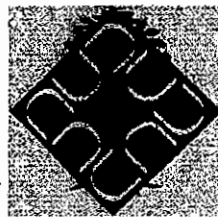


**CONFIDENTIAL**

**MINUTES OF THE 1<sup>ST</sup> MEETING OF THE  
ACADEMIC COUNCIL**

**HELD ON 17<sup>TH</sup> AUGUST, 2011 AT 10:00 A.M.  
IN THE AMBEDKAR UNIVERSITY, DELHI (DWARKA CAMPUS)**



**AMBEDKAR UNIVERSITY, DELHI  
NEW DELHI 110 077**



**MINUTES OF THE FIRST MEETING OF THE ACADEMIC COUNCIL  
HELD ON WEDNESDAY THE 17<sup>TH</sup> AUGUST, 2011, AT 10.00 A.M.  
AT AMBEDKAR UNIVERSITY, DELHI (DWARKA CAMPUS)**

**PRESENT**

Professor Shyam B. Menon, Vice-Chancellor	Chairman
Professor A.K. Sharma, UGC nominee	Member
Professor Ashok Nagpal,	Member
Professor Salil Misra,	Member
Professor Geetha Venkataraman,	Member
Professor Shivaji Panikkar,	Member
Professor Honey Oberoi Vahali,	Member
Professor Venita Kaul,	Member
Professor Denys Leighton,	Member
Dr. Sumangala Damodaran,	Member
Dr. Praveen Singh,	Member
Professor Kuriakose Mamkoottam	(Special invitee)

Professor Chandan Mukherjee could not participate in the meeting as he was on duty elsewhere.

The Vice-Chancellor extended a warm welcome to all the members of the Academic Council and gave a brief account of the academic programmes of the University.

**ITEM NO. 1 -**

**To consider the recommendations of the Standing Committee Research with regard to proposal for M.Phil. Programmes in**

- a. **Psychotherapy and Clinical Thinking proposed by the School of Human Studies;**
- b. **Hindi proposed by the School of Liberal Studies;**
- c. **History proposed by the School of Liberal Studies.**

The Council took into cognition the minutes of the meetings held so far of the Standing Committee Research. (Annexure 1)

The Council deliberated at length on the concept note, programme framework and course structures of the M.Phil. programme in Psychotherapy and Clinical Thinking proposed by the School of Human Studies. The Council was informed that a few mid-course corrections may have to be incorporated in the programme details and course structures of the M.Phil. programme after reviewing the implementation of the programme for a finite period of time. Such corrections and changes will be taken through due process and will be brought to the Academic Council for its consideration.



**Resolution No. 1**

Resolved to approve the M.Phil. Programme in Psychotherapy and Clinical Thinking proposed by the School of Human Studies and its launch in the Monsoon Semester 2011. (Programme Document as approved by the Academic Council is annexed vide Annexure 2).

The Council considered the proposal from the School of Liberal Studies for M.Phil. Programmes in Hindi and History. The Council deferred a decision on this matter till the School of Liberal Studies puts up a comprehensive proposal through due process for the aforementioned M.Phil. programmes with detailed course structures for the course work component. The proposal thus brought to the Council will be considered through circulation.

**ITEM NO. 2**

**To consider the brief proposal for MBA Programme in the School of Business, Public Policy and Social Entrepreneurship.**

The Council deliberated on the brief proposal for MBA programme brought up by the School of Business, Public Policy and Social Entrepreneurship. The Council was informed that this brief proposal was the consequence a long consultative process that took place during 2009-10 and that a concept note that had emerged from this process had already been presented to the Board of Management in 2010. The Council further took into cognizance that the brief proposal needed approval at this stage so that the pre-admission and admission processes can be put in place in time for the proposed launch of the programme in July 2012. A detailed programme document with course structures and other details will have to be prepared once the faculty in the School of Business, Public Policy and Social Entrepreneurship is in place. This will have to be taken through the Board of Studies of the School before it is brought for consideration before the Academic Council.

**Resolution No. 2**

Resolved to approve in principle the 2 year (full time) MBA Programme of the School of Business, Public Policy and Social Entrepreneurship and its launch in the Monsoon semester 2012. This is subject to the approval of the detailed programme document with course structures and other details to be brought to the Academic Council through due process. (The programme brief as approved by the Academic Council is annexed vide Annexure 3).

**ANY OTHER ITEM:**

**Resolution No. 3**

Resolved to reconstitute the Standing Committee Research as below:  
Vice Chancellor (Chairperson)  
Deans of all Schools of Studies (Members)  
Professor Denys Leighton (Convenor and Member Secretary)

The meeting ended with a vote of thanks to the Chair.

**ANNEXURE - I**

**Annexure-1**  
**Resol. No. 1/AC/17.08.2011**

**REPORT ON STANDING COMMITTEE RESEARCH (of the A.C.),  
JANUARY – AUGUST 2011, INCORPORATING MINUTES OF MEETINGS.**

- (1) SCR meeting minutes, 13 January 2011
- (2) SCR meeting minutes, 18 May 2011
- (3) SCR meeting minutes, 31 May 2011
- (4) SCR meeting minutes, 16 August 2011.
- (5) Addendum 1: Convenor SCR's report on doctoral application received Winter Semester 2011.
- (6) Addendum 2: Report from School of Development Studies on doctoral admissions, WS 2011.
- (7) Addendum 3: Report from School of Human Ecology on doctoral admissions, WS 2011.
- (8) Addendum 4: Report from School of Liberal Studies on doctoral admissions, WS 2011.

**MINUTES: Standing Committee Research Meeting  
13 January 2011 (Dwarka, 11 a.m.-12:30 p.m.)**

**Attending:** Prof. Denys Leighton (Convenor), Prof. Shyam Menon (Chair), Prof. A. R. Khan (Member), Prof. Ashok Nagpal (Member). The Convenor had circulated by email a list of questions/issues to be considered at the meeting. (See attached memo.)

The Convenor reported on the doctoral studies applications received through the first week of January, 2011. 63 applications were received via email and in hard copy. Some technical problems arose with the University server, with reports from some faculty and applicants that applications submitted via email after 1 January had been rejected by the server. (The published deadline was 3 January 2011.) The Convenor noted that more than a few applicants had failed to indicate the Schools they wished to be enrolled/located in, making it difficult to determine which interim Research Studies Committees should receive those applications. The Chair suggested that an application could be directed to multiple RSC's and that, in such cases, the concerned RSC's be notified of 'multiple' application.

Professor Khan asked how/when it had been decided that doctoral applicants in some Schools needed M.Phil. degrees in order to be eligible for admission, while those in other Schools did not. The Convenor explained that that in the absence of 'full faculty discussion' of doctoral eligibility criteria, and in the interest of announcing minimum criteria on the AUD webpage ('Doctoral Studies at AUD'), the Convenor and Chair had decided on the following: in Schools with MA programmes in operation (viz., Development Studies, Environment and Development, Gender Studies, Psychology), doctoral scholars without M.Phil. (or equivalent) could be directed to engage in modified M.A. coursework as their pre-dissertation coursework (e.g., certain modules of existing courses plus special work designed by the Research Studies Committee); this would not be possible for doctoral scholars admitted to Schools without M.A. programmes (as of January 2011), such as SLS and SES, so it was decided that only doctoral scholars holding an M.Phil. degree could presently be admitted. It was the work of each interim Research Studies Committee to decide whether/how some coursework could be prescribed for research scholars in absence of relevant M.A. courses. The AUD research studies regulations (sections 13-14) allow considerable flexibility in designing coursework and extra-institutional learning activities for research scholars. However, Boards of Studies of the Schools would have to approve courses specifically for M.Phil. and Ph.D. scholars. (This might need to be done retroactively for doctoral scholars joining during the next few months.)

Re: point (4) of the circulated memo, SCR members agreed that applications should continue to be accepted up until the actual meeting dates (late Jan./early Feb.?) of the interim RSC's. The research studies regulations (May 2010) also stated that doctoral admissions would be conducted on a year round basis. In response to the Convenor's question about how round-the-year admissions could be conducted, members agreed that RSC's could accumulate applications and review them every few months. The Convenor asked (see point 5 of the circulated memo) what his role allowed him to do in the way of pre-screening applications: e.g., whether he could unilaterally disqualify applicants due to ineligibility (according to the stated norms). Many applications

were incomplete, were not submitted on the prescribed pro forma, or lacked the stipulated supporting documentation. Would the SCR review the applications before they were forwarded to the RSC's? The Chair observed that the SCR would not have the time to do this, nor was it the role of the SCR to do so. The Convenor, SCR might do some pre-processing. It was up to the RSC's to review the applications and report on them to the SCR while maintaining records of their actions. The Convenor, SCR could provide the RSC's with an abstract of their duties and a detailed list of issues to consider. The RSC's would have to provide the SCR accounts of their meetings/review of applications.

Re: point (7) of the circulated memo, the SCR decided on the membership of the various interim RSC's (for present, one per School). This would be officially notified and sent to the chairs of the RSC's. Some quick arrangement would need to be made for the School of Educational Studies. Each interim RSC shall be directed to name a Convenor/Member Secretary to call meetings and keep records of the decisions/actions of each RSC.

The UGC regulations allow institutions to decide the maximum quota of Ph.D. scholars per doctoral supervisor. The SCR decided on the following quotas to be recognized by all Schools: for a full Professor, 8 doctoral supervisees; for an Associate Professor, 6 supervisees; for each Assistant Professor, 4 supervisees.

Re: point (1) of the circulated memo, the Convenor observed that the AUD website (instructions for doctoral applicants) indicated funding offers could be made to applicants along with their offers of acceptance as doctoral scholars. It had already been announced that employment was no bar to enrollment at AUD, so long as employers recognized their employees' engagement as doctoral scholars. The RSC's should be informed that the VC shall request the Board of Management a.s.a.p. to allocate funds for scholarship schemes similar to those made available by Central Universities. The RSC's could then determine which doctoral scholars would be offered scholarships/research stipends. Re: points (2) and (8) of the circulated memo, it was decided that AUD faculty members registered as doctoral scholars could keep their faculty positions but there would be no possibility for 'study leave'. There was no provision for changing the status of an appointed faculty member registered as a research scholar to a part-time faculty member: job comes first. Ditto for Research Assistants and Associates. No AUD employee registered for doctoral studies should expect official relief from their job duties.

As per AUD research studies regulation 15(vii), research scholars could be assigned duties relating to instruction/learning activities of junior students for up to five hours per week (unless specifically appointed as Teaching Assistants?). Details would be worked out subsequently by the University (the Academic Council, when it is constituted, and the SCR?).

