



**Dr. B.R. Ambedkar University Delhi**

**MINUTES**

**of the 22<sup>nd</sup> meeting of**

**Academic Council**

**AUD**

**Held on 25.01.2021**

**Kashmere Gate | Karampura | Lodhi Road**

# Dr. B.R. Ambedkar University Delhi

(Estd. by Govt. of NCT of Delhi vide Act 9 of 2007)

No. F.AUD/26-3(1)/Gov./22<sup>nd</sup> AC/2021

Dated: 25.01.2021

The 22<sup>nd</sup> Meeting of the Academic Council held on 25.01.2021 at 11:30 AM in the Committee Room, AUD Kashmere Gate Campus, Lothian Road, Delhi through online mode.

The following members were present:

1. Professor Anu Singh Lather, Vice Chancellor, AUD
2. Professor S.S. Yadav, Nominee of the University Grants Commission
3. Professor K. Ramachandran, Nominee of the Government of NCT of Delhi
4. Professor Farida A. Khan, Nominee of the Government of NCT of Delhi
5. Professor Madhavan K Palat, Nominee of the Government of NCT of Delhi
6. Professor Ashis Nandy, Nominee of the Government of NCT of Delhi
7. Professor Geetha Narayanan, Nominee of the Government of NCT of Delhi
8. Professor Salil Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor
9. Professor Gopalji Pradhan, SHS and Nominee of the Vice Chancellor
10. Professor Anita Ghai, Dean, School of Human Studies
11. Professor Bodh Prakash Dean, School of Undergraduate Studies and Nominee of the Vice Chancellor
12. Professor Rukmini Sen, Nominee of the Vice Chancellor
13. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters
14. Dr Suresh Babu, Dean, School of Human Ecology
15. Professor Mohd. Sharique Farooqi, Dean, School of Design
16. Professor Babu P. Remesh, Dean, School of Development Studies
17. Professor Kartik Dave, Dean, School of Business, Public Policy and Social Entrepreneurship
18. Professor Dharendra Datt Dangwal, Dean, School of Liberal Studies
19. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies
20. Shri Deepan Sivaraman, Dean (Offg.), School of Culture and Creative Expressions
21. Professor Praveen Singh, Dean, School of Global Affairs
22. Dr Sunita Singh, Dean (Offg.), School of Education Studies
23. Dr Kanwal Anil, Associate Professor, School of Business, Public Policy and Social Entrepreneurship
24. Dr Yogesh Snehi, Assistant Professor, School of Liberal Studies
25. Dr Nitin Malik, Registrar & Secretary, AC

Ms. Bindu Nair, Assistant Registrar (VCO & Governance) and Dr Sunita Tyagi, Assistant Registrar, Registrar Office assisted the meeting.

At the outset, the Vice Chancellor extended a warm welcome to the Members of the AC. She welcomed Professor Anita Ghai, Dean, School of Human Studies and

Professor Sharique Farooqi, Dean, School of Design who were the new Deans of the Schools.

Vice chancellor informed the members that the Ninth Annual Convocation of the University was held on December 23, 2020 at India International Centre New Delhi, partially through virtual mode. Lord (Professor) Bhikhu Parekh, Eminent Professor of Political Theory and member in the House of Lords UK, delivered the Convocation address. The Hon'ble Chief Minister of Delhi Shri Arvind Kejriwal and Deputy Chief Minister of Delhi and Education Minister Shri Manish Sisodia were the Chief Guest and Guest of Honour respectively. In the Convocation 1003 students who completed the prescribed requirements during the academic year 2019-20 were awarded with PhD, MPhil, MBA, MA, M Des, BA (Hons) BVoc Degrees and Diplomas in various fields of studies. 442 students were awarded the Undergraduate Degree, 504 with Postgraduate Degree, 51 students with MPhil Degree, 4 students with PhD Degree and 2 students were awarded Postgraduate Diploma.

The Academic Session for the new batch of UG Students commenced from December 1, 2020 and the orientation week for the Post Graduate Students started from December 19, 2020.

1024 students have been admitted in the Post Graduate and Undergraduate Programmes for the Academic Session 2020-2021.

AUD have received the proposal from the Government of NCT of Delhi for merging the College of Arts and Delhi Institute of Heritage and Research Management (DIHRM). The College of Arts is presently under Delhi University and the DIHRM established by the Govt. of NCT of Delhi is presently affiliated to the Guru Gobind Singh Indraprastha University.

The following **resolutions** were passed:

**Agenda 22.1 : Confirmation of the Minutes of the 21<sup>st</sup> Meeting of the Academic Council held on 11.12.2020**

The minutes of the 21<sup>st</sup> meeting of the Academic Council held on 11.12.2020, were circulated among all the members vide forwarding No. F. No. AUD/26-3(3)/2020/Gov./21<sup>st</sup> AC/1-26 dated 31.12.2020

No comments received from any of the members.

**The Academic Council confirmed the minutes of its 21<sup>st</sup> meeting held on 11.12.2020.**

**Agenda 22.2 : Action Taken Report (ATR) on the decisions taken in the 21<sup>st</sup> meeting of the Academic Council.**

Action Taken Report on the decisions taken in the 21<sup>st</sup> meeting of the Academic Council held on 11.12.2020 was placed before the Academic Council vide (**Appendix-1**).

**The Academic Council noted and took the action taken report on record.**

**Agenda 22.3 : To consider the Three Month Certificate Programme on Transformative Learning through "Happiness Curriculum"**

The Academic Council took note that this programme has been designed for practicing professionals in different public systems at varied levels. It has been designed in a manner that it can be adapted for professionals from different spheres, such as those working in the judiciary, education and health systems. The main aim of the programme is to engage the practicing professionals in reflection on self, others and society in order to initiate transformative learning for enhancing their professional practice. This programme is designed by the principles of critical inquiry, social justice and equity. It intends to engage practicing professionals in various domains in understanding these principles and utilise these constantly in their professional and personal lives. It intends to specifically enable them to constantly learn and critically reflect on their everyday experiences informed by the universal human values of harmony, coexistence, conflict resolution, peace, and creative thinking. The programme takes a position that self-transformation is the foundation for transforming the world rather than locating the perspective in only critiquing the world.

It will be three-months long, conducted on weekends, during holidays and/or in evenings and offered in a blended mode. It is of 12 credits which includes teaching, workshops, seminar, project work and assessments. The courses in this programme are: (i) Engaging with Self: Introspection; Beliefs; Assumptions; and Feelings (2 Credits); (ii) Understanding Human Relationships (2 Credits); (iii) Social Contexts of Interaction (2 Credits); (iv) Reflective and Critical Thinking (2 Credits); (v) Integrating with Professional Practice (4 Credits). The programme has been conceptualised in a seamless manner, the courses are integrated with one another, not disconnected.

The concept note and the core courses to be offered under Three-Month Certificate Programme on "Happiness Programme: Certificate in Transformative Learning" is at **Appendix-2**.

The council members considered and expressed the following:

- (i) The University to explore the possibility of offering the certificate programme in blended /hybrid mode.
- (ii) The size of the cohort be big.
- (iii) As per the UGC guidelines 16 credits is recommended for a certificate programme.
- (iv) The University to explore the possibility of offering one year Diploma programme.

**Decision** : In exercise of the powers conferred under Act 24(1) sub clause (vi) and (xiv) the Academic Council resolved to approve the concept note of the proposed Three-Month Certificate Programme titled "Happiness Programme: Certificate in Transformative Learning" and the following courses to be offered under the programme:

- i. Engaging with Self: Introspection; Beliefs; Assumptions; and Feelings  
(2 Credits)
- ii. Understanding Human Relationships (2 Credits)
- iii. Social Contexts of Interaction (2 Credits)
- iv. Reflective and Critical Thinking (2 Credits)
- v. Integrating with Professional Practice (4 Credits)

**Agenda 22.4 : Matters arising out of the Standing Committee Research (SCR) as emanating from its 50<sup>th</sup>, 51<sup>st</sup> and 52<sup>nd</sup> meeting held on 18.08.2020, 26.08.2020, 03.11.2020, 10.11.2020, 12.01.2021 and 15.01.2021**

**Agenda 22.4.1 : To consider the draft of PhD Ordinance and Regulations**

It was submitted to the Academic Council that the AC in its Eighth meeting held on 01.04.2016 vide Resolution No. 8.5 had resolved to approve the "Regulation regarding revised conditions for grant of Degrees of Master of Philosophy (MPhil) and Doctor of Philosophy (PhD)".

In order to align the regulations with the UGC (Minimum Standards and Procedures for award of MPhil/PhD Degree Regulations), 2016 and the two amendments introduced in the UGC Regulations in 2018 a committee was constituted by the Standing Committee Research consisting Prof Dharendra Dangwal, Dean, SLS; Prof Asmita Kabra, SHE and Dr Budhaditya Das, Deputy Convenor (SCR).

Accordingly, revised draft regulations were proposed by the above committee, which suggested that the proposed draft regulations be bifurcated in two parts – Ordinance and Regulations. These draft PhD Ordinance and Regulations were circulated among the faculty members for submitting their suggestions to their respective School Deans for further discussion in the SCR.

It was further submitted that the ordinance and regulations will not adequately serve PhD programmes in practice-based disciplines. Thus a committee shall be constituted to examine the special requirements of PhD research in practice-based programmes and the committee will submit its report to the SCR for discussion before it is placed to Academic Council for consideration.

The members of the Academic Council considered and recommended the following changes in the PhD Ordinance:

- (i) Ordinance Clause 8 "Procedure for Admissions" Sub clause 8.5 be restricted to UGC JRF holders. Accordingly, Clause 7.10 of the regulations be amended too.
- (ii) The examiners to whom the thesis are sent for evaluation be given the options for (a) acceptance of the thesis; (b) acceptance with minor changes; (c) acceptance with major revision; and (d) rejection of thesis. Accordingly the regulations clause 15.9 be suitably amended.

The draft PhD Ordinance and Regulations incorporating the changes recommended by the Academic Council is placed at **Appendix-3**.

**Decision : In exercise of the powers conferred under Act 24(1) sub clause (vii) and (ix) and First Statute Clause 12 (1) (b) of the University the Academic Council resolved to recommend the draft PhD Ordinance and Regulations 2021 to the Board of Management for consideration.**

**Agenda 22.4.2 : To consider the proposed document of the new PhD Programme in Disability Studies**

It was submitted to the Academic Council that the AC in its 19<sup>th</sup> meeting held on 09.01.2020 had approved the proposal for starting the MPhil programme in Disability Studies. The resolution of the 19<sup>th</sup> meeting of Academic Council is reproduced below:

*“The AC **resolved** to approve the MPhil programme in Disability Studies. The AC further directed that programme be reconfigured as PhD Programme as under the draft National Education Policy, MPhil programme will be discontinued.”*

The members noted that the programme has been revised and reconfigured as PhD Programme in Disability Studies.

The Council members recommended the following:

- (i) The cohort size of the programme be as per the approved Supervisory capacity available in the School.
- (ii) The details regarding exemption allowed from coursework be removed from the programme document.
- (iii) Synopsis presentation and defence be as per the approved PhD regulations of the University.

The programme structure for PhD Programme in Disability Studies incorporating the above changes recommended by the Academic Council is at **Appendix-4**.

**Decision : In exercise of the powers conferred under Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council resolved to approve the proposal for starting the new PhD Programme in Disability Studies as recommended by Standing Committee Research. The Academic Council further resolved that the PhD Ordinance and Regulations 2021 be followed for the PhD Disability Studies programme.**

**Agenda 22.4.3 : To consider the two new elective courses “Feminist Pedagogies: Theories, Experiences, and Praxes” and “Economics and Financing of Education: Theories and Policies” in PhD Education programme of School of Education Studies**

It was submitted to the Academic Council that the two new elective courses “Feminist Pedagogies: Theories, Experiences, and Praxes” and “Economics and Financing of Education: Theories and Policies” in PhD Education programme is proposed by the School of Education Studies in order to increase the basket of elective courses on offer for the PhD Scholars.

The course outline for the above two new courses are at **Appendix-5**.

The council members considered and expressed the following:

- (i) The two credits assigned to the courses are too less. This may be reviewed.
- (ii) The Indian context is missing in the course "Economics and Financing of Education: Theories and Policies"

**Decision :** In exercise of the powers conferred under Act 24(1) sub clause (xiv) and Statute 12(1) (a) the Academic Council resolved to approve the proposal for starting the two new elective courses "Feminist Pedagogies: Theories, Experiences, and Praxes" and "Economics and Financing of Education: Theories and Policies" in PhD Education programme of SES as recommended by Standing Committee Research.

