हठी और दलित अस्मिता के नज़रिए से अलग तरह के इतिहास लिखने की भी कोशिशें हुईं। इसी के साथ समग्र साहित्येतिहास लेखन के अतिरिक्त विधा आधारित इतिहास लेखन की परम्परा भी देखने में आती है।

**b. Objectives:**

यह कोर्स विद्यार्थियों को अपनी विराट सांस्कृतिक विरासत से स्बरू कराते हुए उसके आलोचनात्मक विश्लेषण के लिए तैयार करेगा। इतिहास और साहित्य के जटिल अंतरसंबंधों को समझने की कोशिश करते हुए यह कोर्स विद्यार्थियों में साहित्य के ऐतिहासिक परिप्रेक्ष्य को विकसित करेगा।

**c. Expected learning outcomes:**

1. साहित्य के इतिहास लेखन और उसकी प्रणालियों से परिचय
2. हिंदी की सांस्कृतिक परम्परा का बोध पैदा करना और उसके विश्लेषण के औज़ार विकसित करना।
3. कालक्रमिकता और साहित्यिक प्रवृत्तियों की ऐतिहासिकता का बोध।
4. मौजूदा सांस्कृतिक परिदृश्य के सांस्कृतिक प्रश्नों की ऐतिहासिकता को समझना।

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

**माड्यूल-1:**

**साहित्येतिहास दर्शन**

यह माड्यूल इतिहास की अवधारणा, आख्यान व अन्य परम्पराओं से इतिहास की भिन्नता व सम्बंध तथा साहित्य व इतिहास के अंतरसंबंधों पर केंद्रित होगा। साथ ही यह माड्यूल साहित्येतिहास लेखन की विविध वैचारिक सरणियों से विद्यार्थियों को परिचित कराएगा। ये वैचारिक सरणियाँ ही बहुधा साहित्येतिहास का स्वरूप निर्धारित करती आयी हैं। इस माड्यूल में हिंदी साहित्येतिहास लेखन की औपनिवेशिक दृष्टि, राष्ट्रवादी दृष्टि, मार्क्सवादी दृष्टि और आधुनिकतावादी दृष्टि व अस्मितामूलक दृष्टियों की चर्चा भी जाएगी। यह माड्यूल इतिहास लेखन की रणनीतियों से भी विद्यार्थियों को अवगत कराएगा।

**निर्धारित संदर्भ ग्रंथ :**

साहित्य का इतिहास दर्शन; नलिन विलोचन शर्मा, विहार राष्ट्रभाषा परिषद, 1960

साहित्य और इतिहास दृष्टि: मैनेजर पांडेय, वाणी प्रकाशन, 2008

परम्परा का मूल्यांकन; राम विलास शर्मा, राजकमल प्रकाशन, 2004

इतिहास क्या है: ई एच कार, लक्ष्मी प्रकाशन, 2015

**माड्यूल-2:**

**साहित्येतिहासों का अंतरसंबंध**

साहित्येतिहासों की परम्परा और संग्रह वृत्त कवि पर बढ़ने आगे इससे है। जाती मानी शुरू से तजकिरा व वार्ता , अकारादिक्रम से कवि परिचय व रचनाओं के नमूनों के परिचय में साहित्येतिहास के आद्य रूप दिखते हैं। हिंदी साहित्य के इतिहास लेखन की देसी परम्परा का सहारा लेकर यूरोपीय विद्वानों ने भी हिंदी साहित्य का इतिहास लिखा जिसमें कवि वृत्त की प्रवृत्ति के साथ ही काल विभाजन और साहित्यिक प्रवृत्तियों के निरूपण की अपेक्षतया आधुनिक पद्धति दिखाई पड़ती है। साहित्येतिहास लेखन के ये सभी आद्य रूप तत्कालीन उपलब्ध सामग्री का उपयोग करते हुए हिंदी के देसी राष्ट्र केंद्रित इतिहास लेखन की जगह बनाते हैं। यह माड्यूल हिंदी के साहित्येतिहासों द्वारा अपनायी गयी पद्धतियों और इन इतिहासों द्वारा निर्मित किए गए कैननों के बारे में विद्यार्थियों को परिचित कराएगा।

निर्धारित संदर्भ ग्रंथ :

हिंदी साहित्य का इतिहास: रामचंद्र शुक्ल, लोकभारती प्रकाशन, 2009

हिंदी साहित्यद्विवेदी प्रसाद हजारी, विकास और उद्भव :, राजकमल प्रकाशन, 2005

उर्दू का आरंभिक युग, इतिहास, विश्वास एवं राजनीति: आरंभ की कुछ मिथ्याएं, शम्सुर्रहमान फारूकी, राजकमल प्रकाशन, 2007

हिंदी साहित्य का इतिहास, फ्रेंक ईके ., सम्पादन एवं अनुवादशाही भदानंद -, लोकायत प्रकाशन, 1988

हिंदुई साहित्य का इतिहास, गार्सा द तासी, अनुवादक: लक्ष्मीसागर वाष्णोय, हिंदुस्तानी एकेडमी, 1953

हिंदी साहित्य का प्रथम इतिहास, जार्ज अब्राहम ग्रियसन, अनुवाद: किशोरीलाल गुप्त, हिंदी प्रचारक पुस्तकालय, 1961

माड्यूल-3:

पूर्व काल आधुनिक-

हिंदी साहित्य के इतिहास लेखन में पूर्व आधुनिक काल के तक्ररीबन 700- में सिलसिले के साहित्य के साल 800 से इनमें को विद्यार्थियों हम में माड्यूल इस हैं। रही होती बहसें दिलचस्प बीच के आलोचकों व साहित्येतिहासकारों : हैं बहसें ये कराएँगे अवगत से स्वरूप के बहसों प्रमुख कुछ

- हिंदी का उद्भव
- आदिकाल का चरित्र निर्धारण
- भक्तिकाव्य का उद्भव और स्वरूप
- भक्ति से रीति में संक्रमण
- रीतिकाव्य का अभिग्रहण

निर्धारित संदर्भ ग्रंथ .

हिंदी साहित्य का आदिकाल: हजारी प्रसाद द्विवेदी, प्रकाशन वाणी, 2008

पुरानी हिंदी, सभा प्र ना, गुलेरी शर्मा चंद्रधर, 1976

भक्ति आंदोलन और भक्ति काव्य, शिव कुमार मिश्र, लोकभारती प्रकाशन, 2010

रीति काव्य की भूमिका, हाउस पब्लिशिंग नेशनल, नगेंद्र, 1953

माड्यूल-4:

आधुनिक काल

साहित्येतिहास लेखन में आधुनिक और आधुनिकता बहसतलब पद हैं जिसके दायरे में आलोचकों व साहित्येतिहासकारों के मत टकराते रहे हैं। इस माड्यूल में मूलतः विद्यार्थी से बहसों साहित्यिक अद्यतन लेकर से 1850 : हैं निम्नवत बहसें प्रमुख से इनमें जाएगा। कराया परिचित को

- आधुनिकता कबसे और क्या :
- हिंदी नवजागरण और भद्य साहित्य
- हिंदी बहसें सम्बंधी ब्रज और उर्दू,
- नवीन विधाएँ
- उपनिवेश और राष्ट्रवाद

- छायावाद और प्रगतिवाद
- आधुनिकतावाद
- समकालीनता
- वैषीकरण और हाशिए के लोगों का साहित्य

निर्धारित संदर्भ ग्रंथ :

रस्साफ़शी, प्रकाशन सारांग, तलवार भारत वीर, 2012

भारतेंदु युग और हिन्दी नव जागरण की समस्याएं, प्रकाशन राजकमल, शर्मा विलास राम, 2010

आधुनिक साहित्य की प्रवृत्तियाँ, प्रकाशन राजकमल, सिंह नामवर, 2009

छायावाद, प्रकाशन राजकमल, सिंह नामवर, 2009

दलित साहित्य का सौंदर्यशास्त्र राधाकृष्ण, वाल्मीकि ओमप्रकाश, काशन, 2008

हिन्दी साहित्य का आधा इतिहास, मानपीठ भारतीय, राजे सुमन, 2006

c. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	साहित्येतिहास की अवधारणा व बहसों	विद्यार्थियों को साहित्येतिहास के स्वरूप व बहसों से परिचित कराना।	इतिहास क्या है: ई एच कार	साहित्य का इतिहास दर्शन: नलिन विलोचन शर्मा	
2	साहित्येतिहास लेखन की औपनिवेशिक व राष्ट्रवादी दृष्टि	साहित्येतिहास लेखन की उल्लिखित सरणियों का आलोचनात्मक विश्लेषण।	परम्परा का मूल्यांकन: राम विलास शर्मा		
3	साहित्येतिहास लेखन की माधुन्यवादी, आधुनिकतावादी व अराजकतावादी दृष्टियाँ	साहित्येतिहास लेखन की उल्लिखित सरणियों का आलोचनात्मक विश्लेषण।	साहित्य और इतिहास दृष्टि: मैनेजर पांडेय		25%, टेक होम असाइनमेंट
4	वार्ता, तजक़िरा व कविवृत्त	साहित्येतिहास के आदि रूपों से परिचय।	उर्दू का आरंभिक युग, इतिहास, विश्वास एवं राजनीति: आरंभ की कुछ मिथ्याएं, ग़मूरुहमान फारूकी		
5	यूरोपीय विद्वानों द्वारा लिखित साहित्येतिहास	औपनिवेशिक दृष्टि से साहित्येतिहास	हिंदी साहित्य का प्रथम इतिहास,	हिंदी साहित्य का इतिहास, प्रॉफ़ ईके. हिंदुई	

		लेखन की परम्परा का परिचय।	जार्ज अब्राहम ग्रियसन	साहित्य का इतिहास, गार्सा द तासी	
6	भारतीय विद्वानों द्वारा साहित्येतिहास लेखन	राष्ट्र केंद्रित साहित्येतिहास लेखन की परम्परा का परिचय।	हिंदी साहित्य का इतिहास रामचंद्र शुक्ल, हिंदी साहित्य : और उद्भव हजारी विकास द्विवेदी प्रसाद		25%, क्लास सेमिनार
7	हिंदी का उद्भव व आदिकाल का चरित्र निर्धारण	हिंदी के उद्भव की बहसों व प्रांभिक हिंदी साहित्य से परिचित कराना	पुरानी हिंदी, शर्मा चंद्रधर गुलेरी	हिंदी साहित्य का आदिकाल: हजारी प्रसाद द्विवेदी	
8	भक्तिकाव्य का उद्भव और स्वरूप व भक्ति से रीति में संक्रमण	भक्ति काल के ऐतिहासिक उभार, विशेषताओं व उसके समाप्त होने की प्रक्रिया से परिचय कराना।	भक्ति आंदोलन और भक्ति काव्य, शिव कुमार मिश्र		
9	रीतिकाव्य का अभिग्रहण	रीतिकाल की समझ विकसित करना।	रीति काव्य की भूमिकानगेंद्र,		25%, क्लास टेस्ट
10	आधुनिकता और क्या : कबसे, हिंदी नवजागरण और गद्य साहित्य, हिंदी उर्दू, बहसों सम्बंधी ब्रज और	आधुनिकता, नवजागरण व हिंदी-उर्दू-ब्रज की बहसों से परिचित कराना।	भारतेंदु युग और हिन्दी नव जागरण की समस्याएं राम विलास शर्मा	रस्साकशीवीर, भारत तलवार	
11	नवीन विधाएँ, उपनिवेश और राष्ट्रवाद, छायावाद और प्रगतिवाद	नयी विधाओं के उभार के साथ उपनिवेश व राष्ट्रवाद के सम्बंध तथा छायावाद व प्रगतिवाद के साहित्यिक आंदोलनों के उभार का परिचय।	आधुनिक साहित्य की प्रवृत्तियाँ, नामवर सिंह	छायावाद, नामवर सिंह	

12	आधुनिकतावाद, समकालीनता व वैश्वीकरण और हाशिए के लोगों का साहित्य	आधुनिकतावाद, समकालीनता की अवधारणाओं से परिचित कराते हुए समाज के हाशिए पर मौजूद लोगों द्वारा रचे गए साहित्य के विविध स्वरों से परिचित कराना।	हिन्दी साहित्य का आधा इतिहास, सुभन राजे	दलित साहित्य का सौंदर्यशास्त्र, ओमप्रकाश वाल्मीकि	25%, क्लास टेस्ट
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## 8. Pedagogy:

## a. Instructional strategies:

माड्यूलस में शामिल पाठों का अध्यापन करते हुए अनुषांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के साथ बहम-मुवाहिदा संचालित किया जाएगा। इन पाठों की अंतरअनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे।

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
Class room and Libraryc. Expertise in AUD faculty or outside  
AUD facultyd. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
None

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

R. Chakravarty

Ambedkar University, Delhi  
Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	आदिकालीन, भक्तिकालीन व रीतिकालीन कविता
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	July 2020
Course coordinator and team	Prof. Satyaketu Sankrit, Prof. Gopal Pradhan

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

बीए स्तर पर पढ़ाए जाने वाले हिंदी आधार पाठ्यक्रम [इलेक्टिव] और साझी संस्कृति व हिंदुस्तानी कविता [इलेक्टिव] शीर्षक कोर्सों से यह कोर्स आंशिक तौर पर जुड़ा हुआ है। एमए में प्रस्तावित यह कोर्स विद्यार्थियों को हिंदी साहित्य की आदिकालीन, भक्तिकालीन व रीतिकालीन कविता बारे में गहन जानकारी देगा।

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):

As per AUD norms

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

1<sup>st</sup> Semester

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

भारत का सांस्कृतिक अतीत आदिकालीन, भक्तिकालीन व रीतिकालीन कविता के साथ गुँथा हुआ है। ऋग्वेद, वीर व भक्ति जैसे भाव मानव समाज के साथ लम्बी ऐतिहासिक प्रक्रिया में विविध साहित्यिक अभिव्यक्तियाँ पाते रहे हैं। ये सभी भाव मनुष्य को सामाजिक सरोकारों के प्रति सचेत बनाने, सामूहिकता की भावना विकसित करने में महत्वपूर्ण भूमिका निभाते हैं।



इस पाठ्यक्रम के अध्यापन के जरिये विद्यार्थियों को पूर्व-आधुनिक साहित्यिक विरासत में परिचित कराया जाएगा।

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

हिंदी साहित्य की समग्र काव्य विरासत का बड़ा हिस्सा पूर्व आधुनिक कविताओं के रूप में मौजूद है। यह कविता अपभ्रंशों से हिंदी में संक्रमण और विभिन्न लोकभाषाओं के काव्यभाषा में विकसित होने की प्रक्रियाओं को भी दर्ज करती है। इस दौर के काव्य के अध्ययन के बिना हिंदी साहित्य में स्नातकोत्तर स्तर की पढ़ाई पूरी नहीं हो सकती।

7. Course Details:

a. Summary:

यह पाठ्यक्रम विद्यार्थियों को उनके न सिर्फ सांस्कृतिक अतीत से परिचित कराएगा बल्कि मौजूदा समय तक चली आ रही विभिन्न पुरानी काव्य सारणियों को व्याख्यायित व विद्वेषित करने का अवसर भी प्रदान करेगा। पाठ्यक्रम विद्यार्थी को अपभ्रंश से हिंदी कविता में संक्रमण, वीरगाथा व ऋंगारिक काव्य से परिचित कराएगा। साथ ही भक्ति काव्य की अखिल भारतीय स्वरूप का परिचय देते हुए हिंदी की संतकाव्य धारा, प्रेमाख्यान काव्यधारा, रामभक्ति व कृष्णभक्ति काव्यधारा के प्रमुख कवियों की कविताओं को पढ़ने व विद्वेषित करने की क्षमता विद्यार्थियों में विकसित करेगा। इन कविताओं के अध्ययन के क्रम में भक्ति आंदोलन की विभिन्न दार्शनिक सरणियों का भी परिचय दिया जा सकेगा। रीतिकाव्य के विभिन्न कवियों की ऋंगार, भक्ति व वीर रस की कविताओं का अध्ययन भी विद्यार्थी इस पाठ्यक्रम में कर सकेगा। इस पाठ्यक्रम में हिंदी की आदिकालीन कविता के प्रमुख कवियों के अध्ययन के जरिए विद्यार्थी हिंदी कविता की आरम्भिक भाषा व छंदों से परिचित होंगे साथ ही मातृभाषाओं के काव्यभाषा में विकसित होने और इहलौकिकता के आगमन को भी रेखांकित किया जा सकेगा। समग्रतया यह पाठ्यक्रम हिंदी की पूर्व आधुनिक काव्य-परम्पराओं को समझने के औजार विकसित करने का लक्ष्य रखता है।

b. Objectives:

यह पाठ्यक्रम विद्यार्थियों को अपनी सांस्कृतिक विरासत से परिचित कराते हुए उन्हें उसके आलोचनात्मक विद्वेषण के लिए तैयार करेगा। यह पाठ्यक्रम लोकभाषाओं के काव्यभाषा बनाने की प्रक्रिया में दर्ज काव्यात्मक अभिव्यक्तियों से विद्यार्थियों को परिचित कराएगा।

c. Expected learning outcomes:

1. प्राचीन कविता के विद्वेषण में सक्षम बनाना।
2. काव्यात्मक सांस्कृतिक परम्परा का बोध पैदा करना और उसके विद्वेषण के औजार विकसित करना।
3. पूर्व आधुनिक हिंदी कविता के घटक तत्वों का बोध।
4. भक्ति, ऋंगार व अन्य रसों की काव्यात्मक अभिव्यक्तियों का अंतरसंबंध।

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

8. **Module One:** आदिकालीन कविता

हिंदी की आरम्भिक कविता को ऋंगार व वीरगाथा काव्य के रूप में देखा जाता रहा है। इस माड्यूल में विद्यार्थियों को इन दोनों ही तरह की कविताओं से परिचित कराया जाएगा। बीसलदेव रासो में राजमती का वियोग वर्णन लोक की बारहमासा परम्परा की काव्यात्मक अभिव्यक्ति है जो आगे चलकर जायसी व अन्य कवियों में अपनी पूर्णता प्राप्त करती है। जगनिक का परमाल रासो विभिन्न रूपों में आज भी लोक काव्य के बतौर जीवित है। इस माड्यूल में इस तरह की कृतियों की प्रामाणिकता के साथ ही लोक और साहित्य के बीच की आवाजाही को रेखांकित किया जा सकेगा। अब्दुल रहमान की संदेश रासक, संदेश काव्य की हिंदी परम्परा की प्रांभिक अभिव्यक्तियों में से एक है। इस माड्यूल में विद्यार्थी रासक के ज़रिए काव्य औचित्य व विधान की जानकारी हासिल कर सकेंगे। हर काव्य प्रवृत्ति में आने वाले समय की कविता के बीज छिपे होते हैं। विद्यापति की कविताएँ इसका स्पष्ट उदाहरण हैं, जहाँ ऋंगार के साथ भक्ति की प्रवृत्ति भी दीखती है। इस माड्यूल में विद्यापति के ज़रिए आदिकालीन कविता के भक्तिकाव्य में संक्रमण की चर्चा भी की जाएगी।

पाठ:

बीसलदेव रासो [राजमती वियोग खंड], आल्हखंड [नरवलमद्द की लडाई], संदेश रासक [प्रथम खंड], विद्यापति की पदावली

**Module Two:** निर्गुण काव्य

भक्ति कविता का उदय एक अखिल भारतीय परिघटना थी। इस समय की कविता अपने भीतर विविध स्वर लिए हुए है। भक्ति इन विभिन्न स्वरों को एक राग में पिरोने वाला तत्व है। संत काव्य परम्परा मुख्य रूप से समाज में मौजूद अंतर्विरोधों की स्थानीय भाषा में काव्यात्मक अभिव्यक्ति है। इस माड्यूल में रैदास और उनकी बेगमपुर की अवधारणा को पढ़ते हुए विद्यार्थी भारतीय समाज में मौजूद जाति के बंधनों और उससे पार जाने की इच्छा से परिचित होंगे। कबीर फटकार कर सच कहने और सहज रहने के कवि हैं। कबीर की कविता का एक छोर सिद्ध और नाथ परम्परा से जुड़ता है और दूसरा छोर उनके वर्तमान में मौजूद सामाजिक व आध्यात्मिक सवालों से बंधा हुआ है। इस माड्यूल में कबीर को पढ़ते हुए विद्यार्थी न केवल कबीर की कविताई से परिचित होंगे बल्कि पिछले छः सौ वर्षों में भारतीय समाज द्वारा लगातार गढ़े व आविष्कृत किए गए कबीर का भी परिचय हासिल करेंगे। रैदास और कबीर जाति विरोधी आंदोलन के पुरखे कहे जाते हैं। निर्गुण कविता की दूसरी धारा प्रेमाख्यान कविता की है। इन्हें कहाँ तक सूफी काव्य माना जाए, इसे लेकर हिन्दू काव्य आलोचकों में बहस रही है। ये प्रेमाख्यान अपने स्वरूप के लिए भले ही फ़ारसी काव्य परम्परा से सम्बद्ध दिखाए जा सकें, पर वे अपनी अंतर्वस्तु में भारतीय काव्य परंपरा से गहराई से जुड़े हुए हैं। मंजन की मधुमालती और जायसी का पद्मावत महाकाव्य परम्परा के महत्वपूर्ण पड़ाव हैं। प्रेम लौकिक के साथ पारलौकिक भी है, इन कवियों की कविता को पढ़ते हुए विद्यार्थी इहलौकिकता और पारलौकिकता के गहन सम्बंध को उद्घाटित कर सकेंगे।

पाठ:

रैदास [पद और दोहे], जायसी [स्तुति व नागमती वियोग खंड], कबीर [पद और दोहे], मंझन [मधुमालती का बारहमासा]

### Module Three: सगुण काव्य

भक्ति की सगुण काव्य परम्परा मुख्य रूप से कृष्ण और राम भक्ति काव्यधारा के रूप में विभाजित की जाती है। सूरदास की कविता में कृष्ण की बाल लीलाओं और गोपियों के विरह को उद्घाटित करते हुए यह माझ्यूल वात्सल्य प्रेम की उदात्तता की चर्चा करेगा और भ्रमर गीत के ज़रिए सगुण और निर्गुण के बीच की वृहसों से विद्यार्थी को परिचित कराएगा। भक्ति कविता की एक विशिष्टता इसमें स्त्री स्वर का होना भी है। मीराँ का काव्य प्रेम व भक्ति के लिए सामाजिक वर्जनाओं का अतिक्रमण करने का काव्य भी है। इस माझ्यूल में मीराँ की कविता के ज़रिए विद्यार्थी न केवल भक्ति कविता के स्त्री स्वर से परिचित होंगे बल्कि मध्यकालीन समाज में महिला की प्रतिरोधी मौजूदगी से भी वाकिफ़ हो सकेंगे। दो सौ बावन वैष्णवन की वार्ता में रसखान के इहलौकिक प्रेम के पारलौकिक होने का उल्लेख है। रसखान की कविता विह्वल भाव से कृष्ण के प्रेम की कविता है। इस माझ्यूल में विद्यार्थी रसखान के प्रस्थान बिंदु और उनकी कृष्णभक्ति के स्वरूप से परिचित हो सकेंगे। तुलसी रामभक्ति की मर्यादावादी कविता के प्रतिनिधि कवि हैं। यहाँ भक्ति लोक मंगल की भूमि पर संचरित होती है लेकिन अन्य भक्त कवियों की तरह ही तुलसी की कविता भी अपने समय के तनावों से मुक्त नहीं है। इस माझ्यूल में कलियुग वर्णन का अध्ययन करते हुए विद्यार्थी तुलसी के काव्य पर अपने समय के दबावों की शिनाख्त करने में सक्षम हो सकेंगे। साथ ही कवितावली के चुने हुए अंश कवि के बतौर तुलसी काव्य की विविधता से विद्यार्थियों को परिचित करा सकेंगे।

पाठ:

सूरदास [भ्रमरगीत व बाललीला के चुनिंदा पद], मीराँ [चुनिंदा पद], रसखान [चुनिंदा छंद], तुलसीदास [रामचरित मानस से कलियुग वर्णन व कवितावली से राम वन गमन]

### Module Four: रीति काव्य

भक्ति काव्य का अवनान होने के बावजूद कृष्ण भक्ति और काव्यभाषा के बतौर ब्रजभाषा आगे तक विकसित हुई। ब्रज भाषा के वर्चस्व का आलम यह था कि तुलसी को भी ब्रज भाषा में रचना करनी पड़ी और सुदूर पूर्वोत्तर से लेकर दकन तक स्थानीय पुट के साथ ब्रज नए समय की काव्यभाषा बन गयी। अब भक्ति का आवरण भेदते हुए इहलौकिकता सामने आने लगी जिसके बारे में उसी समय के एक कवि ने लिखा था कि 'आगे के कवि रीतिहैं तो कविताई नहीं राधिका कन्हाई सुमिरन को बहानो है'। केशव रीतिकाव्य के आचार्य कवि हैं। यद्यपि इस दौर के आचार्यों ने सिद्धांत कथन में मौलिक होने की जगह संस्कृत काव्य सिद्धांतों को ही आधार बनाया है परंतु हिंदी कविता के लिए यह नयी प्रवृत्ति ज़रूर थी। देव का काव्य विविधता पूर्ण होने के साथ ही सिद्धांत कथन के काव्य रूपांतरण का बेहतरीन उदाहरण है। बिहारी ने अपभ्रंश के दोहा छंद का जैसा परिष्कार किया और उसे भाव वहाँ में जैसा सक्षम बनाया, वह अभूतपूर्व था। घनानंद रीति कविता के भीतर से रीति को चुनौती देने वाले कवि हैं। भूषण की कविता