RSC's shall be directed that when deciding on coursework for research scholars, they should take into account issues of transaction, attendance, nature of work to be assessed. These decisions should be put in writing and clearly explained to the doctoral scholars so that there could be no disputes about the demands on them. When RSC's decide on classes/courses to be completed by research scholars, they could stipulate that courses designed for groups of students be taken in particular

order. Thus, a research scholar might have to start 'work' at a point in the year determined by the RSC. Scholars might then be asked to defer their enrollment until such time as the required courses are taught.

It was agreed that the 'Regulations Concerning Degrees of Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.)' notified by the Board of Management in May 2010 be circulated to the chairs of the RSC's. Any corrections to these deemed necessary by the Convenor, SCR and Chair, SCR should be added and labeled as corrections. The Convenor, RSC shall also circulate a memo indicating the duties of the RSC's with respect to admission of doctoral scholars, design of their coursework, and pre-dissertation requirements.

Signed:

Denys P. Leighton, Convenor

Interim Standing Committee Research

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## MINUTES: Standing Committee Research meeting, 18 May 2011

An SCR meeting had been announced for 18 May 2011, to be held at the AUD Kashmere Gate campus in the School of Human Studies Committee Room. Attending were Profs. S. Menon (Chair), A. R. Khan, A. Nagpal and D. Leighton (Convenor). Professor C. Mukherjee (Dean, SDS) ~~communicated his inability to attend.~~ The meeting ran from 10:20 a.m. to 11:45 a.m. This was the second meeting of the SCR in the Winter Semester 2011.

Prof. Leighton presented a report of the (doctoral admission) activities of the School of Liberal Studies Research Studies Committee during the Winter Semester. SCR members stated that although this report clearly described the deliberations and actions of the RSC, some crucial information about the doctoral applicants was missing from the report. It was acknowledged, however, that the SCR had not given clear instructions (in its 13 January meeting or subsequently) to the RSC's about the how and what to report to the SCR. As no other RSC had to date provided a report to the SCR, it was agreed that the *Convenor should request comprehensive reports from the other RSC's as soon as possible (before 31 May 2011)*, so that the SCR could review and ratify the decisions of RSCs and that doctoral scholars could be registered (before July 2011?).

### The other decisions of the SCR were as follows:

1. Re: report of SLS RSC: candidate Bhagwat Prasad (Hindi) *cannot at this time be enrolled*—as per suggestion of RSC—as M.Phil. scholar; he may now be considered eligible for M.Phil. (or Ph.D., if RSC changes eligibility criteria?) and he could be admitted after undergoing entrance test/interview along with *other M.Phil. applicants*. Practical implication of this is that his enrollment will be delayed until later in 2011.
2. The SCR must construct a general schedule/annual calendar for M.Phil./doctoral admissions in all Schools of the University. (See notes below.)
3. The process of reporting information to the SCR by the RSC's should be standardized, even a pro forma generated for such purposes. About applicants recommended admission by RSCs the reports should provide information re: candidate's (provisional) topic title and project abstract; candidate's external co-supervisor, if any (including latter's biodata and particulars about professional qualifications). Other necessary info.?
4. The application form for M.Phil. and Ph.D. should be revised if necessary and relevant information for bulletins, the AUD website, etc. collected. (It was implied that this was a particular responsibility of the SCR Convenor.)
5. The role of the Dean/Office of Student Services in the enrollment etc. of research scholars should be spelt out. Some responsibilities of Student Services in this regard would be issuing identity cards, collecting tuition/fees, and (perhaps) managing research fellowships/stipends and teaching assistantships awarded research scholars.
6. Enrollment of doctoral scholars in the School of Human Studies would be deferred by 6 months. The RSC of the School—not the SCR—must duly notify the applicants impacted by this decision.

7. [frequency of admission: M.Phil. and Ph.D. scholars to undertake 'M.Phil.' course work vs. Ph.D. scholars not undertaking course work? Once in a year vs. year-round?]

Details re: calendar (2. above).

'Advertisement' of M.Phil./doctoral studies to commence in **April/May**.

Deadline for submission of applications: **15 July**.

Meetings of RSC's and entrance activities (tests, interviews): **15 July – mid-August**.

Admission lists ('results'): **third week of August**.

SCR meeting to ratify RSC decisions: **last week of August**.

Letters of acceptance to candidates and public announcement of successful candidates' lists: c. **1 September**.

Enrollment of research scholars through deposit of fees: **two-week period ending c. 15 September**.

**Note:** a research scholar's enrollment period begins on the date of payment of tuition/fees.

The last part of the meeting was occupied by discussion of question of research stipends, 'financial aid', etc. as raised in letter (dated 14 April: copy attached herewith) of the SCR Convenor to the V-C. It was agreed that AUD could and should offer monthly stipends of Rs 3,000 per M.Phil. scholar and Rs 5,000 per doctoral scholar to those w/o NET/JRF/'national' fellowships—since Indian Central Universities do this. This proposal would have to come before the BoM. Implementation of this would have implications for (i.e. would put limits on) total number of research scholars that could be enrolled in the University. 'University Teaching Assistantships' could be offered comparable to those at Delhi University (in amount of approx. Rs 25,000/month). Allocations of these would be calibrated to the numbers of research studies programmes (areas) per School and the number of scholars enrolled in each. Tuition/fees would be charged as announced (Nov. 2010) on the website: Rs 7,000 per year (two semesters) for Indian nationals PLUS course work fee of Rs 1,000 per credit hour. Thus, many scholars would pay Rs 16,000 + Rs 7,000 for their first year of enrollment at AUD, offset for some by fellowships/stipends/TA-ships. There was some discussion about whether TA-ships should be offered to students at top of AUD MA programme merit lists. This question could be taken up again in the next SCR meeting.

**NEXT SCR meeting: Tuesday, 31 May @ 10 a.m. in AUD Kashmere Gate campus.**

{Minuted by the Convenor, SCR, 18 May 2011}

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## MINUTES: Standing Committee Research meeting, 31 May 2011

An SCR meeting had been announced for 31 May 2011, to be held at the Dwarka campus at 10 a.m. Attending were Profs. S. Menon (Chair), A. R. Khan, A. Nagpal, C. Mukherjee and D. Leighton (Convenor). The meeting ran from 10:20 a.m. to 12:30 p.m. This was the third meeting of the SCR in the Winter Semester 2011.

Prof. Leighton presented reports of the (doctoral admission) activities of the RSC's of School of Liberal Studies, School of Development Studies and School of Human Ecology. Not all of these reports were complete. A decision made in the previous meeting was confirmed: namely, that admission of doctoral scholars to SHS be deferred by 6 months and admission of doctoral scholars to SES be deferred for an unstated period. (Admission of candidates who applied to SES Winter 2010-11 would be combined with later admission: Aug./Sept. 2011?).

In principle, the recommendations for admission of doctoral scholars made by the RSC's were accepted by the SCR. Each RSC should now communicate a.s.a.p. with all doctoral applicants to the School.

Candidates recommended for admission:

In SHE – 2 candidates: **Sreeja Shanta Nair** (application no. 21: 'Socio-Economic and Environmental Vulnerability for Drought in Bundelkhand-A case Study') and **Madhuri Ramesh** (app. no. 75: 'Political ecology of state-driven conservation initiatives in India').

In SDS – 2 candidates: **Aditya Ray** (applic. no. 71: 'Deliberating state and Democracy through Social Policy') and **Balram Rao** (applic. no. 19: 'Migrants in the informal sector and their livelihoods').

In SLS – 2 candidates: **Nirmesh** (application no. 30, Hindi: 'Fiction and Plays of Jayshankar Prasad: Different Dimensions of the Portrayal of Women') and **Jyoti Gupta** (application no. 41, Hindi: 'Portrayals of Women's Lives in Women's Autobiographies').

There was lengthy discussion of the following questions:

- (1) Some doubts were expressed about the integrity of the admission process. How much about each candidate should the SCR know, given that it plays no direct role in deciding on candidates' admission? The Chair moved that the RSC prepare tabular profiles for at least the applicants recommended for admission (see below 'Research Candidate Profile'). These would be prepared by the RSC's and submitted to the SCR upon actual enrollment of the scholars. In future, these profiles would be presented to the SCR at its 'confirmation' meetings, viz., the present meeting.
- (2) Should every candidate invited to entrance test and interview be interviewed by the entire RSC? What were the implications of separate candidates being

interviewed only by faculty 'sections' of the RSC, assisted by non-RSC faculty in the same field? The Chair argued that the whole RSC should be involved in interviewing all (eligible) candidates; there could be a second round of interviews involving the whole RSC after the initial interviews by faculty sections. The Convenor opined that this was not practical or necessary. In the admissions for SLS, at least, the ad hoc interview boards in each case included one or more 'non-subject' members of the RSC. In response to a direct question by the Chair, the Convenor stated that there was no reason to doubt the care with which applications had been reviewed and applicants tested and interviewed.

- (3) What must the RSC's decide about successful candidates prior to/upon their enrollment? The Convenor argued that many specific requirements could not be set down before the return of the faculty (and RSC members) from the summer holidays in July. Details of course work and supervisory arrangement should be determined then. There could be at least one meeting of each RSC in July prior to the enrollment of the new scholars.
- (4) When (on what date) shall the candidates be enrolled? Should their enrollment wait until their taught courses begin? It was agreed that letters could be sent the successful candidates reading in part: 'Your official enrollment at AUD shall commence from [5?] August 2011.' Tuition of Rs 7,000 per year (2 semesters) shall be charged. Decided that date of official enrollment would be the date of deposit of fees. Registrars and other admin. personnel needed to be briefed about enrollment of doctoral scholars before fees could be paid.

The descriptions of M.Phil. and Ph.D. programmes to be placed on the AUD website (by 6 June 2011) were discussed. Application deadline 15 July 2011 in all Schools. **Confirmed M.Phil. programmes in Hindi, History, Psychotherapy and Clinical Thinking (final version of description not yet available); Ph.D. programmes in Hindi, History, Mathematics, Sociology, Development Studies, Environment and Development.** Number of seats available in each programme to be finalized before publication/uploading of material. (Implied that such could be done without direct supervision or consent of the SCR.)

**Research Candidate Profile for SCR**  
(to be submitted with RSC report to SCR)

- (1) Name of applicant/candidate.
- (2) Date of birth.
- (3) Male or Female. (3b) Whether candidate admitted under a reservation category other than 'General', and whether marks/percentage of qualifying degrees were 'relaxed' in determining the eligibility of the candidate.
- (4) Academic qualifications (beginning with most recent: full details must be given).
- (5) Professional experience (if any, including present employment).
- (6) Statement of purpose (submitted as part of original application).
- (7) Title of proposed research project.
- (8) Supervisor (provisional) and co-supervisor (if any).