The Council further resolved that the credits being assigned to the courses be reviewed.

**Agenda 22.4.4 :** To consider the matter regarding translation of Anup Bali's PhD dissertation vis-à-vis University approved language policy for PhD programme

It was submitted to the Academic Council that the Academic Council in its Ninth meeting held on 31.01.2017 vide Resolution No. 9.8.4 resolved to approve the "language policy for PhD programme".

The below policy approved by the Academic Council was noted by the members :

1. The candidate's Supervisor (or, if the thesis is jointly supervised, then the candidate's primary or secondary co-supervisor or, If the thesis is supervised by a PhD Advisory Committee, a member of the Committee) should possess full competence and felicity in the language in which the candidate proposes to work. The Supervisor (or, if the thesis is jointly supervised, then the candidate's primary co-supervisor) should provide a written commitment to the Research Studies Committee (RSC) of the School that the candidate's choice of writing in Indian languages rather than in English will not compromise the quality of academic engagement between the candidate and the Supervisor, nor will it affect adversely the candidate's engagement with the body of highest quality literature available in the field of study.
2. Approval to the candidate shall be accorded by the SCR, based on the School RSCs certification that the candidate may write in a language other than English. The approval should be sought and obtained by the candidate at the time of admission to the research program. The RSC may present the case for approval to the SCR with all details of the case for ratification. The final decision on whether to allow submission of any written work integral to the candidate's thesis in a language other than English in every single case rests with the Standing Committee on Research (SCR).
3. If availing of the option outlined in (1) above, the candidate will be required to submit to the University a certified English translation of her/his thesis (and in the case of doctoral programmes in the SCCE, for other written work integral to the thesis). The candidate's Supervisor (or the primary co-supervisor, in the case of a jointly supervised thesis) will provide a duly certified copy of the translated work, which will be provided to the candidate's examiners for assessment of the doctoral work. The submission of a certified English

language translation of the candidate's work is a pre-requisite for completion of the candidate's doctoral research work. The evaluation of the thesis may be undertaken on the basis of the translation as well, if external examiners with sufficient and requisite competence in the non-English language are not found or for any other reason SCR may deem fit. This translation will also be made available to wider academic audiences in India and elsewhere. The University will make financial and other resources available to facilitate the creation of a certified translation.

4. Since AUD's academic policy is that English is the medium of instruction in all taught programmes of the University. AUD will not be under any obligation to make coursework available to the candidate in any language other than English."

The Council members further noted that the matter regarding translation of Mr. Anup Bali's PhD dissertation vis-à-vis University approved language policy for PhD programme was discussed in the Standing Committee Research.

**Decision : The Council resolved to approve the following recommendations of the Standing Committee Research:**

- i. The original thesis of Mr. Anup Kumar Bali, in the Hindi language, should be sent for examination as per Clause 17 of the AUD Regulations (Concerning Degrees of Doctor of Philosophy (Ph.D.)), 2017.
- ii. A committee with appropriate expertise to re-examine the provisions of the Language Policy for PhD programmes in view of the Clause 22.6 of the New Education Policy to be implemented in the HEIs<sup>1</sup> be constituted.

**Agenda 22.4.5 : To consider the request for Co-Supervisor (Dr. Haneet Gandhi, Department of Education, University of Delhi) with discipline area expertise for Ms Alprata Ahuja, PhD student in SES**

It was submitted to the Academic Council that as per the existing regulations concerning degrees of MPhil and PhD 2017 approved by the Academic Council in its 11<sup>th</sup> meeting held on 04.08.2017 and notified by the University, point no. 11 (ii) of the Regulation concerning Supervision of Research Scholars is reproduced below:

"Co-supervisory arrangements could be made with one of the supervisors being external to the University. Names of and professional details about external Co-Supervisors must be reported to the SCR for approval and the latter may veto any such appointment. An external Co-Supervisor may be any expert in the relevant field of research and/or practice, regardless of whether s/he holds the highest academic degree in the field."

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<sup>1</sup> In the section on Promotion of Indian Languages, Arts and Culture, the clause 22.6 of NEP 2020 states that "Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level."



Accordingly, the request for engagement of Dr. Haneet Gandhi as co-supervisor from the discipline area of expertise for Ms Alprata Ahuja, PhD scholar, SES with supervisor Dr. Manasi Thapliyal Navani, AUD as recommended by Standing Committee Research.

**Decision :** The Academic Council resolved to approve that Dr. Haneet Gandhi, Department of Education, University of Delhi with discipline area expertise be the Co-Supervisor for Ms Alprata Ahuja, PhD student in SES. The Council further resolved that the supervisor on shared basis be restricted only if it is very essential and only the senior faculty be considered for co-supervision.

**Agenda 22.4.6 : To consider the de-enrolment of MPhil programme students**

It was submitted to the Academic Council that the de-enrolment of following MPhil Research scholars from their respective programme as recommended by the Standing Committee Research

Name of the Students, Programmes and Enrolment No.	Date of Registration	Reasons for de-enrolment
Ms. Minu Mathew MPhil, CLTS S184LCL02	20.08.2018	The CLTS programme committee has made all reasonable efforts and allowed sufficient time to enable the scholar to explain her absence, the unresponsiveness, and inability to register for a course she did not pass. However, the scholar has remained unresponsive and not met deadlines for providing documents supporting her failure to register for the course/completion of the MPhil coursework requirement. The good intentions of the faculty have consistently not met with any efforts on the scholar's part to justify her academic lapses.
Ms. Deepanjali Baisoya MPhil History S184DHS02	14.08.2018	Deepanjali Baisoya (S184DHS02) an MPhil History student who was supervised by Dr. Dharitri Narzary for her coursework was unable to successfully complete her coursework and got a failing grade. She has earlier requested for an extension to complete her coursework even though the required two years were complete. The matter was discussed in the SLS RSC which did not recommend her extension. Subsequently, the issue was raised in the SCR. As a woman candidate she is eligible for 3 years to complete her MPhil and Deepanjali was given another year of extension. The History faculty decided to form a committee to help her clear the course. She has again failed to clear the coursework. The History faculty is of the opinion that her registration be terminated. The RSC of the School has endorsed the opinion of the History faculty.

**Decision :** The Academic Council resolved to approve the de-enrolment of Ms. Minu Mathew MPhil, CLTS and Ms. Deepanjali Baisoya MPhil History

**Agenda 22.4.7 :** To consider the proposed course work revisions in the PhD Psychology programme of School of Human Studies (SHS)

It was submitted to the Academic Council that the PhD Psychology programme document currently stipulates 20 credits of course work to be completed. The UGC 2016 MPhil-PhD research regulations on the other hand stipulates 16 credits of course work. The relevant sections are:

*“7.1 The credit assigned to the MPhil or PhD course work shall be a minimum of 08 credits and a maximum of 16 credits.*

*7.2 The course work shall be treated as prerequisite for MPhil/PhD preparation. A minimum of four credits shall be assigned to one or more courses on Research Methodology which could cover areas such as quantitative methods, computer applications, research ethics and review of published research in the relevant field, training, field work, etc. Other courses shall be advanced level courses preparing the students for MPhil/PhD degree.”*

Accordingly, RSC proposed that the 20 credit course work requirement be revised to 16 credits.

**Proposed break up:**

- One 4-Credit Research Methods (compulsory, no change)
- Two 4-credit courses from the programme pool of courses
- One 4-credit Guided Reading course OR a 4 credit course from other programmes of the University.

**Decision :** The Council resolved to approve the revised 16 credits course work break-up in the PhD Psychology programme of School of Human Studies.

**Agenda 22.5 :** Matter arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 52<sup>nd</sup> meeting held on 17.12.2020

**Agenda 22.5.1 :** To consider the recommendations of the Board of Studies of School of Global Affairs for the BA courses to be offered in BA Global Studies (Core Courses), BA Sustainable Urbanism (Core Courses), BA Social Sciences & Humanities (Core Courses) and BA Programmes (Elective Courses)

It was submitted to the Academic Council that the recommendations of the Board of Studies of School of Global Affairs for the following BA Courses to be offered in BA Global Studies (Core Courses), BA Sustainable Urbanism (Core Courses), BA Social Sciences & Humanities (Core Courses) and BA Programmes (Elective Courses) are at **Appendix-6:**

- a) **BA Global Studies : Core Courses**
  - i. Political Economy of Global Commodities
  - ii. Global Environmental Change
  - iii. Global Humans: Imagination, Circulation & Display
- b) **BA Sustainable Urbanism: Core Courses**
  - i. Urban Management and Finance
  - ii. Cities and Climate Change
  - iii. Mapping and Visualization II
- c) **BA Social Sciences & Humanities: Core Courses**
  - i. The City in Literature
  - ii. Sound of Music in a Globalised World
  - iii. Worlding Cinema
- d) **BA Programmes: Elective Courses**
  - i. Economic Challenges in India
  - ii. Food, Culture and Globalisation
  - iii. Beginners Level (Chinese 6)
  - iv. French VI

**Decision :** In exercise of the powers conferred under Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council resolved to approve the aforesaid new Courses in the School of Global Affairs except the course 'Worlding Cinema' as recommended by Standing Committee on Academic Programmes (SCAP).

The Council further expressed the course titled 'Worlding Cinema' be reviewed by the School of Global Affairs in the context of the course content prepared and the title of the course be aligned with the content. The Council authorized the Vice Chancellor to accept the revised recommendations of the School of Global Affairs on the course mentioned above and approve the revised course and report it in the next meeting of Academic Council.

**Agenda 22.6 :** Matters arising out of the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) as emanating from its 14<sup>th</sup> Meeting held on 03.12.2020

**Agenda 22.6.1 :** To consider the launch of 4-year Integrated Teacher Education Programmes (ITEPs) at SES and updates on the application for the programmes to the National Council of Teacher Education (NCTE)

It was submitted to the Academic Council that:

- i) The concept of BABEd programme was approved by the Academic Council of the University in its 9<sup>th</sup> meeting held on 31 January 2017. In 2019, NCTE notified the revised Regulations for ITEPs and invited applications for the same. SES has applied for the following two ITEPs in July 2019:

- (a) Bachelor of Arts and Bachelor of Education (Primary) (BABEd (Primary)),
- (b) Bachelor of Arts and Bachelor of Education (Secondary) (BABEd (Secondary)).

The NCTE has announced in its Regulations a prescribed model curriculum for these programmes with the institutions having the flexibility to modify up to 30 percent of the curriculum as per the local requirements and context. The proposal is for an in-principle approval for initiating the work on curricular planning for the ITEP programmes as per NCTE guidelines and suggestions by the BoS members.

- ii) To consider the two elective courses to be offered in the MA Education Programme of School of Education Studies

The following three elective courses to be offered in the MA Education and MA Education (ECCE) Programme of School of Education Studies is placed for consideration.

- (a) Sociology of Education (4 Credits)
- (b) Education and Equity (4 Credits)
- (c) Economics of Education: Issues of Financing and Policy (4 Credits) – Optional/Elective

The broad concept of ITEP and the course outline of the three elective courses alongwith the Board of Studies recommendations of SES are at **Appendix-7**.

**Decision : In exercise of the powers conferred under Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council resolved to approve the following recommendations by the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE):**

- (i) **The launch of 4-year Integrated Teacher Education Programmes (ITEPs) at SES; and**
- (ii) **Elective courses namely (a) Sociology of Education (4 Credits); (b) Education and Equity (4 Credits); and (c) Economics of Education: Issues of Financing and Policy (4 Credits) – Optional/Elective to be offered in the MA Education and MA Education (ECCE) Programme of School of Education Studies.**

The Council further recommended that the School of Education to relook at the curriculum of the 4-year Integrated Teacher Education Programmes (ITEPs) in the light of the recommendations of National Education Policy on the same. The school must explore the possibility of introducing the curriculum for Teacher Education at foundation stage, preparatory stage, middle and secondary stage. The proposed curriculum to have a multidisciplinary approach.

AUD must try to design a model resourceful curriculum for the Teacher Education programme and become a model institution for Teacher Education for Govt. of NCT of Delhi.