वीर रस की प्राचीन काव्य परम्परा का रीतिकालीन नवोत्थान है जिसे आलोचकों ने राष्ट्र की धारणा से भी जोड़ने की कोशिश की है। इस भांड्यूल में निर्धारित कविताओं के माध्यम से विद्यार्थी रीति निर्माण, रीति के अनुप्रयोगों और रीति साहित्य के भीतर से उपजी चुनौतियों की समझ हासिल कर सकेंगे।

पाठ:

केशव [कविप्रिया से चुनिंदा पद], देव [चुनिंदा पद], बिहारी [चुनिंदा दोहे], घनानंद [चुनिंदा पद] और भूषण [चुनिंदा पद]

a. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Readings	Suggested	Assessment (weights, modes, scheduling)
1	नरपति नाल्ह, जगनिक	प्राचीन हिंदी कविता में ऋंगार और वीर के निरूपण।	बीसलदेव रासो [राजमती वियोग खंड], आल्हखंड [नरव लगढ़ की लड़ाई]	बीसलदेव रासो, सम्पादक: माताप्रसाद गुप्त व नाहटा, आल्हखंड बड़ा, सम्पादक: नारायण प्रसाद सीताराम,		
2	अद्दहमाण	कवि शिक्षा की प्राचीन काव्य-परम्परा का अवगाहन।	संदेश रासक [प्रथम खंड]	संदेश रासक, सम्पादक: हजारी प्रसाद द्विवेदी व विश्वनाथ त्रिपाठी		
3	विद्यापति	भक्ति और ऋंगार की रसात्मक अभिव्यक्ति की समझ विकसित करना।	विद्यापति की पदावली [चुनिंदा छंद]	विद्यापति पदावली, सम्पादक: शिव प्रसाद सिंह		25%, टेक होम असाइनमेंट
4	रैदास	वेगमपुर की अवधारणा की समझ	चुनिंदा पद और दोहे	रैदास बानी, सम्पादक: शुकदेव सिंह		

		विकसित करना।			
5	कबीर	प्रेम, रहस्य और समाज सुधार की काव्यात्मक अभिव्यक्तियों की पड़ताल।	चुनिंदा पद और दोहे	कबीर, सम्पादक: हजारी प्रसाद द्विवेदी	
6	जायसी, मंझन	प्रेम की अनन्यता और सूफी मतवाद की समझ विकसित करना।	पद्मावत से स्तुति व नागमती वियोग खंड, मधुमालती से वारहमासा	जायसी और उनका पद्मावत, सम्पादक: हजारी प्रसाद द्विवेदी, मधुमालती, सम्पादक: माता प्रसाद गुप्त	25%, क्लास सेमिनार
7	सूरदास	सख्यभाव की भक्ति और गोचारन काव्य की समझ विकसित करना।	स्रमरगीत व बाललीला के चुनिंदा पद	सम्पूर्ण सूरसागर, सम्पादक: किशोरी लाल गुप्त	
8	तुलसीदास	अवध की सांस्कृतिक विरासत, राम भक्ति व नीति की काव्यात्मक अभिव्यक्ति का मूल्यांकन।	रामचरित मानस से कलियुग वर्णन व कवितावली से राम वन गमन	रामचरित मानस, सम्पादक: राम नरेश त्रिपाठी, कवितावली, सम्पादक: लाला भगवान दीन	
9	मीरोंबाई, रसखान	कृष्णभक्ति, प्रेम और विद्रोह की चेतना की	मीरों [चुनिंदा पद], रसखान [चुनिंदा छंद]	मीरोंबाई की पदावली, सम्पादक: आचार्य परशुराम चतुर्वेदी, रसखान	25%, क्लास टेस्ट

○		समझ विकसित करना।		रचनावली, सम्पादक: विद्या निवास मिश्र व सत्यदेव मिश्र	
10	केशव, बिहारी	भक्ति से रीति में संक्रमण, आचार्यत्व और कविता तथा दोहा छंद के वैभव की समझ बनाना।	कविप्रिया से चुनिंदा पद, सतसई से चुनिंदा दोहे	बिहारी सतसई, सम्पादक: पद्मसिंह शर्मा	
11	देव	रीति, रति की काव्यात्मक अभिव्यक्ति व ब्रजभाषा के सौंदर्य की पड़ताल।	देव-सुधा से चुनिंदा छंद	देव-सुधा, सम्पादक: मिश्र बंधु	
12	घनानंद, भूषण	प्रेम की पीर व स्वच्छंदता की काव्यात्मक अभिव्यक्ति, रीतिकाल में वीररस के आयोजन की पड़ताल।	घनानंद व भूषण के चुनिंदा पद	घनानंद कवित्त, सम्पादक: चंद्रशेखर मिश्र शास्त्री, भूषणग्रंथावली, सम्पादक: मिश्रबंधु	25%, क्लास टेस्ट

Reading List:

1. बीसलदेव रासो, सम्पादक: माताप्रसाद गुप्त व नाहुटा, हिंदी परिपद प्रकाशन, इलाहाबाद, सम्बत 2010
2. आल्हूखंड बड़ा, सम्पादक: नारायण प्रसाद सीताराम, लक्ष्मी वेंकटेश्वर प्रेस, बम्बई, सम्बत 1977
3. संदेश रासक, सम्पादक: हजारी प्रसाद द्विवेदी व विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, दिल्ली, 1975
4. विद्यापति पदावली, सम्पादक: शिव प्रसाद सिंह, हिंदी प्रचारक पुस्तकालय, वाराणसी, 1964
5. रैदास वानी, सम्पादक: शुकदेव सिंह, राधाकृष्ण प्रकाशन, दिल्ली, 2003
6. जायसी और उनका पद्यावत, सम्पादक: हजारी प्रसाद द्विवेदी, हिंदी साहित्य संसार, दिल्ली, 1959
7. कबीर, सम्पादक: हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, दिल्ली, 1996
8. मधुमालती, सम्पादक: माता प्रसाद गुप्त, मित्र प्रकाशन, इलाहाबाद, 1961
9. सम्पूर्ण सूरसागर, सम्पादक: किशोरी लाल गुप्त, लोकभारती प्रकाशन, इलाहाबाद, 2010
10. मीरोंबाई की पदावली, सम्पादक: आचार्य परशुराम चतुर्वेदी, साहित्य सम्मेलन, प्रयाग, इलाहाबाद, 1967
11. रसखान रचनावली, सम्पादक: विद्यानिवास मिश्र व सत्यदेव मिश्र, जैनिथ पब्लिशर्स, दिल्ली, 2005
12. रामचरित मानस, सम्पादक: राम नरेश त्रिपाठी, राजपाल एंड संस प्रकाशन, दिल्ली, 1951
13. कवितावली, सम्पादक: लाला भगवान दीन, रामनारायण लाल वेनीप्रसाद प्रकाशन, इलाहाबाद, सम्बत 2013
14. प्रिया-प्रकाश अर्थात कविप्रिया, सम्पादक: लाला भगवान दीन, नेशनल प्रेस, बनारस, सम्बत 1982
15. देव-सुधा, सम्पादक: मिश्र बंधु, गंगा ग्रंथागार, लखनऊ, सम्बत 2002
16. विहारी सतसई, सम्पादक: पद्मसिंह शर्मा, ज्ञान मंडल प्रकाशन, काशी, सम्बत 1975
17. धनानंद कवित्त, सम्पादक: चंद्रशेखर मिश्र शास्त्री, वाणी वितान प्रकाशन, वाराणसी, सम्बत 2017
18. भूषणग्रंथावली, सम्पादक: मिश्रबंधु, नागरीप्रचारिणी सभा, काशी, 1916
19. अकथ कहानी प्रेम की, पुरुषोत्तम अग्रवाल, राजकमल प्रकाशन, दिल्ली, 2018
20. हिंदी का लोकवृत्त, फ्रेंचेस्का ओर्सिनी, वाणी प्रकाशन, दिल्ली, 2011
21. निर्गुन संतो के स्वप्न, डेविड लोरिजन, राज कमल प्रकाशन, 2010
22. मीराबाई ऐंड स्पिरिचुअल इकोनोमी आफ भक्ति, ईपीडब्ल्यू वाल्यूम 25 नम्बर 27 07 जुलाई 1990

## 9. Pedagogy:

### a. Instructional strategies:

माइपूल्स में शामिल पाठों का अध्यापन करते हुए अनुपांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विक्षेपण के साथ बहस-मुवाहिदा संचालित किया जाएगा। इन पाठों की

अंतरअनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे।

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
Class room and Library
- c. Expertise in AUD faculty or outside  
AUD faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
None

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

R. Chakravarty



6583

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

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	हिंदी, उर्दू और हिंदुस्तानी
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	July 2020
Course coordinator and team	Prof. Satyaketu Sankrit, Prof. Gopal Pradhan

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
यह कोर्स बीए स्तर पर पढाए जाने वाले साझी संस्कृति व हिंदुस्तानी कविता [इलेक्टिव] से किंचित सम्बद्ध है। एमए में प्रस्तावित यह कोर्स विद्यार्थियों को हिंदी, उर्दू और हिंदुस्तानी भाषा के मिलसिले में हुई बहसों और इस बहु स्वरीय सांस्कृतिक विरासत से अवगत कराएगा।
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):  
As per AUD norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
1<sup>st</sup> Semester
5. How does the course link with the vision of AUD?  
यह पाठ्यक्रम भारत की उस सांस्कृतिक विरासत से सम्बद्ध है जहाँ एक-दूसरे से बहस करती, होड़ लेती और समृद्ध होती विविध साहित्यिक एवं भाषिक अभिव्यक्तियाँ मौजूद हैं। भारत देश की विविधतामयी सांस्कृतिक साहित्यिक विरासत एक गुलदस्ते की तरह है जिसमें अलग-अलग रंगो-बू के फूल हैं। यह पाठ्यक्रम बहुभाषिक भारतीय संस्कृति के अध्ययन और विश्लेषण का प्रस्ताव है।
6. How does the course link with the specific programme(s) where it is being offered?

हिंदी सदैव से विविध तरह की भाषिक अभिव्यक्तियों का समुच्चय रही है। हिंदी, उर्दू और हिंदुस्तानी के लिखित रूपों में यदि भेद करना सम्भव हो भी, तो इसके बोलचाल के रूप में अलगाव करना मुश्किल है। यह पाठ्यक्रम इन जुवानों के मौजूदा स्वरूप, उनके मुश्तरका सांस्कृतिक अतीत और इनके बीच के आ-विकर्षण से विद्यार्थियों को अवगत करा सकेगा।

## 7. Course Details:

### a. Summary:

हिंदी भाषा की उत्पत्ति के सम्बंध में आलोचकों व साहित्येतिहासकारों में पर्याप्त मतवैभिन्न रहा है। इनमें से किसी भी एक पक्ष को चुनने के पहले या अपना नया पक्ष निर्मित करने के भी पहले विद्यार्थियों के लिए इन मत-भिन्नताओं के इतिहास की जानकारी बहुत उपयोगी होगी। भाषा, बोली, भाषा के स्रोत, उद्गम की मूल भाषा आदि के सवाल काफी उलझे हुए हैं और इन प्रश्नों पर लगातार बहस भी होती आयी है। एक तरफ संस्कृत से हिंदी का सीधा सम्बंध जोड़ने की प्रक्रिया में हिंदी को संस्कृतनिष्ठ बनाने की कोशिशें हुईं तो दूसरी तरफ हिंदी को लोकभाषा या सामान्य व्यवहार की भाषा के निकट ले जाने के प्रयास हुए। हिंदी और उर्दू एक ही भाषा के दो नाम हैं जो दो लिपियों में लिखी जाती है या ये दोनों भाषाएँ परस्पर अपवर्जी हैं, यह प्रश्न बहस के दायरे में रहा आया है। उर्दू के राजभाषा और खड़ी बोली से सम्बंध पर भी पर्याप्त विवाद रहा आया है। आज़ादी के आंदोलन में भी भाषा का सवाल अपने ज्वलंत रूप में मौजूद था। अदालतों और शिक्षा की भाषा के सवाल पर हिंदी और उर्दू के समर्थकों के बीच काफी कटु बहसें हो चुकी थीं। आज़ादी के बाद सविधान सभा में भारत की राष्ट्रभाषा, राजभाषा और अंग्रेजी के भविष्य व भाषा आधारित राज्यों के गठन के प्रश्न पर गहरी बहसें हुईं। यह पाठ्यक्रम इन सभी बहसों से विद्यार्थियों को परिचित कराते हुए उसके भीतर अपने भाषिक इतिहास के प्रति सम्बेदना और आलोचनात्मक विवेक पैदा करने की कोशिश करेगा।

### b. Objectives:

यह कोर्स विद्यार्थियों को अपनी विराट सांस्कृतिक विरासत से रूबरू कराते हुए उसके आलोचनात्मक विश्लेषण के लिए तैयार करेगा व राष्ट्र के गठन की प्रक्रिया में भाषा की भूमिका से विद्यार्थियों को अवगत कराते हुए बहु स्वरीय राष्ट्र की अवधारणा का अभिज्ञान कराएगा।

### c. Expected learning outcomes:

1. भाषा के इतिहास का ज्ञान।
2. राष्ट्र की अवधारणा में भाषा की भूमिका की पहचान।
3. भाषायी राष्ट्रीयताओं के परस्पर सम्बन्धों और उनके सह-अस्तित्व का बोध।
4. बहुलाभावादी भाषिक विरासत की आलोचनात्मक समझ।

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

## 8. Module One: उर्दू और हिन्दी का उद्भव

राष्ट्र के रूप में भारत के संगठित होने की प्रक्रिया के दौरान ही हिंदी की उत्पत्ति के सिलसिले में बहसें शुरू हुईं। आधुनिक खड़ी बोली हिंदी का स्वरूप स्थिर करने और इसे उर्दू से अलग व्यापक जन व्यवहार की भाषा के रूप में स्थापित करने के क्रम में इसका सम्बंध एक तरफ संस्कृत से तो दूसरी तरफ अवधी व ब्रज जैसी बोलियों से जोड़ा जा रहा था। विभिन्न विद्वान हिंदी की उत्पत्ति अलग-अलग समयों में मानते हैं। किसी के लिए हिंदी आठवीं शताब्दी में पैदा हुआ भाषा था तो किसी के लिए वह समय 19वीं शताब्दी के उत्तरार्ध का था। इस माध्यम में विद्यार्थी हिंदी की उत्पत्ति के बारे में इन विभिन्न मतों को समझेंगे और उनका आलोचनात्मक मूल्यांकन करने में सक्षम बनेंगे।

पाठ:

हिंदी साहित्य का इतिहास [प्रासंगिक अंश] रामचंद्र शुक्ल, हिंदी साहित्य का उद्भव और विकास [प्रासंगिक अंश] हजारी प्रसाद द्विवेदी, उर्दू साहित्य का इतिहास [प्रासंगिक अंश] एहतेशाम हुसैन

**Module Two :** हिंदी-उर्दू-हिंदुस्तानी

हिंदी और उर्दू का विवाद उपनिवेशवादविरोधी आंदोलन के आखिरी चरण तक आते-आते बहुत कटु रूप अख्तियार कर चुका था। दोनों तरफ से अपनी भाषा को श्रेष्ठ, वैज्ञानिक और व्यापक जन-व्यवहार वाली भाषा साबित करने की होड़ लगी थी। इस विवाद के पीछे एक कारक भाषायी समूह के बतौर संगठित होकर नौकरियों व अन्य ताकतवर पदों के लिए अंग्रेजी सत्ता से मोल-तोल करना भी था। इसी दौर में अरबी व फ़ारसी के शब्दों को हिंदी से बहिष्कृत करने और उर्दू से संस्कृत मूल के शब्दों को बाहर निकालने की कार्यवाहियाँ भी हुईं। गांधी जी इन दोनों तरफ के अतिवादों से अलग आम बोलचाल की जुबान, जिसे दोनों नस्तालीक़ और नागरी, दोनों लिपियों में लिखा जाता है, को हिंदुस्तानी कह रहे थे और उसके पक्षधर थे। कई विद्वानों ने ऐसी हिंदुस्तानी को भाषा मानने से इंकार करते हुए हिंदुस्तानी की अवधारणा को राजनीतिक रणनीति भी कहा है। इस माध्यम में विद्यार्थी इन तमाम बहसों से अवगत होगा।

पाठ:

हंटर कमीशन के सामने भारतेंदु की गवाही, उर्दू का आरम्भिक युग, शमसुर्रहमान फ़ारूकी, लिटरेरी कल्चर्स इन हिस्ट्री, सम्पादक शेल्डन पोलाक, खंड पाँच, हिंदी नेशनलिज़्म, आलोक राय

**Module Three:** सम्बिधान सभा में भाषा

भारत का सम्बिधान बनाते समय सम्बिधान-निर्माताओं को भाषा के सवाल पर बहुत कठिन मेहनत करनी पड़ी। भाषा का सवाल राष्ट्र निर्माण और भावी राष्ट्र के स्वरूप से जुड़ा हुआ था। आज़ादी के पहले भाषायी आधार पर राज्यों के गठन की पैरोकारी करने वाली कांग्रेस विभाजन के बाद बदले हुए हालात में भाषायी आधार पर राज्यों के पुनर्गठन का विरोध कर रही थी। एक बहुभाषी बहुसांस्कृतिक देश में राजभाषा और राष्ट्रभाषा का सवाल और भी उलझा हुआ था। अंग्रेजी राज-काज की भाषा के बतौर मौजूद थी पर आज़ादी के बाद अंग्रेज़ों

के खिलाफ जनता की मनोदशा का इस तथ्य के साथ अंतर्विरोध था। इसी समय हिंदी को राष्ट्रभाषा घोषित करवाने के पक्ष में अभियान चलाने वाले सम्विधान सभा के सदस्यों ने बार-बार मतदान के जरिए सम्विधान सभा को मजबूर कर दिया कि वे हिंदी को कम से कम राजभाषा का दर्जा तो दें ही। इस माड्यूल में विद्यार्थियों को नए आज़ाद हुए राष्ट्र द्वारा अपनी पहचान गढ़ने की प्रक्रिया में भाषा की केंद्रीय भूमिका से अवगत कराया जाएगा।

पाठ:

सम्विधान सभा और भाषा विमर्श, राजीव रंजन गिरि, रिपब्लिक इन मेकिंग [प्रासंगिक अंश], जानेश कुदेशिया

Module Four: भाषायी बहुलता की अभिव्यक्तियाँ

ऊपर के तीनों माड्यूलों में हम जिन बहसों की चर्चा कर आए हैं, वे महज़ सैद्धांतिक बहसों नहीं थीं। ये बहसों की जड़ें विभिन्न रचनाओं में मौजूद हैं और इन बहसों ने बहुत से रचनाकारों को प्रेरित भी किया जिन्होंने भाषाओं के विविध रूपों में रचनाएँ कीं। इस माड्यूल में विद्यार्थियों को भाषा के इन विविध रूपों में हुई रचनाओं के कुछ नमूनों से परिचित कराया जाएगा।

पाठ:

खुसरो की कविताएँ [खड़ी बोली], रहीम की कुछ कविताएँ [संस्कृत-खड़ी बोली व ब्रज], दो सौ बावन वैष्णवन की वार्ता [चुना हुई अंश], चतुर सिंह राना और तालिब शाह [एक-एक पद], मीर [एक गज़ल], मीर अम्मन [बागो-बहार से एक अंश], भारतेन्दु [कुछ कविताएँ], प्रेमचंद [चुनिंदा कथा-अंश], निराला [कुकरमुत्ता से एक अंश] और शमशेर [कुछ कविताएँ]

a. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	रामचंद्र शुक्ल	हिंदी भाषा के निर्माण की प्रक्रिया समझाना।	हिंदी साहित्य का इतिहास: रामचंद्र शुक्ल [प्रासंगिक अंश]	रस्साकशी, वीर भारत तलवार	
2	हजारी प्रसाद द्विवेदी	हिंदी भाषा के निर्माण की प्रक्रिया समझाना।	हिंदी साहित्य का उद्भव और विकास, हजारी प्रसाद द्विवेदी [प्रासंगिक अंश]		
3	एहतेशाम हुसैन	हिंदी भाषा के निर्माण की	उर्दू साहित्य का इतिहास, एहतेशाम हुसैन उर्दू		25%, टेक होम असाइनमेंट

		प्रक्रिया समझाना।	साहित्य का इतिहास [प्रासंगिक अंश]		
4	भारतेन्दु हरिश्चंद्र	उपनिवेशवाद और हिंदी भाषा के सम्बंध की समझ।	हंटर कमीशन के सामने भारतेन्दु की गवाही		
5	शमसुर्रहमान फारूकी	उपनिवेशवाद और हिंदी भाषा के सम्बंध की समझ।	उर्दू का आरम्भिक युग, शमसुर्रहमान फारूकी		
6	शेल्डन पोलाक	उपनिवेशवाद और हिंदी भाषा के सम्बंध की समझ।	लिटरेरी कल्चर्स इन हिस्ट्री, सम्पादक शेल्डन पोलाक, खंड पाँच		25%, क्लास सेमिनार
7	सम्विधान सभा की भाषा सम्बंधी बहसों	सम्विधान सभा की भाषा सम्बंधी बहसों की समझ बनाना।	सम्विधान सभा और भाषा विमर्श, राजीव रंजन गिरि, [प्रासंगिक अंश]		
8	सम्विधान सभा की भाषा सम्बंधी बहसों	सम्विधान सभा की भाषा सम्बंधी बहसों की समझ बनाना।	रिपब्लिक इन मेकिंग, ज्ञानेश कुदेशिया, [प्रासंगिक अंश]		
9	सम्विधान सभा की भाषा सम्बंधी बहसों	सम्विधान सभा की भाषा सम्बंधी बहसों की समझ बनाना।	लैंग्वेज इशू इन द इंडियन कॉन्सटिट्यूट असेम्बली, पी के राव, [प्रासंगिक अंश], कॉन्सटिट्यूट असेम्बली डिबेट्स आन लैंग्वेज, रामाकान्त अग्निहोत्री		25%, क्लास टेस्ट

10	खुसरो, रहीम, गोकुलनाथ	हिंदी, उर्दू व हिंदुस्तानी की साहित्यिक अभिव्यक्तियों की समझ विकसित करना।	खुसरो की कविताएँ [खड़ी बोली], रहीम की कुछ कविताएँ [संस्कृत-खड़ी बोली व ब्रज], दो सौ बावन वैष्णवन की वार्ता : गोकुलनाथ [चुना हुआ अंश]		
11	चतुर सिंह राना, तानिब शाह, मीर, मीर अम्मन	हिंदी, उर्दू व हिंदुस्तानी की साहित्यिक अभिव्यक्तियों की समझ विकसित करना।	चतुर सिंह राना और तानिब शाह [एक-एक पद], मीर [एक गज़ल], मीर अम्मन [वागो-वहार से एक अंश]		
12	भारतेंदु, प्रेमचंद, निराला, शमशेर	हिंदी, उर्दू व हिंदुस्तानी की साहित्यिक अभिव्यक्तियों की समझ विकसित करना।	भारतेंदु [कुछ कविताएँ], प्रेमचंद [चुनिंदा कथा- अंश], निराला [कुकरमुत्ता से एक अंश] और शमशेर [कुछ कविताएँ]		25%, क्लास टेस्ट

### 9. Pedagogy:

#### a. Instructional strategies:

माड्यूलस में शामिल पाठों का अध्यापन करते हुए आनुपांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के साथ ब्रह्म-मुवाहिया संचालित किया जाएगा। इन पाठों की अंतरानुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे।

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

Class room and Library

#### c. Expertise in AUD faculty or outside AUD faculty

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

None

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

*R Chakraborty*

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Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SOL
Programme(s)	MA
Course title	लोक साहित्य
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	ELECTIVE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	JULY 2020
Course coordinator and team	Hindi Faculty

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

यह कोर्स स्कूल आफ लेटर्स की अंतर्भाषी, अंतरानुशासनिक तथा तुलनात्मक साहित्यिक पद्धति के अनुरूप है। हिंदी साहित्य के इतिहास में लोक साहित्य का बड़ा महत्व है। इसलिए इस कोर्स का सम्बन्ध इतिहास अध्ययन के साथ-साथ विभिन्न बोलियों जो अपने अस्तित्व को बचाने के लिए संघर्षरत हैं उन बोलियों के स्वरूप का भी उल्लेख किया जायेगा। इस कोर्स का सम्बन्ध SOL में पढाए जाने वाले Folklore and Folkloristic है।

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)

As per AUD norms

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

1st Semester



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

लोक साहित्य का अध्ययन विद्यार्थी को भारतीय लोक जीवन की बहुस्वरीयता से परिचित करायेगा. आम तौर पर लोक साहित्य का अध्ययन मानक साहित्य से बाहर रह गयी जनआकांक्षाओं से विद्यार्थी को परिचित करायेगा।