- (9) Biodata/relevant professional details of proposed external co-supervisor.
- (10) Details of course work recommended by the RSC.
- (11) Is the candidate a recipient of a fellowship or scholarship? (Give details, if applicable.)

Note: If information cannot *now* be given re: items 8 - 10, indicate when a determination shall be given. E.g., conditions of supervisory arrangement (or course work) will be made in the next meetings of the respective RSC's (July 2011?).

**{Minuted by the Convenor, SCR, 4 June 2011, from notes of 31 May. Project titles of candidates recommended for admission were added on 13 June.}**



## **MINUTES: Standing Committee Research meeting, 16 August 2011**

An SCR meeting had been announced for 16 August 2011, to be held at the Kashmere Gate campus at 3:30 p.m. Attending were Profs. S. Menon (Chair), A. Nagpal, D. Leighton (Convenor), and H. Oberoi (special invitee). The meeting ran from 3:40 p.m. to 4:40 p.m. This was the first meeting of the SCR in the Monsoon Semester 2011.

The main and first issue of the meeting was review of the proposed M.Phil. programme in Psychotherapy and Clinical Thinking (PCT), a description of which had been previously circulated, in preparation for Academic Council meeting on 17 August 2011.

- It was agreed that 20 study seats could be filled instead of the 15 proposed in the original draft plan.
- The possibility of 'mid-point' exit from the 3-year course was highlighted. It was thought that this would be a popular option, given that M.Phil. programmes are commonly of 2 years' duration. It was agreed that the degree of 'M.A. Psychotherapy and Clinical Thinking' could be awarded such students instead of a mere postgraduate diploma. Students completing 64 credits of work over two years would have done equivalent work of other AUD M.A. degrees.
- The possibility of continuing to a doctorate was discussed. It was explained that at first a degree 'Psy.D.' was envisioned with a major clinical component and that this was abandoned because the degree was not (yet) recognized in India. The very detailed and structured nature of this was at odds with the degree of Ph.D., which requires a dissertation but does not typically stipulate a fixed process towards production of the dissertation. It was suggested that two paths could be recommended post M.Phil.: Psy.D. and Ph.D.
- The M.Phil programme would depend significantly on involvement of practitioners who were not AUD faculty members.
- Financial implications of the proposed programme were discussed. Some students could be 'employed' in the University clinics. Grants for support of the programme could be from foundations, etc.

Prof. Leighton talked about the applications received since May 2011 for M.Phil and Ph.D. programmes of all Schools (application deadline 15 July 2011) and the admission activities under way in the Schools.

- A total of 123 Ph.D. applications have been received in SDS (31 applications), SHE (24 applications) and SLS (67 applications). (One application was received with no indication of the School to which admission was sought.) No new applications for Ph.D. were received/accepted in SHS and SES as doctoral admission to those Schools was not open at the time.
- A total of 113 M.Phil applications have been received in SLS (56) and SHS (57).
- Recommendations by the School of Liberal Studies for admission of M.Phil. and Ph.D. candidates in History and Hindi were discussed. The recommendations for admission to History were accepted (see attached

documents): 12 for M.Phil and 4 for Ph.D. Four M.Phil candidates whose M.A. results had not yet been reported could be admitted provisionally.

- Recommendations for admissions in Hindi were questioned: the advertised quota of M.Phil *and* Ph.D. seats (on the AUD website, from 1 June 2011) was 'up to 8 scholars', yet the list of candidates proposed by the RSC numbered 14 candidates. **It was decided that only 8 M.Phil and Ph.D. scholars in Hindi could be admitted.** In any case, the maximum allocation of students to the two Hindi faculty members allowed by the regulations was 12 (2 x 6).

Signed:

Denys P. Leighton, Convenor, SCR

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**[ADDENDUM 1]**

31 May 2011

To: The Standing Committee (Research), AUD

A total of seventy-six (76) applications for doctoral studies at AUD was received by the Convenor, SCR between late December 2010 and early March 2011. Print advertisements were placed in *Economic and Political Weekly* (late November 2010) and *Down to Earth* (issue of 1-15 December 2010). The application form and detailed instructions for prospective applicants were placed on the AUD website in late November 2010 under the heading/link 'Doctoral Studies @ AUD'. An initial application deadline of 3 January 2011 was publically announced. However, in part because of technical difficulties concerning the University internet server and partly in response to requests by potential applicants, the SCR agreed that the Convenor (SCR) should continue to accept applications until the first meetings of the respective Research Studies Committees (RSC's). The Convenor (SCR) forwarded the collected applications to the RSC's on the basis of information provided by the applicants in the form (viz. identification of research area and relevant AUD School). In some cases, applicants identified multiple research areas *and* Schools. In other cases, no research area or School was identified. As a result of this, some applications were not forwarded to the relevant RSC's until early March of 2010, and others were circulated among the RSC's.

On 15 February 2011, 28 application were forwarded to the RSC School of Human Studies.

On 17 February 2011, 8 applications were forwarded to the RSC School of Human Ecology.

On 18 February 2011, 14 applications were forwarded to the RSC School of Liberal Studies.

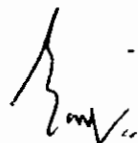
On 21 February 2011, 16 applications were forwarded to the RSC School of Development Studies.

On 21 February 2011, 10 applications were forwarded to the RSC School of Educational Studies.

Ten (10) additional applications were forwarded to the RSC's between 21 February and 3 March 2011, since some of the RSC's had not yet convened and the application period had not yet closed.

Even incomplete and obviously non-eligible applications were forwarded to the respective RSC's by the Convenor (SCR). Applications received after the first meetings of the RSC's were deemed 'late' applications and were not forwarded to the RSC's.

Sincerely:  
Prof. Denys P. Leighton, Convenor, SCR





**[ADDENDUM 2]****Record of Admission Test and Interview for PhD Programme held on  
May 11, 2011, School of Development Studies, AUD**

Admission test and interviews were conducted on May 11th, 2011 for the PhD programme of School of Development Studies. Thirteen candidates had been shortlisted for the interviews out of the 16 applications received:

1. Swati Ranjan
2. Balram Rao
3. Aditya Rai
4. Manorama Dei
5. Anima Mali
6. Bindiya Narang
7. Priyadarshan Amitav Khuntia
8. Manish Kumar Srivastava
9. Suryamani Roul
10. Subhadra Khaperde
11. Nrusingh Prasad Mohapatra
12. Shaguna Gahilote
13. Arpita Mehta

Two candidates, Shreejaya Sudheeran and Shaguna Gahilote, had applied for specifically working in Gender studies with faculty members in the SHS and their applications had been passed on to Dr. Shubhra Nagalia for consideration by the Gender Studies PhD programme.

One candidate, S Masood Akhtar's application was received in an incomplete form by the committee and was hence not entertained.

Of the shortlisted candidates, six appeared for the entrance test and interview as follows:

1. Aditya Ray
2. Suryamani Roul
3. Subhadra Khaperde
4. Balram Rao
5. Priyadarshan Amitav Khuntia
6. Bindiya Narang

**Interviews:** The interview was conducted by the Research Studies Committee of the School of Development Studies, consisting of Dr. Anirban Sengupta, Dr. Subrata Mandal, Dr. Aruna Kumar and Dr. Sumangala Damodaran.

**Written Test:** Two readings were circulated to the candidates at the beginning of the test. They were asked to choose one, to read them write an essay based on a question related to the chosen set of readings. They were given a time of 2 hours for reading and for completing the essay.

**Results:**

<u>Name</u>	<u>Marks - Interview (25)</u>	<u>Marks in Written Test (75)</u>	<u>Total (100)</u>
Aditya Ray	22	60	82
Suryamani Roul	13	45	58
Subhadra Khaperde	5	2	07
Balram Rao	17	50	67
Priyadarshan Amitav Khuntia	11	40	51
Bindiya Narang	12	42	54

**Based on the results (above) two candidates have been selected for the PhD programme by the Research Studies Committee of the School of Development Studies: Aditya Ray and Balram Rao.**

Dr. Sumangala Damodaran  
 Convenor  
 Research Studies Committee  
 School of Development Studies  
 AUD.



**[ADDENDUM 3]****Report on the Admissions Process for PhD Programme in School of Human Ecology (2011-2012)**

The School of Human Ecology received a total of ten applications for the PhD programme advertised in January 2011. The list of applicants along with their proposed research topics is given below:

<b>File.No.</b>	<b>Name of Applicant</b>	<b>Title of Research Proposal</b>
6	Vandana Sharma	"Socio-economic status of rural communities affected by man-animal conflict around Dachigam National Park, Kashmir"
17	Prakash Chandra	"Wildlife Forensics"
21	Sreeja Shanta Nair	"Socio-Economic and Environmental Vulnerability for Drought in Bundelkhand- A case Study"
47	Mohammad Arif	"Impact on Environment and Human Health from Biomass Fuel Burning in Rural Areas"
51	Suresh Birajdar	"Water Quality Issues"
56	Raghav Saraswat	"Rhesus Macaque-Human Conflict in Northern India : Attitudes and Perceptions"
66	Steven Raj Padakandla	"Climate change impact on Cropping Patterns and Productivity - Case study of Andhra Pradesh"
72	Saloni Bhatia	"Understanding leopard ecology and leopard-human interactions in an urban landscape"
75	Madhuri Ramesh	"Political ecology of state-driven conservation initiatives in India"
76	Shivani Agarwal	"Land use/ land cover changes in Western Ghats India"

Out of the ten applicants, seven were considered eligible to apply for the PhD programme. The list of ineligible applicants is given below along with reason for ineligibility.

<b><u>Ineligible applicants</u></b>	<b><u>Reason for ineligibility</u></b>
Prakash Chandra	Proposed research topic not relevant to areas of research indicated in the website
Mohammad Arif	Proposed research topic not relevant to areas of research indicated in the website
Suresh Birajdar	Research synopsis not relevant to areas of research indicated in the website

**Results of Admission Test and Interview**

Only four of the seven shortlisted candidates arrived for the interview and admission test which were held on April 21, 2011. The candidates were interviewed by the RSC of the SHE, along with special invitee Dr. Rohit Negi. The marks obtained by the candidates are as follows:

<b>Name</b>	<b>Score in Written Test (75 marks)</b>	<b>Score in Interview (25 marks)</b>	<b>Total (100)</b>
Vandana Sharma	25	5	30
Sreeja Shanta Nair	50	20	70
Raghav Saraswat	27	9	36
Madhuri Ramesh	60	20	80

**Recommendation:**

Two candidates are recommended for admission to the PhD programme, Sreeja Shanta Nair and Madhuri Ramesh. It is proposed to admit them to the PhD programme starting in the Monsoon Semester 2011.