**Agenda 22.6.2 : To consider the recommendations of the Board of Studies for the courses to be offered in BA (Law and Politics) programme, School of Law, Governance and Citizenship (SLGC)**

It was submitted to the Academic Council that the recommendations of the Board of Studies and SCPVCE for the following courses to be offered in BA (Law and Politics) programme, School of Law, Governance and Citizenship (SLGC) are at **Appendix-8**:

- a) Core Courses
  - i) Media, Law and Democracy: Revisiting Regulation in the time of social media (4 Credits)
  - ii) Law and Civil Liberties (4 Credits)
  - iii) Critical Theory in India (4 Credits)
- b) Elective Course
  - i) Policing and Governance (4 Credits)

**Decision : In exercise of the powers conferred under Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council resolved to approve the proposal for starting the above mentioned courses in the BA (Law and Politics) programme, SLGC as recommended by Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE).**

**Agenda 22.7 : Matter arising out of the Standing Committee on Student Affairs (SCSA) from its meeting held on 11.03.2020**

**Agenda 22.7.1 : To consider the recommendations and decisions of Standing Committee on Student Affairs (SCSA) regarding extension beyond stipulated time (BA: 3+2 years & MA: 2+2 years)**

It was submitted to the Academic Council that the Council in its 8<sup>th</sup> meeting held on 01.04.2016 vide Resolution No. 8.6.1 had considered and approved the Implementation of the UGC guidelines on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master's degree.

The resolution of the Academic Council is reproduced below:

*"The Council resolved to adopt the UGC guidelines (F.12-1/2015(CPP-II) dated 15.10.2015 on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master's degree. The guidelines are as under:*

- (i) *a student who is not able to complete a programme within the normal period or the minimum period prescribed, may be allowed 2 years period beyond the normal period to clear the backlog • to be qualified for the degree (i.e., the revised maximum duration for the*

completion of Bachelors and Masters programmes is 3+2 years and 2+2 years respectively).

(ii) In exceptional circumstances (to be defined by the concerned statutory body of the university) a further extension of one more year may be granted.

(iii) During the extended period the student shall be considered as a private candidate and not be eligible for ranking."

Accordingly, the Standing Committee on Student Affairs (SCSA) recommended the cases that came from the programmes of study, seeking exceptions as per UGC guideline on Determination of a Uniform Span Period Within which a Student may be allowed to Qualify for a Degree notified on 15<sup>th</sup> October 2015 due to various reasons. The committee examined the cases in detail and came up with observations and recommendations.

The Committee members considered the exceptional circumstances particularly noting struggle in completing some of the formalities due to Covid 19 lockdown and restrictions to mobility and accessing hospitals and medical records/certificates. The Committee is of the view that opportunity may be provided to students to complete their course work, if they have submitted adequate documentation to that effect.

S. No.	Student name & Enrolment No.	Programme & School name	Permission sought
1.	Mr. Kunal jain (S153DHS14)	MA History (SLS)	An extra year for completion of 12 credits <b>Recommendations by SCSA: Extension of one semester be granted to complete the MA history programme</b>
2.	Mr. Abhishek (S142E0200)	BA History (SUS)	Extension of one year to complete 40 credits <b>Recommendations by SCSA: Considering the economical background of the student, extension of one year may be granted to complete the BA History programme.</b>
3.	Ms. Upasna Singh (S142E0024)	BA History (SUS)	Extension of extra year to complete 48 credits <b>Recommendation by SCSA: Extension of one year may be granted to complete the BA history programme.</b>
4.	Ms. Priyanka Kain (S142E0210)	BA History (SUS)	Extension of extra one year to complete 5 courses <b>Recommendation by SCSA: Extension of one year may be granted to complete the BA history programme</b>
5.	Ms. Ananya Gopala (S132E0145)	BA Psychology (SUS)	Extension of one year to complete 16 credits <b>Recommendation by SCSA: Extension of one year may be granted to complete the BA Psychology programme</b>
6.	Ms. Lavanya Amir (S1331SD05)	Mdes (Social Design) (Sdes)	Extension of one month for completion of thesis <b>Recommendation by SCSA: Extension of</b>

S. No.	Student name & Enrolment No.	Programme & School name	Permission sought
			one month may be granted for completion of thesis
7.	Ashish Singh	BA History (SUS)	Extension of one year to complete 32 credits Recommendation by SCSA: Extension of one year may be granted to complete the BA History programme
8.	Victoria Mayowa	MA Gender Studies (SHS)	Re-enrolment for one semester Recommendation by SCSA: Extension may be given to pay the outstanding fee with extant late fee

**Decision** : In exercise of the powers conferred under and Statute 12(1) (b) the Academic Council resolved to grant an additional semester/year to complete the respective programme of studies to the above mentioned students as recommended by the Standing Committee on Student Affairs (SCSA).

#### Matters for Ratification

**Agenda 22.8** : To ratify the decision taken by the Vice Chancellor in approving the recommendations of the Standing Equivalence Committee (SEC) for award of equivalent credits for the courses taken at Ludwigsburg University of Education, Germany under exchange programme by 4 students

It was submitted to the Academic Council that the proposal of the School of Education Studies (SES); the courses, credit equivalence and change of schedule in the semester for ERASMUS+ project and BWS+ project with the Ludwigsburg University of Education (LUE), Germany was approved by the Academic Council in its 16th meeting held on 10.07.2018 and 13.07.2018. Accordingly four students Srishti Sharma (S173HEC36), Kavita Tiwari (S173H0010), S Gomathi (S173HEC21) and Parikshit Sharma (S183H0025) of School of Education Studies visited Ludwigsburg University of Education (LUE), Germany Under the ERASMUS Plus programme during April 2018 to July 2019.

For considering the European Credit Transfer System (ECTS) of LUE at par the AUD's Letter grade and Grade point of these students, the Equivalence Committee considered the Letter grade and Grade point as per the following details:

#### KAVITA TIWARI

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 02	Tsui, Ho-Kan, M.A.	Applied Linguistics-Seminar	Summer Semester 2018	4.00	D Satisfactory	B Only	6
ENG 10	Kuuskoski, Alexander, M.A.	Language Skills Iva; Film Discussion-Seminar	Summer Semester 2018	4.00	C Good	B Plus	7

ENG 30	Tsui, Ho-Kan, M.A.	When East meets West: A comparison between Chinese and Western cultures- Seminar	Summer Semester 2018	4.00	A Excellent	A Plus	10
ENG 12	Fenn, Peter, Dr. phil., BA, MA	Cultural Studies I/ Introduction to the Culture and Civilisation of the English-Speaking World- Seminar	Summer Semester 2018	4.00	D Satisfactory	B Only	6
INT 03	Klein-Rumpf, Marion	DaF fur Gaststudierende, Unterkurs- Seminar	Summer Semester 2018	4.00	A Excellent	A Plus	10

$(4X6) + (4X7) + (4X10) + (4X6) + (4X10) = 156/20$

Grade = A Minus

GPA = 7.8

### **SRISHTI SHARMA**

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 10	Kuuskoski, Alexander, M.A.	Language Skills Iva; Film Discussion- Seminar	Summer Semester 2018	4.00	A Excellent	A Plus	10
ENG 30	Tsui, Ho-Kan, M.A.	When East meets West: A comparison between Chinese and Western cultures- Seminar	Summer Semester 2018	4.00	A Excellent	A Plus	10
ENG 31	Hollm, Jan, Dr phil	William Shakespeare Hauptseminar	Summer Semester 2018	4.00	A Excellent	A Plus	10
ENG 12	Fenn, Peter, Dr. phil., BA, MA	Cultural Studies I/ Introduction to the Culture and Civilisation of the English- Speaking World- Seminar	Summer Semester 2018	4.00	D Satisfactory	B Only	6
INT 03	Klein-Rumpf, Marion	DaF fur Gaststudierende, Unterkurs- Seminar	Summer Semester 2018	6.00	A Excellent	A Plus	10

$(4X10) + (4X10) + (4X10) + (4X6) + (6X10) = 204/22$

Grade = A Only

GPA = 9.27

### **GOMATHI KURMAL SANGAMESHWARAN**

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 04	Hall, Rachel	Language Skills IVa: Film Discussion- Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10



ENG 14	Hollm, jan, Dr phil	Cultural Studies I/ Introduction to the Culture and Civilisation of the English- Speaking World- Seminar	Summer Semester 2019	4.00	B Very good	A Only	9
INT 03	Klein-Rumpf, Marion	DaF fur Gaststudierende, Unterkurs- Seminar	Summer Semester 2019	6.00	A Excellent	A Plus	10

$(4 \times 10) + (4 \times 9) + (6 \times 10) = 136/14$

Grade = A Plus

GPA = 9.71

### PARIKSHIT SHARMA

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 14	Hollm, jan, Dr phil	Cultural Studies I/ Introduction to the Culture and Civilisation of the English- Speaking World- Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10
ENG 40	Hall Rachel	Hero or Villan? History Discussion Course Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10
ENG 04	Hall, Rachel	Language Skills IVa: Film Discussion- Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10
INT 03	Klein-Rumpf, Marion	DaF fur Gaststudierende, Unterkurs- Seminar	Summer Semester 2019	6.00	A Excellent	A Plus	10

$(4 \times 10) + (4 \times 10) + (4 \times 10) + (6 \times 10) = 180/18$

Grade = A Plus

GPA = 10

On the recommendation of the SEC in its meeting held on 25.08.2020, the Vice Chancellor, as the Chairperson of the AC, approved the above recommendations of the SEC.

The Minutes of the Meeting of the Standing Equivalence Committee held on 25.08.2020, containing the above recommendations along with the approved note sheet of the Chair Academic Council are placed before the Academic Council for its reference and records (**Appendix-9**)

**Decision : The Academic Council ratified the above decision taken by the Vice Chancellor in approving the recommendations of the Standing Equivalence Committee (SEC) for award of equivalent credits for the courses taken at Ludwigsburg University of Education, Germany under exchange programme by 4 students.**

The Council further expressed that the transfer and credit accumulation process be defined and linked with the learning outcome.

**Agenda 22.9 : To ratify the decision taken by the Vice Chancellor regarding the award of the Fulbright fellowship to the scholars**

It was submitted to the Academic Council that the award of the Fulbright fellowship for the following students:

Sl. No.	Name/ Enrolment No.	Date of Registration	Supervisor	Fellowship date From	Fellowship date to
1	Renu Singh (S165CWG03)	13.01.2016	Prof. Mary E. John	01.03.2021	30.11.2021

**Decision : The Academic Council ratified the above decision taken by the University.**

**Matters for Information**

**Agenda 22.10 : To note the revised number of PhD seats in the PhD programme for the Academic Year 2020-21**

It was submitted to the Academic Council that the number of PhD seats on the basis of the existing supervisory capacity of the School for admission in the Academic Year 2020-21 is as under:

S.No.	School	Programme Name	No. of Seats
1	School of Human Studies	PhD Women's and Gender Studies	04
		PhD Psychology	07
2	School of Liberal Studies	PhD Mathematics	05
		PhD Sociology	12
		PhD History	10
		PhD Economics	06
3	School of Letters	PhD Comparative Literature and Translation Studies	03
		PhD Hindi	07
		PhD English	05
4	School of Development Studies	PhD Development Studies	10
5	School of Human Ecology	PhD Human Ecology	07
6	School of Business, Public Policy and Social Entrepreneurship	PhD Management	10
7	School of Culture and Creative Expressions	PhD Film Studies/ Literary Art	No admission
8	School of Education Studies	PhD Education	10
<b>Total</b>			<b>96</b>

**Decision : The Academic Council noted the above information.**

**Agenda 22.11 : To note the nomination of Professor Salil Misra, Pro Vice Chancellor as Chairperson of the Standing Committee on Professional, Vocational and Continuing Education (SCPVCE)**

It was submitted to the Academic Council that consequent upon the retirement of Professor Jatin Bhatt from the post of Professor and Pro Vice Chancellor-1 on 30.09.2020, Professor Salil Misra, Pro Vice Chancellor has been nominated as Chairperson, SCPVCE w.e.f. 02.12.2020 till further order.

**Decision : The Academic Council noted the above information.**

**Agenda 22.12 : To Six-monthly work-in-progress report, synopsis approval, course work completion, changes/correction in Supervisor/RAC, pre-submission presentations/viva voice and formation of RAC of the scholars**

It was submitted to the Academic Council that:

- a) Six monthly progress reports (for the period of January 2020 to June 2020) of the following PhD Management students (Batch 2018) are at **Appendix-10**.