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

यह पाठ्यक्रम अंबेडकर विश्वविद्यालय के विज्ञान के अनुसार अंतरानुशासनिक और ऐतिहासिक-समाजशास्त्रीय दृष्टिकोण के अनुरूप होगा। लोक के सन्दर्भ में माना जाता है कि उसके भीतर किसी प्रकार का दिखावा नहीं होता जो अनुभव किया उसे ही अभिव्यक्त किया। ख़ासकर की अपनी सभ्यता और संस्कृति को लेकर सजग दिखाई पड़ता है इसलिए जब अपनी जीवन की तमाम मुसीबतों को दरकिनार करते हुए अपने मनोरंजन के साधनों को इजाद कर लेते हैं। अपने जीवन से मंघर्षरत यह लोक अपने लिए गायन, चित्रकला के द्वारा अपनी दुःख-तकलीफों को एक तरफ कर एक दूसरे के साथ खड़े हो जाते हैं। उनके जीवन के प्रति यही जिजीविषा विद्यार्थियों में जीवन के प्रति एक समझ विकसित करने का कार्य करेगी।

7. Course Details:

a. Summary:

b. Expected learning outcomes

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

यह एक एम् ए का इलेक्टिव कोर्स है। जिसे एक सेमेस्टर में पढ़ाया जाएगा तो इसमें विस्तारपूर्वक अध्ययन करवाया जाना अपेक्षित है। हिंदी साहित्य का इतिहास बृहद है उसमें साथ ही लोक साहित्य भी बहुत प्रचुर मात्रा में मिलता है। दिल्ली एक ऐसा राज्य है जहाँ हिंदी भाषियों और उसकी विभिन्न बोलियों को समझने और बोलने वाले लोग रहते हैं ऐसे में यह कोर्स उन्हें अपनी भाषा के साहित्य होने का भी अहसास करवाएगा साथ ही अपनी बोलियों को समझने और उसके साहित्य के प्रति रूचि भी विकसित करेगा। यह एक इलेक्टिव कोर्स है। जिसे हिंदी के विद्यार्थियों के अतिरिक्त अन्य अनुशासन के विद्यार्थियों द्वारा भी चयन किया जा सकता है इसलिए इस कोर्स में विभिन्न बोलियों और उनके विकास का भी अध्ययन होगा जो दिल्ली और उसके आस-पास से आने वाले विद्यार्थियों के लिए सुविधाजनक होगा और रुचिकर होगा। हिंदी का साहित्य ब्रज, अवधी भोजपुरी, आदि बोलियों से भरा हुआ है साथ ही लोकभाषा होने के कारण लोकसाहित्य भी काफी मिलता है। इसलिए इस कोर्स को पढ़ाने के लिए बोलियों में रचित साहित्य को केंद्र में रखा जायेगा। लोकसाहित्य में लोकगीतों, लोकनाट्य संगीत, नृत्य, रागिणी आदि का खासा महत्व ये

माध्यम मनोरंजन की श्रेणी में भी आते हैं ये बेशक प्राचीन माध्यम हैं लेकिन आधुनिक युग में महत्व प्राप्त है | इसलिए इनके जरिए अपनी संस्कृति को समझते हुए आनंदमय वातावरण में इन लोकगीतों आदि को पढ़ा और पढाया जायेगा |

#### Objectives.

- हिंदी साहित्य के लोक साहित्य को प्रकाश में लाना विद्यार्थियों को लोक भाषा ,लोकगीत आदि से परिचित कराना |
- लोकसाहित्य और मुख्य साहित्य के बीच के अंतर को समझना और समझाना |
- विद्यार्थियों को बोलियों के इतिहास को जानने और उनमें हो रहे काम के प्रति सजग करना और उसी दिशा में काम करने के लिए प्रेरित करना |
- सिनेमा और लोक साहित्य का क्या सम्बन्ध है ? सिनेमा में किन किन भाषाओं ,बोलियों के साहित्य को प्रयोग में लाया गया है | क्योंकि सिनेमा में लोकसाहित्य का बहुत बड़ा हिस्सा दिखाई पड़ता है | इसलिए इनके संबंधों पर भी चर्चा की जाएगी |
- विद्यार्थी को समाज और उसकी संरचना से रु-ब-रु |
- समाज की आवश्यकताओं के अनुरूप सम्बेदनशीलता विकसित करना तथा सामुदायिक स्तर पर लोगों की स्थिति में बेहतरी की कोशिशों में शामिल होना।

#### Overall structure:

धीरेन्द्र वर्मा के अनुसार –“लोक साहित्य वह मौखिक अभिव्यक्ति है जो भले ही किसी व्यक्ति ने गढ़ी हो ,पर आज जिसे सामान्य लोक समूह अपना ही मानता है और जिसमें लोक की युग –युगीन वाणी साधना समाहित रहती है ,जिसमें लोक मानस प्रतिबिंबित रहता है”। लोक साहित्य के अंतर्गत आधुनिक परिवेश से इतर एक अपनी सामान्य सी शैली को आधार बनाकर जीवन जीने की जो कला है वह आकर्षित करती है | यह सत्य है की व्यक्ति अपनी सभ्यता और संस्कृति से बहुत कुछ ग्रहण करता है यही सांस्कृतिक धरोहर लोक साहित्य के रूप में सामने आती है | इस कोर्स के माध्यम से विद्यार्थियों को उनकी सांस्कृतिक धरोहर को इतिहास की पृष्ठभूमि के माध्यम से समझाने का प्रयास रहेगा | यह भी स्पष्ट है कि लोक साहित्य लोकमानस से निकले हुए भाव है जो उसे जीवंत बनाते हैं और लिखित साहित्य से उसे अलग भी करते हैं ,क्योंकि माना जाता है कि लिखित साहित्य की स्रोत भाषा तो लोकभाषा ही है बाद में उसे मानकीकरण के नियमों में बांधकर लिखित रूप में संजोया जाता है | इसलिए कहा जा सकता है कि इस कोर्स को पढ़ते वक़्त विद्यार्थियों को स्वतंत्र रूप से भावों को समझने का अवसर प्राप्त होगा | लोकसाहित्य की लोकभाषा में मुहावरे और लोकोक्तियाँ उसे जीवन्तता प्रदान करती हैं ,इससे विद्यार्थियों को अपने दैनिक जीवन में प्रयोग हो रहे कहावतों और लोकोक्तियों के महत्व को समझने में सरलता होगी |

#### माड्यूल-1: लोकसाहित्य की अवधारणा

सर्वप्रथम 'लोक'को समझने के उपरान्त ही उसके साहित्य को समझना सहज होगा | लोक'का एक अर्थ देखना होता है | बहुत ही पुराने समय से मौखिक परम्परा का निर्वाह होता आ रहा है जिसमें लोगों के आपसी प्रेम,सुख,दुःख,उनके देवी देवता ,शासक समाज आदि को उसी समाज में रहने वाले लोगों ने अपने लोकगीतों ,लोककथाओं में अभिव्यक्त किया है | लोक का मूल मंतव्य है 'सब'से है | वेदों में तो लोक को विश्व का पर्याय

माना गया है और विश्व का यही अखिल, अखंड रूप लोक में झलकता है। लोक शब्द लोग से भी जुड़ता है इसलिए लोगों के बीच प्रचलित लीला, रीति रिवाज, गीत आदि मौखिक परंपरा से होते हुए लिखित परंपरा को विकसित करते हैं, जो साहित्य के रूप में सामने आते हैं। साथ ही 'लोक' के लिए लोक वार्ता शब्द सबसे अधिक प्रयोग हुआ है। जिसमें लौकिक विश्वास, धार्मिक विश्वास, धर्मगाथाएं, कथाएं, कहानियाँ, पहेलियाँ आदि इसके अंगों माने गये हैं।

**माध्यम-2 लोक साहित्य की विभिन्न विधाएं**

- लोकगीत (जन्मसम्बन्धी, मृत्यु सम्बन्धी, विवाह सम्बन्धी)
- लोककथा - व्रत कथा, परी कथा, नाग कथा, बोध कथा
- लोकगाथा

**माध्यम-3 लोक नाट्य**

- लोकनाट्य (रामलीला, तीरंकी, स्वांग, बिदेसिया, पंडवानी आदि)
- प्रकीर्ण साहित्य या सुभाषित (भाषा - मुहावरे और लोकोक्ति)

**माध्यम 4 महाकाव्य और लोकसाहित्य**

इस माध्यम के अंतर्गत रामायण और महाभारत लोक के बीच किस रूप में विद्यमान हैं उसके स्वरूप आदि फेरे अलग अलग जगहों पर बदलते चले गए इन विदुओं को ध्यान में रखते हुए विभिन्न भाषाओं के साहित्य में इसका क्या स्वरूप है उस पर गहन अध्ययन-अध्यापन किया जाएगा। जैसे रामायण की कथा भी अलग अलग जगह पर बदलती चलती गयी कहीं राम पूजनीय हो जाते हैं तो कहीं रावण, इसी प्रकार सीता कहीं जतफ की पुत्री है तो कहीं रावण की। इन सभी उदाहरणों की सहायता से इस माध्यम को पूरा किया जाएगा।

d. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	लोक के स्वरूप और लोक साहित्य के इतिहास पर वाचपीठ	ग्रिंट क्रांति आने से पहले और बाद में भी लोक साहित्य स्वरूप पर चर्चा, कैसे साहित्य अपने लोक स्वरूप को	1. विद्यानिवास मिश्र (संपादित) वाचिक कविता भोजपुरी ज्ञानपीठ दिल्ली 2003 2. कमला प्रसाद (संपादित) लोक साहित्य और	1.	

		संरक्षित रखने में सक्षम रहा।	संस्कृति, साहित्यवाणी, इलाहाबाद, 199		
2	लोकसाहित्य की श्रेणी में आने वाले साहित्य के विभिन्न रूपों पर चर्चा		1. हिंदी साहित्य का इतिहास, रामचंद्र शुक्ल. 2. हिंदी साहित्य का दूसरा इतिहास, बच्चन सिंह		20 प्रतिशत असाइनमेंट
3	लोकगीत-विवाह सम्बन्धी, जन्म सम्बन्धी, मृत्यु सम्बन्धी गीतों पर चर्चा	विभिन्न उदाहरणों द्वारा वाचिक दृश्य श्रव्य माध्यमों के माध्यम से समझना	1. शैलेश श्रीवास्तव, भोजपुरी संस्कार गीत और प्रसार माध्यम, वाणी प्रकाशन, दिल्ली, 2009		30 प्रतिशत का टेस्ट या तुलनात्मक (विभिन्न बोलियों को आधार बनाकर) अध्ययन करते हुए 3 हजार शब्दों में लेख।
4	विभिन्न लोक कथाओं का अध्ययन		श्याम परमार, भारतीय लोक साहित्य, राजकमल प्रकाशन, 1954		
5	लोक कथा, परी कथा, बोध कथा आदि पर चर्चा	कुछ पाठों के आधार पर	• विद्यानिवास मिश्र, लोक साहित्य और लोक स्वर, प्रभात प्रकाशन, 2000 • त्रिलोचन पाण्डेय, लोकसाहित्य का अध्ययन, लोकभारती प्रकाशन, इलाहाबाद, 1978		
6	लोकनाट्य (रामलीला, नाटकी,				
7	स्वांग, बिदेशिया, पंडवानी आदि)				

8	प्रकीर्ण साहित्य या सुभाषित (भाषा तथा बोलियों की संरचना का अध्ययन)	भोजपुरी अवधी आदि को समझना	बद्रीनारायण, लोक संस्कृति और इतिहास लोकभारती प्रकाशन, 1994		
9	-मुहावरे और लोकोक्तियाँ	विभिन्न उदाहरणों द्वारा			
10	रा मायण और लोक साहित्य	अलग अलग जगहों में प्रचलित रामायण का अध्ययन	श्रीधर मिश्र, भोजपुरी लोक साहित्य; सांस्कृतिक अध्ययन, हिन्दुस्तानी एकेडमी, इलाहाबाद		40 प्रतिशत प्रस्तुतिकरण
11	महाभारत और लोक साहित्य	अलग अलग भाषा और अलग जगह में प्रचलित महाभारत का अध्ययन	• श्री राम शर्मा, लोक साहित्य; सिद्धांत और प्रयोग		
12	टीवी पर प्रसारित रामायण, महाभारत उनके साहित्यिक संदर्भ				

## 8. Pedagogy:

### a. Instructional strategies:

माड्यूलस में शामिल पाठों का अध्यापन करते हुए आनुषांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के साथ बहस-मुवाहिजा संचालित किया जाएगा। इन पाठों की अंतरअनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे।

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

Class room and Library

c. Expertise in AUD faculty or outside  
AUD faculty

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

None

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

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

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	रचनात्मक लेखन
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	July 2020
Course coordinator and team	Prof. Satyaketu Sankrit, Prof. Gopal Pradhan

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

यह कोर्स एम ए स्तर पर स्कूल ऑफ कल्चर एंड क्रिएटिव एक्सप्रेसन के लिटरेरी आर्ट्स कार्यक्रम के पाठ्यक्रमों से सम्बद्ध है। जहाँ ये पाठ्यक्रम वैश्विक स्तर पर विभिन्न भाषाओं के साहित्यों को अपना सन्दर्भ बनाते हैं, वहीं यह प्रस्तावित कोर्स हिंदी भाषा की साहित्यिक व भाषायी अभिव्यक्तियों को केंद्र में रखता है।

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):

As per AUD norms

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

1<sup>st</sup> Semester

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

रचनात्मक लेखन न केवल रचनाकार की अभिव्यक्ति है बल्कि वह पुंजीभूत सामाजिक अनुभवों का दस्तावेज़ भी होता है। रचनात्मक लेखन का अध्ययन किसी समय में समाज के सांस्कृतिक स्वरूप का अध्ययन भी होता है। यह कोर्स रचनात्मक लेखन को पढ़ने की विभिन्न प्रविधियों, रचनात्मक लेखन के तत्वों आदि के अध्यापन के जरिये विद्यार्थियों में विशिष्ट सांस्कृतिक चेतना विकसित करेगा।

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

एम ए हिंदी का समग्र पाठ्यक्रम, भाषा, साहित्य व साहित्येतिहास से निर्मित होता है। ऐसे में रचनात्मक लेखन की प्रक्रियाओं और रचना-पाठ की विभिन्न प्रविधियों का ज्ञान विद्यार्थी को समस्त पाठ्यक्रम के अभिग्रहण में सहायता पहुँचाएगा।

7. Course Details:

a. Summary:

यह पाठ्यक्रम विद्यार्थियों को रचनात्मक लेखन की प्रविधि से परिचित कराएगा और उसके अभिग्रहण की तमीज विकसित करेगा। इस पाठ्यक्रम में हम यह मानकर चलते हैं कि छात्रक करने के उपरांत विद्यार्थीगण अपने भीतर की सृजनात्मकता के प्रति कुछ हद तक सचेत हो चुके होंगे जिसे एक विशेष दिशा देकर समाजोपयोगी बनाया जा सकता है। इसलिए इस पाठ्यक्रम में रचनात्मक लेखन की विभिन्न विधाओं, जिनसे कुछ हद तक विद्यार्थी पूर्व परिचित हो चुके होंगे, में उनकी समझ को गहरा करने का प्रयास किया जाएगा। यह पाठ्यक्रम रचनात्मक साहित्य को पढ़ने की विभिन्न रणनीतियों से विद्यार्थियों को अवगत कराएगा। इस प्रक्रिया में रचना प्रक्रिया व रचनात्मक साहित्य के विविध तकनीकी पहलुओं के विकास क्रम, उनकी विशिष्टता तथा उनके सामाजिक सह-सम्बंध आदि प्रश्नों पर विद्यार्थियों में नानाविध दृष्टिकोणों का विकास करेगा। यह पाठ्यक्रम विद्यार्थियों में आलोचनात्मक चिंतन और पर्यवेक्षण की क्षमता का विकास करेगा। रचनात्मक लेखन के विविध क्षेत्रों, जिनमें सिनेमा में गीत लेखन, पटकथा लेखन, सम्वाद लेखन व आशु लेखन व प्रस्तुति आदि शामिल हैं, में हमारे विद्यार्थी अध्ययनोपरांत रोजगार की बेहतर सम्भावनाएँ तलाश सकेंगे।

b. Objectives:

यह पाठ्यक्रम विधाओं की प्रकृति और उनके आंतरिक गति विज्ञान को समझने में विद्यार्थी की मदद करेगा। साथ ही रचनाकारों और आलोचकों के दृष्टि वैभिन्न्य से विद्यार्थियों को परिचित कराएगा ताकि वे अपने लिए किसी रचना के पाठ की एक प्रविधि विकसित कर सकें।

c. Expected learning outcomes:

1. विद्यार्थी में निहित रचनात्मक क्षमता को दिशा देना।
2. विद्यार्थियों में विभिन्न विधाओं की समझ पैदा करना।
3. रचनात्मक लेखन के विभिन्न क्षेत्रों में रोजगारोन्मुख कौशल विकसित करना और
4. समाज की आवश्यकताओं के अनुरूप सम्वेदनशीलता विकसित करना तथा सामुदायिक स्तर पर लोगों की स्थिति में बेहतरी की कोशिशों में शामिल होना।



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

#### माड्यूल-1:

##### रचना और रचना प्रक्रिया

साहित्य चिंतन में रचना प्रक्रिया एक जटिल विषय है। संभवतः इसी कारण भावावेग जैसी रहस्यमय प्रेरणा को कभी रचना का उत्स बताया जाता था, परंतु विभिन्न विचारकों जिनमें रचनाकार व साहित्यालोचक, दोनों ही शामिल हैं, ने विस्तार से रचना प्रक्रिया का वस्तुगत विश्लेषण किया है। इस माड्यूल में विद्यार्थी रचना प्रक्रिया का गहन और विश्लेषणात्मक परिचय प्राप्त करेंगे।

#### निर्धारित पाठ:

1. कविता क्या है, रामचंद्र शुक्ल : <http://gadyakosh.org>
2. पल्लव, राजकमल प्रकाशन, सुमित्रानंदन पंत : (की भूमिका) 2006
3. साहित्य सहचर, राजकमल प्रकाशन, हजारी प्रसाद द्विवेदी : 2005 (चुनिंदा अंश)
4. एक साहित्यिक की डायरी, भारतीय ज्ञानपीठ, गजानन माधव मुक्तिबोध : 2000 (चुनिंदा अंश)

#### माड्यूल-2:

##### रचनाकार और रचना

साहित्य के भीतर यह पुरानी बहस रही है कि लेखक और उसके समीक्षक में से किसकी दृष्टि ज्यादा अच्छी तरह से कृति को खोल सकती है। पिछले माड्यूल में हम समीक्षक के पक्ष के विभिन्न दृष्टिकोणों का अध्ययन कर आए हैं। इसलिए इस माड्यूल में रचनाकार की दृष्टि से विद्यार्थी को परिचित कराया जाएगा। इसके लिए रचनाकारों द्वारा अपनी व अन्य की कृतियों का विश्लेषण करने वाली भूमिकाओं और लेखों से प्रतिनिधि पाठ उठाकर विद्यार्थी को रचनाकार की ओर से कृति पर पड़ने वाले प्रकाश का अवगाहन कराया जाएगा। इससे विद्यार्थी में रचनाकार के नज़रिए को समझने की सम्बेदनशीलता पैदा हो सकेगी।

#### निर्धारित पाठ:

1. प्रबंध पद्मिनि : राला, भारती भवन प्रकाशन, 2011 वि. (चुनिंदा अंश)
2. कुद्ध गद्य रचनाएँ, राधाकृष्ण प्रकाशन, शमशेर बहादुर सिंह : 1992 (चुनिंदा अंश)
3. एक कवि की नोटबुक, राजकमल प्रकाशन, राजेश जोशी, 2018 (चुनिंदा अंश)
4. गोलमेज, वाणी प्रकाशन, अरुण कमल : 2010 (चुनिंदा अंश)

#### माड्यूल-3:

##### रचनात्मक विधाओं का स्वरूप : रचना शिल्प और भाषा

सृजनात्मकता कुछ निश्चित रूपों में अभिव्यक्त होती है। इन्हें ही विधाओं के रूप में जाना जाता है। मोटे तौर पर भाषिक अभिव्यक्ति काव्य और गद्य के विभाजित की जाती रही है। परम्परा से पूर्व आधुनिक साहित्यिक अभिव्यक्तियों काव्य का रूप ग्रहण करती रही है और आधुनिक काल में कविता के साथ-साथ अलग-अलग गद्य विधाओं में भी रचनात्मकता की अभिव्यक्ति होने लगी है। यह माड्यूल

विभिन्न साहित्यिक विधाओं की प्रकृति के बारे में विद्यार्थियों को विधेयणात्मक तरीके से परिचित कराएगा।

निर्धारित पाठ:

1. मध्यकालीन हिंदी काव्यभाषा , राजकमल प्रकाशन , राम स्वरूप चतुर्वेदी , 1991 (चुनिदा ) (अंश)
2. उपन्यास का शिल्प , पटना , बिहार हिन्दी ग्रन्थ अकादमी , डॉ गोपाल राय , 1973
3. साहित्य विधाओं की प्रकृतिराधाकृष्ण प्रकाशन , देवी शंकर अवस्थी ; 2008 (चुनिदा अंश)
4. रचना और आलोचना , वाणी प्रकाशन , देवी शंकर अवस्थी : 2014 (चुनिदा अंश)

माड्यूल-4:

रचना और आलोचना

साहित्य की विभिन्न विधाओं को समझने और विधेयित करने के क्रम में विभिन्न आलोचनात्मक सरणियों का जन्म हुआ। ये आलोचनात्मक सरणियाँ अलग-अलग पाठ की रणनीतियों और सामाजिक संदर्भों से प्रभावित रही हैं। रचनात्मकता के लिए परम्परा से चली आ रही विभिन्न आलोचनात्मक सरणियों से परिचय आवश्यक है। यह माड्यूल विद्यार्थियों को यथार्थवाद, मनोविधेयणवाद, मार्क्सवाद, संरचनावाद, उत्तर-संरचनावाद, उत्तर-औपनिवेशिकता, उत्तर-आधुनिकता आदि आलोचनात्मक सरणियों से परिचित कराएगा।

- 1: साहित्य विधाओं की प्रकृति: देवी शंकर अवस्थी, राधाकृष्ण प्रकाशन दिल्ली, 1998
- 2: संरचनावाद, उत्तर संरचनावाद और प्राच्य काव्यशास्त्र: गोपी चंद नारंग, साहित्य अकादमी दिल्ली, 1994
- 3: आधुनिक हिंदी आलोचना के बीज शब्द: वच्चन सिंह, वाणी प्रकाशन दिल्ली, 2015
- 4: उत्तर औपनिवेशिकता के स्रोत और हिंदी साहित्य: प्रणय कृष्ण, हिंदी परिपद प्रकाशन, इलाहाबाद, 2008
- 5: द डेथ ऑफ़ द ऑथर, रोलैंड वार्थ, [http://www.tbook.constantvzw.org/wp-content/death\\_authorbarthes.pdf](http://www.tbook.constantvzw.org/wp-content/death_authorbarthes.pdf)
- 6: व्हाट इज ऐन ऑथर, मिशेल फूको, 1926-1984. (1984). The Foucault reader. Rabinow, Paul. (1st ed.). New York: Pantheon Books.