Signed:

Dr. Ghazala Shahabuddin  
Convenor  
Research Studies Committee  
School of Human Ecology  
AUD.



**[ADDENDUM 4]**

17 May 2011.

Report on Actions of Liberal Studies RSC, Winter Sem. 2011, with Recommendations  
for Doctoral Admission.

This report is submitted to the (interim) Standing Committee Research for ratification and recognition of the results of doctoral admissions conducted between January and May 2011. The School of Liberal Studies RSC was constituted by the Vice-Chancellor on 31 January 2011 as an interim body to manage admission of doctoral students to the School, under the provisions of the Research Studies Regulations (5.7/BOM.31.05.2010). There were four meetings of the Committee, on 25 February 2011, 7 March 2011, 29 March 2011, and 13 April 2011.

At these four meetings the RSC members made decisions about admissions under the following rubrics: (1) eligibility of applicants, (2) procedures for selecting candidates for admission, (3) prescribing course work for doctoral scholars and condition of completing course work, (4) research stipends/scholarships/financial assistance for doctoral scholars.

'Pre-history': There was a meeting in November 2010 of AUD faculty of various Schools that included the Vice-Chancellor and all members of the Standing Committee Research constituted in late November 2010. Research fields/disciplines were identified through which doctoral scholars would be admitted to the University. It was decided that M.Phil. programmes would not be launched until sufficient faculty had been recruited to engage in BA/MA/M.Phil. teaching in the relevant areas. It was decided that M.Phil. would not be an eligibility requirement for doctoral scholars in some areas. However, it was decided that SLS would admit no doctoral scholars without M.Phil. for the present, until M.Phil. programmes were implemented in the School. Some basic requirements of doctoral programmes recently notified by the University Grants Commission (July 2009) were discussed by the faculty members in order to ensure the University's compliance. In November 2009, an application form for doctoral studies and instructions (including eligibility requirements) were prepared and posted on the University website, under title 'Doctoral Studies @ AUD'. Print advertisements were prepared and placed in November - December 2010 issues of *Economic and Political Weekly* and *Down to Earth*, announcing an application submission deadline of 3 January 2011. Arrangements were made to accept applications in hard copy and electronic form (via email). In part because of technical limitations of the website/computer server and in part because it was learned that applicants wished to submit applications after early January, some faculty members recommended that the original submission deadline be extended. At the first meeting of the SCR (13 January 2011), it was decided that applications could be accepted until the first meetings of the SCR's.

**14 applications submitted up to 7 March 2011 were received by the RSC from the Convenor, SCR.** Applications forwarded to the RSC were accepted in such cases where they indicated research areas included in the School. These were in the fields of Political Science (3 applications), Hindi (3), Mathematics (2), English (2), Economics (1), Sociology/Economics (1), Sociology (1), History (1).

The applications initially reviewed were from:

Saloni Rathee (Application No. 11: Mathematics)

Sushil Kamble (No. 14: Political Science)

Nirmesh (No. 30: Hindi)

Nitika Chhillar (No. 31: English)

Raju Kumar Singh (No. 35: Sociology)

Awdesh Kumar Mishra (No. 39: Mathematics)

Jyoti Gupta (No. 41: Hindi)

Aarif Mohammed (No. 42: Political Science)

Shahin Marjan Nanaje (No. 43: not identified; application forwarded to Human Studies)

Satadru Sikdar (No. 48: Economics; appl. forwarded to Development Studies )

Bishnu Prasad Mohapatra (No. 52: Political Science)

Deepanjali (No. 63: History)

Arpita Mehta (No. 70: Sociology. Economics; appl. forwarded to Dev. Studies)

Bhagwat Prasad (No. 74: Hindi)

Decisions of the SCR under headings (1) – (4) above.

- (1) Eligible applicants had to have  $\geq 55\%$  in MA (same field as proposed research or a related field) and an M.Phil. (same field as proposed research or a related field: no minimum marks). Applicants with MA and NET/JRF but without M.Phil. were not considered eligible. This was as stated on the websited instructions.
- (2) RSC members initially decided that a formal (written) entrance test should *not* be part of the admission process. The Chair RSC later pointed out that the UCG regulations clearly state the requirement of a written test, and this was conceded by the RSC. In the cases of Maths. applicants it was decided that a test consisting of objective as well as 'subjective' questions should be given. Since the Maths. faculty at that time consisted of a single member, the faculty member contacted the applicants and clearly stated that she could direct research work only in certain specified areas; these areas in particular would be addressed by the written test. For applicants in Hindi, a test in Hindi consisting of essay answers would be conducted. In all other research areas, it was decided to administer 'individualized' tests requiring applicants to read a short 'research' text relating to their areas of research and to answer essay questions about the texts. AUD faculty constructed all of these tests. It was decided that each eligible candidate should be interviewed by the RSC; no minimum performance on the written tests was required for interview. The weightage between written test and interview in determining the final entrance 'result' should be 3:1. All eligible candidates were sent invitations (written and email) to the entrance activities about three weeks prior to the events. The two Maths. candidates completed the written test on 26 April 2011. The same candidates were interviewed on 3 May 2011. None of the three candidates in Political Science appeared for the written test on 3 May 2011 and none appeared for interviews scheduled for the same day. Candidates in English and Hindi took their respective written tests on the morning of 4 May 2011 and all were interviewed on the afternoon of 4 May

2011. Candidates in regular employment who enroll as doctoral scholars would need to provide 'no objection certificates' from their employers. Reports on the tests/interviews are attached herewith.

- (3) The AUD research studies regulations stipulate that doctoral scholars without M.Phil. in a discipline related to their research must complete a minimum of 16 credits of course work and that even doctoral scholars with M.Phil. could be prescribed course work. It was decided that the RSC would prescribe course work and other pre-submission requirements on an individualized basis. 'Residency' is not required by the research studies regulations and this presents potential problems with respect to completion of formal course work and attendance of classes. It was decided that the RSC could make special attendance arrangements for some 'out-station' scholars who would find it difficult to attend regular classes over a period of one semester (16 credits is the average course load on one semester: 16 weeks). The RSC would construct a kind of contract between itself and each doctoral scholar. For example, the RSC could stipulate that no attendance of 'classes' was necessary but that scholars would need to complete x assignments of y nature and meet with the teachers concerned (with assessment) with a certain frequency. Scholars not abiding by the stated condition would not be given credit for course work and would be required to repeat the 'courses' as per the research studies regulations.
- (4) It had been agreed by the SCR (in its January 2011 meeting) that doctoral scholars not availing of 'external' research fellowships/stipends be offered equivalent financial packages by the University. The RSC accordingly requests the SCR to explore the possibilities of such funding, their financial implications to the University, and the terms/conditions of receiving these awards. Specifically, the RSC recommends: (A) a system of teaching assistantships for qualified doctoral scholars in the range of Rs 15,000 – 20,000 per month ; (B) stipends of at least Rs 5,000 per month (plus 'contingencies') for other qualified doctoral scholars.

**Applicants deemed ineligible, or whose applications were recommended for review by others RSC's:**

Satadru Sikdar. No M.Phil. and therefore ineligible for admission thru' SLS; applic. forwarded to Dev. Studies.

Arpita Mehta. Application forwarded to Dev. Studies.

Raju Kr. Singh. No M.Phil.

Deepanjali. No MA or M.Phil.


Shahin Marjan Nanaje. Candidate had not identified field of research in application. Clarification was requested and , upon receiving this, RSC forwarded her application to Human Studies (Gender Studies).

**Candidates recommended for admission to doctoral studies:**

Nirmesh (Hindi).

Iyoti Gupta (Hindi).

**Candidate recommended for admission to M.Phil. programme:**



Bhagwat Prasad (Hindi). The candidate does not hold M.Phil. but his application was sent to the Committee by Convenor, SCR. The RSC decided that candidate should participate in doctoral admissions activities and that, pending successful result, he be admitted to **M.Phil. programme**.

**Candidates not recommended for admission to doctoral studies:**

Saloni Rathee (Mathematics).

Awadesh Kumar Mishra (Mathematics).

Sushil Kamble (Polit. Science: did not attend test or interview).

Aarif Mohammed (Polit. Science: did not attend test or interview).

Bishnu Prasad Mohapatra (Polit. Science: did not attend test or interview).

Nitika Chhillar (English).

Convenor:

Submitted for the RSC by its

Denys P. Leighton,  
School of Liberal Studies





**ANNEXURE - II**

**Annexure-2**  
**Resol. No. 1/AC/17.08.2011**

**M.Phil. in Psychotherapy and Clinical Thinking**

*(with a possible vertical linkage with a Psy.D. or Ph.D. programme which will be proposed later as Phase 2)*

School of Human Studies  
Ambedkar University Delhi



**Duration: M Phil: 3 years  
(Psy.D. or Ph.D. to be proposed as Phase 2 later: 2 years)**

**Total Credits: 96**

**Medium of Instruction: English**

**Nature of Programme: Interdisciplinary (drawing from cultural studies, psychodiagnostics, sociology, anthropology, literature, arts and aesthetics, history, philosophy and neurosciences)**

**Number of Seats: 20**

**Eligibility: Masters with 55% in Psychology and allied disciplines or evidence of exceptional interest and potential in a prospective candidate to pursue the proposed training as a psychodynamic therapist, thinker and researcher. The latter must be demonstrable through writing and/or one's past commitment to the field of mental health.**

**Reservation of Seats: In accordance with Government of NCT Delhi rules**

**Preamble and a note to the Academic Council:**

**The following document carries the detailed curriculum of the M.Phil. Programme in Psychotherapy and Clinical Thinking. This constitutes phase-1 of our effort and we are bringing this to the Academic council for approval at present. However as indicated by the title, the full potential of the proposed draft lies in its realization as an Integrated M Phil and Psy D / PhD programme. We are still working on the curriculum details of the Doctorate level (Psy D/PhD) proposal. Kindly consider this as Phase -11 of our work. The School of Human Studies will seek the advice and the approval of the Academic Council to integrate the M Phil with the Psy D/ Ph D within the next eighteen months.**

## **DISTINCTIVE FEATURES OF THE PROFESSIONAL TRAINING PROGRAMME IN PSYCHOTHERAPY AND CLINICAL THINKING**

### **FOUNDATIONAL MATRIX**

- **Psyche As Formed Through Relationships**

Engaging with the intrapsychic and interpersonal conflicts lived and experienced in human relationships and exploring them in the contours of intimacy, loss, separation and trauma. The framework will involve drawing from the psychodynamic, play therapy and family therapy model.