S. No.	Name of Student/ Enrolment no.	Date of Registration	Supervisor (RAC Member)
1	Diwakar Singh (S185F0001)	08.08.2018	Dr Richa Awasthy (Dr Rajen K Gupta, Dr Nidhi Kaicker)
2	Neha Mathotra (S185F0002)	06.08.2018	Prof Kartik Dave (Dr Priyasha Kaul, Dr Kritika Mathur)
3	Preeti Dabar (S185F0003)	13.08.2018	Dr Kancharla Valentina (Dr Kanwal Anil, Dr Dipa Sinha)
4	Richa Kathuria Karthikeyan (S185F0005)	06.08.2018	Dr Richa Awasthy (Dr Nidhi Kaicker, Dr Tanuja Sharma)
5	Shilpy Malhotra (S185F0006)	09.08.2018	Dr Kanwal Anil (Dr Valentina Kancharia, Dr Babu P. Remesh)
6	Varun Sharma (S185F0007)	09.08.2018	Dr Kanwal Anil (Prof Mohammad Sharique Farooqi, Dr Saibal Paul)

- b) Six monthly progress reports (for the period of January 2020 to June 2020) of the following PhD Management students (Batch 2019) are at **Appendix-11**.

S. No.	Name of Student	Date of Registration	Enrolment No	Supervisor (RAC yet to be notified/decided)
1	Hemant Kumar	09.08.2019	S195F0001	Dr Kritika Mathur
2	Jaspreet Kaur	09.08.2019	S195F0002	Prof Anu Singh Lather (Proposed)
3	Ruchika Bal	09.08.2019	S195F0003	Dr Kanwal Anil
4	Sarita Singh	09.08.2019	S195F0004	Dr Kritika Mathur
5	Sheetal Tanwar	09.08.2019	S195F0005	Dr Kartik Dave
6	Shelly Agarwal	July 2019	S195F0006	Dr Nidhi Kaicker
7	Simran Gahlot	14.08.2019	S195F0007	Dr Kalindi Maheshwari

- c) Six monthly progress reports (for the winter semester 2020) of the following PhD students, School of Development Studies (SDS) are as under:

S. No	Name of Student/ Enrolment No	Batch	Seme-ster	Supervisor	RAC Members	Progress Remarks
1	Bhuvaneshwari Subramanian	2018	WS	Anirban Sengupta	Manish Jain SES, AUD	Primarily worked on finalizing her research

	(S185ADS03)				Nandini Nayak, SDS, AUD	proposal to get it approved. The proposal, tentatively titled 'Of rights and markets: A study of educational access, choice and aspirations for the urban poor in Delhi', was shared in advance with the members of RAC. While RAC found the research idea to be sound, it felt that the candidate needs to put in some more thoughts regarding methodology of conducting this research
2	Tanya Chaudhary (SD165ADS02)	2016	WS	Babu P Remesh	Rohit Negi, Rachna Mehra, Partha Saha	The RAC unanimously felt that Tanya has made a satisfactory progress in terms of conference presentations, publications and Chapter writing of the dissertation. She had presented Chapter 5th of her dissertation. The chapter in its form of first draft needs improvement based on theoretical framework as suggested to her in the previous RAC meeting. It was suggested that the linkages between various chapters needs to be worked upon and a separate chapter on methodology is included.
3	Tasha Agarwal (S175ADS02)	2017	WS	Babu P Remesh	Anirban Sengupta, Partha Saha	The RAC assessed the progress. The candidate explained the difficulties in carrying out field work in the current crisis. The RAC suggested that even under the current circumstances of lock down, it is good to explore the possibility of having online interviews with potential respondents. This period can also be used for spending more time on literature and sharpening research questions. Need for bringing employment in the forefront was also highlighted. It was suggested by all the members to include the dimension of COVID in the present study. Widening the scope of the study by including other streams of international migration (and if needed, the internal migration too) was suggested. Other possibility is to have more intensive focus on historical evolution of

						international migration, legal framework, skill and migration and the social aspects concerning cross border migration.
4	Rahul Yaduka (S185ADS05)	2018	WS	Ivy Dhar	Moggallan Bharati, Abhay Kumar (from NCERT)	In the online presentation, Rahul discussed the draft research proposal. His RAC members gave specific suggestions for strengthening the proposal content. He needs to add a more detailed survey of the literature. He has been advised to engage with parallel studies on river floods in other parts of the world and understand the political economy debates to reflect better on the subject of river embankments. Since one of the prime objectives of the study is to problematize the knowledge of science that influences the state's decisions in dealing with flooding river, he must try looking more deeply into the nuances of such connections.
5	Jasodhara Borthakur (S175ADS01)	2017	WS	Ivy Dhar	Nandini Nayak and Deepita Chakrvarty	Jasodhara has been engaging with the literature related to the topic. She has shared an updated list of literature, mainly those that she has been able to procure through a few academic networks and library resources. This is partly due to the current situation; otherwise, the earlier plan was to start the fieldwork. In the presentation, she was focussing largely on how she was trying to clarify her understanding of the discourse of indigeneity and Karbi identity. She has shared her plan for the forthcoming months to undertake fieldwork. She has decided her field units having the Karbi population, and that will provide her scope for collecting oral narratives. Her RAC members advised her to continue with her present engagement, but while planning the fieldwork, she must keep in mind the research objectives, where the question of land holds a central place.

6	Sweta Suman (S135ADS06)	2013	WS	Ivy Dhar	Nandini Nayak, Rachna Chaudhary	Sweta has updated how she is working on the previous comments received during the last six-monthly presentation. The prime concern raised was that she has to be more analytical, theorize the contents, and extensively use the narratives collected from the field. She has taken the women wings of the Delhi unit of Congress and AAP as her case studies. She has shared that she had better field engagement concerning only one political party, and while trying to administer the study with the other party, she had faced many difficulties. RAC members have advised her to polish the writing, consolidate it, bring forward the discussion on the narratives more critically, problematize, and critically analyze while weaving the understandings from literature and the field. She has been suggested to avoid a comparison of the parties
7	Arfa Anis (S195ADS01)	2019	WS	Moggallan Bharti	Not yet decided	Arfa's has proposed the idea to work on the Muslim question of representation in the Indian Politics, where she wants to probe at Muslim leadership in Bihar as a case. This proposed work so far is in the very initial stage of firming up the research proposal, wherein Arfa is largely reading through the available secondary literature. Arfa maintains that the idea that negotiations in the polity are done through legible mechanisms of representation, and to this end she would want to undertake a discourse analysis of historical events, particularly in the post-independence India.
8	Aakansha Goutam (S185ADS01)	2018	WS	Moggallan Bharati	Nandini Nayak Tina Anil	Researcher needs more clarity in terms of conceptual understanding and the larger location of her study. <input type="checkbox"/> Researcher should explore more about caste based sanitary labours and the nature of the

						<p>job therein. A mixed methodology should be far more useful for her this study, whereby research work should deploy both the qualitative and quantitative methods.</p> <p>□ Her work needs to reflect a more detailed reading of 2013 Act and other Acts required to extract the information about the schemes and policies of the government on this subject.</p> <p>Research should be clearer on its specific objective. In order to carry forward this work, researcher might consider finding data through RTI application from different Government sources.</p> <p>□ Researcher should approach the study from two different angles, i.e. state and social perspective, as in how the administrative part works on this issue and how the social structure works. A further detailed and focus reading of literature is required.</p>
9	Anu Rani (S185ADS02)	2018	WS	Nandini Nayak	Babu Remesh Deepita Chakravarty Sumangala Damodaran	<p>Ms Anu is working on her PhD proposal, and was given the following advice. The theoretical ideas need more clarity. Additional theoretical frameworks were also suggested such as a) spatial theory, b) labour process analysis theory, c) patriarchy as a framework. Further clarity is required on research methodology- need to be careful regarding sampling methods and techniques. It was suggested that different sampling techniques can be used for different modes of transport.</p>

10	Pooja (S135ADS05)	2013	WS	Nandini Nayak Dipa Sinha	Deepita Chakravarty	<p>Pooja is now writing her thesis, and has made reasonable progress in relation to sifting through her data.</p> <p>Pooja was advised to detail her chapter plan, to write detailed paragraphs under each chapter title, which includes the reason why a particular chapter, and subtitles are include in the chapter plan. She was also advised to sharpen her argument in the methodology chapter, esp. regarding the requirement in purposive sampling to draw out a contrast in the sample.</p> <p>Pooja has been advised to finish one draft of her thesis within the next 4-5 months.</p>
11	Vijay (S175ADS03)	2017	WS	Sumangala Damodaran	Moggallan Bharti Nandini Nayak	<p>He presented a note outlining the aspects that he intends to take up for his PhD, to be consolidated into a proposal. In the note, he covered issues of Labor in the garment industry and issues faced the workers in general as well as for the specific case of the NCR and the role of Trade Unions.</p> <p>The following suggestions were given to him: A specific field for the study must be chosen since Delhi NCR is a big region. The methodology should be more coherent. He should not bring in issues of Civid immediately as it will change the focus of the proposal.</p> <p>He was advised to work towards finalizing the proposal and submitting it for passing in relevant bodies.</p>
12	Swati Mohanakrishnan (S155ADS01)	2015	WS	Sumangala Damodaran	Nandini Nayak Ivy Dhar	<p><u>Swati reported on the work that she had done for the past six months, which was to write up her literature review and one chapter on findings. The comments that she received were as follows:</u> The state is not a monolithic entity and this has to be understood properly. Various levels of state institutions,</p>



						<p>functionaries have to be placed in relation to each other and literature on the 'everyday' state has to be read carefully and discussed in the work. With regard to the claim made in the Delhi Minorities Commission (DMC) report on Muslim graveyards, that the ASI and PWD are the encroaching agents on Qadimi Qabristan land, situated in Mukarba Chowk, this again has to be understood properly. She has to proceed carefully with trying to understand the spatial politics and claims at work in my field sites. Further, the comparison process is emerging as two fold, not only between Badli and Lodhi but also between different religious affiliations of the spaces themselves, Eg. <i>shamshan ghat</i> versus <i>Qabristan</i>. She will then have to look into the complications arising from this and see whether they can be accommodated into the PhD in the first place. Also, given the lockdown and health hazard that is prevailing as result of the corona virus pandemic, it is a wise decision to put a provisional end to any more fieldwork in spaces for the dead and try wrapping up the PhD as soon as possible. <u>She was advised to have a complete draft of her PhD ready by January, 2021.</u></p>
13	Nibedita Hazarika (S135ADS03)	2013	WS	Sumangala Damodaran	Nandini Nayak Ivy Dhar	<p>Nibedita briefed the DAC (Nandini Nayak and Ivy Dhar) about the contents of each of her 5 chapters. The suggestions were as follows: She should think about submitting latest by December 2020. For this, she should now concentrate on submission of complete draft by July so that her supervisor has time to make detailed comments in time for her to undertake final revisions and move towards submission.</p>

14	Elizabeth Alexander (S195ADS02)	2019	WS	Deepita Chakravarty	Yet to be finalised	Elizabeth has been completing her coursework mainly. But she has also started looking up both theoretical and empirical literature and tries to see some data to narrow down her research topic.
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(d) Six monthly progress reports of the following MPhil WGS Students (2017 and 2018 batch) (Winter semester 2019)) are as under:

S. No	Name/ (Enrolment)	Date of Registration	Title of Dissertation	Date of RAC
1	Abhishek (S184CWG01)	30.07.2018	Disability and Masculinity in India: A study of men with locomotor disabilities and their masculinity in the state of Delhi	20.12. 2019
2	Mansa (S184CWG02)	30.07.2018	Mapping Gender and Space in NihalVihar: Plotting Young Women's life in a Delhi Neighbourhood	03.03.2020
3	Megha Rani (S184CWG03)	01.08.2018	Young Girls, Caste and Higher Education: Exploring the Experiences of Young OBC Girls in Higher Education	10.04.2020
4	Priyanka Nirwan (S184CWG04)	30.07.2018	Gender (in) equality and the Environmental Studies (E.V.S.) Classroom	13.06.2020
5	Rohini Tyagi (S184CWG05)	30.07.2018	Drawn and Withdrawn: An inquiry into the work of women 'waste-pickers' in Delhi	16.07.2020
6	Soumya Johri (S184CWG07)	30.07.2018	Courting Arrests: A Fragmented History of 'Self-fashioning' by Women Political s during the Indian national movement	11.06.2020
7	Suparna Majumder (S184CWG08)	30.07.2018	Marriages Are "Not" Made In Heaven- Conceptualising The Aftermath Of Martial Break Down In Delhi.	11.08.2020
8	Tanushri Barman (S184CWG10)	30.07.2018	Visual Kei: Subcultural Phenomenon, Gender Performance and Media Circulation	20.07.2020
9	Chitra Anand (S174CWG04)	27.07.2017	Gender and Caste through the Prism of Working Lives: A Case Study of Dalit Women in Rewari, Haryana	18.07.2020