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	रामचंद्र शुक्ल	कविता विधा की समझ बनाना।	कविता क्या है : रामचंद्र शुक्ल	पल्लव की ) : (भूमिका सुमित्रानंदन पंत	

2	हज़ारी प्रसाद द्विवेदी	पुराने काव्य रूपों का ज्ञान।	साहित्य सहचरहज़ारी : प्रसाद द्विवेदी		
3	गजानन माधव मुक्तिबोध	रचना प्रक्रिया की पड़ताल।	एक साहित्यिक की डायरी : गजानन माधव मुक्तिबोध		25%, टेक होम असाइनमेंट
4	निराला	काव्य-गठन के स्वरूप की समझ बनाना।	प्रबंध पद्य : निराला		
5	शमशेर	गद्य-भाषा की समझ बनाना।	कुछ गद्य रचनाएँ : शमशेर बहादुर सिंह		
6	राजेश जोशी, अरुण कमल	रचना प्रक्रिया की पड़ताल।	एक कवि की नोटबुक राजेश, जोशी, गोलमेज अरुण : कमल		25%, क्लास सेमिनार
7	रामस्वरूप चतुर्वेदी	काव्य-भाषा की समझ बनाना।	मध्यकालीन हिंदी काव्यभाषा, राम स्वरूप चतुर्वेदी		
8	गोपाल राय	उपन्यास के शिल्प की समझ विकसित करना।	उपन्यास का शिल्पडॉ, गोपाल राय		
9	देवी शंकर अवस्थी	विधाओं की प्रकृति की समझ।	साहित्य विधाओं की प्रकृति देवी : शंकर अवस्थी	रचना और आलोचना : देवी शंकर अवस्थी	25%, क्लास टेस्ट
10	गोपी चन्द नारंग	रचना और आलोचना के पारस्परिक सम्बंध की पड़ताल।	संरचनावाद, उत्तर संरचनावाद और प्राच्य		

			:काव्यशास्त्र गोपी चंद नारंग		
11	वज्रन सिंह	रचना और आलोचना के पारस्परिक सम्बंध की पहचान।	आधुनिक हिंदी आलोचना के बीज शब्द : वज्रन सिंह		
12	प्रणय कृष्ण	रचना और आलोचना के पारस्परिक सम्बंध की पहचान।	उत्तर औपनिवेशिकता के स्रोत और हिंदी साहित्य : प्रणय कृष्ण		25%, क्लास टेस्ट

### 8. Pedagogy:

#### a. Instructional strategies:

माड्यूल में शामिल पाठों का अध्यापन करते हुए आनुपायिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के साथ बहुस-मुवाहिमा संचालित किया जाएगा। इन पाठों की अंतर-अनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे।

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

Class room and Library

#### c. Expertise in AUD faculty or outside

AUD faculty

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

None

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/SCPVC/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

*R. Chaherani*

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

School/Centre proposing the course	SOI.
Programme(s)	MA
Course title	जनसंचार की अवधारणा और विकास
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	ELECTIVE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	TBD
Course coordinator and team	HINDI FACULTY

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
None
- Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
None
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
As per AUD norms
- Course scheduling (semester; semester-long/half-semester course, workshop mode; seminar mode; any other – please specify):  
Semester
- How does the course link with the vision of AUD?  
यह पाठ्यक्रम अंबेडकर विश्वविद्यालय के विजन के अनुसार अंतरराष्ट्रीय और ऐतिहासिक-समाजशास्त्रीय दृष्टिकोण के अनुरूप होगा। इसमें जनसंचार के विभिन्न ऐतिहासिक तथा समकालीन रूपों से विद्यार्थियों को इस प्रकार से परिचित कराया जाएगा ताकि वे जनसंचार के प्रभाव, महत्व, प्रयोगों तथा परिवर्तनों के विषय में प्रचलित सैद्धांतिक तथा व्यावहारिक ज्ञान को आत्मसात करें। इसमें जनसंचार की विभिन्न अवधारणाओं तथा व्यावहारिक प्रयोगों की बहुस्तरीयता तथा बहुपक्षीयता के बोध को विकसित किया जा सकेगा।
- How does the course link with the specific programme(s) where it is being offered?  
जनसंचार की अवधारणा और विकास विषयक पाठ्यक्रम के माध्यम से रोजाना के जीवन में दिखने वाले जनसंचार रूपों के प्रति जागरूक बनाया जा सकेगा। हिंदी साहित्य के अन्य विषयों के साथ इसका एक अंतःसंबंध इस रूप में होगा कि इसमें साहित्य की भांति ही विद्यार्थी जनसंचार से जुड़े हस्तक्षेपकारी व्यवहार व चेतना को विकसित किया जा सकेगा। जिस प्रकार साहित्य का सामाजिक पक्ष महत्वपूर्ण होता है, उसी प्रकार जनसंचार की सामाजिकता के बारे में पद्धतिगत ज्ञान-प्रशिक्षण प्रदान किया जा सकेगा।
- Course Details:
  - Summary:  
जनसंचार एक निरंतर विकासमान और आधुनिक अनुशासन है। इस पाठ्यक्रम के अंतर्गत हम 19वीं सदी में भारत में विकसित हुई पत्रकारिता की परम्परा, इसमें आए परिवर्तन एवं जनसंचार के वर्तमान स्वरूप का ऐतिहासिक व तुलनात्मक नजरिए से अध्ययन कर सकेंगे। प्रिंट, रेडियो, टीवी, इंटरनेट व सोशल मीडिया आदि के रूप में पत्रकारिता एक बहुमुखी अनुशासन बन चुका है। विद्यार्थी प्रतिदिन उसके किसी न किसी रूप से रूबरू होते हैं। यह हमारे राष्ट्रीय परिदृश्य को प्रभावित करनेवाले प्रधान अनुशासन के रूप में हमारे सामने है। मीडिया में विभिन्न प्रकार की यौनिक-लैंगिक, जातिगत, वर्गगत या इलाकाई समीकरणों की राजनीति इसके चेहरे का निर्माण करती है। पाठ्यक्रम में महिला, दलित तथा अन्य हाशिए के समुदायों से संबंधित समाचारों के प्रस्तुतिकरण के तरीकों का विशेषात्मक विवेचन किया जाएगा।

इसी प्रकार से सत्ता, पूँजी व पत्रकारिता के गठजोड़ का अध्ययन स्वतंत्र अध्ययन की माँग करता है जो इस पाठ्यक्रम के माध्यम से सम्भव हो सकेगा। यह पाठ्यक्रम डिजिटल, ऑनलाइन व सोशल मीडिया के रूप में पत्रकारिता के अधुनातन स्वरूप के बारे में विद्यार्थियों को अनुभव और ज्ञान से लैस करेगा। इस प्रकार पत्रकारिता की समाज में भूमिका तथा कार्यों के बारे में अवधारणात्मक समझ विकसित की जा सकेगी।

#### b. Objectives:

यह कोर्स जनसंचार के सर्वव्यापी रूपों के बारे में शिक्षण, अध्ययन, प्रशिक्षण आदि को केंद्र में रखेगा। इसमें जनसंचार के सर्वाधिक पुराने रूपों से लेकर वर्तमान के डिजिटल-तकनीकी रूपों तक विकास यात्रा का आलोचनात्मक दृष्टि से अध्ययन-अध्यापन किया जाएगा। जनसंचार का एक पक्ष गहराई से राष्ट्रवाद, समाज सुधार, मिशनरी भावना से जुड़ा हुआ है तथा राष्ट्र निर्माण में इसका निर्णायक भूमिका रही है। शिक्षा, सुधार, स्वास्थ्य, धरतू व्यवस्था, नियम पालन प्रशिक्षण व मनोरंजन आदि आदि से जनसंचार माध्यमों के जुड़ान ने इसे बाजार से जितना जोड़ा है, उतना ही किसी सामाजिक-राष्ट्रीय लक्ष्य में भी। जनसंचार ने विरासत व संस्कृति के मुद्दों को प्रेरित व प्रभावित किया है जिसके कारण मानव समाज के सभी सपेपणों के केंद्र में आधुनिक जनसंचार को स्थान मिला है। इस पाठ्यक्रम में जनसंचार के तकनीकी, सामाजिक, राजनीतिक व सांस्कृतिक पक्षों का अध्ययन करते हुए इस क्षेत्र के प्रमुख रचनाकारों, मीडियाकर्मियों आदि के योगदान से अवगत कराया जा सकेगा। जनसंचार की अवधारणाओं व विकास का तुलनात्मक-निवेचनात्मक अध्ययन करने के लिए गंभीरता से प्रोत्साहन प्रदान किया जाएगा।

#### c. Expected learning outcomes:

1. रोजाना के जीवन में दिखने वाले जनसंचार रूपों के प्रति जागरूक बनाना।
2. जनसंचार के सिद्धांत और व्यवहार के बारे में संतुलित नज़रिया विकसित करना।
3. विद्यार्थी में जनसंचार से जुड़ा हस्तक्षेपकारी व्यवहार व चेतना विकसित करना।
4. पत्रकारिता के क्षेत्र में विभिन्न पदों का दायित्व संभालने की दृष्टि से संचार व पत्रकारिता के आवश्यक सिद्धांतों, अवधारणाओं, चुनौतियों, दायित्वों, सीमाओं, कानून व आचार संहिताओं की समझ को विकसित करना।

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

### माड्यूल-1

#### जनसंचार: परिचय और सिद्धांत

इस माड्यूल में जनसंचार के मूल तत्व, अवधारणाओं, प्रकार्य व प्रमुख सिद्धांतों का अध्ययन-अध्यापन होगा।

#### खंड-1

##### जनसंचार के मूल तत्व

इसके अंतर्गत जनसंचार के विविध आयामों और उसके स्वरूप के बारे में विस्तार से अध्यापन होगा। संचार के अंतःव्यक्तिक, अंतर्व्यक्तिक व समूह संचार के साथ-साथ शाब्दिक व शब्दहीन संचार तथा दैहिक संकेतों के महत्त्व आदि को केंद्र में रखा जाएगा। जनसंचार के प्राचीन रूप, वैज्ञानिक क्रांति के प्रभाव से विकसित संचार, स्वाधीनता आंदोलन के दौरान का जनसंचार, स्वातंत्र्योत्तर भारत में विकसित नए किस्म का जनसंचार व डिजिटल जनसंचार का अध्ययन कर सकेगे।

#### खंड-2

##### जनसंचार की अवधारणाएँ, प्रकार्य और सिद्धांत

जनसंचार के पाठ्यक्रम के व्यवस्थित अध्यापन के परिणाम स्वरूप जनसंचार की विभिन्न अवधारणाओं का विकास हुआ है। आधुनिकता, कल्याणकारी राज्य, समाजवाद, पूँजीवाद और भूमंडलीकरण से जुड़े राजनीतिक परिवर्तनों के परिणामस्वरूप पत्रकारिता को समझने के दृष्टिकोणों में परिवर्तन हुआ है। इस इकाई में भारत जैसे तीसरी दुनिया के देशों में जनसंचार के प्रकार्य का विशेष अध्ययन किया जाएगा। संचार के प्रतिरूपों की व्याख्या के लिए

परंपरागत, मध्यवर्ती, संवादात्मक, व्यवहारात्मक प्रतिस्पर्धा का प्रयोग किया जाएगा। इसी प्रकार जनसंचार के विभिन्न माडल, मनोवैज्ञानिक तथा समाजशास्त्रीय संचार सिद्धांत, आमोचनगतक तथा सांस्कृतिक सिद्धांत (क्रैफोर्ट स्कूल, ह्यूबरमास, अडोर्नो आदि) तथा सामाजिक अध्ययन व सामाजिक परिवर्तन से संबंधित सिद्धांतों का शिक्षण होगा। मीडिया के विभिन्न प्रकारों का अध्ययन के लिए वर्चस्व प्रतिमान, नयोन्येय का प्रसार (डिफ्यूजन ऑफ इनोवेशन्स) व स्पाइरल ऑफ माडसेंस आदि के प्रतिमानों का उपयोग किया जाएगा।

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### माध्यम-2

#### भारत में संचार माध्यमों का विकास

इस खंड में प्रमुख संपादकों जैसे भारतेन्दु हरिश्चंद्र, प्रतापनारायण मिश्र, महावीर प्रसाद द्विवेदी, गणेशशंकर विद्याधी, याकूब खिल्जु पराइकर, बनारसीदास चतुर्वेदी, अज्ञेय, रघुवीर महाय, राजेंद्र माधुर, प्रभाष जोशी और नुरेद प्रताप सिंह के संपादकीय योगदान के विषय में बताया जाएगा। पाठ्यक्रम में विभिन्न समाचारपत्र समूहों तथा संवाद समितियों को भी सम्मिलित किया जाएगा। रेडियो प्रसारण के सिद्धांत व विशेषताओं को बताते हुए रेडियो समाचार लेखन, स्टूडियो रिपोर्टिंग, साउंड मिश्रण, सामुदायिक रेडियो के उपयोग के बारे में अध्यापन होगा। इसी प्रकार टीवीजैसे माध्यम में समाचार लेखन, प्रोडक्शन, टीवी प्रसारण के सिद्धांत व विशेषताओं के विषय में बताया जाएगा।

#### 1. पिंड पत्रकारिता

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- द्वितीय चरण: स्वाधीनता-स्वदेशी संघर्ष
- तृतीय चरण: स्वाधीनता के वाद की समस्याएं

#### 2. रेडियो पत्रकारिता

- रेडियो का इतिहास और वर्तमान
- प्रसारण के सिद्धांत और विशेषताएं
- आज़ादी के पहले और बाद की समस्याएं
- रेडियो समाचार: भाषा, प्रस्तुति और संयोजन

#### 3. टीवी पत्रकारिता

टेलिविजन का इतिहास और वर्तमान  
प्रसारण के सिद्धांत और विशेषताएं



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### माड्यूल- 3

#### जनसंचार: उद्योग के रूप में

इस खंड में पत्रकारिता के आर्थिक ढांचे, मीडिया के विज्ञापन पक्ष व अर्थतंत्र, विभिन्न किस्म के राजनीतिक दबावों, दलीय निष्ठाओं, मार्केटिंग, समाचार चैनलों के बदलते आर्थिक आधार, स्वामित्व के स्वरूप, प्रबंधन व संपादकीय विभाग के बीच समन्वय, मानव संसाधन की अवधारणा, सहमति निर्माण/प्रोपगंडा माडल का अध्ययन करते हुए 21वीं सदी में जनसंचार की प्रकृति का अध्ययन किया जाएगा।

- प्रिंट और इलेक्ट्रॉनिक पत्रकारिता का बदलना आर्थिक स्वरूप
- सहमति उत्पादन की प्रक्रिया
- पाठक/दर्शक पर नियंत्रण
- माध्यमों के स्वामित्व का सवाल, क्रॉस ओनरशिप, एफ़डीआई आदि

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### माड्यूल 4

#### जनसंचार- व्यवहारिक-तकनीकी पक्ष

समाचार लेखन, वृत्त चित्र निर्माण, वीडियो-फोटो सम्पादन आदि से जुड़े व्यावहारिक व तकनीकी पक्षों का अध्यापन व प्रशिक्षण।

इस माड्यूल में समाचार पत्रों में समाचार लेखन की तरीक़ों तथा इलेक्ट्रॉनिक-डिजिटल माध्यमों पर लेखन के लिए व्यवहारिक कार्यशालाएं आयोजित की जाएंगी। समाचारपत्रों के विभिन्न लेआउट, फारमेट, डिजाइनिंग तथा

संपादन के माण्डवेयर, आफिक्स (दुश्यांकन) के इस्तेमाल, टेबलाइड व पत्रिका की छपाई, प्रिंटिंग तकनीक, फोटो फीचर तैयार करने व कैप्शन लिखने की विधि के व्यवहारिक पक्षों पर बल देने के कारण इस खंड में पूर्वनिर्धारित पाठ के स्थान पर कार्यशाला व व्यवहारिक योगदान की शिक्षण प्रविधि का इस्तेमाल होगा।

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38. संस्कृति उद्योग- टी इल्यू अहोनों, ग्रंथशिल्पी, नई दिल्ली, 2004
39. विज्ञापन और जनसंपर्क- जयश्री जेठवानी, सागर प्रकाशन, नई दिल्ली, 2000
40. भारत में समाचार पत्र प्रबंधन- गुलाब कोठारी, हिंदी ग्रंथ अकादमी, जयपुर, 1997
41. ए हिस्ट्री आफ जर्नलिज्म- मोहित मोडना, नेशनल बुक एजेंसी, कोलकाता, 1993
42. द मीडिया: इवोल्यूशन, रोम एंड रिस्पॉन्सिबिलिटी- हिरण्यमय कर्लेकर (एनएन बोहरा और 43. मध्यमार्पी मट्टाचार्य, संपा-सुकिंग वीक, इंडिया इन ट्वेंटीथ सेंचुरी), एनबीटी और आईआईसी, नई दिल्ली, 2002
44. ब्राडकास्टिंग इन इंडिया- पी.पी. घटगी, मेज पब्लिकेशंस, नई दिल्ली, 1987
45. द प्रेस: सोसियो-पॉलिटिकल अवेकनिंग- एम.पी. शर्मा, मोहित पब्लिकेशंस, नई दिल्ली, 1996
46. ब्राडकास्टिंग इन इंडिया- पी.पी. घटगी, मेज पब्लिकेशंस, नई दिल्ली, 1987
47. द इम्पैक्ट आफ सोशलमिडियेशन आफ मीडिया आन मीडिया इमेजेज: ए स्टडी आफ मीडिया इमेजेज विटवीन 1987-1997- के. वासागुब्रह्मण्यम (अप्रकाशित थीसिस), ओहायो स्टेट यूनिवर्सिटी, कोलम्बस, 1999
48. फिटिफल आइडियाज इन टेलिविजन स्टडीज- जान कार्नर, क्लेरंडन प्रेस, आफनफोर्ड, 1999
49. टेलिविजन टेक्नाजी एंड कल्चर फार्म- रेमंड विनियम्स, फौटाना, संदन, 1974
50. द टेलिविजन स्टडी रीडर- राबर्ट एमन और एनेट हिल (संपा), राटलेज, न्यूयार्क, 2004
51. मैन्यूफैक्चरिंग कनमेंट: द पॉलिटिकल इकोनामी आफ मास मीडिया- नोआम चोमस्की ( एडवर्ड हर्मेन के साथ), कैथियन युक्स, न्यूयार्क, 1988
52. नेसेसरी इल्यूजंस: पाट कंट्रोम इन हेमोजेनिक सोसायटीज, साउथएंड प्रेस, न्यूयार्क, 1989
53. नोआम चोमस्की: ए लाइफ आफ डिमेंट- राबर्ट एक बर्कमे, कैब्रिज प्रेस, संदन, 1997
54. ऐन एंपायर आफ बुक्स: द नथस किशोर प्रेस एंड द डिस्पूजन आफ द प्रिंटेड वर्ड इन कोलोनिअल इंडिया- उत्तरिक स्टार्क, ओरियंट ब्लैकस्वान प्राइवेट लिमिटेड, नई दिल्ली, 2009

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	जनसंचार का परिचय	जनसंचार विज्ञान	भारत में जनसंचार और समाज मीडिया- मधुकर सेने 2. जनसंचार माध्यमों का वैचारिक परिचय- जयश्रीमल्ल पारेय, हिंदी पत्रकारिता का गूढ़ इतिहास- अर्जुन	---	---

			तिथारी		
2	जनसंचार का आधुनिक रूप, वैज्ञानिक क्रम	जनसंचार शिक्षण	भारत में प्रेम एक मिह्रावलोकाजीएम - भारंग	-----	-----
3	स्वाधीनता आंदोलन के दौरान जनसंचार	जनसंचार शिक्षण	हिंदी पत्रकारिता: हमारी विरासत के शंभूनाथ (पंड)	-----	-----
4	स्वतंत्र भारत में नया जनसंचार, डिजिटल संचार	जनसंचार शिक्षण	संस्कृति विकास और सी.पी. -संचार क्रमिति जोशी	-----	30 percent -Home Assignment (after 4 week)
5	जनसंचार के विविध माडल, आलोचनात्मक सिद्धांत	जनसंचार शिक्षण	संचार के सिद्धांत - आर्मद मैतलार्त और मिशेल मैतलार्त-	-----	-----
6	विभिन्न संपादकों के योजनाएं का अध्ययन	जनसंचार शिक्षण	हिंदी पत्रकारिता: हमारी विरासत के शंभूनाथ (पंड)	-----	-----
7	प्रिंट पत्रकारिता, रेडियो टीवी के प्रसारण का इतिहास व सिद्धांत	जनसंचार शिक्षण	टेलिविजन प्रौद्योगिकी और शास्त्रिक रूप - रेमडविलियम्स	-----	-----
8	जनसंचार के बदलाव, नया आर्थिक परिदृश्य, सहमति-उत्पादन	जनसंचार शिक्षण	जब तोप मुकाबिल हो - प्रभाय जोशी	-----	40 percent- Class Test (After 8 week)
9	माध्यमों के स्वामित्व का मबान, क्रास ओनरशिप	जनसंचार शिक्षण	समकालीन पत्रकारिता: मूर्यांकन और मुद्दे - राजकिशोर (सपा), मैन्युफैक्चरिंग कनसेंटद - फोसिस्टिकल इकोनामी आफ द एडवर्ड -मास सीडिया हरमन और नाम चोमस्की, भारत में समाचारपथ प्रबंधन - गुलाब कोठारी	-----	-----
10	समाचार लेखन- व्यवहारिक-तकनीकी पथ	जनसंचार शिक्षण	-----	-----	-----
11	व्यवहारिक कार्यशालाएं	जनसंचार प्रशिक्षण	-----	-----	-----
12	व्यवहारिक कार्यशालाएं	जनसंचार प्रशिक्षण	-----	-----	30 per cent- End Sem (after 12 week)

8. Pedagogy:

a. Instructional strategies:

क्लास रूम शिक्षण, वर्कशॉप, प्रजेन्टेशन, मीडिया कार्यालयों में परिचय

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

- Smart class room, studio
- c. Expertise in A/JD faculty or outside AUD Faculty and experts
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
None

*[Handwritten signature]*

**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 *R. Chelvaraj*

Ambedkar University Delhi (AUD)  
Standing Committee on Professional, Vocational and Continuing Education Programmes  
(SCPVCE)

Minutes of the 7th Meeting—by circulation on email on 31.07.2019

The following members participated in the deliberations over email:

- Prof. Krishna Menon
- Dr. Anuj Bhuwania
- Prof. Anup Dhar
- Prof. Mohdammad Sharique Farooqi
- Prof. Rukmini Sen
- Prof. Suchitra Balasubrahmanyam
- Dr. Sunita Singh
- Prof. Sitansu Sekhar Jena
- Prof. Vrinda Datta
- Prof. Jatin Bhatt
- Prof. Kartik Dave

The following agenda item was circulated for discussion:

Approval of the course on 'Business Ethics' to be offered in Monsoon Semester 2019 as "Ethics in Business Practice" by the School of Vocational Studies

Members were apprised with the following discussion of the 6<sup>th</sup> meeting of SCPVCE which is reproduced here:

- The Standing Committee for Professional, Vocational and Continuing Education (SCPVCE) in its 6<sup>th</sup> meeting held on 07.06.2019 deliberated on the draft curriculum of one of the GEC course of the School of Vocational Studies - 'Business Ethics' to be offered in Monsoon Semester 2019. The course will introduce students to the various dimensions related to ethical practices and issues in business. The course is aimed at helping students to appreciate the need for practicing business ethics and its compliance for sustainability.
- After deliberations, the SCPVCE recommended the following:
  - o The title of the course could be revised as "ethics as practice" or "ethics in practice" to reflect the larger focus of the course.
  - o The course has too many themes to be transacted in a 2 credit course.
  - o Readings include mostly case studies. There are also some themes in course related to theoretical aspects of ethics for which there are no readings. For example, for Gandhian ethics.
  - o Ethical questions for the three verticals would be different. There could also be some common ethical principles across the verticals that could be considered.
  - o How could SVS set norms for external agencies regarding ethics?
  - o Professor Anup Dhar could be requested to provide guidance in the development of the course.
- The course was to form a part of the agenda for the Academic Council but for the above reasons the SCPVCE suspended its decision to recommend the course to the Academic Council (which was held on 25.07.2019) and recommended that a revised version of the course could be circulated to the SCPVCE members for consideration.
- On the suggestion given by the SCPVCE, SVS revised the proposed course on "Business Ethics" and renamed it as "Ethics in Business Practice". Also as suggested by SCPVCE, SVS also

sought the suggestions and help from Professor Anup Dhar on the Course. Professor Dhar reviewed the revised course and extract of his comments are mentioned below:

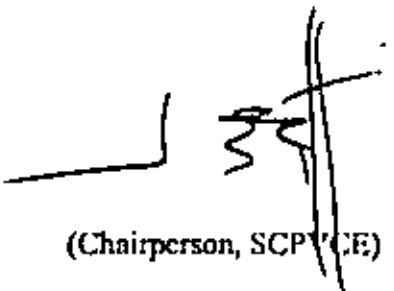
"I have gone through the Course. The Course on close reading looks absolutely fine. The Course is not a Course on Ethics. It is a Course on Ethics in Business Practice (2 credits), that too in the context of entrepreneurship and start-ups as the Course document points out at the beginning. The Course does well to begin with the Case of Bhopal Gas Tragedy and "Moral Responsibilities of the Rich to Poor". I think this is good enough to inculcate in learners a sense of social responsibility. I am not expecting any deep discussion on (Marxian notions of) exploitation or "democracy at workplace" in this Course. Overall, the Course looks okay. Minor additions/editions can be created as the Course is transacted."

The revised course along with the feedback from Professor Anup Dhar was circulated through email among the SCPVCE members.

*The Chair, SCPVCE, on the received comments, resolved to recommend the "Ethics in Business Practice" to be placed at the next meeting of Academic Council for consideration.*

Annexure:

1. Course on "Ethics in Business Practice"



(Chairperson, SCPVCE)

**ANNEXURE-22**



## 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	<b>Ethics in Business Practice</b>
Course code	SVS1FC057, Semester 5
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	Mr. Akha Kaurhrii Mao, Dr. Meenakshi Gujral, Mr. Nitin Sharma

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
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.  
A course on Business Ethics and Corporate Social Responsibility is offered at Post-graduate level in SBPPSE. However, it focuses on knowledge of ethical practices and CSR in organizations in general.  
The present proposed course focuses on business ethics in context of entrepreneurship, with special reference to start-ups.
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? The university vision aims for social justice and excellence. This course also envisages helping young students to become aware citizens who are not only aware about their rights but equally are aware of their duties as citizens and professionals. This will enable them to participate and effectively contribute for the betterment of the society.
6. How does the course link with the specific programme(s) where it is being offered? This is a required compulsory general education component course in the semester five of the BVoc (ECCME) programme.
7. **Course Details:**
  - a. Summary:

The course aims to discuss some basic concepts of ethics and factors affecting ethical practices in general. It critically examines the integration of both in today business environment. It will sensitize students to different dimensions of ethical practices and dilemmas in various entrepreneurial activities. This course will help students to properly handle the ethical issues and follow the rationally acceptable standards.

b. Objectives of course:

- Understand basics of ethics and importance of ethical business in global environment.
- Recognising problems, dilemmas and possible solutions to ethical issues among various entrepreneurial/business activities.
- Recognizing the importance and impact of culture on business ethics.
- Learning to manage ethical relationship in business and social responsibility
- Understanding role of ethics in maintaining relationship with consumers/customers
- Learning ethical traits and practices of business in general.
- Understanding relationship between business ethics and sustainability
- Understanding role of innovation in entrepreneurship/business and ethics

c. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into two modules (1) Introduction to Ethics and it's context in business; and (2) Ethical Practices and Entrepreneurship.