- **Culture And Its Symbolic Products**

A deep going immersion in cultural processes, myths, folk tales, stories and native systems of healing and understanding life would be part of the overall mode of understanding the human psyche

- **Research And Interdisciplinarity**

Clinical practice engenders a form of research thinking with crucial bearing upon dynamics of history, politics, and conceptions of social relationships as well as for non-directive education. The aim would be to develop and study models of thinking and formulations which facilitate the assessment of such "data" with processes of larger social consequences whilst maintaining a discrete sensitivity about issues of its dissemination and publication for the "outside"

Respecting the richness of the plurality of psychotherapeutic traditions as well as the need for a psychotherapist to work with a range of human states and to respond to emotional distress in a variety of ways, even as this *Integrated M.Phil and Ph. D. programme* will centrally draw from the psychodynamic tradition; it will incorporate salient insights from other psychotherapeutic perspectives and incorporate aspects of psychological testing. The aim would be to create a professional who is sensitive and competent, open minded and flexible and who understands culture, history and politics, even as they emerge in the consultation room, i.e., the psychotherapeutic context.

Anchored by the larger values and principles which Ambedkar University stands for, namely, engaged scholarship, praxis based generation of knowledge that seeks to approximate the contours of lived life, an active concern for social justice and equity and regard for those existing at socio-economic margins, the proposed programme for training psychotherapists, hopes to create reflective and involved professionals who will make significant contributions to the field of mental health. We hope our trainees will be eager to grapple with the challenges that face the professional landscape and will be empathically responsive to the emotional crises of human beings across class, gender and caste boundaries. While we believe that, within our context it is imperative to relate to the "felt poverty" of the one who has internalized this concern in a tangible even if gross manner, we also think it is equally important to offer our services to those who exist surrounded by economic affluence but are plagued by deprivation and poverty. Therefore the training programme envisages a twin focus i) on lives and communities existing on the social margins and ii) with the felt emotional pain of those

who carry an inner sense of fragmentation and deprivation in spite of having lived in visible richness.



## THE CLINIC

A University based clinic which will offer services to members of the neighbouring community and resident population of Delhi will also function as a training field for the MPhil and Ph. D trainees. A special low cost and free clinic is being envisioned to respond to those who are in need but cannot pay. In addition, the students and faculty members will also devote hours of clinical work to the family therapy unit, children's play room and a regular psychoanalytical clinic, all of which are in the process of being set up. A part of the MPhil and Ph. D trainees' time allocated to clinical work will be spent in engaging with community oriented work in a deprived neighbourhood, where each student will possibly work in a concentrated manner with a small group of people affected by special circumstances, be they violence, communal hatred, displacement, forced migration or homelessness and poverty. A significant direction amidst this broad-spectrum endeavour to connect with patienthood and other states of confusion and dilemmas is also to develop a Counselling unit to especially address the needs of students at diverse points of their stay in our University.

The location of this Clinic in the University mandates a vision that clinical practice engenders a form of research thinking with crucial bearing upon dynamics of history, politics, and conceptions of social relationships as well as for non-directive education. It is a privileged space enabling the practitioner to come upon sensitive intimate matrices in the secure confidentiality of the therapist-patient relationship within which new theoretical conceptions have a potential to be born. This program symbolizes a unique responsibility to evolve consistent sturdy attention towards such models of thinking and formulations which facilitate the assessment of such "data" with processes of larger social consequences whilst maintaining a discrete sensitivity about issues of its dissemination and publication for the "outside". A component of supervised clinical research, (culminating into a research dissertation) to be carried on by the trainee will be an intrinsic part of the MPhil, Ph. D curriculum coming into existence right at the inception even as our trainees awaken to its presence through regular supervision at different points of time.

### Salient aspects of the proposed programme

- An understanding of symptoms as rooted within a life-historical, familial and cultural envelope, i.e. symptoms as meaningful, condensed statements of a person's life.
- Advances in understanding core concepts of psychoanalysis: the unconscious, dreams, sexuality and relationships
- Post-Freudian developments- stress on object relationships and psychology of self, the interpersonal and relational schools of thought.
- Connections between psychiatry, clinical psychology, humanistic and existential therapy, spiritual traditions of healing and psychodynamic therapy will be explored. The relationship between psychoanalysis and family therapy and child psychotherapy, neuroscience and the arts, theatre, literature, painting and education is being envisioned to be furthered.

- Emphasis on a thorough going theory of clinical work and a clinical mode of thinking
- The strength of the psycho-social clinical axis will guide the MPhil Ph.D curriculum. A deep going immersion in cultural processes, myths, folk tales, stories and native systems of healing and understanding life would be part of the overall mode of understanding the human psyche.
- We would focus on reading and researching special currents in psychotherapy of relevance to our social context- for instance the work of feminist psychotherapists and psychoanalysts, that of the Frankfurt School, growth of psychotherapeutic currents in Latin America and non-American and non-European contexts, links between psychoanalysis, psychotherapy and Liberation psychology as well as the work of independent thinkers offering relevant critiques from within the tradition.
- Personal exploration/ personal work to be undertaken by the aspiring clinician
- Supervised Clinical work
- An attempt will be made to link psychodynamic thought to psychiatry and neuroscience on the one hand, and education, arts, theatre, film analysis and film as text, literature and creative-cultural imagination on the other.
- The programme will proceed through reflective and immersion based pedagogy
- We aspire to develop the trainees' clinical acumen so as to be able to work with adults, adolescents and children, as well as families in brief psychodynamic therapy and long term clinical work.

### **Learning research through clinical processes:**

One of the hallmarks of the proposed MPhil/PhD programme is the creation of a clinician with the curiosity of a researcher. There are three imaginations of the link between the clinic and the process of research. The first of these that is also manifested in certain psychoanalytic and anthropological works, involves the capacity of the researcher for an enhanced reflexivity (one of the hallmarks of qualitative research). This emerges from a keen observation of the processes of transference and counter transference in any significant human interaction. The psychoanalytic method provides a researcher with the capacity to bear ambiguity, and contain the tensions of knowing that any encounter with otherness is deeply involved with processes of one's own selfhood which are in turn transformed in the process of knowing others. The ultimate data yielded is always inter-subjective in nature but the clinically trained observer is more capable of seeing processes of one's self in these.

Clinically trained researcher can be closer to the process of transformational researcher, understanding that the ethics of a conversation comes with a responsibility towards the registration of pain and the possibility of its transformation.

Within the clinic, we hope to be able to create in our students a capacity of double-listening. Training them to enter the clinic with the understanding that what comes to the clinic is also the manifestation of the pathology of the social. Students could be encouraged to enter the clinic with research questions that can be answered as they observe their clients from the first session to the last, focussing on identifications one carries through participation in social processes. How do questions of gender, abuse, violence, creativity and identity reveal themselves in the clinical encounter. (It is inclusive of questions of gender, abuse, violence, creativity and identity along with their revelation in clinical encounters.)

## **LINKAGES WITH OTHER DISCIPLINES**

Clinicians in their work with the 'personal' of the individual retain the capacity to evolve links across the expanse of shared, social realities. The way in which these social realities are condensed in the lives of people differs. To make sense of this difference, the clinician needs to remain not only sensitive to its individual manifestation but requires a more focused nuance to hear its echo in larger context. The perception of the personal spaces of the individual as mirroring questions of group, identity, violence and creativity by the clinician becomes the site of growth for/as a researcher. Larger questions of society, community and culture manage to be addressed from the depth of the clinician, where the interface between the personal and social can be imagined and consequently evolved.

## **Admission, entry and exit points for the proposed programme**

The current programme is being envisioned as a post Master's level programme. In most cases apart from in exceptional circumstances, a prospective candidate will be admitted at the MPhil level and would have to go through the first five semesters of the MPhil programme. During the fifth semester of the MPhil programme every candidate who is desirous of proceeding on to the Ph. D will be assessed and evaluated for one's readiness, sensibility and clinical preparedness. At this juncture, candidates could either be advised to complete the MPhil requirements and earn an MPhil degree in Psychotherapy and Clinical Thinking or be allowed to put in an additional two years (in total five years) of clinical research based work and be eligible for an Integrated MPhil-Ph. D degree.

Only in exceptional circumstances will a candidate be admitted directly for the Ph. D degree. These may be cases where one has already completed a clinically oriented M Phil or put in years of work in a psychodynamic or psychiatric post graduate programme (or any other exceptional context). In such situations the candidate's readiness for Ph. D will be ascertained through a rigorous evaluation by an equivalence committee, constituted by the School for the above purpose.

## **Selection Process**

Selection of candidates to the M. Phil programme will be through a written test. The written test will tap their knowledge of theory, clinical and research orientation and sensibility to train as a therapist. This will be followed by a rigorous process of interviewing, in which a candidate's potential to listen, to communicate and to sustain



work with individuals in distress will be focused on. A capacity for undertaking self work and working in the community will also be explored with prospective candidates.

- Content: A three hrs. exam based on 3 to 4 readings aimed at assessing
- i) Intuitive grasp of Clinical data,
- ii) Foundational thought in Clinical Theory &
- iii) Sensibility of Mutuality between Clinical and Cultural Processes (70% weightage)
- Interview with a Panel of Experienced Psychotherapists (30% weightage)

### 1. Objectives

- To cultivate an ethic of care and sustained relational engagement with states of emotional despair, trauma and psychic suffering
- To place questions of suffering, healing and maturing in the ethical order of Indian cultural processes;
- To evolve and establish a professional identity of Indian psychotherapist as a Thinker in a budding "scientific" system founded on the praxis of Clinical work in :
  - i) well-established space of the individual,
  - ii) with groups
  - iii) interventions in community drawing from personal associations and deliberately acknowledging the vulnerability and gaps vis-à-vis this work by the researcher-clinician
- To enable the growth of a future professional who is open and flexible and who has a perspective vast and deep enough to see psychological distress as emanating from the bio-psycho-social matrix, the arena where human life and its compelling realities emanate from.
- To draw from various arts, including literature as well as portrayals from lived life- the inspiration to represent nuances of affects and emotions in Clinical interactions in durable ways which accomplish a delicate balance between authenticity and curiosity.
- To incorporate ways of writing Clinical work which does justice to cultural processes marked by psychological modernity but not exclusively /necessarily by life-historical traditions as evolved in the West.
- To facilitate the growth of a person with a deep interest in clinical work, culture and social justice who wants to deepen her capacity to contain suffering of various types- with origin in familial or social pathology or in biological dysfunction.