(e) Six monthly progress reports (for the Monsoon Semester 2019) of the following MPhil Development Practice (batch-2018) students are as under:

Sl. No	Name of Student	Date of Registration / Admission	Brief description of work presented	Comments and suggestions during Presentation	Comments and Suggestions from RAC	Supervisor	RAC members
1	Ankita Sanyal S184CDP01	17/07/2018	To rethink pedagogy for transforming the idea of education in a santhali village, the aim is to work with the teachers, students and the adult members of the community, in order to connect the children to their life world and everydayness.	1)Relevance and or incomprehension 2) authority of prescribed/legitimized knowledge 3)What does it tell us about the conception of education 4)The Santhal(i) question 5) The role of tuition	1) What is the challenge to which one is responding 2)What are the limits of our intervention 3)How are the teachers motivated by your action research?Are they willing to devise their pedagogic thinking?	Dr Manish Jain	Prof Anup Dhar, Prof Byasdeb Dasgupta

2	Arzoo Antal S184CDP02	19/07/2018	The work presented tries to look at the relationship between development and domestic violence in the lives of the women in dungariya village, Madhya Pradesh. it also tries to establish the difference between support and solidarity and how a sense of sisterhood can be created with the help of solidarity and could provide voice to each silent suffering.	1. How this work is different or "new" with respect to usual work around domestic violence? Which framework does it take? WID, WAD or GAD? Or is it Post GAD? 2. To look into the distinction between personal space and the SHG space. How does both the space changes? Could SHG become a little more sensitive? 3. What is the process of participation in the SHG meetings? 4. What is the difference between practice and praxis?	Who wrote the song, which is sung before every VLC meetings? Is it because the song is not owned by the didis, the reason for them to not pick up the conversation around domestic violence?	Professor Deepita Chakravarty	
3	Atul Purty S184CDP03	24/07/2018	My Action Research Work is trying to broadening the notion of economy by building on the work done by J. K. Gibson Graham. My work is on deconstruction of the capitalocentric view of economy and rethinking the alternative surplus possibilities of migration.	1. Though, Development practice is 'doing thing differently', Need to rethink the action part as it seems like very mainstream notion of economic development. 2. Need to rethink about problem itself also, through the field notes and journals.	1. The action plan is looks like an agriculture marketing plan, what is the uniqueness in work? since it is the work of Development Practice. 2. Till the identification of problem, development philosophy was clear. It was a post developmental work, But the action plan of the work is looks like a very mainstream of development.	Dr Partha Saha	Professor Anup Dhar and Mr. Shuvajit Chakraborty
4	Carol Wilson S184CDP04	24/07/2018	The work presented the progress of the action research during the third immersion, in the field. Developments towards actoning of the research with the group ( of	1. Show how this work is different (or "new") with respect to usual work "on" (which perhaps is not work "with") women in development sector? Which framework does	1. What would the philosophy of action research bring to this work, distinguishing it from a gender studies work? 2. Locate the work within the setting of action research. How does the	Dr Mamatha Karollil	Dr Shubhra Nagalia, Resmi Bhoi

			<p>young girls) was presented. In our attempt to deconstruct the idea of gendered kamzori, the work tries to locate narratives of <i>jaadu tona</i>, <i>shodha</i> and eve teasing within the framework of kamzori. Thus it provokes a deeper thinking into the regulation of 'the non confirming female body' and embodied subjectivities.</p>	<p>it take? WID, WAD or GAD? Is it Post GAD?  2.How do we enunciate the "with"?  3.How does immersion contribute to doing gender differently?  4.Where is the work located with respect to the two dominant models of action research? The Lewinian one? And the model of educational action research?  5.The three major directions that the write up point out- of Jaadu tona, sports and eve teasing- should we connect them or should we keep it separate? Explore what kind of solidarity can emerge from the group of these young women.  6.How does this project differ from other mainstream sports projects</p>	<p>notion of gendered bodies, sports etc. fit into action research.  3.What is the process of coming to this activity, together? It is important to record the moments which show that this project is co-owned between the researcher and the participants. Show the procedure of it more systematically.  4.Give more life to individual biographies, of what is happening in the lives of them.</p>		
5	Chinmayi P Ramaiah S184CDP05	19/07/2018	<p>This work attempts to rethink health, well-being and healing as we understand it today and brings them in dialogue with the practice of <i>Jadu Tona</i>; carefully unpacking the complex grid where they overlap and diverge.</p>	<p>1. Explore indigenous stories and literature as continued engagement with community is difficult during the present circumstances. 2. To explore the work through the lens of reverse anthropology.</p>	<p>1. Redefining action-Engagement as Action 2. Explore the relationship between desire, envy and jealousy. 3. Can we research from an ambivalent position? To not resolve between rationality and superstition. 4. To rethink the relationship between truth and knowledge.</p>	Prof Anup Dhar	Prof Honey Oberoi Vahali, Mr. Sachin Pathania
6	Dhanpal Singh S184CDP06	24/07/2018	<p>My Action Research Topic is on "Politics in Practice: Claiming Citizenship" at Tola Harinsingha Chakai block, Jamuai dist. of</p>	<p>Who decides the "Capability" of the other? There can always be a difference between knowledge and Information when</p>	<p>1. You should differentiate and explain between the concept of welfare and well-being. 2. How are you understanding about "Political</p>	Prof Anup Dhar	Dr Ngoru Nixon ( School of Law and Governance & Citizenship) Mr.

			<p>South Bihar. I started my action research journey from 07th January to 07th March. I started to discuss action research problem with community in 1st Gram Sabha meeting on 25th January. We started Knowing &amp; Learning process among the community about rights and claim making. We talked and discussed many times about process of claim making through individual and collective meetings. People trying to start effort after the knowing and learning process. And we raised this issue through community radio. Also, we did virtual action during this Pandemic of Covid-19.</p>	<p>we look at the idea of capable Gere it seems that it is already declared that they lacked capacity and needs to "train".</p>	<p>Consciousness"? 3. Your research work/ story start from Devaki didi. the center point of your research should be Devaki Kumari. 4. How citizenship will be possible legally from the ground? 5. How political consciousness will be develop to citizen? 6. How resistance and justice from below? 7. You should go in you work through EDMD paper.</p>		<p>Shuvojit Chakravarty (Executive, PRADAN)</p>
7	Ekta Niranjana S184CDP07	24/07/2018	<p>The work looks at development communication in the village of Emliguda, Rayagada, Odisha. It tries to look at NGOs in their practical work and how they practice development on the ground and how this idea of development translates to the villagers. Development is a notion that come with intended/unintended meanings attached to language use, dress, eating and other habits and thus can cause changes in these habits in the village. One such habit that increasing</p>	<p>Imran Amin- Ekta should look at language use and development (eg of the Santhali language) and also look at the language used while performing different rituals.</p>	<p>Krishna Menon- Ekta should also think about the politics of the kinds of names that are given and the ones that are lost. Should reflect on the power and politics of naming. Naming practices have changed a lot in South Asia. Anup Dhar- Ekta should reflect on the link between language and values and aesthetics. The retention of language does not mean that the values are not lost and vice versa. Ekta should reflect on the link between language and values and aesthetics. The retention of language does not</p>	Krishna Menon	Anup Dhar and Ashutosh Kumar

			development and acculturation has changed in the village is the naming practices in the village. This work tries to analyse the link between development communication and the meaning the notion of development hold for the villagers by looking at naming practices.		mean that the values are not lost and vice vers Ashutosh Kumar-Ekta should talk to the ritual heads of the village and discuss with them the naming practices of the village. Ekta should also look into the views that the pujaris hold of the Kuvi people and should check out statistics on schools in the district of Rayagada		
8	Kuldeep Singh S184CDP08	19/07/2018	The work presented is an attempt to understand the importance of collectivization to build an extant yet displaced Adivasi practice of being in common in 'Akhra' for the well-being of the village. It also covers the question of institution that how institution like 'Akhra' has been transformed in the womb of modernity and how all of this push them to the process of extint of their culture practices of being in common.	Need to put more focus on problmetic and try to bring more narratives to reach before the conclusion of problematic.	<ul style="list-style-type: none"> <li>• The framework is missing. Need to put work into the framework to understand the relationship with the development.</li> <li>• Need to look at the reason why Collectives work in other villages.</li> <li>• Need to define the philosophy of development.</li> <li>• Need to build an understanding of indigenous institutions along with development discourse.</li> <li>• Need to explain how Akhra is a situated cultural way of coming together that need to be highlighted in terms of something that is missing in the governmentalized designs of collectivization.</li> </ul>	Dr Partha Saha	Dr Anup Dhar and Bibhuban ta barad
9	M Memeenao S184CDP09	19/07/2018	The presentation is about reporting of the progress in III Immersion and how the researcher and the community (SHG member) try to look into the food practices and possible ways of transformation.	Dr Imran Amin 1) To look into the work of PHRN for action review. 2) Importance to highlight the peculiarities and seasonality of agricultural practices that has change	<ul style="list-style-type: none"> <li>*To specify on the variation of vulnerability of food whether it is seasonality to vulnerability or it is household wise.</li> <li>*Question on whether the work is partly focusing on certain food</li> </ul>	Dr Rohit Negi	Dr Pritpal Singh and Mr Debanjan Ghatak

			<p>The work also presented on main three reasons of food practices undergoing change.</p>	<p>drastically over years in the work. Prof Anup Dhar 1) Present work in a transformative axis of food through disaggregated and decentered way conceptually and in praxis. 2) Think on how to draw on the concept of food and memory</p>	<p>practices of bringing in locally abundance or is it on a specific plant and be clear on its contribution to the villagers.</p> <p>*What is the intervention plan and how do you intend to go further with the transformation?</p> <p>*To present village in a heterogeneous entity and not in a homogenized manner in terms of power dynamics, group categories and understand its complexity.</p> <p>*To be specific with whom you are working with for the transformation of food practices.</p> <p>*Specify different forms of livelihood in the village and include visuals like maps and photographs in the write up.</p>		
10	Manju Verma S184CDP10	19/07/2018	<p>The work presented the progress of the Action which is undertaken in the third village immersion is presented. A new dimension to the work unfolded like how the Bureaucrats deliberately disregard the presence of the Baiga women. The journey a group of Baiga women undertook to tackle the water scarcity in their Dahiyaan tola, a journey to address their own 'darr' in dealing with state agencies and</p>	<p>Imran- Need to theorise this whole experience. Is it transformation in women; or is it transformation in processes of governance. Need to work on the theoretical framework of governance and what it says about subjectivity of women. Need to focus on relational governance, participation as relational rather than instrumental.</p> <p>Anup- Are they</p>	<p>Shiv Sankalp- It is a beautiful illustration of a series of imagery, actions and learning across. I see how women and men in Baiga and Dahiyaan tola are now confident. I see how subjugation and other power relations (gender, caste, class etc) have impacted the confidence and leadership.</p>	Prof Anup Dhar	Dr Partha Saha and Shiv Sankalp

			claiming their rights.	interested in questions of gender? Or are they just interested in water flow/supply? Let us try to show "why" this was indeed a transformation in gender relations.			
11	Prachi Das S184CDP12	19/07/2018	Action research on working with transversalities in group process with kuvi adivasi women facing singleness in Mahaguda, Rayagada The work is to bring together experiences of singleness & approach is to understand together the various perceptions of 'differently mistreated', 'differently single' & 'being systemically misheard' within the shared feeling of singleness. To not merely discover singleness but to witness within it the intricacies of position, power, being, tolerance, labor & other transactions the community is bound by.	Sunalini Kumar: What about dialogues, conversations, that can be lost in translation? Is foregrounding the arrival at the problematic going to sustain itself? Do you see the scope of engaging with men experiencing singleness? How do women see the future of such a coming together, since you are researching with them? How sitting together lead you to research question & what about struggles with communication.	Anup Dhar: How immersion contributed in action research question? How it was co-researched? How it became a 'shared problematic' & at what point was it communicated? How has knowledge production moved forward in your ongoing work – track it in your writing & framework building.	Dr Sunalini Kumar, SGA	Dr Anup Dhar (CDP) and Ashutosh Kumar (Field Supervisor)
12	Rahul Tiwari S184CDP13	27/07/2018	The work presented tries to explain the significance of traditional knowledge systems in terms of herbal medicine and its associated healing practices. These practices are the symbolic representations of their Adivasi ways of living which are valued for generations	Dr Rachna Mehra- Need to look the extinct knowledge if any and try to find the common grounds between traditional and modern medicine. Sampurna- She asked to put more light on Naturalistic and Personalistic Factors.	Expected to focus more on their traditional knowledge	Dr Oinam Hemlata Devi	Mr. Surajit Sarkar (CCK,AUD) & Mr. Preetam Gupta (Field supervisor)