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

Module No.	Topic	Objective(s)	Core Reading (with no of pages)	Additional Suggested Readings
1	<b>Introduction of Ethics and it's context in business</b> <ul style="list-style-type: none"> <li>▪ What is ethics? Overview – definition, different, types, context, its relevance and its need in global economy</li> <li>▪ Impact of globalization on management thought – from ethnocentric to geocentric</li> <li>▪ Cultural dimensions and ethics; managing the cultural values</li> <li>▪ Ethical Relationships in Business &amp; Social</li> </ul>	a. Understanding ethics and business ethics and its relevance in global economy b. Impact of culture on business ethics c. Managing ethical relationship in business and social responsibility d. Get acquainted with various ethical styles e. Understanding role of ethics in	Velásquez, M. (2012). <i>Business ethics</i> . Upper Saddle River, N.J.: Pearson (Pg: 7-44) Case Study Gap's Labor Problems (Pg: 399-404) Case Study – Bhopal Gas Tragedy (Pg: 367-370) International Journal of Advanced Engineering Research and Applications, Vol. 2, Issue – 6, Oct.	Bhopal Gas Tragedy Web link - <a href="https://www.youtube.com/watch?v=HsuUQzhP2Ds">https://www.youtube.com/watch?v=HsuUQzhP2Ds</a>  Article – Global Social Justice: The Moral Responsibilities of the Rich to Poor, By Shirley Williams Source: Making Globalization Good: Moral Challenges of Global Capitalism;

	<p>Responsibility</p> <ul style="list-style-type: none"> <li>▪ Ethical Styles; Justice vs. care (Kohlberg vs. Gilligan)</li> <li>▪ Forms of ethical theories – overview</li> <li>▪ Indian ethics in company-consumer relationship</li> </ul>	maintaining relationship with consumers/customers	<p>2016</p> <p>Fred Luthans, &amp; Jonathan Doh, (2017) <i>International Management: Culture, Strategy, and Behavior</i>, McGraw-Hill Education, 10<sup>th</sup> Edition (Pg: 25-32)</p>	<p>edited by John H. Dunning, Oxford University Press, New York, 2003.</p>
2	<p><b>Ethical Practices &amp; Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>▪ Relationship between ethics and entrepreneurial start-ups; Recognise ethical dilemmas &amp; its resolution; Ethics as core value</li> <li>▪ Factors affecting entrepreneurs in making ethical commitment real</li> <li>▪ Traits and practices of entrepreneurs aiding ethics in business</li> <li>▪ Learning about ethical controversies through case studies</li> <li>▪ Business ethics to the concept of entrepreneurship and innovation; its role and importance</li> <li>▪ Business ethics and sustainability</li> </ul>	<p>a. Developing an understanding of ethics for entrepreneurs</p> <p>b. Learning ethical traits and practices of entrepreneurial business</p> <p>c. Get acquainted with ethical controversies and activities generated in entrepreneurial set-up.</p> <p>d. Understanding relationship between business ethics and sustainability</p> <p>e. Understanding role of innovation in entrepreneurship and ethics</p>	<p>R.D. Francis &amp; Mishra, M. (2010) <i>Business Ethics: An Indian Perspective</i>. Tata McGraw Hills, N.Delhi (Pg: 113-126)</p> <p>Case Study - Copyright of Yoga (Pg: 165-166)</p> <p>Morse &amp; Mitchell (2011) <i>Cases in Entrepreneurship</i> (Pg: 253-258) Case-Studies</p> <p>1. DCF Innovations: Goalic Pad Covers – by: T.J. Flood &amp; M. Vandenbosch (Pg: 259-271)</p> <p>2. Omega Paw Inc. – by: J Blok, E.M.A Grasby (Pg: 288-293)</p>	<p>Mayo, Anthony, and Mark Benson. <i>Bill Gates and Steve Jobs</i>. Harvard Business School Case 407-028, December 2006. (Revised March 2010.)</p> <p>Lego Story Web link - <a href="https://www.youtube.com/watch?v=NdDU_BBTW9Y">https://www.youtube.com/watch?v=NdDU_BBTW9Y</a></p> <p>Airbnb Story Web link - <a href="https://www.youtube.com/watch?v=M6GBqqk2mY4">https://www.youtube.com/watch?v=M6GBqqk2mY4</a></p> <p>Hampden-Turner, C. (2009). <i>Teaching innovation and entrepreneurship</i>. Cambridge: Cambridge University Press (Pg: 105-107)</p> <p>Blanchard, Z. J. (2010) <i>Creativity, Innovation and Entrepreneurship: Keys to the Future of Human Society</i> Needle Rat Press, USA (Pg: 23-29)</p>

\*For every module a session will be organized with industry expert.

Assessment (weights, modes, scheduling)

Components of Evaluation	Individual Assignment	Case-Study Group Presentation	Class Participation	Quiz	Final Exam
Weightage (%)	20	20	10	10	40
Deadlines for Submission (Tentative)	1 <sup>st</sup> week of September	End of September	Semester long	2 <sup>nd</sup> week of October	End of October

8. Pedagogy:

- a. Instructional strategies: The course is taught through combination of dynamic and interactive formal lectures, group presentations and article review. The lectures will involve use of audio-visual aids, engaging games, critical debate, giving challenging tasks to students in class with practical participatory approach.
- 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 critical examination of case-studies to various business ventures across sectors with special focus on area of specialization of students. Special guest lectures from specified sectors will be organized.
- c. Expertise in AUD faculty or outside: AUD/Guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Executive guest lectures by industry experts.



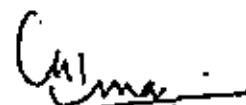
Signature of Course Coordinator(s)

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

**ANNEXURE-23**

**Ambedkar University Delhi (AUD)****Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)****Minutes of the 8<sup>th</sup> Meeting held on October 15, 2019, Kashmere Gate Campus, AUD**

The 8<sup>th</sup> Meeting of the SCPVCE was held on October 15, 2019 at the Kashmere Gate Campus of AUD. The following members were present:

Prof. Jatin Bhatt	Chairperson
Prof. Anup Dhar	Member
Prof. Kartik Dave	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Mohdammad Sharique Farooqi	Member
Prof. Rukmini Sen	Member
Dr. Sunita Singh	Convenor
Prof. Sitansu Sekhar Jena	Member

**Regrets:** Dr. Anuj Bhuwania, Prof. Amol Padwad, Prof. Chandan Mukherjee, Prof. Honey Oberoi Vahali, Prof. Krishna Menon, Prof. Suchitra Balasubrahmanyam and Prof. Vrinda Datta.

**Special Invitees:** Dr. Monal Dewle and Mr. Akha Kaihrii Mao

The following agenda items were discussed:

**To consider the following draft courses of General Education Component (GEC) for the 6th semester:**

- a) **Life Competencies for Sustainable Employability (LCSE): Expert Level (SVS1FC611):**
- b) **Business Communication Skills 2 (SVS1FC601):**
- c) **Advance Computer Application (SVS1FC634):**
- d) **Design Thinking (SVS1FC633):**
- e) **Understanding Organization & its Culture (SVS1FC631):**
- f) **Understanding Corporate Social Responsibility (CSR) (SVS1FC632):**
- g) **Developing Soft Skills (SVS1FC635):**

- a) **Life Competencies for Sustainable Employability (LCSE): Expert Level (SVS1FC611):**  
The course has been designed to bridge the gap between expectations of employers and potential employees: and to equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities. The modules are designed to help build meta-capacities in potential employees including aspiration building, ownership, ability to learn, empathy, and creating and interpreting reality. Thus, the effort is

to build an agency in the young people/potential employees such that they can lead self-directed lives and are able to respond to the emerging needs of a changed environment.

*The following were the recommendations by the SCPVCE:*

- The term "sustainable employment" should be deconstructed to build a better understanding of the course.
- The course has too many themes within a module. Some of the themes could be combined to see how one flows from another. It would be better to not specify "hours" for each of the themes.
- "Systems thinking" has a much larger meaning in its definition and should not be used loosely as it does not represent the universally accepted complexity and understanding. The context in which it is used is beyond the scope of the course and should be removed.
- Issues of fairness, trust and equity are critical for workplace and could be addressed in such a course.
- The focus of the course should not be only on "Desired/Preferred Employee" but also on the "employer" especially because some students may be in that position themselves.
- The assessment could include projects and mock interviews where students could give feedback to one another.
- When all courses across the programme are revised, the individual courses need to specify how the life competencies are specific to each of the levels and how they are incremental.

*After due deliberations, the SCPVCE resolved to recommend the course on "Life Competencies for Sustainable Employability (LCSE): Expert Level" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

- b) **Business Communication Skills 2 (SVSIFC601):** This course comprises of four modules designed to help the students, for whom English is a second language, to communicate effectively and efficiently in business environment or at their workplace. It includes a review of business letters, formal and informal reports, and oral presentation. Throughout the course, emphasis will be laid on non-verbal cues while communicating. The content of the course focuses on selected materials, written and oral, related with the topics and ideas relevant to the three vocational programmes. In addition, the course will focus on vocabulary connected with the domain/vocation as well as touch upon business etiquette.

*The following were the recommendations by the SCPVCE:*

- The course could be titled "Business Communication 2"
- If the focus of the first module is shifted to addressing how one talks to a subordinate, there is a possibility that students will also learn how to talk to a customer, subordinates, colleagues and superiors. This will also bring in the focus on empathy in the course.

- The course could bring in issues of stereotypes at work in a workplace. It could enable students to learn how to appreciate and address diverse views at work.
- For evaluation, an "open jury" could be held where individuals from different backgrounds could be invited. This would help students to be reflective and articulate about their learning.

*After due deliberations, the SCPVCE resolved to recommend the course on "Business Communication 2" to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.*

- c) **Advance Computer Application (SVS1FC634):** The purpose of this course is to enable the students to use the computer applications to examine, calculate and develop mathematically and statistically correct data and reports for further comprehension. It will enable students to understand data, understand cleaning and sorting data, work with large data set, use industry specific software and work with Google suite.

*After due deliberations, the SCPVCE resolved to recommend the course on "Advance Computer Application" to be placed at the next AC.*

- d) **Design Thinking (SVS1FC633):** Design Thinking is a process or framework which can be used to design services based on gaining an empathetic understanding of related focus group, their needs, motivations, etc. within an applied and real life context. The workshop leans on the method as evolved and practiced by the discipline of design while taking cognizance of socio-cultural nuances. It is both theoretical and practical. The objectives of the course are to unpack each step of the design thinking process and become familiar with the designer's toolkit.

- *The core nuances of Design Thinking such as collaborative problem solving, visual thinking, holistic perspectives of a given condition and the connections/flows between its constituents need to be highlighted as a process borrowed from Design and how the discipline of Design addresses problems/opportunities to work towards user centric approach.*

*After due deliberations, the SCPVCE resolved to recommend the course on "Design Thinking" to be placed at the next AC.*

- e) **Understanding Organization & its Culture (SVS1FC631):** The purpose of the course is to orient students to the complexities of the organizational structure and the various possible goals and culture of the organization. This is aimed at preparing students to be better aware and prepared before they join the real world of work.



- Presentations can be organized by inviting distinctly different organization leaders on their core values, sustenance of organizational culture and how these are put into practice in their operational space.

*After due deliberations, the SCPVCE resolved to recommend the course on "Understanding Organization & its Culture" to be placed at the next AC.*

f) **Understanding Corporate Social Responsibility (CSR) (SVS1FC632):** This workshop will enable the students to understand the concept of CSR through which a company achieves a balance of economic, environmental and social imperatives while at the same time addressing the financial goals. It will also critically evaluate CSR and its contributions.

- Visits to some of the related CSR initiatives and their critical reviews may be organized. Students could be assigned task of imagining alternative options for CSR to create better value for the concerned organization.

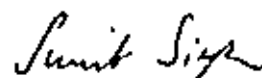
*After due deliberations, the SCPVCE resolved to recommend the course on "Understanding Corporate Social Responsibility" to be placed at the next AC.*

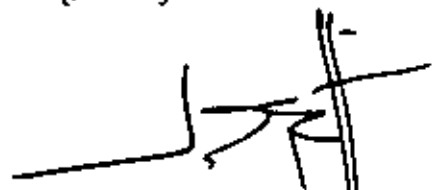
g) **Developing Soft Skills (SVS1FC635):** The workshop course on Developing Soft Skills is aimed at enhancing various skills to develop students' ability to present themselves more confidently and also state their view point coherently. Thus, the workshop course will have sessions on Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating.

*After due deliberations, the SCPVCE resolved to recommend the course on "Developing Soft Skills" to be placed at the next AC.*

#### **Overall Discussion**

- During programme revision, all courses for "Life Competency for Sustainable Employment" need to be examined for specificity for each level and the incremental nature of the courses. The title of the courses should reflect on whether "sustainable" is the right term to be used. The courses overall also need to focus on relationships and hierarchy in organisations.
- SVS needs to provide a summary table for the Internship for all three verticals detailing how the internship is different across the three years according to the job roles.

  
(Sunita Singh)  
Convenor, SCPVCE

  
(Jatin Bhan)  
Chair, SCPVCE

**ANNEXURE-24**

**AMBEDKAR UNIVERSITY DELHI****Standing Committee on Professional Vocational and Continuing education (SCPVCE)****SVS, semester 6 GEC courses for deliberation and approval**

Sl. No.	Agenda	Page No.
1	GEC Overall structure	2
2	Minutes of the SVS 6 <sup>th</sup> BoS	3-5
3	Languages – Business communication - 2	6-16
4	Life Competencies for Sustainable Employability (LCSE):Expert Level 2	17-29
5	Design thinking	30-33
6	Understanding CSR	34-36
7	Advance Computer Application	37-41
8	Understanding Organization & its culture	42-45
9	Developing Soft Skills	46-51

SVS, BVoc. General Education Component (GEC)\* courses of 12 credits each semester  
(Tentatively)

Semester	Area 1: Language Proficiency	Area 2: Knowledge based Perspective	Area 3: Life competencies of Sustainable Employability (LCSE)	Area 4: Ability Enhancement Courses
1	English proficiency Course-I (3)	Social Connections and Engaged Citizenship - My Place in the World: Identity, Society and Power (3)	Life competencies of Sustainable Employability: Beginner Level-1 (3)	i) Basic Computer Application & ICT skills (2) ii) Financial Literacy (1)
2	English proficiency Course-II (3)	Social Connection and Engaged Citizenship - Democracy, Rights & Social Justice: Negotiating Power and Exclusion in the Contemporary World (3)	Life competencies of Sustainable Employability: Beginner Level -2 (3)	i) Legal Literacy and Rights Awareness (1) ii) Numerical Application and Principles of Economics for Business (2)
3	Business Communication-I (3)	i) Environment and Sustainability (2) ii). Engaging with Disability (1)	Life competencies of Sustainable Employability: Practitioner Level-1 (3)	Engaging with Data (4)
4	Introduction to French-I(3)/ Applied Hindi for Business (3)	Examining Cultural and Entrepreneurial Landscape: An Example of Delhi (3)	Life competencies of Sustainable Employability: Practitioner Level-2 (3)	Economic Applications for Business (2)
5	Introduction to French-II(3)/ Understanding Language Diversity of Indian (3)	Exploring India and its Diversity (3)	Life competencies of Sustainable Employability: Expert Level-1 (3)	i) Business Ethics in Practice (2) ii) Foundations of Entrepreneurship (1)
6	Business Communication-II (3)	i) Design Thinking (1) ii) Understanding Corporate Social Responsibility (1) ii) Understanding Corporate Organisation and its Culture (1)	Life competencies of Sustainable Employability: Expert Level-2 (3)	i) Advance Computer application (2) ii) Developing Soft skills (GD, MI, SM, D&N skills) (1)

\*GEC has been divided into 4 major areas. Each area tentatively given 3 credits each semester

**AMBEDKAR UNIVERSITY DELHI**

**Minutes of the 6<sup>th</sup> Meeting of the SVS Board of Studies held on 23<sup>rd</sup> September 2019, Karampura Campus, AUD**

The 6<sup>th</sup> Meeting of the SVS Board of Studies (BoS) was held on 23<sup>rd</sup> September 2019, at the Karampura Campus of AUD, Conference Room at 10.30am. The following members were present:

Professor Sitansu S Jena Dean, School of Vocational Studies, AUD	Chairperson
Professor Venita Kaul Former Director, SES & CECED, AUD	Member
Dr Sunita Singh Dean, School of Education Studies, AUD	Member
Mr Devangshu Dutta Founder and Chief Executive Third Eyesight	Member
Mr. Akha Kathril Mao Associate Professor, SVS, AUD	Member
Dr Kopal Assistant Professor, SUS, AUD	Member
Mr Ankush Rathor Programme Manager, I&H, SVS, AUD	Member
Mr Nikhil S Charak Programme Manager, RM, SVS, AUD	Member
Ms Fariha Siddiqui Programme Manager, FCCME, SVS, AUD	Member

**Regrets:** Professor Kartik Dave, Professor M.S. Farooqi and Professor Garima Parkash

**Special Invitees:** Dr Monal Dewle, Ms Harsha Rana and Mr Shwet Pandey

At the outset, the Chairperson extended a warm welcome to all the members to the 6<sup>th</sup> SVS BoS meeting. The Chairperson apprised the members of the last six months activities in the School and shared the data of the newly admitted students to the BVoc programme for the academic year 2019-20. The Chairperson informed the members about the opportunities given to students for their industry internships and the need for the final placement of the first batch of BVoc students from the School after the next Winter semester 2020. He also informed the members about the acceptability of the students in the industry for their internship and also about some students already being offered job. It was also shared that the SVS organised the first Symposium on 13<sup>th</sup> September 2019 on the theme "Innovation and Incubation in Tourism and Hospitality" with Professor Pearl Yuch-Hsiu Lin, President, National Kaohsiung University of Hospitality and Tourism, Professor, Graduate Institute of Hospitality Education, Chairperson of Chinese Hospitality Education Association, Taiwan, giving the keynote address at the India International Centre, New Delhi. The Chairperson also shared the members about the need for providing higher pathways to the

BVoc. students and the need for Post Graduate and Research programmes in School of Vocational Studies.

The following agenda items were discussed:

**Item No.01: Confirmation of the 5<sup>th</sup> Board of Studies meeting minutes.** The members confirmed the minutes of the 5<sup>th</sup> SVS BoS meeting held on 23<sup>rd</sup> April 2019.

**Item No.02: To deliberate on the draft General Education Component (GEC) courses for the 6<sup>th</sup> semester.**

(i) **Life Competencies for Sustainable Employability (LCSE): Expert Level 2 (SVS1FC611).** Based on the discussions the BoS made the following recommendations:

- Some more elaboration is required on content outline of each of the module/ theme/topic.
- In the table of course detail learning outcomes be mentioned and not objectives for each module.
- Readings, references, and other resource materials, including on-line resources such as you tube links etc., need to be provided
- Assessment centre in point No. 9 (3) be replaced with End semester exams or any other assessment situation.

With the above suggestions the BoS recommended the course for consideration of the Academic Council.

(ii) **Business Communication Skills 2 (SVS1FC601):** After a detailed deliberations, the BoS made the following recommendations on the course while approving the same:

- Add the topic on fundamentals of Communication
- In Module -1 under the topic Barriers to communication, ensure how issues such as social class, caste and gender play pivotal role in affecting communication.
- 'Responsible Communication' as one of the content area to be included in the course.

The BoS recommended for approval of the course by the Academic Council.

(iii) **Advance Computer Application (SVS1FC634).** The members had an intensive discussion on the area. Based on the discussions the BoS made the following recommendations:

- Instead of SPSS, it may be more relevant to orient students on MS word and also using google suite for teaching and learning. Use of Moodle as tool for teaching learning process could also be explored as a separate module for the course.
- Provide exposure to some specific software used by vertical specific industry which should be relevant for students while they are put into job.
- Readings/references/resources including videos, links and open sources need to be mentioned.
- Attendance component of grading be removed and Assignment weightage can be increased from 20% to 30%

The BoS recommended for approval of the course by the Academic Council.

(iv) **Design Thinking (SVS1FC633)**. Based on the discussions the BoS made the following recommendations:

- Since the workshop would be completed in 2 and half days, faculty may try to link the learning from the workshop with project(s) of other courses so that students get the opportunities to apply their learning.
- Attendance component of grading be removed and Class participation and group contribution weightage can be increased from 20% to 30%.

The BoS recommended for approval of the course by the Academic Council.

(v) **Understanding Organization & its Culture (SVS1FC631)**. The BoS while approving the course made the following recommendations:

- Attendance component of grading be removed and Case Analysis weightage can be increased from 30% to 40%
- Can add case 'study method' in the pedagogy at point no.9 (a)

The BoS recommended for approval of the course by the Academic Council.

(vi) **Understanding Corporate Social Responsibility (CSR) (SVS1FC632)**. Based on the discussions the BoS made the following recommendations:

- Can add 'case study and project' under Course detail point No.7 (d)
- Objectives to be replaced with learning outcomes.
- Attendance component of grading be removed and Class participation and group contribution weightage can be increased from 30% to 40%

(vii) **Developing Soft Skills (SVS1FC635)**: The BoS had an intensive discussion on topics such as- Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating which are urgent need to develop the soft skills of students. While approving the course, the BoS made the following recommendations on the course


- The sequence of the modules need be changed.
- May need to orient students on etiquettes of using social media, mindful of what to post as public and what for private, cleaning of past postings, etc.
- The School need to use the expertise of corporate bodies engaged in soft skill development under the CRS programme/otherwise.

Apart from the individual course feedback, the BoS, also suggested that in general, (1) the School should use one common format for presenting the course outlines in the BoS meeting, (2) Revisit point no.5 of the course outlines document of each of the courses and make necessary revision wherever the need be.

It was resolved to recommend all the 6 semester, GEC courses for necessary approval of the Academic Council.

The members also decided to have the next meeting of the Board of Studies tentatively on 25<sup>th</sup> October 2019 to deliberate the vertical specific courses of 6<sup>th</sup> Semester.

The meeting ended with a vote of thanks.



Chairperson  
(Professor Sitansu S. Jena)

702-385 4.5

## Overview of General Education Component

The Bachelor of Vocation offers three programmes: Early Childhood Centre Management and Entrepreneurship, Retail Management and Tourism and Hospitality. The curricula of the school comprise three types of courses – Skill Courses, Industrial Training/On-Job-Training; and General Education Component (GEC). The GEC is a cluster of courses that are offered to all the students of BVoc irrespective of their vocational specialisation.

The curriculum of GEC as mandate by UGC is designed by the University and constitutes 40% of the total BVoc curricula. Thus, the GEC has been designed keeping in mind the vision and philosophy of Ambedkar University Delhi. The belief that while School of Vocational Studies is a vocational school, its students must also gain knowledge and application of it, thereby fostering their development as socially conscious and responsible citizens. In addition, the GEC courses fulfil the objectives of General Education Component scaffolding the vocational specific courses/programmes by imparting technical skills.

According to the *UGC Guidelines for Introduction of Bachelor of Vocation (BVoc) Programme in Universities and Colleges under the National Skills Qualifications Framework (NSQF)*<sup>1</sup>, the General Education Component needs to take cognisance of the following:

- (i) The GEC should adhere to the normal university standards. It should emphasis and offer courses which provide holistic development.
- (ii) The GEC of the curriculum will be decided by the Board of Studies of the concerned University / Autonomous College. This may also include the course(s) which are supportive to core trade in addition to soft skills, IT skills, and language proficiency and literature.

Each of the Foundation Course, thus, has been developed keeping in mind the following:

- i. the need to equip the students with knowledge that helps them understand better the world they live in;
- ii. to build the life-skills of the students that help them in their organisation, peers and self; and
- iii. to equip the students with practical skills that are needed as professionals.

The GEC is a cluster of courses comprising 12 credits per semester or 24 credits per academic year if there are no exits. The credits of GEC are calculated by UGC Guidelines as follows

- The GEC will be assessed by the concerned university as per the prevailing standards and procedures. The following formula may be used for the credit calculation in general education component of the courses:
- GEC credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 periods of 60 minutes each or 28 – 30 hrs of workshops / labs.
- For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures / tutorials. For self-learning, based on e-content or otherwise, the

<sup>1</sup>[https://www.ugc.ac.in/pdf/news/8083296\\_B-Vocation-ver-0.4-Final.pdf](https://www.ugc.ac.in/pdf/news/8083296_B-Vocation-ver-0.4-Final.pdf)



credit weightage for equivalent hours of study shall be 50% of that for lectures / tutorials.