## 2. Clinical and Community<sup>1</sup> Work:

As has already been indicated above, over the entire three years of the MPhil programme, the teaching modules are being envisioned to be complemented with ongoing clinical and community based work, to which each trainee would devote a considerable amount of time and effort. Five special sites of practice- experience are at present being envisaged by us, namely:

- Internship in a mental hospital/ psychiatric ward in a general hospital/ drug de-addiction centre/ N.G.Os working in relevant area or any field where clinical work is being actively pursued
- Internship in a school setting and/or Child guidance clinic
- Ongoing work in community for two years
- Ongoing work in the university clinic ranging across the entire three years of the programme), i.e. adult, child and family clinics (learning here would be along the lines of long term and brief dynamic therapy/short term individual work and the running of therapeutic groups)
- Participation in group analysis, and
- Introduction to Personal work

## 3. Research Writing:

Candidates will be required to complete three comprehensive, in-depth profiles of psychological assessments and five case studies and/or psychotherapeutic narratives. One amongst these will be about a long term psychotherapeutic engagement.

A written profile of work with a special section of the community will also be submitted by each candidate.

Moreover for successful completion of the M Phil programme a research dissertation based on clinical and/or community work will be necessary.

Along the duration of the programme, each candidate will be encouraged to write an original/ critical theoretical paper of a publishable quality (or an assignment of equivalent value decided by the supervisor and the candidate jointly).

## 4. Periodic Assessment Schedule:

In addition to the above writing assignments, which too will function as partial assessments, candidates will be regularly required to make presentations on theory based topics, offer seminars and present clinical case records of ongoing work with patients. Reflective writing, autobiographical account, poster presentation, group work, end term exams and reflections on field processes will comprise a section of innovative

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<sup>1</sup> We are not satisfied with the term community work, as it carries certain assumptions of what constitutes a community. We are in search of a word that communicates our intention to offer socio-clinically sensitive work with life at the margins.

and creative assessment possibilities. Ongoing processes of assessment will accompany the teaching process and field based observations and experiences wherever required.

### **5. Duration of the Programme:**

The duration of the training programme in Psychotherapy and Clinical Thinking is being envisioned as five years. A candidate could earn an MPhil degree by investing three years of work. As already indicated above, after the completion of the M Phil degree and based on an evaluation process during the third year, a candidate could put in another two years of clinical and research oriented work and graduate with a Ph. D (Doctor of Philosophy/Professional Doctorate degree in Clinical practice).

### **6. Credit distribution of the M Phil programme:**

Total credits for the MPhil programme - **96**

Community based field work to be engaged in for two years - **8 credits**

Internship in a mental hospital/ psychiatric ward in a general hospital/ drug de-addiction centre/ N.G.Os working in relevant area or any field of special interest to the candidates where clinical work is being actively pursued - **4 credits**

Internship in a school setting and/or Child guidance clinic/ NGO working with mentally challenged persons/NGO working with gender based violence and women' issues/old age home/neuropsychiatric and neuropsychological rehabilitation centre/ any other clinical site of special interest to the candidate - **4 credits**

Clinical work at the university clinic across three years - **8 credits**. Each candidate's work will be supervised in regular case supervisory sessions.

Research Dissertation - **8 credits**

M Phil taught course - **64 credits** to be distributed across six semesters

Semester 1 - **Credits 11**

Semester 2 - **Credits 10**

Semester 3 - **Credits 10**

Semester 4 - **Credits 11**

Semester 5 - **Credits 12**

Semester 6 - **Credits 10**

# PROGRAMME OUTLINE

## Year One

### Semester: 1

August 2011- December 2011

#### 1.1 **Psychotherapy: Introduction to principles and processes** {Course -1, Credits-2}

a. Psychotherapy: A relational process

The Birth of the Clinical Relation: Cure, Healing or Care?

b. The initial contact with the patient: considerations from a psychotherapeutic perspective.

c. Focus on initial few sessions in psychotherapy. Formulating a clinical case study and "opening the Self to receive the Other's life".

d. Psychotherapy: principles and processes The *settings* of psychotherapy and psychoanalytic work: a brief introduction.

e. Thinking about fees, issues of boundaries and the analytical significance of session time.

f. An initial dialogue on class, caste, gender, poverty and race through a psychoanalytic lens, also reflecting on the poverty of the economically rich and elite

#### 1.2 **The Psycho-Social Clinical mode of thinking: Reading Erik Erikson** {Course 2; Credits 2}

Rethinking clinical practice from a Psycho-social clinical perspective

Drawing inspiration from the selected writings of Erik Erikson: The First psychoanalyst; The Nature of clinical evidence, The Golden rule in the Light of new insight, Foundations in Observation, Psychological Reality and Historical Actuality (with a special focus on reinterpreting Freud's Dora and the quest of womanhood and young adulthood), Womanhood and Inner Space; Erikson's theory of Identity, Life History and the historical moment and reading Freud through Erikson

Erikson and the ethics of insight oriented clinical work and research: Reflections on the meaning of "Insight and responsibility"

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### **1.3 Psychotherapy in Indian context: Challenges and struggles** *{Course: 3; Credits 3}*

The cultural world within which psychodynamic psychotherapy has struggled, survived and grown in India: A history of the tradition and its clinical challenges; A reflection on its possibilities

Introduction to psychotherapeutic efforts in the Indian context by focusing on selected writings of Bose, and other early psychoanalytic thinkers

Journeying into clinical work and Indian culture along with Kakar, Nandy, Chatterjee, Roland, Akhtar and other significant clinical thinkers from India and those writing on India.

An acquaintance with the clinical thoughts of Indian Psychiatrists: N. Surya, Vidya Sagar, Erna Hoch, Neki and Wig

Science, Spirituality, healing and psychotherapy

The place of mental illness in the Indian cosmology: Some Indian case illustrations and the phenomenology of the healing process

From empathy to compassion: exploring Buddhist, Sufi and indigenous healing traditions from the East

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### **1.4 The Indian context continued: Forging creative linkages from Bose to Kakar** *{Course: 4; Credits: 2}*

A focused halt at Kakar's works: Kakar's comparison of Hindu Developmental Stages, his writing in *Tales of Love Sex and Danger*; *Universality and Cultural distinctiveness*, *Desire Oedipality and Dreaming*; *The Indians*; *Shamans Mystics and Doctors* and selected essays from *Culture and psyche*, *Mad and Divine*

A reflection on how psychoanalysis has been appropriated in the Indian context and the ways in which it has been transformed in the process

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### **1.5 Preparing to work in the 'community': Reflections and selected readings** *{Course 5; Credits 2}*

Discourses on 'Community' (reflecting on how the debate on 'what community is' has taken shape in the West and in India)

Psychotherapy as a political tool: Listening to human voices from the social margins

Psychotherapy in India: special challenges

Reaching the 'Other'- the poor, the untouchable, the migrant, refugee or homeless.

Can material affluence too be experienced as poverty? Engaging with the poverty of the "rich" in India

A brief overview: growth and movement of psychodynamic work in other Asian, South African and Latin American contexts.

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### **1.6 Community based work- 8 credits across two years**

At the end of the 1st semester, each student will be encouraged to choose one group in a nearby community of their choice and sustain work within that context for duration of two years. A document of one's experiences and insights from relationships forged, evolving understandings and interventions attempted from this immersion based process will culminate in a field report, to be submitted to the MPhil committee.

Throughout the semester, students will participate in clinical activity at the university based clinic and also involve themselves in outreach work in nearby schools and colleges (also in a bid to create awareness and interest in the university clinic).

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**Semester -2**

January 2012 to May 2012

**2.1 Psychoanalysis and psychotherapy: Origins and Early developments {Course-6; Credits 4}**

Origins and early developments in psychotherapy/psychoanalysis:

- a. The pre-history of psychotherapy /psychoanalysis: Antecedents and philosophical influences
- b. Historical dialectics of late 19<sup>th</sup> century Europe: a fertile ground for the emergence of psychoanalysis
- c. Freud's relation with 'Aphasia'/Biology/19<sup>th</sup> century Neurology
- d. Freud's relation with 19<sup>th</sup> century Discourses on Sexuality-Perversion
- e. Freud's relation with Christianity-Judaism
- f. Freud and the contextualization of Hysteria – the question of woman, repression, sexuality and the psyche; hysteria and the dynamics of the male psyche, introduction to gender and social class and unconscious modes of expressing emotional conflicts
- g. A brief introduction to:
  - The unconscious,
  - Dream as psychic text,
  - Resistance and repression
  - Defense mechanisms
  - Symptoms as the muffled voice of life-history, socio-cultural and historical repression transference and obstacles to transference
- h. The culture of psychoanalysis
- i. The science and art of the psychoanalytic process: Reflections on the emergent Psychoanalytic Method

For each sub unit in the course, a focused selection of Freud's early writings (in the original) will be delved into as also an introduction to post-Freudian advances in thinking around each concept too will be taken up in class discussions and readings.

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**2.2 The inter-subjective and relational in clinical work: Reading D.W. Winnicott {Course- 7; Credits: 2 }**

From the Classical to the Relational School of Psychoanalysis: the opening up of the inter-subjective space in clinical work and rethinking culture from an inter-subjective position

A special focus on D.W. Winnicott: Winnicott's writings on Infancy, Childhood, his amendments of Kleinian concepts, Transitional phenomena, the use of regression in

clinical work, Use of an Object, Review of Setting and Technique; Relational Psychoanalysis; Capacity for being Alone and the notions of holding and surviving (in spite of the patient's destructive attacks on the therapeutic dyad and the positive transference)

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### **2.3 The unconscious in Clinical manifestations {Course-8; Credits: 2}**

- a. exploring the unconscious: nature and processes of the dynamic and receptive unconscious
- b. listening through the receptive unconscious and receiving the articulations of both the dynamic repressed and receptive unconscious
- c. Understanding repression
- d. dissociation
- e. somatisation
- f. the unspeakable dreads and primitive anxieties and agonies
- g. metaphors of the unconscious: the 'unthought-known' and the enigmatic signifier

Even as this module will build on readings from Freud's opus, it will introduce the students to post-Freudian conceptualizations on the unconscious and its processes, as well as to the understanding of clinical states primarily affected by repression, dissociation and splitting. Klein, Winnicott, Eigen, Searles, Bollas, Sandler and Kernberg would be notable amongst the thinkers who will be introduced to the students at this stage.

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### **2.4 Introduction to Psychological assessment: Rationale, Issues, concerns and considerations {Course 9; Credits: 2}**

Understanding psychological assessment

Assessment as a process

An acquaintance with Intelligence testing for adults and children

Demonstrations and practical experience with a few selected I.Q tests

Assessment of cognitive functions

Interpreting and representing a profile of scores.

Learning to present and write a report of psychological assessment

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**2.5 Internship 1 - {Credits: 4}**

Following the summer break and before the commencement of Semester 3, (July 2012) candidates will immerse themselves into a one month long internship in a mental hospital/ psychiatric ward in a general hospital/ drug de-addiction centre/ N.G.Os working in relevant area or any field of special interest to the candidates where clinical work is being actively pursued.