13	Ravi Kumar S184CDP14	24/07/2018	The work present is about how we together work on action. and also try to take a small step to empower women by creating a digital platform. and how NGOs and community work together for the development of the village. To perform a action what are the challenges and process were discussed.	How you are seeing women in your work. Try to see critically about MobileVanni and focus on women agency.	The Advisory Committee has given their comments respectively- look after the Agency of women on their body and what is the take of men's of the village about it. What is women experience on the information? See women aspiration and what their needs are. Try to focus on what technology doing as a gender. After action what kind of information they see or can get by platform. Try to look little more about Ngos which are working in those areas. It is important to understand what technology has done to them as a woman, is it empowering or is it not empowering, is it helpful for them or not. We have to focus little more on the framework of development and gender.	Dr Rachna Mehra	Dr Teena Anil and Salbi Kumari
14	Sampurna Goswami S184CDP15	19/07/2018	The work presented tries to look into how the researcher and the community can reach a space of dialogue while negotiating their own histories and understandings of the way of the world. The work presented tries to bring out or etch out the relational nature of this research. It tries to subtly mirror making and unmaking of relations existing and the ones newly built. A relation not just between two	Arunopol Seal 1)There is on one hand babui and the other hand is babui. It appears like a dichotomy. There is a word called shoboi ghas which has been replaced by babui. It seems like a better developmental option. 1)Babui is getting replaced by shoboi 2) Is development working through substitution 2) You never looked how institutions supported babui. Is it the ISA that	Mr. Aniruddha Mukherjee 1) I just wanted to understand what do you think about their relationship with the forest, Sal leaves that they do regularly and they are having some joy every day. Would you like to say something about it? 2) I want to understand after the daughter's death , what kind of resources she has missed after the death of her daughter? Mr. Vinod R 1) As I listened to	Prof Anup Dhar	Mr. Vinod R Mr. Aniruddha Mukherjee

			<p>humans but ones relation with the self, the Other and the world in which one 'belongs'. It tries to look into the process of how an economic crop(Sabai) can also have other reasons and other meanings attached to it. It is through dialogue around this particular crop that the work tries to unpack the joy of labour.</p>	<p>is taking their mouth and articulating their need for them.  3)The Santhal-Hul of 1855. They are in the system of monetized value system and not getting the benefit of it.  4) What are the possible ways of researching the action. What are the possible constellations with which you can think action?  Dr Rachna Mehra  1)Can you talk of relationship between labour outside capital.</p>	<p>you it seems that you are about to begin your journey where you want to go. This is the sense I have. You are able to see something that is there. There is a silence around the death of the daughter. What led to that death? From that space to move to labour as fun is a jump. A clear jump.  2) What is the history of the common land?  3) You were labouring yourself. In that intense engagement it is also a certain speed with which you want to move away from it. Then there is death and then there is fun. So I am not able to make the connections.  4) Labour after a point gets to you, were there moments where you also felt very oppressed?  5) In your footnote you say it will be interesting to see two pathologies converge. When you are using the word pathology it shows a very positive motivation. You know when we think we are very hard working our meta pathology can be laziness. What are the challenges when you are holding on to something very tight. What did you eat, did you sleep? To locate your meta pathology you need open that space a little. Only then that lightness</p>	
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					<p>of being can be achieved.</p> <p>6) Two things which you want from each other which is not finding language.</p> <p>7) It all comes back to language. Sometimes not knowing a language is fascinating. That makes you feel lighter.</p> <p>Prof Anup Dhar</p> <p>1) It seems that the daughter's death is very important and it is as if you have left her and moved other ways to do your work. Your work is on relations so will we lose Bharati didi? If not, how do we reconnect to her?</p> <p>2) In your first village you were communicating in Bengali and in the second in Santhali. There is difference between the two even in terms of language they spoke. Difference between communities. Ease of working with Santhali community. What is the difference between communities, what makes one more welcoming while the other a little hostile</p> <p>3) When you don't know the language it is as if you have more communication and less conversation.</p>		
15	Shivam Sagar S184CDP16	19/07/2018	The action research work spanning across three immersion experiences tried to make sense of the problem of the	Imran - Need to work on connecting or threading together the whole work. As of now the	The work needs to look closely the past attempts at action. And Needs to work on the RAC's suggestions and	Prof Anup Dhar	Dr Partha Saha and James Tigga

			<p>'unethical in practices of state health-care'; which was a kind of practice happening at the interface of the state and the community at the sub-health center (SHC) in the village of Khadka. The community's attempt at action for the resolution of the problem faced a series of challenges. Some challenges that were sourced from the many fractured relationships that constituted the community resisted dialogues around 'problem resolution'. Other challenges were emerging from the community's intensity toward villainizing the 'unethical' in the health-care practitioner whenever dialogue gained momentum; an intensity reflected in the community's desire for retribution.</p>	<p>connecting points are missing. Also take a look at literature on corruption, particularly, Anthropology of the State by Akhil Gupta.</p>	<p>comments</p>		
16	Swati Tirkey S184CDP17	18/07/2018	<p>The work presented was a result of navigating with a Santal village community on the uncertain, difficult and often confusing journey of navigating through diverse cosmologies of healthcare systems; each with their own aetiology, symptomatology, course of illness and the subsequent methods of treatments. These cross-epistemological and cross-cultural interactions brought to the fore</p>	<p>The question of causality is not random or a coincidence, that where one places the causality in the chain, is a political act; Rinti getting bitten by the snake is forgotten, but her being in the fields where the Witch got her gets amplified. To properly see how the narrative change in the causality takes place. Hence to disaggregate the structure of causality.</p>	<p>1. It looks like the work can present a dual critique. A critique on the western/modern healthcare system positing the situated knowledge health system as the 'Other' and thus pushing it to emulate the Western system in a chimeric form. Hence to see into this spectrum of good/bad medicine, which has afflicted the vulnerable/rural section of the society. Also, this can be a gender critic, how ill health is linked to</p>	Dr Rinju Rasaily	Prof Anup Dhar and Ms. Vineeta Chhetri

			<p>communicative fractures, which showed that dominant paradigms of health communication are unable to meet the specific needs of cultural communities. Through singular illness experiences and the village council's way of dealing with illness manifestations we come across various interpretations and reinterpretations of health and illness explanations which are in a continuous construction process by the community and that which begs for a transformation in health communication from below.</p>		<p>witchcraft, hence, to deconstruct witchcraft.  2. In seeing how the cross section of shamanic healthcare and institutional healthcare is working out we get to see difference in causality along with different metaphors, conceptualisations of the body, all of which need disaggregation  3. In looking at how the village community is communicating and relating with the institutions of healthcare around them, do not forget to look at who is at the other side of the health communication process ( the health workers) and how are they relating and communicating with the community, are they being trained in a way to address the issues that the rural communities are facing.</p>	
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- (f) Six monthly progress reports (for the period January-June 2020) of the following MPhil CLTS and PhD CLTS students, School of Letters (SoL):

**MPhil CLTS**

S.No	Name of MPhil Scholar	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms Arenpongla Jamir (S174LCL02)	04.09.2017	The scholar's progress was deemed satisfactory. <b>Note:</b> The scholar was diagnosed with a serious illness in January which has slowed down her work, but she intends to finish her MPhil within the extended registration period granted for the lockdown period.	Radha Chakravarty (S), Shad Naved, Lovitoli Jimo
2.	Mr Gaurav Kumar (S184LCL01)	09.08.2018	The scholar's progress was deemed satisfactory.	Radha Chakravarty (S), Shad Naved, Tanuja Kothiyal
3.	Ms Shayantani Das (S184LCL03)	09.08.2018	The scholar's progress was deemed satisfactory.	Radha Chakravarty (S), Shad Naved, Rukmini Sen

## PHD CLTS

S. No	Name of MPhil Scholar/ Enrolment no	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms Pooja Mann (S175LCL03)	10.08.2017	The scholar's progress was deemed satisfactory.	Radha Chakravarty (S), Shad Naved, Diamond Oberoi Vahali
2.	Ms Nilza Angmo (S175LCL02)	10.08.2017	The scholar's progress was deemed satisfactory.	Radha Chakravarty (S), Shad Naved, Honey Oberoi Vahali
3.	Ms Pali Sarkar (S195LCL04)	21.08.2019	The scholar's progress was deemed satisfactory.	Radha Chakravarty (S), Shad Naved, Pallavi Chakravarty

(g) Six monthly progress reports of the following PhD English students (Batch 2017 and 2018):

S. No.	Name of PhD Scholar/ Enrolment no	Date of registration	For the period of month	Discussions/Comments and Suggestions from RAC	RAC members present (supervisor first)
1.	Ms Ruchita Machal (S185LEN07)	Aug 2018	January to June 2020	The scholar's progress was deemed satisfactory.	Vikram Singh Thakur (S), Sanju Thomas, Shad Naved
2.	Ms Neha Rana (S175LEN06)	Aug 2017	January to June 2020	The scholar's progress was deemed satisfactory.	Diamond Oberoi Vahali (S), Bodh Prakash, Usha Mudiganti, Shifa Haq
3.	Ms Veeksha Vagmita (S175LEN08)	23.08.2017	January to June 2020	The scholar's progress was deemed satisfactory.	Usha Mudiganti (S), Diamond Oberoi Vahali, Rachana Johri
4.	Ms Archa Bhatnagar (S185LEN01)	30.07.2018	January to June 2020	The scholar's progress was deemed satisfactory.	Usha Mudiganti (S), Diamond Oberoi Vahali, Honey Oberoi Vahali
5.	Ms J Imlikala Ao (S175LEN04)	14.08.2017	July to December 2019 and January to June 2020	The scholar's progress was deemed satisfactory.	Bhoomika Meiling (S), Amit Singh, B.R. Alamelu
6.	Ms Shivani Bhatt (S185LEN09)	Aug 2018	January to June 2020	The scholar's progress was deemed satisfactory.	Diamond Oberoi Vahali (S), Amit Singh, Hemlata
7.	Mr Ashutosh Kant Prabhakar (S175LEN01)	16.08.2017	January to June 2020	The scholar's progress was deemed satisfactory.	Amit Singh (S), Diamond Oberoi Vahali, Yogesh Snehi
8.	Mr Hemchandra Nameirakpam (S175LEN03)	17.08.2017	January to June 2020	The scholar's progress was deemed satisfactory.	Amit Singh (S), Santosh Kumar Singh, Kopal
9.	Ms Sangeeta Jawla (S185LEN08)	30.07.2018	January to June 2020	The scholar's progress was deemed satisfactory.	Amit Singh (S), Diamond Oberoi Vahali, Lovitoli Jimo
10.	Ms Sruti MD (S175LEN07)	17.8.2017	January to June 2020	The scholar's progress was deemed satisfactory.	Bodh Prakash (S), Vikram Singh Thakur, Anita Cherian
11.	Dimpy Lochav (S185LEN03)	03.08.2018	January to June 2020	The scholar's progress was deemed satisfactory.	Sanju Thomas (S), Radha Chakravarty, Mrityunjay Tripathi
12.	Mokshda Manchanda (S175LEN05)	17.08.2017	January to June 2020	The scholar's progress was deemed satisfactory.	Vikram Singh Thakur (S), Sanju Thomas, Anita Cherian
13.	Hatchingthem Haokip (S175LEN02)	14.08.2017	January to June 2020	The scholar's progress was deemed satisfactory.	Sanju Thomas (S), Usha Mudiganti, Diamond Oberoi Vahali, Oinam Hemlata Devi