Based on the above defined parameters the GEC has been divided into four areas:

- i. **Language Proficiency (3 credits)**
- ii. **Life Skills (Interpersonal and Organisation) (3 credits)**
- iii. **Knowledge-based Perspectives (3 credits)**
- iv. **Ability Enhancement Courses (3 credits)**

These areas have been elaborated in the beginning of the outline of courses in each Area in the subsequent pages.

704-1-25

General Education Component

Ambedkar University Delhi

Semester 6: Area 1: Language Proficiency

Under the umbrella of Language Proficiency, various courses aim to help develop and improve the language proficiency of the students. In Semesters 1 and 2, a general English language proficiency [as English Proficiency Courses (EPC 1 and 2)<sup>2</sup>] was the focus; and for Semester 3 *Business Communication I* will be taught.

Proficiency courses tend to take care of general language competencies, while *Business Communication* course caters to specific needs of particular sectors. Having required general proficiency is a necessity but not a sufficient pre-condition for someone to pick up business communication. Thus, *Business Communication I* is more specialised, with a narrower focused field of ESP (English for Specific Purposes); and hence should not ideally be subsumed within EPC. The curricula of both have been drafted and taught in collaboration with the Centre for English Language Education (CELE), AUJ.

In Semester 4, *Introduction to Basic French* (3 Credits) will be offered as a foreign language and mandatory for the students of Tourism and Hospitality, *Applied Hindi for Business* (3 Credits) as a Modern Indian language will be offered to the students of Retail Management and Early Childhood Centre Management and Entrepreneurship.

In Semester 6, an advanced version of *Business Communication II* will be offered.

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<sup>2</sup>Renamed after MS 2018 as advised by the Board of Studies in April-May 2018→the new nomenclature is: English Proficiency 101 and English Proficiency 102 (Semester 1); and English Proficiency 102 and English Proficiency 103 in Semester 2. The students will be divided into two groups, Basic and Intermediate, based on the results of English Aptitude Test at the beginning of Semester 1. Before the conclusion of Semester 1, an exit test will track their proficiency, after which the students will progress to a higher level. However, with the help of Language Software, it is hoped that all the students will exit at an approximate similar level of proficiency.

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	Advanced Diploma- BVoc: General Education Component
Course title	<b>Business Communication 2</b>
Course code	SVS1FC601
Total Credits	3 (45 hrs)
Course type (core/compulsory/ elective/any other – please specify)	Foundation Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2020
Course coordinator and team	Dr. Monal Dewle

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

*Business Communication and Personality Development (BC&PD) (SBP2MB128)* is taught in Semester 1 in School of Business, Public Policy and Social Entrepreneurship and *Business Communication 1 (BC1) (SVS1FC201)* in Semester 3 at the School of Vocational Studies. While BC&PD and BC 1 have similar objectives and outcomes as the course *Business Communication 2* and thus is vertically integrated, the latter has been designed as a more advanced course compared to BC 1. The progressive level of BC 2 has been designed keeping in mind that the job roles of the students at the end of Semester 6 are of managerial level and require a more advanced understanding of the nuances of business communication. It has different emphasis and caters to the needs of the *three* vocational programmes. *Business Communication 1* is also pitched at the undergraduate level unlike BC&PD. The various components as identified in the course would need to address the three distinct foci of the school in terms of worksheets, role play and to some degree the audience that the students are going to interact with in course of their profession. An advanced version, *Business Communication 2*, is being proposed for either Semester 6 based on the job roles that are managerial and entrepreneurial in nature at the end of Year 3. In addition, *English Proficiency Courses 1 and 2*, taught in Semesters 1 and 2, covered grammar, pronunciation and related structures; and these will only be taught as ancillary to the BC1.

**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):**

Compulsory for all students of School of Vocational Studies

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

Semester 6: Semester long

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

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. They are industry related specialised programmes and courses. The programmes are in alignment with National Skill Qualifications Framework. The course under proposal aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market, i.e.: effective business communication in order to facilitate efficient work culture.

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

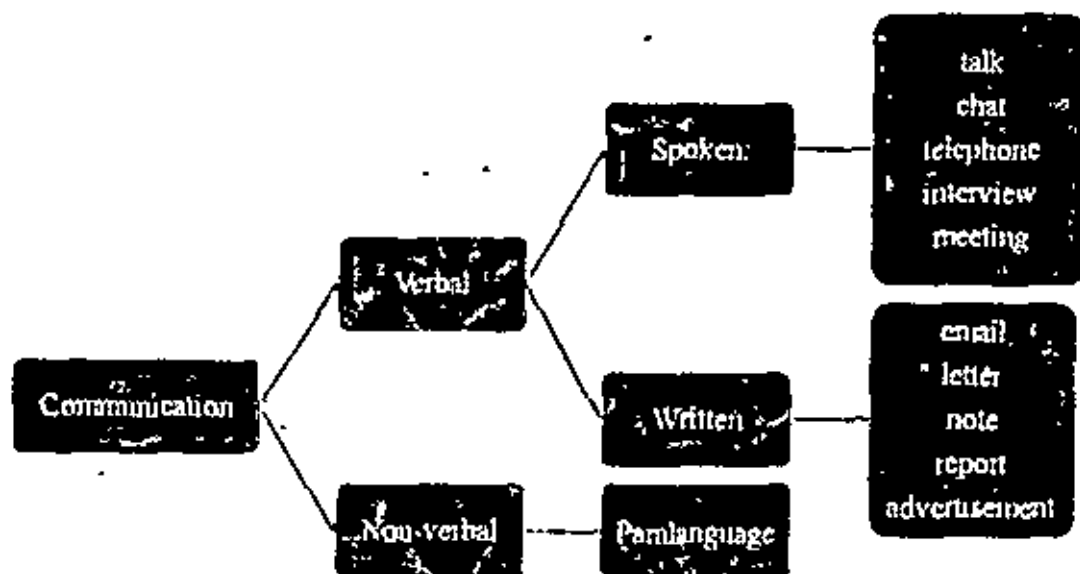
The General Education Component is a cluster of courses for all three BVoc programmes at SVS. The GEC courses aim to strengthen communication skills, promote a deeper understanding of self and provide academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives. Given this, the proposed course fulfils the objective of General Education Component scaffolding the vocational specific courses/programmes.

7. Course Details:

a. Summary:

This is a specialised course comprising of four modules designed to help the students, for whom English is a second language, to communicate effectively and efficiently in business environment or at their workplace. In some ways it builds on the English Proficiency Courses of Semesters 1 and 2.

Broadly speaking, some of the aspects covered by *Business Communication* are as follows:



The above segments also include kinesics, haptic, proxemics, oculosics, chronemics etc. This course provides an application based guide to communicating effectively in the world of

business by understanding various strategies for effective communication. It includes a review of business letters, formal and informal reports, and oral presentation. Throughout the course, emphasis will be laid on non-verbal cues while communicating.

The content of the course focuses on selected materials, written and oral, related with the topics and ideas relevant to the three vocational programmes. The course also hopes address the pronunciation issues through recorded self-critique, and evaluate their peers through the same medium. In addition, the course will focus on vocabulary connected with the domain/vocation as well as touch upon business etiquette.

The instructor reserves the right to add or subtract topics, concepts etc based on the needs of the students. Speaking, listening, writing and reading skills in that order will be developed throughout the course.

**b. Learning Objectives:**

The objectives of the course are:

- To gain an understanding of the barriers which can affect the communication process in workplace and how to overcome them
- To understand the importance of interpersonal communicative skills in workplace
- To understand the skills of questioning and techniques to use this skill in workplace
- To understand the feedback model of self-awareness and how it can be used as a tool to analyse self for efficient communication in workplace
- To be aware of different leadership styles in workplace
- To gain an understanding of conduct meetings and discussions in responsible manner in workplace
- To identify different types of written communication in workplace such as mails, reports, proposals and memos and write it effectively and efficiently

**c. Overall structure (course organisation; rationale of such organisation):**

The course has identified achievable topics that are core to any successful course on communication at workplace. The facilitator has the choice of adding to the lists. Each Module is to be aligned with the verticals. BC I is a more generic and basic course which will progress to BC II in Semesters 5 or 6 wherein the students will be taught a higher order of skills related with business communication including report writing and interpretation.

**d. Course contents detailed in week-wise format (tentative) / module-wise format:**

**Note:** The course has been visualised keeping certain themes or behaviour patterns in mind. It is hard to these in a week-wise format. This is a hands-on course where the succeeding session is by and large dependent on the manner in which the current session progresses. Broad themes have been identified.

*The table format has been adapted to suit the needs of the course as well as being mindful of the A4 portrait format of printing. Also, since SVS follows the AUD policy of Continuous Evaluation and Assessment, the assessments are not designed in a module-wise format. The assessments are cited in point 9.*

Module	Plan/ Theme/ Topic	Learning Outcomes	Core Readings
1	<i>Barriers to Communication</i>	Upon completion of this module, the students will be able to:	
	<ul style="list-style-type: none"> <li>• Attitudinal barrier</li> <li>• Physiological barrier</li> <li>• Physical barrier</li> <li>• Psychological barrier</li> <li>• Socio-cultural barrier</li> <li>• Communication with subordinates</li> <li>• Transactional Analysis (TA) as means to understand and overcome barriers</li> </ul>	<ul style="list-style-type: none"> <li>• be aware of the knowledge where communications might fail and may lead to confusion and misunderstanding</li> <li>• overcome situations where their messages may be distorted and convey clear and concise message</li> <li>• able to talk and communicate effectively with people of diverse social and economic background</li> </ul>	<ul style="list-style-type: none"> <li>• Mukerjee, HorySankar. (2017). <i>Business Communication: Connecting at Work</i>.</li> <li>• <a href="https://www.uj.edu.sa/files/1001210/Subjects">https://www.uj.edu.sa/files/1001210/Subjects</a></li> </ul>
2	<i>Non-verbal and Verbal communication*</i>	Upon the completion of this module, the students will be able to:	
	<ul style="list-style-type: none"> <li>• Conversational skills/ Interpersonal communicative skills</li> <li>• Questioning skills and techniques</li> <li>• Public speaking</li> <li>• Feedback model of self-awareness</li> <li>• Responsible and efficient communication (appropriate use of social media, ethics of communication, representation of self in the business and personal</li> </ul>	<ul style="list-style-type: none"> <li>• understand the significance of implicit messages conveyed through non-verbal communication</li> <li>• how to question someone without offending him/her</li> <li>• how to inform, convince and persuade colleagues in a workplace about a topic</li> <li>• how to understand self through the feedback given by others</li> <li>• how to communicate efficiently on social media, be responsible to what is conveyed on social media, representation of self on the media</li> </ul>	<ul style="list-style-type: none"> <li>• Bovee, Courtland, John Thill &amp; Mukesh Chaturvedi. (2006). <i>Business Communication Today</i></li> <li>• <a href="http://www.cmb-mch.ca/en/files/WHAT_IS_INTERPERSONAL_COMMUNICATION_EN.pdf">www.cmb-mch.ca/en/files/WHAT_IS_INTERPERSONAL_COMMUNICATION_EN.pdf</a></li> <li>• <a href="https://www.fd.unl.pl/docentes_docs/ma/AGON_MA_25847.pdf">https://www.fd.unl.pl/docentes_docs/ma/AGON_MA_25847.pdf</a></li> <li>• <a href="https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205943241.pdf">https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205943241.pdf</a></li> <li>• <a href="https://sonos.cfh.wisc.edu/johari/support/johari%20plainChaman2003.pdf">https://sonos.cfh.wisc.edu/johari/support/johari%20plainChaman2003.pdf</a></li> </ul>

	world, how to deal with sensitive issues, communication threat)		
3	<b>Workplace Skills</b>	Upon the completion of the module, the students will be able to:	
	<ul style="list-style-type: none"> <li>• Leadership Styles</li> <li>• Meetings and Discussions in workplace (collegiality, decision-making, ladder of inference)</li> <li>• E-mail writing (for T&amp;H: answering to Tourists, information about packages, ticketing system; For ECCME: to organize meetings with different organisations, answering parent complaints; For RM: answering to complaints, meetings, superiors/peers, subordinates)</li> <li>• Reports (for RM: feedback from customers and colleagues, sales report, review report; for ECCME: children report; feedback from parents and colleagues, quarterly report and yearly report. for T&amp;H: quarterly and monthly report)</li> <li>• Proposals (for</li> </ul>	<ul style="list-style-type: none"> <li>• Understand different styles in leadership they might come across in the workplace</li> <li>• conduct meetings and discussions in workplace in civilised manner</li> <li>• write memos, reports and proposals with respect to different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Bovee, Courtland, John Thill &amp; Mukesh Chaturvedi. (2006). Business Communication Today: Dorling Kindersley, Delhi</li> <li>• <a href="http://admin.umt.edu.pk/Media/Site/STD1/FileManager/OsamaArticle/sep7/unpan024704.pdf">admin.umt.edu.pk/Media/Site/STD1/FileManager/OsamaArticle/sep7/unpan024704.pdf</a></li> <li>• <a href="https://www.academia.edu/33135939/WORKPLACE_ETHICS_AND_VALUE_SYSTEMS">https://www.academia.edu/33135939/WORKPLACE_ETHICS_AND_VALUE_SYSTEMS</a></li> <li>• <a href="https://www.manage.gov.in/studymaterial/workethics.pdf">https://www.manage.gov.in/studymaterial/workethics.pdf</a></li> </ul>

	T&H: itinerary planning; For ECCME: establishment of their own centre/crèche; for RM; promotional plan) • Memos		
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\*Non-verbal and verbal communication skills module will be built on what has been taught to the students in the BCI course and what they gained from their experience in OJT (On Job Training).

**Reference**

- Mukerjee, Hory Sankar. (2017). *Business Communication: Connecting at Work*. New Delhi: Oxford University Press.
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. (2006). *Business Communication Today*: Dorling kindersley, Delhi.
- Worksheets
- Other materials → Facilitator Specific
- YouTube Clips related with Business Communication
- Ted Talks related with Business Communication
- Film like *Munna Bhai MBBS* and the like can also be used for effective communication

**8. Pedagogy:**

- a. Instructional strategies: This is primarily visualised as an applied or hands-on course wherein after a brief introduction, the students are given situations or examples where they apply the themes in focus. Role play, simulations, YouTube clips, quizzes, interaction, real life situations from students' own experiences on Industrial Internships and so on. The course will be taught through blended approach, and a portion of the course will also be covered in the IT Labs for the necessary modules.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Computer Lab and basic multimedia, library, classroom
- c. Expertise in AUD faculty or outside: Combination: CELE, other Faculty or external expertise where needed
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

**9. Assessment structure (modes and frequency of assessments)**



The (General) Education Component is assessed by the University in accordance with its own policy.

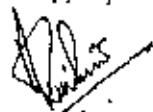
- SVS follows AUD's policy of continuous assessment.
- SVS follows the AUD policy wherein no single assessment will account for more than 40 per cent.
- It will be undertaken to test the student's acquisition of skills and application

**Tentative or Suggestive Assessment Schedule with Weightage (Changes would be communicated to the students)**

**Note: Three Assessments in the following manner are balanced for the said course. There will be an effort to undertake cross-curricular assessment. For example, based on the nuances of Module 2 of the course, cumulative assessment with another course will be undertaken.**

S.No.	Assessment	Period of Assessment	Weightage
1.	Active/ Constructive Class Participation- Attendance - Worksheets	Throughout the semester	30%
2.	Simulations - Role Plays*	Throughout the semester	40% Scattered
3.	End Semester / Presentation	At the end of the semester	30%

\*Customised to suit the needs of the programme by the facilitator or replace role play with another application-oriented strategy/ technique. This assessment is given the maximum percentage because the students already done internships on OJT (On Job Training). in the different sectors of their verticals. Therefore, in this course the practical aspect has been focused and it would help the students to get a preview of the situations they might face in their workplace. These role-plays might help them to deal with these situations without offending anybody and appropriate behaviour in the workplace.



**Signature of Course Coordinator(s)**

Note:

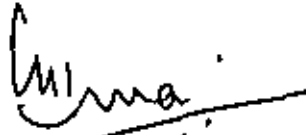
1. Modifications on the basis of deliberations in the Board of Studies in its 3<sup>rd</sup> meeting on 26 April 2018 and those of the SCPVCE (held on 8 June 2018) have been incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which 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.

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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

**General Education Component**  
**Ambedkar University Delhi**

**Area 2: Life Skills**

**Life Skills (Interpersonal and Organisation):** This course titled *Life Competencies for Sustainable Employability (LCSE)* looks at connections between individuals, groups, values, attitudes, behaviours, conflict resolution, interpersonal and organisational behaviour. It also focuses on developing important abilities in the youth like effective decision making and time management. While the basic frame was developed with the help of AUD internal faculty, the course has been developed and taught by members from Pravah<sup>3</sup>. The course is pitched at progressive levels and continues for all Semesters, as mentioned below:

- Semester 1: Beginner Level 1
- Semester 2: Beginner Level 2
- Semester 3: Practitioner Level 1
- Semester 4: Practitioner Level 2
- Semester 5: Expert Level 1
- Semester 6: Expert Level 2

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<sup>3</sup><http://pravah.org/content/>

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Ambedkar University Delhi

**Proposal for Launch of a Course**

(To be approved by the Academic Council)

<b>School/Centre proposing the course</b>	School of Vocational Studies
<b>Programme(s)</b>	General Education Component
<b>Course title</b>	Life Competencies for Sustainable Employability (LCSE):Expert Level 2
<b>Course code</b>	SVS1FC611
<b>Semester</b>	6 <sup>th</sup>
<b>Total Credits</b>	3
<b>Course type (core/compulsory/ elective/any other – please specify)</b>	Foundation Course
<b>Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)</b>	UG
<b>Proposed date of launch</b>	Monsoon Semester 2019
<b>Course coordinator and team</b>	Dr Richa Awasthy, Dr Cheryl Jacob and Members of Pravah

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?:** The course, *Life Competencies for Sustainable Employability (LCSE): Expert Level2*, does not consciously or systematically builds on or overlaps with other courses in AUD (other than the ones at School of Vocational Studies) but connects with various courses offered in School of Business, Public Policy and Entrepreneurship. However, the objectives, pedagogy and direction of the sessions are different. The LCSE: Practitioner Level 1 is vertically integrated with the LCSE: Beginner Levels 1 and II offered in Semesters 1 and 2. LCSE will be offered throughout the six semesters at varying progressive levels.

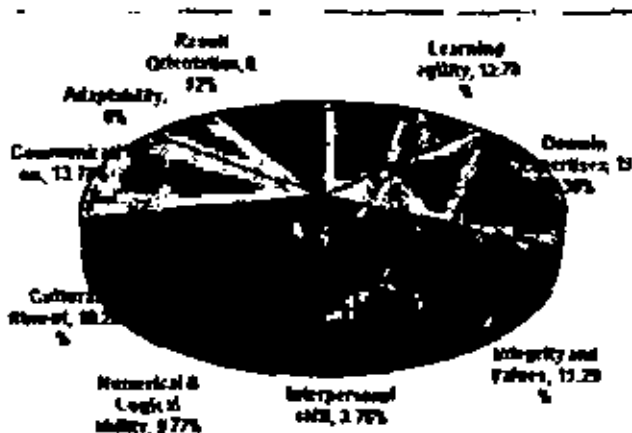
2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):** There are no specific requirements or pre-requisites for joining the course. Initially, the course is open for the students enrolled in BVoc Programme but it is hoped that with the provision of credit transfer at AUD, students from other school of AUD will be able to opt for this course too after the pilot launch.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Number of students will be based on the size of the cohort admitted/promoted to Semester 3 to the Bachelor of Vocation (B.Voc) Programme

4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Semester long course for Retail Management and Early Childhood Centre Management and

Entrepreneurship; and dependent on the duration for which the students of Tourism and Hospitality are in campus.

5. How does the course link with the vision of AUD?: AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens 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.
6. How does the course link with the specific programme(s) where it is being offered?: In order for livelihoods to be sustainable, young people need to have the knowledge, skills, attitudes and appropriate behaviour to get work, stay in work and do their job well. It would follow that employability programmes should have domain skills along with life capacities. The *India Skill Report 2017* reiterates this by showing that employers wish to hire people who possess major life capacities. Please refer to the adjoining diagram<sup>1</sup>, where life capacities and skills add up to 71% (adaptability, cultural fitment, interpersonal skill, integrity and values, learning agility and communication) and Technical skills (domain expertise and numerical and logical ability) add up to only 21%.



*Life Capacities for Sustainable Employability* takes this vision and its goals forward. It seeks to develop an intellectual disposition in the students through situated cognition and informed debates so that they are equipped to learn, understand and reflect on all issues in logical, multi-disciplinary yet sensitive, creative ways and evolve into socially responsible, mature citizens who value diversity and difference.

Pravah's life capacities programme is specially designed for the skilling sector, using a holistic livelihood approach. The key difference between LCSE and a traditional vocational training approach is the integration of real employer needs and a youth development approach. In a typical vocational training approach, the driving force is the market and there is a heavy skew towards providing technical skills with a more recent addition of some limited class-room based life skills such as communication (focusing largely on how to do well in the interview), team-work, grooming and customer orientation.

In contrast, in the LCSE approach, the driving force is the young person and thus the starting point is facilitating the young person to understand themselves and their aspirations so that their livelihood choices are aligned to these aspirations. The emphasis is on building capacities and skills that an employer would look for, including the ability to deal with conflicts positively, to take initiative when necessary, and to take decisions which reflect a good balance of people and task orientations, to negotiate effectively and be a good leader is given. Therefore it's called LCSE wherein life capacities are key elements for enabling the young people to sustain in their job/ area of employment.

7. Course Details: Expert Level 1 and 2 (Year 3)

- a. Summary: The course, *Life Competencies for Sustainable Employability*, has been designed to bridge the gap between expectations of employers and potential employees; and to equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities.

Values, attitudes and behaviours are the core of the curriculum. Modules are designed to help build meta-capacities in potential employees including aspiration building, ownership, ability to learn, empathy, and creating and interpreting reality. Later on the course talks about how an entrepreneurial mindset and system thinking approach helps the students to understand different stakeholders/parts in an organizational system.

Since there are different elements in the organizational system, their needs are also different; and as there are different needs for each element, there is possibility of conflicts/ gap. It's important to understand the gaps in the organization arise due to mismatch in the envisaged and actual execution and look out for holistic solution oriented approach.

Effective decision making and behaviours are input modules that help make the potential employee an efficient, effective, happy and preferred by the employer. It has sessions on enhancing productivity, goal setting, project management, decision making, discipline, customer orientation, empathy, health and well-being, positive relationships, handling cultural transitions, resolve conflicts, teamwork, wholesome leadership skills, and finally congruency between inside and outside.

Alignment to social realities takes the potential employees a step further and helps build a socially responsible perspective in them such that they appreciate and respect diversity including gender, caste etc. Thus, the effort is to build an agency in the young people/potential employees such that they can lead self-directed lives and are able to respond to emerging needs of a changed environment.

- b. Objectives: After completing the course, students will be able to:

- Analyse their needs, articulate their aspirations, identify the values and attitudes behind their patterns that are hindering them and inspire them to strengthen their capacities using simple tools.
- Build understanding and develop meta-capacities of effective decision making, goal setting, project management that helps them to lead towards reach the potential to become efficient, effective, happy and preferred employee by the employer.

- c. Expected learning outcomes: Curriculum Goals of LCSE:

- Bridge the gap between expectations of potential employers and employees.
- Equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities.

**d. Overall structure (course organisation; rationale of such organisation):**

The 'Life Competencies for Sustainable Employability' is a life skill based curriculum. The course is divided into 5 modules for the Semester 5. In Semester 5 a total of 9 sessions would be required to transact the course, additionally 3 to 4 sessions will be part of assessments and project work.

The course is divided into 5 modules for the Semester 6. In Semester 6 a total of 7 sessions would be required to transact the course. additionally 3 to 4 sessions will be part of assessments and project work.

The number of sessions is inclusive of in-built assessment time and presentations by students. Sessions may be combined into 4 hour slots once or twice in the semester for field based experiential learning activities, assessments and group project work.