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# Year Two

## Semester 3

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August 2012 to December 2012

### **3.1 The unconscious in cultural crucible {Course: 10; Credits: 2}**

Understanding Myths, legends and folklore and their relationship to psychic processes

Revisiting Oedipus, Electra and narcissus: Exploring European and culturally relevant interpretations from the Asian context. Comparing and contrasting interpretations of myths in European and Asian traditions and importing their relevance for Self and identity related processes

Revisiting male and female mythic characters from the Ramayana and the Mahabaratha and from local, 'little' and folk cultures: a selective list

Explorations between cultural signifiers/ mythic characters and individual life history, reflections of cultural archetypes in states of psychopathology

Cultural scripting of intimacy in relationships; culture as a transitional phenomena; intimacy in cultures as lived rather than as thought

Psychoanalysis as a subversive culture refuting the linearity of cultural revivalism and positivist social history

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### **3.2 Human development: Infancy, childhood and young adulthood {Course: 11; Credits: 4}**

The inner world of the infant: Post-Freudian reflections

Struggles of early childhood, latency, adolescence and young adulthood

The capacity to play, symbolise or its absence in a child's life

The dead mother, dead child

An introduction to experiential states of emotional distress in children and Childhood disorders

Psychosis in childhood

Childhood autism and Asperger's Syndrome

Childhood and society: Special challenges in the Indian situation

Reflections on children growing in contexts of acute economic deprivation  
Introduction to child psychotherapy and play therapy with children

This course will draw from the works of Erikson, Klein, Milner, Green and Ogden, Winnicott as well as from work in India in child psychology and psychiatry

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### **3.3 Introduction to childhood assessment {Course: 12; Credits: 2}**

In this course candidates will be acquainted with a selected list of psychological scales, tests and projective techniques (including assessment of specific Learning Disability) which can be and are frequently useful while working with children and adolescents<sup>2</sup>. Candidates will also be encouraged to interpret children's drawings, creative responses, narratives and play sequences

During this semester, candidates will be expected to gain some competence in working with children and a complete profile/case study of a child's life and assessment would be required to be submitted by each MPhil student

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### **3.4 Guided reading course: Preparing to work with a special interest group {Course: 13; Credits: 2}**

Each candidate will choose one special interest group, for instance, clinical work with children; working with mentally challenged persons, with old people; in states affected by brain damage, in gender related issues or any other possible site and space where one is keen to develop one's professional acumen and also where one is eager to undertake internship following the completion of the third semester.

Candidates will continue to work in the university clinic throughout the semester.

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Summer break of one month for candidates

### **3.5 Internship-2 {Credits: 4}**

Dec 2012: Internship in a special interest group: praxis based reflection and experience

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<sup>2</sup> For instance the list of children's tests could draw from: Sacs Sentence completion test, Draw a person test, Childhood diary, Raven's controlled Projective technique, Corner's rating scale, Barkely's Home and school Questionnaire, Indian adaptation of WISC, VSNL and Learning disability battery, CAT and other relevant projective techniques for children.

**Semester: 4**

January 2013 to May 2013

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**4.1 Dreaming Re-enthroned: Dreams and psychic life {Course 14; Credits: 2}**

Dream as a universal, core, psychic activity

Dreaming, imagining, hallucinating, negative hallucination, day dreaming and fantasizing

Freudian reflections on dreams and processes of dream interpretation

Readings from "Interpretations of Dreams"

Post-Freudian reflections on dreaming

Relationship between Dreams, symptoms, creativity and the unconscious

Social dreaming

Inspiration, dreams and political change

Dreaming and Neuropsychanalysis

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**4.2 Transference-Counter-transference: A distinctive axis of psychoanalytic setting {Course 15; Credits: 2}**

Intuiting, feeling and sensing the ongoing transferences and relating them to the life of the patient, patterns of transference in borderline patients and states of psychosis.

Working with positive transference and the extend of interpreting the negative transference

Listening to the rhythms of one's counter-transference: explorations into the notion of counter-transference and its evolving meaning, as well as a glimpse of specific forms of counter-transference with specific patient groups

Attending to the patient's free association through the analyst's/psychotherapist's reveries, free floating and evenly suspended attention

Listening through the not-knowing mode

Becoming aware of transference patterns while working in cross-cultural, cross-class and cross-caste contexts.

The writings of Freud, Searles, Kernberg, Giovaccini, Ogden, Marie Langer, Altman, and Fromm will provide a foundational basis for this module

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#### **4.3 Reading Freud and post Freudian thinkers {Course 16; Credits: 3}**

Reading Freud's papers on Technique 1904-191; Remembering, Repeating and Working Through; On Narcissism 1914; Papers on Metapsychology 1915-1917; Inhibitions, Symptoms and Anxiety, 1926 Analysis Terminable and interminable

Selected writings of Ogden, Bollas and Eigen will be taken up with a special pause at Green's work (Green's writing on Experience and Thought; Subject and Object lines of Development; clinical thinking and learning to diagnose along a dual axis of hysteria-borderline, the central phobic position and primary anality, an introduction to the work of the negative, the dead mother, mourning and negative hallucination)

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#### **4.4 Research Methodology: Models of psycho-social clinical research { Course: 17; Credits: 4}**

Revisiting Culture, clinical process and issues of human subjectivity

Focusing on Case study, life history and narrative studies of human life

The intrapsychic and the intersubjective locations in researching into human experience

Research in the clinical context

Research into socio-historical contexts

Reading a few classical research works

Formulating a research topic and question

*Hence forth candidates will be initiated into research work. They will choose a research topic and work towards the MPhil dissertation to be submitted a year later. The M Phil dissertation will carry 8 credits*

*Candidates may also begin participating in a process of group therapy from the second year onwards.*

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# Year Three

## Semester 5

August 2013 to Dec 2013

### **5.1 The Psychotherapeutic setting, Analytic Setting and the Analytic process {Course: 18; Credits: 2}**

The dyad in psychotherapy

Therapeutic alliance, therapeutic relationship

Holding, containing, receiving and surviving: The use of the psychotherapist/analyst

Relevance of meta-psychological aspects of regression in psychotherapy: with special relevance to borderline and psychotic states of human experience

Are there some "unengagable or unanalyzable" states of patienthood?

An introduction to the work of the Negative

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### **5.2 Explorations into Primitive states of emotional distress and suffering-I {Course: 19; Credits: 4}**

A look at mental structure

Hysteria to borderline: the journey of psychotherapy

Severe character disorders and addictive personalities

The psychotic experience and the psychotic process

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### **5.3 Assessment of human personality {Course: 20, Credits: 2}**

Introduction to personality assessment with a special focus on

Personality scales, questionnaires and inventories: An overview

Projective techniques: Rorschach, TAT and DAP

Interpreting and representing a profile of the human personality

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**5.4 Revisiting different models of psychotherapy: Forging linkages and exploring complimentary spaces {Course: 21, Credits: 4}**

- a. Post 1950's: Emerging dialogue between existential, humanistic, cognitive, behaviour and psychoanalytic psychotherapy. Convergence, complementary and distinctive-features—

What have we learnt from each other in the last fifty years of clinical practice?

- b. Reading selected essays from Beck's Cognitive Behaviour Therapy and Albert Ellis, Rational Emotive Therapy
- c. Selected readings from R.D. Laing's, M. Boss, Binswanger and Yalom's existential psychotherapy and Victor Frankl's existentialism and psychotherapy
- d. Selected reading from Roger's Client centred psychotherapy and On becoming a person
- e. Exploring the field of cognitive-dynamic psychotherapy
- f. Selected readings from Family therapy: A Systems perspective

This course will help students focus on emerging possibilities of dialogue and distinctive processes of work in varied traditions of clinical work.

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Candidates will continue to work at the university clinic as well as spend a day each week in the community of their choice. Along with this they will continue to participate in group therapy and personal work, if possible, as well.  
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**Semester: 6**

January 2014 to May 2014

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**6.1 Further explorations into Primitive states of emotional suffering and crisis-II** *{Course: 22; Credits: 4}*

Psychosomatic disorders

Neo-sexualities/ Perversions

Personality disorders

States characterized by paranoid-schizoid defences

The eroticised transference: understanding the multiple meanings of sexualizing affects in the human situation

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**6.2 Neuropsychology and neuro-psychoanalysis: A special focus on old age and organic problems** *{Course 23; Credits: 2}*

Exploring the links between the psyche, mind and brain

An introduction to organic disorders, with a focus on dementia and states of brain damage

Caring for the elderly and imagining their world

Psychosocial education and work with families of those suffering from dementia and psychological care for the elderly patient

Assessment of organic states

Links and advances between neuroscience, human cognition and psychoanalysis

**Special lectures**

Lectures on basic psychiatry and pharmacology

*Indian Mental Health Act and the Act of Rights of Persons with disabilities*

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### **6.3 Psychoanalysis and Critical social traditions {Course 24; Credits: 2}**

The co-evolution of psychoanalysis in the context of critical social traditions - a focus on the emergence of post-structuralist, surrealist, feminist and margin centric tendencies and thought

An introduction to the contribution of Lacan, Deleuze and Guattari

Feminist reflections and readings from the corpus of women psychotherapists and psychoanalysts

Revisiting and consolidating a view of human experience and suffering from economic and socio-political margins

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### **6.4 Representations of the psyche in art forms {Course 25; Credits: 2}**

The human psyche and its representations in aesthetics, painting, theatre and literature

Exploring links between madness, cultural modes of expression, creativity, passion and inspiration

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From the beginning of the third year, as already mentioned candidates will also immerse themselves in personal work.