- (h) Six monthly progress reports (for the period of January 2020 to June 2020) of the following MPhil Hindi and PhD Hindi students:

### MPhil Hindi

S. No	Name of Scholar/ Enrolment No.	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members (supervisor first)
1	Ankit (S184LHI01)	10/08/2018	RAC meeting (Virtual) with Ankit held on 13 <sup>th</sup> July, 2020 on Google meet. The committee members were satisfied with his progress.	<b>Prof Satyaketu Sankrit</b> Dr Vikas Kumar, Prof Gopalji Pradhan
2	Nikki Kumari (S184LHI04)	09/08/2018	RAC meeting with Nikki Kumari held on 20 July, 2020. Nikki apprised the committee her title: Kinner Vimarshaur' Post box no. 203 Nala Sopara' The committee members asked her questions and she answered very well and she will also submit her work in next 3 months. All the members were satisfied with her Progress.	<b>Prof Satyaketu Sankrit</b> Dr Darshan Pandey, Prof Gopalji Pradhan
3	Babita Yadav (S184LHI02)	10/08/2018	RAC meeting with Babita, held on 20 July, 2020 (Virtual). Babita has presented her synopsis titled: Asgar vajahat ke yatra- vrittant mein Sanjhi Sanskriti (vishesh sandarb- 'raste ki talash mein' aur 'chalte toh acha tha'). She had Presented her topic very well and had answered every question related to the topic and she will submit her MPhil. Committee member were satisfied with her progress.	<b>Prof Satyaketu Sankrit</b> Dr Mala Mishra, Prof Gopalji Pradhan

### PhD Hindi

S. No	Name of PhD Scholar	Date of registration	Discussions/Comments and Suggestions from RAC	RAC members (supervisor first)
1.	Sukant Suman (S175DHI04)	16/08/2017	Virtual RAC meeting with scholar was held on 13 <sup>th</sup> July, 2020 (Google meet). The students have presented all his work in the meeting and have met expectations. His overall progress is satisfactory.	Prof Satyaketu Sankrit, Prof Gopalji Pradhan Dr Vaibhav
2.	Ankita Chauhan (S175DHI01)	21/08/2017	RAC meeting with Ankita, held on 19 June, 2020 (Virtual). The students have presented all his work in the meeting and have met expectations. His overall progress is satisfactory.	Prof Satyaketu Sankrit, Prof Gopalji Pradhan Dr Ajay Navria
3.	Nirmal Rani (S165DHI03)	01/09/2016	RAC meeting with Nirmal Rani was held on 19 June, 2020 (Virtual). The students have presented all his work in the meeting and have met expectations. His overall progress is satisfactory.	Prof Satyaketu Sankrit, Prof Gopalji Pradhan Dr Vibhav
4	Sapna (S165DHI06)	01/09/2016	RAC meeting with Sapna was held on 29 July, 2020 (Virtual). The students have presented all his work in the meeting and have met expectations. His overall progress is satisfactory.	Prof Satyaketu Sankrit, Prof Gopalji Pradhan, Prof Sanjay Sharma
5	Aakansha Bhatt (S165DHI02)	01/09/2016	RAC meeting with Aakansha, held on 29 June, 2020 (Virtual). The students have presented all his work in the meeting and have met expectations. His overall progress is satisfactory.	Prof Gopalji Pradhan, Prof Satyaketu Sankrit, Dr Mrityunjay

- (i) Six monthly progress report (for the period January to June 2020) of the following PhD Human Ecology Students (Batch- 2013, 2016 and 2019):

S. No	Name of Student/ Enrolment No	Date of Registration	Supervisor (RAC Members)	Title of Synopsis	Discussions/Comments and Suggestions from RAC
1	Ms. Shaina Sehgal (S135BED04)	29.08.2013	Dr. Suresh Babu (Dr. Oinam Hemlata Devi and Prof. Praveen Singh)	A Study of The Changing Relationships of Ecology and Society in The Nicobar Islands by Examining the Trade in Ecological Produce	The scholars progress was deemed satisfactory. Pre-submission viva successfully completed
2	Amit Kumar Sriwastva (S195BED01)	26.07.2019	Prof. Asmita Kabra (Dr. Suresh Babu and Dr. Budhaditya Das)	Title of the synopsis is not finalized.	The scholar's progress was deemed satisfactory.
3	Syed Shoaib Ali (S165BED03)	01.09.2016	Dr. Rohit Negi ( Prof. Dharendra D Dangwal, Prof. Asmita Kabra and Dr. Budhaditya Das)	States of Science: apples and Agriculture Extension in Western Himalayas	
5	Ms. Sonam Mahalwal (S165BED02)	01.09.2016	Prof. Asmita Kabra ( Prof. Sumangala Damodaran and Dr. Suresh Babu)	Forest Dependence and Adivasi Livelihoods: A Case Study of the Commodity Chain of Boswellia Serrata in Central India	Her work progress till May 2020 was satisfactory and She is on maternity leave w.e.f. 01.08.2020

- (j) Six monthly progress report (for the period January to June 2020) of the following PhD CLTS Students (Batch- 2018 and 2019):

S. No.	Name of Students	Date of registration	Title of Synopsis	RAC members present (supervisor first)	Discussions/Comments and Suggestions from RAC
1.	Mr Rachit Verma (S185LCL04)	21.08.2018	Metamorphoses of Sufi and Folk: Heer as Lyric and Performance in the Popular Punjabi Imagination	Shad Naved (S), Radha Chakravarty, Yogesh Snehi	The scholars progress was deemed satisfactory.
2.	Mr Abhimanyu Singh (S195LCL01)	19.08.2019	Title of the synopsis is not finalized	Shad Naved (S), Sandeep R. Singh, Shelmi Sankhil	

- (k) Six monthly progress reports (for the period January-June 2020) of the following PhD Psychology students (Batch-2017):

Sl. No.	Name of Student/ Enrolment No	Title of Synopsis	Registration Date	Date of RAC Meeting	Discussions/Comments and Suggestions from RAC
1	Deepti Sharma (S175CPS01)	What do we renounce when we call revolution a 'revolution'? : Studying the Leninist Revolutionary group from a Psychoanalytic lens	31.08.2017	31.08.2020	The scholars progress was deemed satisfactory.
2	Hsingwen Chang (S175CPS02)	Psychoanalysis and Critical Consciousness: Investigating the Role of the Teacher in the Asian Present	22.08.2017	31.08.2020	
3	Meena Sawariya (S175CPS03)	Identity of Dalit Women: A Psych-Social Study	22.08.017	31.08.2020	



4	Nikita Jain (S175CPS04)	Understanding Disordered Eating States: A Qualitative Study	23.08.2017	14.08.2020
5	Priya Tiwari (S175CPS05)	'On the Transformations from Infantile helplessness to forming of the Subject and Use of dependence in its Becoming'	23.08.2017	28.08.2020
6	Ritika Arora (S175CPS06)	Separateness & Linkages	22.08.2017	28.08.2020
7	Urvashi Agarwal (S175CPS07)	Fathers and Daughters: Women	23.08.2017	25.08.2020
8	Vikas Deepak (S175CPS08)	Survival and Creativity in the Clinical Dyad	23.08.2017	14.08.2020

(I) Six monthly progress reports (for the Monsoon Semester 2019) of the following MPhil Psychoanalytic Psychotherapy students (Batch-2017):

S. No	Name of Student, Enrolment No. and Date of Registration/ Admission	Brief description of work presented	Comments and suggestions during Presentation	Comments and Suggestions from RAC	Supervisor and RAC members
1	Aanchal Bhatnagar/ S174CPS01/ 09.08.2017	The idea of loss-how it's mourned, perceived and lived in one's class, gendered & professional reality. How do we understand/ accumulate ordinary losses.	Adding to the literature review. Giving a better shape to the idea in question.	RAC dated 23.01.2020. It would be hard to see consistency of experience & understanding of loss even within a particular context. Hence, we can narrow down the sight of research. Reading more thoroughly on mourning. Preparing a deeper understanding of the concepts being used, like migration, forgetting, etc.	Prof Anita Ghai (supervisor) Dr Neetu Sarin (Co-supervisor), Dr Ashis Roy, Dr Shivani Nag
2	Anjali Verma/ S174CPS02/ 09.08.2017	I have shared with supervisor the work and books I have read to understand caste, education, language and reservation given to Dalit students. I have read: English in the Dalit context by Uma Rani Manohar, Creative Writrs and Daydreaming (190) by Sigmnd Freud <i>Bodies In Treatment: The Unspoken Dimension</i> by Anderson "Understanding The Dalits' Persective On	More authors were suggested to me, such as; Goffman and Spivak for education, cracked mirror, Humiliation by Gopal Guru coming out as Dalit Adam Phillips to understand guilt, The Dalit Closet: Managing Dalit Identity at an Elite University in India By Kathryn Lum caste, Social Stigma and Identity Processes	helped me to look into question of caste, language and writing; and to think and see around how students are experiencing caste in University. And that it would also help my work if I also look into how language enabling identity and disabling subjectivity.	Prof Rachana Johri (supervisor), Prof Anup Dhar, Anshumita Pandey

		English Language Education" In <i>English In The Dalit context</i> - By Lakshmanan "At a loss for words and feelings: A psychoanalyst reflects on experiencing bodywork" In <i>Bodies in Treatment: The Unspoken Dimension</i> . Identity, Youth And Crisis by Erik Erikson. I have presented my (both personal and intergenerational) which has helped me to reach questions to work for my dissertation.	and James Gilligan.		
3	Anuradha Sudhir Panchmatia/ S174CPS03/ 10.08.2017	A summary literature review of theoretical perspectives regarding the subject of termination of psychotherapy	Suggestions on how to select participants for the study and to include cultural context in the study	Suggestions to turn to feminist perspectives on relationality in considering the subject of separation in termination.	Prof Rachana Johri (supervisor), Prof Honey Oberoi, Anshumita Pandey
4	Ayushi Madan/ S174CPS04/ 09.08.2017	Literature reviewed was discussed, research questions presented. Writing and data collection was discussed.	It was decided that the political question and current political climate would be out of the scope of the present work Cultural anecdotes around sibling relationships were discussed It was suggested to include separate chapters on <i>The God of Small Things</i> and <i>Em and the Big Hoom</i>	The question of desire should be included in the present work; suggested to include Antigone We were alerted to the question of hetero/homosexual question, in discussion about interviewing same sex/different sex Siblings.	Dr. Shifa Haq (supervisor), Dr Usha Mudiganti, Dr Ashis Roy
5	Durgesh Ojha/ S174CPS06/ 22.08.2017	The progress on the literature review was presented and the methodology step was discussed.	Few additional readings were recommended towards methodology and further development of the concept	It was suggested to formulate the methodology and identifying participants.	Dr. Shifa Haq (supervisor). Dr. Ashok Nagpal, Dr. Mamatha Karollil
6	Epsita Sandhu/ S174CPS07/ 09.08.2017	Synopsis with progress of chapters on methodology, literature review	Suggestions on developing as a spontaneous, relationally present	Expand literature review and work through defensiveness in both participants	Prof Honey Oberoi Vahali (supervisor), Dr Neetu Sarin (Co-supervisor), Dr. Rachana Johri,

		and data collected so far	interviewer, to reach out to hospitals but primarily invest in snowballing as a way to invite participants; allow elaboration of researcher's lived experience within the writing. To be mindful that grief can be performative and since culturally there is little meaning-making around perinatal loss, the absence of grief may be related to the absence of collective repertoire of performance. Expand literature review and work through defensiveness in both participants as well as researcher	as well as researcher	Dr. Ashis Roy
7	Gagandeep Kaur Ahluwalia/ S174CPS08/ 09.08.2017	<i>Burning, Freezing, Spilling: On Female rage and Female Subjectivities</i> -Synopsis Presented put forth question of female rage, what can be termed as such, what can be referred to as such, and whether female subjectivity accounts for rage a natural response at all, or whether it is pathologised into a diagnostic tool. Some literature reviewed was discussed, more literature suggested, and methodologies were discussed.	Addition of titles to the literature; frameworks, and questions to explore that flow out of the original question of <i>female rage</i> . What are the kinds of rage, Can it become productive, How would one incorporate one's training as a psychoanalytic psychotherapist in this area of research?	RAC meetings dated 13.11.2019 and 21.08.2020 - Further literature reviewed on femaleness and the phenomenon of rage was discussed. -Suggestions on which method and methodology would work best with this question -what could be the problems that we could face in exploring this -the thinkability of rage could be difficult -To imagine a chapterisation of the thesis, and revise and add to initial synopsis	Dr. Mamatha Karollil (supervisor), Dr. Shifa Haq, Anshumita Pandey
8	Haj Bincee/ S174CPS09/ 09.08.2017	Proposal was presented and excerpts from Interviews held so far were discussed.	To narrow down the interview subject base. To get a clear understanding of the customary laws Establish a	It was advised to continue with the interviews and keep developing a comprehensive documentation of the emerging themes.	Prof Anup Dhar (supervisor), Dr Lovitoli Jimo, Dr Taw Azu