Table 1: Overview of Life Competencies for Sustainable Employability – Semesters 1, 2 and of Semester 3 and 4 along with Semester 5 and 6

<i>S. No.</i>	<i>Name of the Module</i>
<b><i>Semester 1: Beginner Level 1</i></b>	
1	Introduction
2	Maintaining a Reflective Journal Part 1
3	Exploring Self
4	Aspiration Building
5	Taking Ownership
6	Efficient Employee Part 1
7	Maintaining a Reflective Journal Part 2
8	Decision Making
9	Learnability (Learning-Ability) Part 1
10	Comprehending Social Narratives
<b><i>Semester 2: Beginner Level 2</i></b>	
1	Mapping my Relationships
2	Maintaining a Reflective Journal Part 3
3	Leadership Part 1

4	Efficient Employee Part 2
5	Happy Employee Part 1: Vision of Good Health
6	Maintaining a Reflective Journal Part 4
7	Systems Thinking Part 1: Laws of System Thinking
9	Learnability (Learning-Ability) Part 2
<i>S.No.</i>	<i>Name of the Module</i>
	<i>Semester 3: Practitioners Level 1</i>
	Maintaining a Reflective Journal**
1	Empathy
2	Conflict Management
3	Effective Employee Part 1
4	Understanding Organisational Structure
5	Handling Cultural Transitions
6	Learnability (Learning Ability) Part 3
	<i>Semester 4: Practitioners Level 2</i>
	Maintaining a Reflective Journal**
1	Leadership Part 2
2	Building Ownership in Workspace Part 1
3	Living and Learning Organisations
4	Looking at World from an Entrepreneurial Lens
5	Appreciating Diversities at Workplace Part 1
<i>S.No.</i>	<i>Name of the Module</i>
	<i>Semester 5: Expert Level 1</i>
	Maintaining a Reflective Journal**
1	Effective Employee Part 2
2	Communication at Workplace
3	Building Ownership in Workspace Part 2
4	Working in Teams
5	Building Entrepreneurial Mindset Part 1
	<i>Semester 6: Expert Level 2</i>
	Maintaining a Reflective Journal**
1	Effective Employee Part 3
2	Desired/ Preferred Employee
3	Leadership Part 3
4	Building Entrepreneurial Mindset Part 2
5	Learnability (Learning Ability) Part 4

\*\* In starting of each semester, reflection of previous learning is important and reiteration of maintaining reflection journal will be done as part of building continuous learning process.



c. Course contents detailed in week-wise format (tentative) / module-wise format:

Note: The format of the table has been adapted to the outline of the course. Since this course has been designed by a partner organisation, Pravah, they are developing a facilitator's manual which will give a detailed outline of all the content. Also, the course was designed in such a way that the 'life skills' are taught through activities. Readings for this course are usually at the post-graduate level, thus appropriate level readings are being included in the manual. The assessments are cited in point 9.

Semester 6: Expert Level 2

Module	Theme/ Topic	Learning Outcomes	Core Reading
1	Effective Employee Part 3	Potential employees will be able to produce intended result, is aligned to customer needs and culture, demonstrates effective physical and mental health attitudes and behaviours	
1.1	Workplace Adaptability: Responding to Change	By the end of the session, the students will be able to: <ul style="list-style-type: none"> <li>• Visualize and articulate the transitions that they would undergo as they begin their work lives on completion of the B.Voc course</li> <li>• Plan strategies to cope with the many challenges that a new job and work environment would entail</li> </ul>	<p>Video- How to Adapt to Change in the Workplace :</p> <p><a href="https://www.youtube.com/watch?v=G5TSf1HtXsM">https://www.youtube.com/watch?v=G5TSf1HtXsM</a></p> <p>- How Adaptability Will Help You Deal With Change   Jennifer Jones TED talk:</p> <p><a href="https://www.youtube.com/watch?v=WurJRaQNR58">https://www.youtube.com/watch?v=WurJRaQNR58</a></p> <p>Reading References:</p> <p>- Stephen P. Robbins - Essentials of Organizational Behavior (7th Edition)-Prentice Hall (2002): Part IV The Organization System Unit 16: Organizational Culture (page no. 230)</p>

			Unit 17: Organizational Change and Development (page no. 248)
2	Desired/ Preferred Employee and desired 'employer'	Potential employee/ students display congruency between the inside and outside and is therefore sought/ desired by employers.	
2.1	Demonstrate Congruent Behaviour	By the end of the session, the students will be able to: <ul style="list-style-type: none"> <li>• Explain the meaning of 'congruent behavior' at work and its importance in making an employee 'desired'</li> <li>• Identify the gaps in their attitude, values or behaviour that lead to incongruence</li> <li>• Understand the importance of aligning actions to values. This is Congruency.</li> <li>• Identify 'employer' organisations with whom they would want to work and be associated with</li> </ul>	Research and tools to understand The Effect of Value Congruence on Work Related Attitudes and Behaviors along with Work -value inventory: <a href="https://scholar.utc.edu/cgi/viewcontent.cgi?ReadingReference=1462&amp;context=theses">https://scholar.utc.edu/cgi/viewcontent.cgi?ReadingReference=1462&amp;context=theses</a>  Reading Reference: (summary of the research and practice implications from: Edwards, J.R. & Cable, D.M. (2009). The value of value congruence. <i>Journal of Applied Psychology</i> , 94 (3). 654-677.): <a href="http://www.deqarmo.com/putting-value-congruence-to-work">http://www.deqarmo.com/putting-value-congruence-to-work</a>
3	Leadership Part 3	Potential employee/ students display wholesome leadership and take initiative to own the larger space.	
3.1	10 P-s of Leadership: Presence, Preciseness, Partnership, Purpose, Positivity, Preparedness, Personal Development, Perseverance, Passion and	By the end of the session, the students will be able to: <ul style="list-style-type: none"> <li>• Define the concept of 10 P's of leadership</li> <li>• Articulate the importance of 10 P's of leadership at self and workplace level</li> <li>• Apply at least 3-4 P's at self and workplace level by creating an action</li> </ul>	Reading Reference: <a href="https://www.ckju.net/en/ja/g/transformational-leadership">https://www.ckju.net/en/ja/g/transformational-leadership</a> , <a href="https://www.ckju.net/en/dossier/qualities-transformational-leaders-and-what-distinguishes-them-transactional-leaders/1275">https://www.ckju.net/en/dossier/qualities-transformational-leaders-and-what-distinguishes-them-transactional-leaders/1275</a>

	<b>Performance</b>	plan vis a vis the 10 Ps to strengthen their capacity to hold the workplace space effectively	
3.2	<b>Build Wholesome Leadership: Leader in Me</b>	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Define a wholesome leader</li> <li>• Examine their own leadership style and identify gaps that stops to become a wholesome leader</li> <li>• Articulate the labour law relevance to the industry they are working in</li> </ul> <p>All these labour laws in this session are related to employee welfare/benefits and mostly the application and reinforcement of these are directly related to a leader in an organization, therefore as a wholesome leader it's important that the students are aware of these and build a understanding that how a leader can play a crucial role for implementation in their organization</p>	<p>Reading reference:  <a href="https://iclg.com/practice-areas/employment-and-labour-laws-and-regulations/india">https://iclg.com/practice-areas/employment-and-labour-laws-and-regulations/india</a> ,  <a href="https://labour.gov.in/labour-law-reforms">https://labour.gov.in/labour-law-reforms</a></p> <p>Video:  <a href="https://www.youtube.com/watch?v=5ocETLfsNj8">https://www.youtube.com/watch?v=5ocETLfsNj8</a> ,  <a href="https://www.youtube.com/watch?v=9R9mQVFSndw">https://www.youtube.com/watch?v=9R9mQVFSndw</a> ,  <a href="https://www.youtube.com/watch?v=QmKChUfsTj0">https://www.youtube.com/watch?v=QmKChUfsTj0</a></p>
4.	<b>Building Entrepreneurial Mindset: What, Why &amp; Meta-processes of Entrepreneurship Part 1</b>	Potential employee/ students display the learning attributes of an Entrepreneur and demonstrate how to bring entrepreneurial lens at workplace in terms of innovations, risk taking, learning from mistakes.	
4.1	<b>What, Why &amp; Meta-processes of Entrepreneurship: a. Learning from Mistakes</b>	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the learning attributes of an Entrepreneur</li> <li>• Demonstrate how to learn from mistakes in order to bring intra-preneurial perspective at workplace</li> </ul>	<p><b>Reading References:</b>  <a href="https://www.psychologytoday.com/us/blog/shyness-is-nice/201904/3-keys-handling-mistakes">https://www.psychologytoday.com/us/blog/shyness-is-nice/201904/3-keys-handling-mistakes</a> (how to deal with mistakes effectively)  <a href="https://pdst.ie/sites/default/files/Mistakes-Grow-">https://pdst.ie/sites/default/files/Mistakes-Grow-</a></p>

			<p>Your-Brain-Revised.pdf (psychology of mistakes)</p> <p>Video Start-up stories:  <a href="https://www.youtube.com/watch?v=e1rE1f1ul2uc">https://www.youtube.com/watch?v=e1rE1f1ul2uc</a></p>
4.2	<p>What, Why &amp; Meta-processes of Entrepreneurs hip:</p> <p>b. Risk taking</p>	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Exploring and identifying their fears and how to deal with them</li> <li>• Apply boon/bane ratio to overcome the fears and take calculated risks . . .</li> </ul>	<p>Reading References:</p> <p><a href="https://www.followyourownrhythm.com/blog-1/2018/10/15/how-to-identify-your-fears-15-insightful-questions">https://www.followyourownrhythm.com/blog-1/2018/10/15/how-to-identify-your-fears-15-insightful-questions</a> (identification of fears)</p> <p><a href="https://www.forbes.com/sites/joshsticimle/2016/01/04/14-ways-to-conquer-fear/#6e627ccc1e48">https://www.forbes.com/sites/joshsticimle/2016/01/04/14-ways-to-conquer-fear/#6e627ccc1e48</a> (practical steps to deal with fear)</p> <p><a href="https://www.goodtherapy.org/blog/risks-adrenaline-benefits-neuroticism-0418137">https://www.goodtherapy.org/blog/risks-adrenaline-benefits-neuroticism-0418137</a> (risk taking behaviour)</p> <p><a href="https://www.ine.com/amy-morin/this-is-the-biggest-mistake-people-make-when-it-comes-to-taking-risks.html">https://www.ine.com/amy-morin/this-is-the-biggest-mistake-people-make-when-it-comes-to-taking-risks.html</a> (Taking calculated risks)</p> <p>Video:  <a href="https://www.youtube.com/watch?v=C0gohmcc1Sc">https://www.youtube.com/watch?v=C0gohmcc1Sc</a></p>
5	Learn-ability (Learning Ability) Part d	<p>Potential employee/ students display the willingness and openness to learn through experiences, mistakes, observations and feedbacks.</p>	
5.1	<p>Learning Meta (fair):</p> <p>Connecting the Dots- Students to put stalls/</p>	<p>By the end of the session, the students will be able to-</p> <ul style="list-style-type: none"> <li>• Experience the concept of lifelong learning</li> </ul>	<p>Reading references will include all the previous 5 semesters I.CSE reading material overview to consolidate the learning</p>

	exhibition based on their consolidate learning of overall LCSE course	through various creative mediums • Consolidate their learning's from LCSE subject	and translate into action
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### 8. Pedagogy:

a. **Instructional Design:** Another unique aspect of the curriculum is that it moves away from lecture based methodology and uses experiential methods. This means creating experiences within the classroom where the potential employees draw on their real-life experiences to understand and relate to the topic of the session and learns new frameworks and content. Role-plays, simulations, story-telling, learn-a-gizers (energizers with learning key messages), videos, group work, self-assessment, simple inventories and action projects are some of the methods used.

Pravah uses "Walker-Cycle" as the basic tool to design the LCSE sessions which is essentially comprise of simulation activity as a personal connect to establish relevance with the topics or issue and further elaborate it with the information exchange and information application. Real world connect is one of the most important parts of all the LCSE sessions. Students need to apply the learning in their personal and professional life in terms of On-Job-Training (OJT) and further reflections and experiences are required to be captured in "Reflection Journal". Application of learning helps the students to realise the challenges and take those challenges as opportunity to learn and unlearn and deal with the issues with more objectivity.

Example: Appreciating diversity at workplace and ownership of workplace etc. will enable the students to become a wholesome team player at their OJT and further in future at their work place. Furthermore, through exponentially understating the leadership and system thinking etc. students will move towards becoming a wholesome leader.

b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Since the sessions are delivered in a workshop mode, they are usually done in a group in a circular setting. For that we need a classroom devoid of chairs and tables. Floor seating would be ideal otherwise a carpet on the floor will also work.

Apart from that, general stationery including but not limited to chart paper, flip charts, sketch pens, permanent markers, post its (4 colours), scissor, stapler, tape, A4 sheets (white and coloured), clear bags for the students, would be needed. Not all the things will be required for the all the sessions.

Since the delivery will also include video clips, a projector and speaker will also be needed.

c. **Expertise in AUD faculty or outside:** Members of Pravah

d. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** None that are needed for the course except the facilitators from Pravah as and when needed.

### 9. Assessment structure (modes and frequency of assessments):

The General Education Component is assessed by the University in accordance with its own policy for each semester.

- SVS follows AUD's policy of continuous assessment.
- SVS follows the AUD policy wherein no single assessment will account for more than 40 per cent.
- It will be undertaken to test the student's acquisition of skills and application.

S. No.	Assessment	Assessment Mode	Weightage
1	Assessment 1	Reflective Journal	30%
2	Assessment 2	Group Assignment	20%
3	Assessment 3	End Term Assessment	30%
4	Assessment 4	Individual Assignments (Classroom Test, Quiz etc.) & Class participation	20%



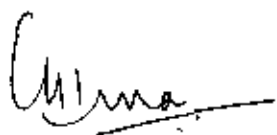
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies in its 3<sup>rd</sup> meeting on 26 April 2018 and those of the SCPVCE (held on 8 June 2018) *have been 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	School of Vocational Studies
Programme(s)	BVoc. General Education Component
Course title	Design Thinking
Course code	SVSIFC633
Semester	6 <sup>th</sup> Semester course
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 Semester 2019
Course coordinator and team	Professor Mohammad ShariqueFarooqi, Dr Cheryl Jacob and Mr Akha Kaihrii Mao

1. Does the course connect to, build on or overlap with any other courses offered in AUD?; The proposed workshop on Design Thinking does not connect, build or overlap with any other courses offered at AUD.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Working knowledge of computer is preferred
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): All those admitted to Semester 6
4. Course scheduling(semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Workshop 14 hours spread over 2 and half days
5. How does the course link with the vision of AUD?AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens 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. The course seeks to develop the key 21<sup>st</sup> Century skills.
6. How does the course link with the specific programme(s) where it is being offered? The key 21 Century Skills are critical thinking, creativity, collaboration, communication, cultural competency and character or the six Cs. Design Thinking is an approach to develop solutions to complex problems and enable one to think innovatively while facing challenges or problems/issues that are not new. It gives an insight on factors that influence human behaviours and use that understanding to design solutions. Given that the three vocational programmes are intrinsically connected with the service industry, design thinking provides a



framework to finding innovative approaches to practical challenges in each of the vocational trajectories.

**7. Course Details:**

a. **Summary:** Design Thinking is a process or framework which can be used to design services based on gaining an empathetic understanding of related focus group, their needs, motivations, etc. within an applied and real life context. The workshop leans on the method as evolved and practiced by the discipline of design while taking cognisance of socio-cultural nuances. The core nuances of Design Thinking such as collaborative problem solving, visual thinking, holistic perspectives of a given condition and the connections/flows between its constituents as a process borrowed from Design and how the discipline of Design addresses problems/opportunities to work towards user centric approach will be engaged with. It is both theoretical and practical.

b. **Objectives:** To

- i: unpack each step of the design thinking process.
- ii: become familiar with the designer's toolkit.

c. **Expected learning outcomes:** To

- i: be able to apply the design thinking process for innovation of services
- ii: able to identify the interconnectedness between people's need – problems – innovation and extension of ideas.
- iii: Manage decision making in a rationalised and holistic manner

**Additional skills acquired:**

Observation – communication – creative thinking

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**  
The workshop is a mix of theory but mostly of application. For each process involved, a quick overview of the theory with examples will be covered.

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

Module	Plan/Theme/Topic	Objectives	Core Reading (with no. of pages)
1	Overview of Design Thinking		Ideo / Riverdale (2012) Design Thinking for Educators (open source). Version 2. <a href="http://www.designthinkingforeducators.com/toolkit">http://www.designthinkingforeducators.com/toolkit</a>
	<ul style="list-style-type: none"> <li>• What is Design Thinking?</li> <li>• Why learn the process of Design Thinking?</li> </ul>	To understand how it can be used as a tool to produce better ideas or for innovation	H. Plattner et al. (Eds.), Design Thinking Research, Understanding Innovation. Introduction. DOI 10.1007/978-3-319-01303-9_2, © Springer International Publishing Switzerland 2014
2 (a)	Steps of Design Thinking (A)		
	<ul style="list-style-type: none"> <li>• Empathise/Understand (can be extended to Observe)</li> </ul>	To understand the process through	

2(b)	(B) • Define • Ideate	working on the Track Topic	
2(c)	(C) • Prototype • Test		
3	Presentation through Pitching		

### 8. Assessment

This is an intensive and immersive workshop. A class can be divided into smaller groups. Each group is given a Track Topic, for example - Food waste, Education - E- Commerce. The Groups create a prototype through the processes of Design Thinking.

Note: Even if a class of 30 students is given a single Track Topic, when they are broken down in smaller groups, through the process they collectively come up with very different ideas and prototypes.

In-Class Participation & Group Contribution	30 %
Group Project	40 %
Submission of Documentation	20%
Self Evaluation	10%

### 9. Pedagogy:

- Instructional strategies: It is intensive and immersive workshop with emphasise on teamwork and collaboration. The students apply their learning and work towards finding tangible expression of their ideas.
- Special needs(facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): Post-its, sketch pens, building materials, newspapers, etc.
- Expertise in AUD faculty or outside: ACIE & SDeS
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others)



Signature of Course Coordinator(s)

Note:

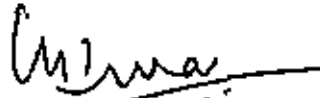
- Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing

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	School of Vocational Studies
Programme(s)	BVoc. General Education Component
Course title	Understanding Corporate Social Responsibility (CSR)
Course code	SVS1FC632
Semester	6 <sup>th</sup> Semester course
Total Credits	1
Course type (core/compulsory/ elective/any other - please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UJG)	UJG
Proposed date of launch	Monsoon Semester 2019
Course coordinator and team	Mr Ankit Aggarwal, Ms Rachna Gupta and Mr Akha Kaihrii Mao

1. Does the course connect to, build on or overlap with any other courses offered in AUD?:  
The proposed workshop on Understanding Corporate Social Responsibility (CSR) does not connect, build or overlap with any other courses offered at AUD.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others - please specify): Working knowledge of computer is preferred with some orientation of the corporate/industry organisation.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): All those admitted to Semester 6
4. Course scheduling(semester; semester-long/half-semester course; workshop mode; seminar mode; any other - please specify): Workshop
5. How does the course link with the vision of AUD?AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens 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. The course seeks to develop the key 21<sup>st</sup> Century skills. The course on Understanding Corporate Social Responsibility is aligned with the University vision of enabling students to be more aware and critical of their workspace and happenings around them.
6. How does the course link with the specific programme(s) where it is being offered? Corporate social responsibility is seen as a management mechanism through which corporations, companies and other business institutions attain balance between economic, environmental and social imperatives. Given that the three vocational programmes are

intrinsically connected with service industry, therefore, it is vital for students to know the role CSR and help them prepare for future roles in different capacities at several businesses and management positions.

7. Course Details:

- Summary: This workshop will enable the students to understand the concept of CSR through which a company achieves a balance of economic, environmental and social imperatives while at the same time addressing the financial goals.
- Objectives: To impart knowledge on the concept, importance and various aspects of Corporate Social Responsibility, critically evaluate CSR and its contributions.
- Expected learning outcomes: Students will be able to understand the concept of CSR, how corporates are contributing towards society and environment while meeting the financial goals, legal implications, challenges and career opportunities in CSR.
- Overall structure (course organisation, rationale of organisation; outline of each module): The Course will be transacted through a mix of theory including case study and project. For each concept, a quick overview of the theory with examples will be covered.

a. Contents (week wise plan):

Module	Plan/Theme/Topic	Learning outcomes	Core Reading (with no. of pages)
1	Overview of CSR		
	<ul style="list-style-type: none"> <li>What is CSR?</li> <li>What is the importance and benefits of CSR?</li> </ul>	Able to understand the concept of CSR. Understand the contributions of CSR	<a href="https://www.youtube.com/watch?v=x1JDRN%lpYc&amp;t=39s">https://www.youtube.com/watch?v=x1JDRN%lpYc&amp;t=39s</a>
2 (a)	Types of CSR		<a href="https://www.businessnewsdaily.com/4679-corporate-social-responsibility.html">https://www.businessnewsdaily.com/4679-corporate-social-responsibility.html</a>
	<ul style="list-style-type: none"> <li>What is considered CSR and what is not</li> </ul>	Able to understand various aspects of CSR.	
2(b)	CSR under Companies Act 2013	Critically evaluate CSR.	<a href="https://www.nibusinessinf o.co.uk/content/business-benefits-corporate-social-responsibility">https://www.nibusinessinf o.co.uk/content/business-benefits-corporate-social-responsibility</a>
2 (c)	Challenges faced by corporates in implementation of CSR.  Career opportunities in CSR  Imagining alternative options for CSR		<a href="https://thecompanion.in/corporate-social-responsibility-issues-and-challenges-in-india/">https://thecompanion.in/corporate-social-responsibility-issues-and-challenges-in-india/</a>  <a href="https://www.youtube.com/watch?v=D87s2nTG2DY">https://www.youtube.com/watch?v=D87s2nTG2DY</a>  <a href="https://www.youtube.com/watch?v=-wnyMwG4rhg">https://www.youtube.com/watch?v=-wnyMwG4rhg</a>

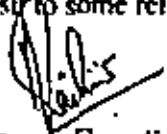
			<p>" Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause" - By Phillip Kotler and Nancy Lee Chapter 1 - The case for doing at least some good.</p>
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#### 8. Assessment

This will be a discussion based workshop. A class can be divided into smaller groups. Each group can be given a brand or a company name for the research on its CSR activities. Case studies will be given to analyse and suggest the outcome. Case Study 1- P&G Shiksha Campaign Case Study 2- Starbucks CSR Activity

In-Class Participation/class activities	40%
Group Discussions (Case Studies)	30%
Assignment	30%

9. Pedagogy: Lectures, Class discussions, Case studies discussion, Assignments, Simulations. Visit to some related CSR initiatives and their critical review will be organised.



Signature of Course Coordinator(s)

Note:

4. 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.
5. 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.
6. 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

**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. (General Education Component)
Course title	Advance Computer Application
Course code	SVS1FC634
Semester	6 <sup>th</sup> Semester
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	Winter 2020
Course coordinator and team	Mr Nitin Sharma and Mr Akha Kishrii Mao

1 Does the course connect to, build on or overlap with any other courses offered in AUD?:  
The proposed course on Advance Computer Application build on with the Semester-1 course Basic Computer Application and ICT skills which was offered at SVS, AUD in the first 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): Working knowledge of computer

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): All those admitted to Semester 6

4. Course scheduling(semester: semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): The course will be transacted through Workshop and hands on activities and practice sessions over the semester.

5. How does the course link with the vision of AUD?AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens 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. The course seeks to develop the key 21<sup>st</sup> Century skills. The course on Advance computer Application is envisaged to help students to be better prepared and empowered on certain skills of computer application which is one of the essential skill sought in today's world.

6. How does the course link with the specific programme(s) where it is being offered? The key 21 Century Skills are critical thinking, creativity, collaboration, communication, cultural competency and character or the six Cs. The course Advance Computer Application is a very important knowledge skill which is demanded in today's day to day working in the industry. Given that the three vocational programmes are intrinsically connected with the service industry, Advance Computer Application course will provides students with one of the most sought skill in the industry where our students will be required to make use of computer and spread sheets.