The candidates will submit their research dissertation as well as remaining clinical submissions by end July 2014

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For those candidates who wish to pursue a Ph. D degree, during the third year of the M Phil training a detailed and in depth process of selection and evaluation will take place with the primary purpose of considering their sensibility and readiness to pursue the Ph. D degree. It will be necessary for them too (as for the M Phil candidates) to complete their course work and all clinical and written submissions. However in their case, the writing of the M Phil dissertation may be waived off. Instead they would be required to work on a more detailed and rigorous Ph. D thesis and also put in two additional years of supervised clinical practice, community work, intensive engagement with special interest groups, personal work and also successfully participate in an additional number of guided reading courses. Candidates pursuing the Ph. D degree will also have to undertake long term clinical work with at least two persons and submit case narratives/ case studies of the work done there in. A theoretical paper of publishable quality with original or significant contributions to the clinical field would also be desired in order to earn a Ph. D degree

## Programme Outline

### Integrated MPhil and Ph. D Programme

#### Brief Outline of courses with Credits

No of semesters	Proposed courses					
Semester 1	Credits-2 <b>Psychotherapy: Introduction to principles and processes</b>	Credits 2 <b>The psycho-social clinical mode of thinking: Reading Erik Erikson</b>	Credits 3 <b>Psychotherapy in Indian context: Challenges and struggles</b>	Credits :2 <b>The Indian context continued: Forging creative linkages from Bose to Kakar</b>	Credits 2 <b>Preparing to work in the 'community': Reflections and selected readings</b>	Credits-8. <b>Initiating community based work-to be evaluated periodically over two years of sustained engagement</b>
Semester-2	Credits 4- <b>Psychoanalysis and psychotherapy: Origins and Early developments</b>	Credits: 2 <b>The inter-subjective and relational in clinical work: Reading D.W. Winnicott</b>	Credits: 2 <b>The unconscious in Clinical manifestations</b>	Credits: 2 <b>Introduction to Psychological assessment : Rationale, Issues, concerns and considerations</b>	<b>Internship 1</b> - Credits: 4	
Semester 3	Credits: 2 <b>The unconscious in cultural crucible</b>	Credits: 4 <b>Human development: Infancy, childhood and young adulthood</b>	Credits: 2 <b>Introduction to childhood assessment</b>	Credits: 2 <b>Guided reading course: Preparing to work with a special interest group</b>	Credits:4 <b>Internship-2</b> <b>With special interest group</b>	
Semester 4	Credits:2 <b>Dreaming Re-enthroned: Dreams and psychic life</b>	Credits: 2 <b>Transference-Counter-transference: A distinctive axis of psychoanalytic setting</b>	Credits: 3 <b>Reading Freud and post Freudian thinkers</b>	Credits: 4 <b>Research Methodology: Models of psycho-social clinical research</b>		

Semester 5	Credits: 2 <b>The Psychotherapeutic setting, Analytic Setting and the Analytic process</b>	Credits:4 <b>Explorations into Primitive states of emotional distress and suffering-I</b>	Credits:2 <b>Assessment of human personality</b>	Credits: 4 <b>Revisiting different models of psychotherapy: Forging linkages and exploring complementary spaces</b>		
Semester 6	Credits: 4 <b>Further explorations into Primitive states of emotional suffering and crisis-II</b>	Credits:2 <b>Neuropsychology and neuropsychanalysis: A special focus on old age and organic problems</b>	Credits: 2 <b>Psychoanalysis and Critical social traditions</b>	Credits: 2 <b>Representations of the psyche in Art and aesthetics</b>	Credits:8 <b>Evaluation of Research dissertation; Credits 8</b>	Credits: 8 <b>Evaluation on Clinical work at the university for three years-credits 8</b>

Candidates found suitable to pursue the Ph. D programme will put in two additional years of clinical work. During this time they would pursue a more rigorous and complete Ph. D dissertation. They will also participate in additional guided reading courses, in the direction of their future areas of professional interest. Two written case records/ case studies/ case narratives of clinical work undertaken with patients on a long term basis will be required to be submitted. They will be encouraged to write a paper of a publishable quality, reflecting original or significant ideas in the theoretical field of psycho-social-clinical studies.

### **Programme Outline**

#### **Semester- I**

Course -1, Credits-2

**Psychotherapy: Introduction to principles and processes**

Course 2; Credits 2

**The psycho-social clinical mode of thinking: Reading Erik Erikson**

Course: 3; Credits 3

**Psychotherapy in Indian context: Challenges and struggles**

Course: 4; Credits: 2

**The Indian context continued: Forging creative linkages from Bose to Kakar**

Course 5; Credits 2

**Preparing to work in the 'community': Reflections and selected readings**

**Initiating community based work- 8 credits, over two years of sustained engagement**

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Brief outline of Integrated MPhil-Psy D programme

**Semester-2**

Course-6; Credits 4

**Psychoanalysis and psychotherapy: Origins and Early developments**

Course- 7; Credits: 2

**The inter-subjective and relational in clinical work: Reading D.W. Winnicott**

Course-8; Credits: 2

**The unconscious in Clinical manifestations**

Course 9; Credits: 2

**Introduction to Psychological assessment: Rationale, Issues, concerns and considerations**

**Internship 1 - Credits: 4**

**Semester: 3**

Course: 10; Credits: 2

**The unconscious in cultural crucible**

Course: 11; Credits: 4

**Human development: Infancy, childhood and young adulthood**

Course: 12; Credits: 2

**Introduction to childhood assessment**

Course: 13; Credits: 2

**Guided reading course: Preparing to work with a special interest group**

**Internship-2; Credits:**

**Semester: 4**

Course 14; Credits: 2

**Dreaming Re-enthroned: Focus on dreams and psychic life**

Course 15; Credits: 2

**Transference--Countertransference: A distinctive axis of psychoanalytic setting**

Course 16; Credits: 3

**Reading Freud and post Freudian thinkers**

Course: 17; Credits: 4

**Research Methodology: Models of psycho-social clinical research**

**Semester 5**

Course: 18; Credits: 2

**The Psychotherapeutic setting, Analytic Setting and the Analytic process**

Course: 19; Credits: 4

**Explorations into Primitive states of emotional distress and suffering-I**

Course: 20, Credits: 2

**Assessment of human personality**

Course: 21, Credits: 4

**Revisiting different models of psychotherapy: Forging linkages and exploring complimentary spaces**

**Semester 6**

Course: 22; Credits: 4

**Further explorations into Primitive states of emotional suffering and crisis-11**

Course 23; Credits: 2

**Neuropsychology and neuropsychanalysis: A special focus on old age and organic problems**

Course 24; Credits: 2

**Psychoanalysis and Critical social traditions**

Course 25; Credits: 2

**Representations of the psyche in Art and aesthetics**

**Research dissertation; Credits 8**

**Evaluation on Clinical work at the university clinic for three years- credits 8**



**ANNEXURE - III**



**Annexure-3**

**Resol. No. 2/AC/17.08.2011**

**School of Business, Public Policy & Social Entrepreneurship  
(SBPPSE) 2-year (full-time) MBA programme: A Programme Brief**

**The School:**

During the year 2010 AUD organized several rounds of consultative meetings in which professionals from the field of education, NGO and other thinkers and experts participated and deliberated in detail. While expressing the need for creating a School which will promote research and provide education in the field of business administration (Management), it was also agreed that the proposed school will focus on equally important areas of public policy and social entrepreneurship. Within the larger philosophy of AUD that believes in equality and social justice, it was decided that the proposed School of Business, Public Policy & Social Entrepreneurship will engage in research and teaching of all three and will sooner than later offer three degree programmes, namely, Masters in Business Administration (MBA), Masters in Public Policy (MPP) and Masters in Social Entrepreneurship (MSE). However, it was decided to start the 2-year full time MBA programme immediately (in July 2012) and bring in appropriate faculty and other resources before the School can launch the other two programmes during the next 3-5 years.

**Advisory Board:**

Meanwhile, a non-statutory Advisory Board has been constituted consisting of Academicians, Senior Managers from the Corporate World and Professionals from NGOs and public life.

**The Course Structure:**

The curriculum of the two-year (full time) MBA programme has an innovative course structure incorporating latest developments in management education. While maintaining the main thrust of the MBA curriculum, the uniqueness of this programme is based on its approach to business and profit within the holistic context of the wider society and economy. The curriculum is designed to bring about radical change in the way students think, act, and perceive the world around them.

The Master of Business Administration (MBA) Programme will be of two year duration. Instruction to the two year MBA programme will be imparted in three terms each year with a total of six terms. Each term will be of 10 week's duration with approx. 32 hours of class room input (2 credits). In each term 9 papers will be offered amounting to 108 credits during the two years of the programme.





During the first year of the programme, the curriculum will cover topics on Society, Economy, global context of business, ethics and values, Personality development & Leadership, Basic elements of Business Management, Public Policy & Social Entrepreneurship. During the summer break after the first year, students will be required to undergo internship for a period of 8-10 weeks in suitable organisations. During the second year of the programme, students will choose electives of their choice, apart from compulsory papers in Corporate Social Responsibility, Interpersonal & Group Processes, International Business Environment, and Business Policy & Strategic Analysis. All students of the MBA programme will be required to learn an additional (foreign) language during the course of their study.

### Admission Process:

In order to gain credibility and professional recognition of the programme it is necessary to admit students through a rigorous process such as aptitude test followed by Group Discussion and Interview. Apart from the fact that at present the School does not have the necessary resources to conduct its own test internally, multiplying such tests will only add further stress for potential applicants. AUD has, therefore, signed a MoU with the CAT administration on payment to enable the School to use CAT scores for shortlisting applicants to the MBA programme.

Applications to the MBA programme will be invited through on-line registration which will be managed by an external agency. To meet expenses related to the admission processes, an application fee of Rs.1000/- (Rs.500/- for SC/ST candidates) is proposed to be charged from applicants. Advertisement announcing the MBA programme will be inserted in newspapers and websites during the first week of September 2011, and applications will be received through on-line registration in the month of October 2011. The list of screened applications has to be submitted to the CAT administration not later than last week of November 2011 to secure their CAT scores. On the basis of CAT scores candidates will be shortlisted for GD and interview which will be conducted during March/April as most interested students finalise their decisions around this time by paying non-refundable (large) sums of money to secure admission to an institute of their choice.

### Fee Structure:

It is also proposed that a rational and differential fee structure may be developed and a reasonable amount of tuition fee may be charged from students who take admission to the MBA programme, while extending fee waivers to the needy and meritorious students. It may be noted that the annual fee charged by other reputed institutes which offer full time MBA programme such as the IIMs, XLRI, ISB range from Rs.5,25,000 to 20,00,000/- A final decision will be taken and approval for the same will be sought after due deliberations at appropriate level.



### Academic Calendar:

In order to be in tune with IIMs and other leading B-Schools, the following academic calendar is proposed for the MBA programme.

Academic Calendar (SBPPSE)2012-2013	
Term-1	2 <sup>nd</sup> July 2012 – 12 <sup>th</sup> September 2012
Term -2	17 <sup>th</sup> September 2012- 30 <sup>th</sup> November 2012
Summer placement	01 <sup>st</sup> – 15 <sup>th</sup> December 2012
Winter Break	16 <sup>th</sup> December 2012 – 6 <sup>th</sup> January 2013
Term - 3	8 <sup>th</sup> January – 31 <sup>st</sup> March 2013
Summer Break / Summer Internship	1 <sup>st</sup> April 25 <sup>th</sup> June 2013
Term - 4	1 <sup>st</sup> July 2013- 15 <sup>th</sup> September 2013
Term - 5	16 <sup>th</sup> September 2013-30 <sup>th</sup> November 2013
Summer/ Final Placement	1 <sup>st</sup> December 2013-15 <sup>th</sup> December 2013
Term - 6	7 <sup>th</sup> January 2014 – 31 <sup>st</sup> March 2014
Convocation	31 <sup>st</sup> March 2014

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