7. Course Details:

a. Summary: The purpose of this course is to enable the students to use the computer applications to examine, calculate and develop mathematically and statistically correct data and reports for further comprehension.

b. Objectives:

- Understand data
- Understand cleaning and sorting data
- Understand Excel commands, formulae and techniques to work with large data set
- Provide students the exposure to use industry specific software
- Introduce to Google suite

c. Expected learning outcomes:

- Identify the various formulae, tricks and functions of Microsoft Excel
- Utilize the Excel functions to maintain large sets of data in a table
- Become proficient in using large data set
- Create dynamic reports by mastering Pivot Table in Excel and Google Data Studio

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into three broad modules

- i. Advanced Microsoft Excel and Advance Power point
- ii. Introduction to Google Suite
- iii. Creating Reports using Google Data Studio

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



Module No.	Topic	Learning outcome	Readings/references and materials
1a	<b>Advanced Microsoft Excel</b> <ul style="list-style-type: none"> <li>- Brief overview of the Basics of Excel</li> <li>- Introduction of Array formulas, Lookup/Reference Functions, Statistical Functions, Formula-based formatting, Text functions, Pivot Tables</li> <li>- Join datasets from multiple sources using Reference Functions</li> </ul>	Will be able to make use of various excel formulas  Able to make use of the excel formulas efficiently	<ul style="list-style-type: none"> <li>- Winston W., "Microsoft Excel data analysis and business modeling", 5<sup>th</sup> edition</li> <li>- Whigham D., "Business Data Analysis using Excel"</li> <li>- Guerrero H., "Excel Data Analysis: Modeling and Simulation"</li> <li>- Linoff G., "Data analysis using SQL, and Excel", 2<sup>nd</sup> edition</li> </ul>
1b.	<b>Advance power point</b> <ul style="list-style-type: none"> <li>- Designing compact yet complete presentations</li> <li>- Designing presentation using various tools-animations, graphics, charts, tables etc.</li> </ul>	Prepare compact presentations Able to use various tools Deliver presentations	
2	<b>Introduction to Google Suite</b> <ul style="list-style-type: none"> <li>- What is Google suite and its features</li> <li>- Understanding the different applications within Google suite and how to use them for business</li> <li>- Setting up G-suite account and importing data into G-suite</li> <li>- Creating cloud workspace and collaborating work in real time</li> </ul>	Understand google suite Differentiate between different applications of google suite and apply them  Apply software to import data using Google suite	<ul style="list-style-type: none"> <li>- Dorantes A, Cesar, "Hands-on GSuite for administrators: Build and manage any business on top of the Google Cloud infrastructure", 1<sup>st</sup> Edition</li> <li>- Guay M, "The Ultimate Guide to G Suite"</li> <li>- Sato Y., Wylie K., Yamada A., Siow K. &amp; Nizami S., "Transforming your organization with GSuite"</li> </ul>

3	<b>Creating Reports using Google Data Studio</b> <ul style="list-style-type: none"> <li>- Introduction to Google Data Studio</li> <li>- Importing Data from Excel to Studio</li> <li>- Use of Canvas and other tools</li> <li>- Creating Dynamic Reports (Reports can be precise, visually appealing and can change the figures if any changes are made in the Excel file associated with the report)</li> <li>- Introduction to industry specific software</li> </ul>	<p>Have basic knowledge of google data studio</p> <p>Able to use different tools including canvas</p> <p>Able to create dynamic reports for better presentation</p> <p>Aware of the software used in the specific industry</p>	<a href="https://www.searhenginejournal.com/beginners-guide-google-data-studio/187465/#close">https://www.searhenginejournal.com/beginners-guide-google-data-studio/187465/#close</a>
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**8. Assessment**

Assessment type	Weightage
Worksheet (Module 1a)	15%
Worksheet (Module 1b)	15%
Worksheet (Module 2)	15%
Worksheet (Module 3)	15%
Quiz (Comprehensive)/End semester Assessment	40%

**9. Pedagogy:**

- a. Instructional strategies: discussion, hands on practice sessions in workshop mode with a focus on practical learning.
- 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 taught in a workshop mode in the Computer Lab where students will be have the hands-on experience to work with the proposed tools and software.
- c. Expertise in AUD faculty or outside: AUD/Guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):



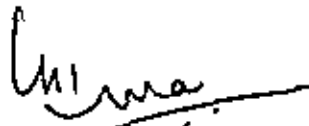
Signature of Course Coordinator(s)

Note:

- i. 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.
- ii. 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.
- iii. 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	School of Vocational Studies
Programme(s)	BVoc. General Education Component
Course title	Understanding Organization & its Culture
Course code	SVSIFC631
Semester	6 <sup>th</sup> Semester course
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 Semester 2019
Course coordinator and team	Dr Richa Awasthy, Ms Ritu Mahajan, Ms Shalini, Mr Ankush Rathor and Mr Akha Kaihri Mao

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
 The proposed workshop on Understanding Organization & its Culture does not connect, build or overlap with any other courses offered at AUD.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites: prior knowledge level; any others – please specify): Working knowledge of computer is preferred with basic exposure to industry organisation and institutional set up.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): All those admitted to Semester 6
4. Course scheduling(semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Workshop
5. How does the course link with the vision of AUD?AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens 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. The course Understanding Organization & its Culture seeks to develop the knowledge and understanding about organizational structures and its culture so that students are familiarised and develop a sense of responsibility even before they join these organizations after they graduate from their respective programmes.
6. How does the course link with the specific programme(s) where it is being offered? The key 21 Century Skills are critical thinking, creativity, collaboration, communication,

cultural competency and character of the six Cs. Understanding Organization & its Culture will enable students from each of the three BVoc programmes to be oriented and aware about the kind of organisational culture and structures they would be going to once they graduate from the BVoc programmes and pursue employment in their respective vertical.

7. **Course Details:**

a. **Summary:** The purpose of the course is to orient students to the complexities of the organisational structure and the various possible goals and culture of the organisation. This is aimed at preparing students to be better aware and prepared before they join the real world of work.

b. **Objectives:**

- introduce students to the concept of organizations in the given three verticals
- enable students to understand the organizations' complex social formations.
- help students to become more effective employee, managers and leaders.
- introduce to organization goals and organization culture.

c. **Expected learning outcomes:** To

- i: be able to understand the complex social formation/structures of an organisation/institution in which students are prepared to be employed.
- ii: understand adapt to the goals and culture of the organisations/institutions.
- iii: apply the understanding of the organisational structures and its culture to be a team player for better management and also lead the team when called upon.

d. **Overall structure (course organisation, rationale of organisation; outline of each module):** The workshop is a mix of theory but mostly of application and role plays. For each topic/theme, a quick overview of the theory with examples will be covered.

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

Modules	Plan/Theme/Topic	Learning outcomes	Core Reading (with no. of pages)
1	Understanding Organizations	Know the mission & vision of the Organisations	Lawler, E. E. (2003). <i>Treat People Right</i> . John Wiley & Sons.
2	Organization Structure and its determinants: Types - Operational & reporting, Factors- size of the operations & philosophy of the management, Challenges. Job Description- Roles & Responsibility, Accountability vs Ownership	Would be familiarised about various structure of the organisation according to the 3 different verticals	Jones, Gareth R. (2000). <i>Organizational Theory</i> . 2 <sup>nd</sup> edition. Addison Wesley. Barney, J. B. (1986), Firm resources and sustained competitive advantage. <i>Journal of Management</i> 17: 99-120. Covey, S. (2004). <i>The 7 Habits of Highly Effective People</i> . Free Press
3	Organizational Culture	Able to understand and appreciate the	

		organisational culture of the concern vertical	
4	Linkage between organizational goals and individual goals	Will be able to map the linkages between the organisational goals with that of the individual goals in order to develop and grow in the chosen profession	
	Definition, Developing Personal values & ethics, Connect with organizational values & ethic		

**8. Assessment**

Case analysis	40%
Quiz	20%
End term	40%

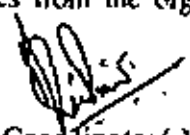
**9. Pedagogy:**

a. Instructional strategies: Explaining theoretical concepts through Power point presentations and use of case study method. Discussions and examples will be drawn from different organisations and institutions specific to each of the three HVoc verticals and connect students with their internship experiences. Special presentations will be organised by inviting distinctive organization leaders from different vertical to orient students about the core values, sustenance of organisational culture and how these are put into practice in their operational space.

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 A/D faculty or outside: Guest Faculty/Invited Resource persons

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Use specific examples from the organisation/institutions students' have been during their previous internships.



Signature of Course Coordinator(s)

Note:

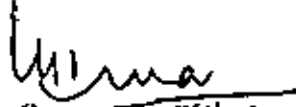
1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
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	School of Vocational Studies
Programme(s)	BVoc (General Education Component)
Course title	Developing Soft Skills: Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating
Course code	SVS1FC635
Semester	6 <sup>th</sup> Semester course
Total Credits	1
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Workshop
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2020
Course coordinator and team	Dr Monal Dewle and Mr Nitin Sharma

1. Does the course connect to, build on or overlap with any other courses offered in AUD?:  
 The proposed workshop on Developing Soft Skills does connect and build up with the Semester- 3 & 5 courses on Business Communication-I and II courses offered in SVS at AUD.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): Working knowledge of computer is preferred with some orientation of the corporate/industry organisation.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): All those admitted to Semester 6
4. Course scheduling(semester, semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester Workshop for BVoc. T&H
5. How does the course link with the vision of AUD?AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is



an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens 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. The course seeks to develop some of the key 21<sup>st</sup> Century skills. The course on Developing Soft Skills is aligned with the University vision of enabling students to be more aware and prepared and confident about their own personality and be ready to face the social world once they graduate from the programme.

6. How does the course link with the specific programme(s) where it is being offered? The workshop course on Developing Soft Skills tries to impart certain skills and enhance personality of the students. Given that the three vocational programmes are intrinsically connected with service industry, therefore, it is vital for students to develop and have some of these basic yet important skills with them to be able to work and grow in the industry.

#### 7. Course Details:

(a) Summary : The workshop course on Developing Soft Skills is aimed at enhancing various skills to develop students ability to present themselves more confidently and also state their view point coherently. Thus, the workshop course will have sessions on Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating.

(b) Objectives: The Objectives of the Workshop are:

- i. to gain an understanding of the mechanics of GD and how to constructively participate in them.
- ii. To gain confidence in the process of interviews
- iii. To understand the importance of delegating while working in Team
- iv. To understand the differences between imposition of instructions etc on one hand and persuading as well arriving at common ground on the other hand
- v. To understand how social media can be used to create a network for professional development etc.

(c) Expected learning outcomes: By the end of the workshop the students will be able to...

- i. participate in GD mindful of paralanguage, mindful of others and mindful of relevance of contribution.
- ii. Delegate the responsibilities and work in teams

(d) Overall structure

Content wise plan:

Module	Theme/Topic	Objectives	Core Readings
1	<p>Group Discussions:</p> <ol style="list-style-type: none"> <li>1. Introducing the Group discussion through videos</li> <li>2. Use of phrases to be used in group discussion (introducing a point, giving an example, etc.)</li> </ol>	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Make decisions</li> <li>• Analyse the information</li> <li>• State their viewpoints</li> <li>• Use appropriate language</li> <li>• Control their emotions               <ul style="list-style-type: none"> <li>• Understand the appropriate manners to be followed (when to interrupt, how to interrupt, state their viewpoints without hurting or offending anyone, etc.)</li> </ul> </li> </ul>	<p><a href="https://www.youtube.com/watch?v=YY2yjEEoB3U&amp;t=142">https://www.youtube.com/watch?v=YY2yjEEoB3U&amp;t=142</a></p>
2	<p>Learning to Delegate:</p> <ol style="list-style-type: none"> <li>1. Strategies to delegate tasks</li> <li>2. Importance of delegating tasks</li> <li>3. When to delegate</li> <li>4. Whom and how to delegate</li> </ol>	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Learn how to delegate</li> <li>• Learn whom they should delegate the tasks and in efficient manner</li> <li>• Learn the difference between when to delegate and when not to delegate</li> <li>• Understand the reasons why people fail to delegate effectively</li> </ul>	<p><a href="https://projects.ncsu.edu/project/parkprgrd/PS1trainingModules/delegating/delworksheet.htm">https://projects.ncsu.edu/project/parkprgrd/PS1trainingModules/delegating/delworksheet.htm</a></p>
3	<p>Negotiating and Persuading:</p> <ol style="list-style-type: none"> <li>1. Types of negotiation</li> <li>2. Preparation of Negotiation</li> <li>3. Types of Negotiator</li> <li>4. Dealing with conflict</li> <li>5. Persuading to accept</li> </ol>	<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Difference between negotiation and persuasion</li> <li>• How to negotiate effectively</li> <li>• Use these skills effectively in the workplace</li> </ul>	<p><a href="https://www.youtube.com/watch?v=8E1eV7dM1e4">https://www.youtube.com/watch?v=8E1eV7dM1e4</a></p>



4	<p>Using Social Media for Job Networking</p> <ol style="list-style-type: none"> <li>1. Creation of profile on platforms like LinkedIn and job portals and resume.</li> <li>2. Use of various job portals to look for jobs</li> <li>3. Use of correct keywords and hashtags in the process of job search, client search on social media</li> </ol>	<p>Upon the completion of this module, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Appreciate the use of social media and job portals in marketing oneself.</li> <li>• Will learn the process of creating good profiles with correct keywords and the apt platforms for them</li> <li>• They will understand the process of job hunt using various platforms</li> </ul>	Worksheets and YouTube videos
5	<p>Mock Interviews</p> <ol style="list-style-type: none"> <li>1. Introduction to Interview preparation guidelines</li> <li>2. Usage of correct verbal and non-verbal communication.</li> <li>3. Salary negotiation</li> <li>4. Situation analysis and dealing with proprietary information</li> <li>5. Activity: Mock Interview sessions with experts.</li> </ol>	<p>Upon the completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Anticipate interview questions and their answers according to the job requirement</li> <li>• Practice interview skills either as an observer, interviewer or an interviewee</li> <li>• Use mock situations to develop better skills to answer, strengthen confidence and attitude.</li> </ul>	Worksheets and YouTube Videos

**References:**

- Mukerjee, Hory Sankar. (2017). *Business Communication: Connecting at Work*. New Delhi: Oxford University Press.
- Bovee, Courtland, John Thill & Mukesh Chaturvedi. (2006). *Business Communication Today*: Dorling kindersley. Delhi.

- Sweeney, Simon.(2012). *English for Business Communication: A short modular course on socialising, telephoning, presentations, meetings and negotiations*: Cambridge University Press: Noida.
- Emmerson, Paul. (2017). *Business English Handbook (Advanced)*. MacMillian, Thailand.
- Worksheets related to Group Discussion, Negotiation and Persuasion, Social Media
- YouTube Clips related to Group Discussion, Mock Interviews, Learning to delegate, Negotiation and Persuasion
- TedTalks related to Social Media

8. Pedagogy:

- a. Instructional strategies: This is primarily visualised as an applied or hands-on course wherein after a brief introduction, the students are given situations or examples where they apply the themes in focus. Role play, simulations, YouTube clips, quizzes, interaction, real life situations from students' own experiences on Industrial Internships and so on. The course will be taught through blended approach, and a portion of the course will also be covered in the IT Labs for the necessary modules.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Computer Lab and basic multimedia, library, classroom
- c. Expertise in AUD faculty or outside: Combination; CEJ.F, other Faculty or external expertise where needed
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

9. Assessment structure (modes and frequency of assessments)

The General Education Component is assessed by the University in accordance with its own policy.

- SVS follows AUD's policy of continuous assessment.
- SVS follows the AUD policy wherein no single assessment will account for more than 40 per cent.
- It will be undertaken to test the student's acquisition of skills and application.

**Tentative or Suggestive Assessment Schedule with Weightage (Changes would be communicated to the students)**

**Note: Four Assessments in the following manner are balanced for the said course. There will be an effort to undertake cross-curricular assessment. For example, based on the nuances of Module 2 of the course, cumulative assessment with another course will be undertaken.**

745-B.V.

S.No.	Assessment	Period of Assessment	Weightage
1.	Active/ Constructive Class Participation- Attendance ~ Worksheets	Semester long	30%
2.	Simulations ~ Role Plays*	Semester long	40%
3.	End Semester / Presentation		30%

\*Customised to suit the needs of the programme by the facilitator or replace role play with another application-oriented strategy/ technique. This assessment is given the maximum percentage because the students already done internships on OJT (On Job Training), in the different sectors of their verticals. Therefore, in this course the practical aspect has been focused and it would help the students to get a preview of the situations they might face in their workplace. These role-plays might help them to deal with these situations without offending anybody and appropriate behaviour in the workplace.

  
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies in its 3<sup>rd</sup> meeting on 26 April 2018 and those of the SCPVCE (held on 8 June 2018) *have been 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

**ANNEXURE-25**

# Appendix-25

OVERALL LIST OF STUDENTS FOR CONVOCATION (824)			
<b>School of Undergraduate Studies</b>			
1	BA (II) Economics	69	322
2	BA (H) English	57	
3	BA (H) History	26	
4	BA (II) Psychology	79	
5	BA (II) Mathematics	10	
6	BA (H) Sociology	33	
7	BA (H) Social Science and Humanities	48	
<b>School of Business Public Policy and Social Entrepreneurship</b>			
1	Master of Business Administration (MBA)	43	43
<b>School of Culture and Creative Expressions</b>			
1	MA Literary Art	10	33
2	MA Performance Studies	8	
3	MA Film Studies	8	
4	MA Visual Art	7	
<b>School of Design</b>			
1	MDes (Social Design)	10	10
<b>School of Development Studies</b>			
1	MA Development Studies	35	35
<b>School of Education Studies</b>			
1	MA Education Studies	27	51
2	MA Education (Early Childhood Care and Education)	24	
<b>School of Human Ecology</b>			
1	MA Environment and Development	17	21
2	PG Diploma in Environment and Development	4	
<b>School of Human Studies</b>			
1	MA Psychology (Psychosocial Clinical Studies)	46	114
2	MA Gender Studies	39	
3	MPhil- Psychoanalytic Psychotherapy	1	
4	MPhil- Development Practice	18	
5	MPhil- Women's and Gender Studies	7	
6	Ph.D- Women's and Gender Studies	3	
<b>School of Liberal Studies</b>			
1	MA Economics	32	130
2	MA History	43	
3	MA Sociology	45	
4	MPhil- History	7	
5	MPhil- Hindi	2	
6	Ph D-Hindi	1	
<b>School of Letter</b>			
1	MA English	37	42
2	Ph.D-Hindi	5	
<b>School of Law, Governance and Citizenship</b>			
1	MA Law, Politics and Society	21	22
2	PG Diploma in Law, Politics and Society	1	
<b>School of Vocational Studies</b>			
1	Advanced Diploma in Tourism and Hospitality	1	1
<b>TOTAL</b>			<b>824</b>

Year Wise Students' Data

00747

Batch	Year	Number of Graduates	
BA (H) Economics	2014-2019	1	322
BA (II) Economics	2015-2019	1	
BA (H) Economics	2016-2019	27	
BA (H) Economics (Karampura Campus)	2016-2019	40	
BA (II) English	2014-2019	1	
BA (H) English	2015-2019	5	
BA (II) English	2016-2019	24	
BA (H) English (Karampura Campus)	2016-2019	27	
BA (II) Psychology	2014-2019	2	
BA (H) Psychology	2015-2019	7	
BA (H) Psychology	2016-2019	31	
BA (II) Psychology (Karampura Campus)	2016-2019	39	
BA (H) History	2014-2019	1	
BA (II) History	2015-2019	5	
BA (H) History	2016-2019	20	
BA (H) Mathematics	2014-2019	1	
BA (II) Mathematics	2015-2019	1	
BA (H) Mathematics	2016-2019	8	
BA (II) Sociology	2014-2019	3	
BA (H) Sociology	2015-2019	7	
BA (II) Sociology	2016-2019	23	
BA (H) Social Science and Humanities	2014-2019	4	
BA (II) Social Science and Humanities	2015-2019	7	
BA (H) Social Science and Humanities	2016-2019	12	
BA (II) Social Science and Humanities (Karampura Campus)	2016-2019	25	
Master of Business Administration	2016-2019	1	43
Master of Business Administration	2017-2019	42	
MA Visual Art	2017-2019	7	33
MA Literary Art	2016-2019	1	
MA Literary Art	2017-2019	9	
MA Performance Studies	2016-2019	1	
MA Performance Studies	2017-2019	7	
MA Film Studies	2016-2019	8	10
MDes (Social Design)	2015-2019	2	
MDes (Social Design)	2016-2019	8	35
MA Development Studies	2017-2019	35	
MA Education Studies	2016-2019	1	51
MA Education Studies	2017-2019	26	
MA Early Childhood Care and Education	2016-2019	1	
MA Early Childhood Care and Education	2017-2019	23	



## 748 Year Wise Students' Data

Batch	Year	Number of Graduates	
MA Environment & Development	2016-2019	1	21
MA Environment & Development	2017-2019	16	
PG Diploma in Environment and Development	2015-2019	1	
PG Diploma in Environment and Development	2016-2019	1	
PG Diploma in Environment and Development	2017-2019	1	
PG Diploma in Environment and Development	2018-2019	1	
MA Psychology (Psychosocial Clinical Studies)	2009-2019	1	114
MA Psychology (Psychosocial Clinical Studies)	2016-2019	1	
MA Psychology (Psychosocial Clinical Studies)	201-2019	44	
MA Gender Studies	2016-2019	1	
MA Gender Studies	2017-2019	38	
MPhil-Women's and Gender Studies	2015-2019	1	
MPhil-Women's and Gender Studies	2016-2019	6	
MPhil- Psychoanalytic Psychotherapy	2015-2019	1	
MPhil-Development Practice	2012-2019	4	
MPhil-Development Practice	2014-2019	2	
MPhil-Development Practice	2015-2019	10	
MPhil-Development Practice	2016-2019	2	
Ph.D-Women's and Gender Studies	2013-2019	2	
Ph.D-Women's and Gender Studies	2016-2019	1	
MA Economics	2017-2019	32	172
MA English	2016-2019	2	
MA English	2017-2019	35	
MA History	2016-2019	8	
MA History	2017-2019	35	
MA Sociology	2016-2019	2	
MA Sociology	2017-2019	43	
MPhil-History	2014-2019	2	
MPhil-History	2015-2019	4	
MPhil-History	2016-2019	1	
MPhil-Hindi	2015-2019	2	
Ph.D-Hindi	2013-2019	1	
Ph.D-Hindi	2014-2019	4	
Ph.D-Hindi	2016-2019	11	
MA Law, Politics and Society	2017-2019	21	22
PG Diploma Law, Politics and Society	2017-2019	1	
Advanced Diploma in Tourism and Hospitality	2017-2019	1	1
TOTAL		824	

Division	Year	Subject	Sec	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40													
SUB-P	2014-2015	BA (H) Anthropology																																																						
	2015-2016	BA (H) Anthropology																																																						
	SUB-AP	2014-2015	BA (H) Anthropology																																																					
		2015-2016	BA (H) Anthropology																																																					
		SUB-AP	2014-2015	BA (H) Anthropology																																																				
			2015-2016	BA (H) Anthropology																																																				

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# Appendix-26

अम्बेदकर विश्वविद्यालय दिल्ली

Ambedkar University Delhi

## Assessment, Evaluation and Student Progression

F.No.AUD/19-10/2019/AES/ Calendar

Dated: 12/12/ 2019

### NOTIFICATION

#### AES CALENDAR WINTER SEMESTER 2020

TASK	RESPONSIBILITY	DEADLINES
Course Registration	Dean of School/School Office	17 January (Friday)
Course Drop/Change Period	Dean of School/School Office	20 January – 24 January
Freezing of course registrations	Dean of School/School Office	25 January (Saturday)
Entry of first assessment grade on ERP	Course Coordinators	06 March (Friday)
Entry of all grades for all UG and PG courses on ERP	Course Coordinators	13 May (Wednesday)
Declaration of result	Dean of School/School Office	18 May (Monday)
Period for Pointing out Discrepancies in result, if any	Students/Course Coordinator/Programme Coordinator/School Office	21 May (Thursday)
Results to be sent to AES Division	Dean of School/School Office	22 May (Friday)
Partial Repeat period (PR)	Dean of School/School Office	08 - 17 July
PR result declaration	Dean of School/School Office	24 July (Friday)

Dean AES

Dean

Assessment Evaluation and Student Progression  
Ambedkar University Delhi  
Lafien Road, Kashmiri Gate, Delhi - 110006  
Website: www.aud.ac.in



अम्बेडकर विश्वविद्यालय दिल्ली

Ambedkar University Delhi

Assessment, Evaluation and Student Progression

F.No.AUD/19-10/2019/AES/ Calendar  
Dated: 12/12/ 2019

NOTIFICATION

**AES Deadlines in Winter Semester -2020 for Monsoon Semester-2020**

TASKS	RESPONSIBILITY	SUS	Other
		KG and KP	Schools
		WS 2020 for MS 2020	WS 2020 for MS 2020
List of Courses to be offered in next semester	Programme Coordinators /Dean of School	28 February	28 February (Friday)
Notesheets for additional Teaching	Dean of School	06 April	06 April (Monday)
Approval for Additional Teaching	Dean Academic Services	22 April	20 April (Wednesday)
Timetable	First Draft	20 March (Friday)	20 April (Monday)
Central Timetable meeting	Dean AES/ AES Division	27 April (if Required)	27 April (if Required) (Monday)
Timetable	Final Draft	03 April (Friday)	30 April (Thursday)
Courses to be offered in the next semester,(in AES format),to be sent to AES	Dean of School/ Programme Coordinator	11 May (Monday)	11 May (Monday)
Uploading of course outlines on website	AES Division	20 May (Wednesday)	20 May (Wednesday)

Dean, AES

Dean  
Assessment Evaluation and Student Progression  
Ambedkar University Delhi  
Lodhian Road, Kashmiri Gate, Delhi - 110005  
Website: www.aud.ac.in

**ANNEXURE-27**



अम्बेडकर विश्वविद्यालय दिल्ली

Ambedkar University Delhi

## Assessment, Evaluation and Student Progression

F.No.AUD/19-10/2019/AES/ Calendar

Dated: 12/12/2019

## AES CALENDAR FOR RESEARCH PROGRAMMES

	Monsoon Semester	Winter Semester
Admission	Admission List – not later than 22 <sup>nd</sup> August  Fixed/Nominal Fee Payment – 29 <sup>th</sup> August	Admission List – not later than 22 <sup>nd</sup> January  Fixed/Nominal Fee Payment – 29 <sup>th</sup> January,
Course Registration	Not later than 10 <sup>th</sup> September	Not later than 10 <sup>th</sup> February
Grade Entry in ERP	By 15 <sup>th</sup> January	By 14 <sup>th</sup> August
Assignment of Supervisor and RAC for each research scholar	Not later than a year from enrolment.	Not later than a year from enrolment.
Synopsis Submission	MPhil – Within 6 months of completion of course work.  Phd – Within 5 semesters from date of enrolment	MPhil – Within 6 month of completion of course work.  Phd – Within 5 semesters from date of enrolment
Thesis Submission*	MPhil – Within 2 years of enrolment  Phd – Within 5 years of enrolment	M.Phil – Within 2 years of enrolment  Phd – Within 5 years of enrolment

\*For exceptions please see Research Studies Regulations (RSR), 2017.

\*For MPhil Development Practice and MPhil Psychoanalytic Psychotherapy some exceptions will be made and announced as per requirements of their programme.

Dean (AES)  
Dean

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