			neutral approach rather than with a preconceived notion of the conventional norms of what is the accepted ideal.	Suggested to read more on the customary laws of the region and their relevance for the millennial ( my subject base) vis s vis the institution of marriage and family dynamics.  Dr. Taw Azu  Research done by her is being looked upon through her book on the Nyishi tribe of Arunachal Pradesh.  Referred articles and other similar works around the	
9	Indu Chauhan/ S174CPS10/ 22.08.2017	In Homeland, Yet Exiled: (A psychoanalytic inquiry into the emotional space created by Islamophobia in India)  The presentation highlighted the literature review done along with salient points from the interviews conducted with research participants.	To develop more psychoanalytic perspective into narratives by focusing on the life stories of the participants; which will help in developing psychoanalytic understanding into the 'Hurt' of Muslim community in India. As a researcher, to pay attention to my own lens though the questions I ask.	RAC meeting dated 23.01.2020 To develop the methodology. To increase the diversity and scope of narratives by also reaching out to the older generation of Indian Muslims who can bring in their own lives and richness as till now the research participants are mostly young adults. Few readings also suggested to help with the above suggestions.	Supervisor: Prof Anita Ghai  Co Supervisor: Dr Ashis Roy, Prof Honey Oberoi, Dr Shifa Haq
10	Jayati Singh/ S174CPS11/ 09.08.2017	Unmuting the Voices of Women Survivors of 1984 Anti- Sikh Violence: A Transgenerational Exploration Discussion on interviews conducted so far with the second generation women living in Tilak Vihar Colony who survived 1984 anti-sikh violence.	-To use words like massacre, genocide, riots with caution as each of the terms carry varying historical, political and psychological significance - How remote data collection could be done and made sense of during COVID-19 lockdown.	- To locate the 1984 anti-Sikh violence historically, keeping in mind the Sikh history, militancy, politics and the green revolution in Punjab. The interplay of sociological, historical and political terrain with psychoanalytic understanding was emphasized -Engaging in Peace studies, works of Mrinalini Sinha, Judith	Prof. Honey Oberoi Vahali (supervisor), Prof. Rachana Johri, Prof. Krishna Menon

				Butler, Nayanika Mukherjee, Jayanti Basu was encouraged	
11	Jyoti Sagar/ S174CPS12/ 09.08.2017	Brief description of work presented Title: The Foreverness of Caste This theme begins with an anecdote in my life. When my grandmother died. I understood from his death that your caste stays with you even after death. Like we are taught about the journey after death of someone in the Garuda Purana. This question remained with me that how our record makes our caste identity. For this, I wanted to work in a Dalit community to understand this process. To understand this theme better, we had sucked some Dalit Autobiography so that we could understand this theme more closely.	we have to be focused on our theme. Concentrated books have to be read. What will be the field will have to be focused on it. AIMS and objective have to be redefined.	We have to work in the context of the trope of hiding subjectivity. How to show shame and aspiration will have to be worked on. For grounding my own self. What is the concept of Hiding for me and how does caste make Hiding identity? How the context of self and false self is merged with caste. We have to understand it. What is the connection of language and caste?	Dr Mamatha Karolli (supervisor), Deepti Sachdeva, Dr Bindu KC
12	Rohan Parashar/ S174CPS13/ 09.08.2017	'Perception of Fatherhood Through The Reference Point of The Fathers' Presentation entailed- The progress on the Review of literature on the theoretical aspect on growth of a biological male into a Biological Father. - Interview schedule - Methodology and research Plan for Pilot Study	-To identify research Participants for the pilot study. -To conduct pilot Interviews. -Formulate a revised research plan and schedule keeping the data in the pilot interview in mind.	To orient and look at the research towards family and gender perspective. -Keeping the Family structure of Indian Families in mind, to identify the context of Masculinity as a family role in Fathers.	Dr. Vatsala Saxena (supervisor), Nupur Dhingra Paiva, Dr Shelly Pandey
13	Savi Khanna/ S174CPS14/ 09.08.2017	Dissertation titled: (Re)Encountering the social: Work of love a summary of the fieldwork done and theoretical connections made between love-	Discussion was held on the meaning of love and transformation that I am trying to present and how it connects with	RAC meeting dated 23.01.2020 It was suggested to get more clarity on "what" of love I am trying to bring in and to provide more experiences	Prof Anup Dhar (supervisor), Prof Rachana Johri, , Deepti Sachdev

		politics-transformation was presented	the social.	from the field in writing. And to reimagine the ways this dissertation can be written and presented.	
14	Tarun Vohra/ S174CPS15/ 22.08.2017	<p>the proposal was presented and discussed in detail to understand how to move forward in the present times of Covid where entering the field is almost impossible.</p> <p>reasons for the slow start to dissertation were taken note of.</p> <p>methodology was narrowed down to the direction of Ethnography or Auto ethnography keeping the collected data in mind.</p> <p>the layout of chapters was discussed.</p>	<p>Dr. Anita Ghai and Dr. Shifa Haq suggested new thinkers to be read in detail i.e Juliet Mitchell, Winnicott, Melanie Klein.</p> <p>towards the end emphasis was put on theorizing play through the lived experiences.</p>	<p>Dr Shifa HAq</p> <p>Nupur Dhingra Paiva (Co-supervisor)</p>	<p>Prof Ashok Nagpal (supervisor), Prof Anita Ghai</p>
15	Ujjwala Singh/ S174CPS15/ 10.08.2017	<p>Title: Suffering at the margins; healing, holding, transformation, subversion- where does the clinic belong?</p> <p>The presentation highlighted the different imaginations of the role of the clinic (specifically the university clinic) and how the ideological structure of the university itself affects it. The idea was to understand the varying projections onto the clinic that in turn affects how and for who the clinic becomes a potential site of healing.</p>	<p>Discussion was held on what could be the research site. Further, it was suggested to work on understanding a relationship between the clinic and critical education as well as how the clinic gets appropriated within the neo liberal structure yet how it manages to subvert it.</p>	<p>Readings were suggested (Paul Verhaegae) and it was advised to read about models of different university clinics. Further a relationship between feminist pedagogy and the neoliberal university was suggested to look at.</p>	<p>Prof. Rachana Johri (supervisor), Dr. Neetu Sarin, Prof. Anita Ghai,</p>
16	Vasundhara Singh/ S174CPS17/	<p>Understanding body memory through a</p>	<p>Sources of data in fiction and non-fiction books</p>	<p>Methodology was discussed and it was suggested to</p>	<p>Prof Anita Ghai (supervisor)</p>

	28.08.2017	psychoanalytic lens. Synopsis with some literature review, and clinical material as data was presented.	and potential routes through various clinical concepts were suggested.	do further literature review for narrowing the question.	Dr Ashis Roy (Co-Supervisor), Dr Neetu Sarin, Dr. Rachana Johri
17	Verakholu Veyie/ S174CPS18/ 09.08.2017	presented the review of literature, especially with a focus on Ogden's work	It was suggested that there be a clarity that the focus is on 'preverbal states of communication'	RAC strongly recommended sharing of chapters	Prof Anita Ghai, Dr Neetu Sarin, Shefali Singh
18	Zenab Ansari/ S174CPS19/ 10.08.2017	Researcher has written literature review exploring the themes of Muslim identity, kinds of violence happening around and the impact of violence on the Muslims in India.	Looking at the current political scenario, it was suggested to take more broad themes instead of focusing on traumatic events.	RAC members had suggested a closer engagement with psychoanalytic self-reflection and auto ethnographical methodology as ways to explore the play between the subjective and the larger context were highlighted.	Prof Honey Oberoi Vahali, Dr shifa Haq, Dr Urfat Mir

- (m) Six monthly progress reports (for the Winter semester 2020) of the MPhil History, MPhil Mathematics, PhD Economics, PhD Mathematics and PhD Sociology students (Batch-2017,2018 and 2019)

S. No	Name of Student	Enrolment No.	Programme	Date of RAC Meeting	Discussions/Comments and Suggestions from RAC
1	Devanand Kamat	S194DHS03	MPhil History	04.09.2020	The scholars progress was deemed satisfactory except student, mention at S.No. 3. (Appendix-12)
2	Mobeen Ahmad	S184DHS04	MPhil History	02.09.2020	
3	Arun Krishnan	S184DHS01	MPhil History	12.10.2020	
4	Shivam Sharma	S184DHS07	MPhil History	01.09.2020	
5	Yugank Mishra	S174DHS07	MPhil History	21.08.2020	
6	Anandita Sharma	S185DEC01	PhD Economics	12.08.2020	
7	Anna Sinha	S185DEC02	PhD Economics	28.08.2020	
8	Divya Sharma	S185DEC03	PhD Economics	13.08.2020	
9	Mansi Mehta	S185DEC04	PhD Economics	12.08.2020	
10	Shivani Yadav	S185DEC06	PhD Economics	13.08.2020	
11	Arushi	S185DMA01	PhD Mathematics	08.07.2020	
12	Ashutosh Pandey	S185DMA02	PhD Mathematics	08.07.2020	
13	Bharti	S184DMA02	MPhil Mathematics	10.07.2020	
14	Kavita Samant	S184DMA03	MPhil Mathematics	28.08.2020	
15	Shreshtha Chaturvedi	S184DMA05	MPhil Mathematics	28.08.2020	
16	Manoj Kumar	S185DMA03	PhD Mathematics	10.07.2020	
17	Rachana Shokhanda	S185DMA04	PhD Mathematics	28.09.2020	
18	Charu Gupta	S173DMA02	PhD Mathematics	08.07.2020	
19	Deepshikha Chatterjee	S174DMA01	PhD Mathematics	28.07.2020	
20	Abhik Bhattacharya	S185DSC01	PhD Sociology	28.09.2020	
21	Manas Raturi	S185DSC02	PhD Sociology	30.07.2020	
22	Priya Darshani	S185DSC03	PhD Sociology	15.05.2020	
23	Ratna Bharati Bhamidipati	S185DSC04	PhD Sociology	13.08.2020	
24	Yaminie Sharma	S185DSC05	PhD Sociology	28.02.2020	
25	Abhilasha Chattopadhyay	S173DSC01	PhD Sociology	07.07.2020	
26	Ashwin Varghese	S173DSC02	PhD Sociology	04.05.2020	
27	Prabudh Singh	S173DSC07	PhD Sociology	16.09.2020	
28	Virendra Kumar	S173DSC10	PhD Sociology	06.10.2020	

- n) Six monthly progress reports (for the period July to December 2020) of the following PhD students of Education Studies (Batch 2019-2020):

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/ Comments and Suggestions from RAC
1	Aditi Sehrawat (S195H0001)	19.08.2019	Dr. Manish Jain ( Dr. Nidhi Gulati, Dr. Gunjan Sharma)	24.12.2020	The scholar's progress was deemed satisfactory
2	Alprata Ahuja (S195H0002)	20.08.2019	Dr. Manasi Thapliyal Navani (Dr. Haneet Gandhi(Co-Supervisor), Dr. Shivani Nag)	01.12.2020	
3	Disha Sharma (S195H0003)	19.08.2019	Dr. Anandini Dar (Dr. Moggallan Bharti, Dr. Manasi Thapliyal Navani)	04.12.2020	
4	Harsha Rana (S195H0004)	20.08.2019	Dr. Gunjan Sharma (Dr. Krishna Kalyan Dixit, Dr. Sunita Singh)	02.12.2020	
5	Mincy Ruby Mathew (S195H0005)	19.08.2019	Dr. Sunita Singh (Prof. Shobha Sinha, Dr. Monimalika Day)	01.12.2020	
6	Preeti (S195H0006)	19.08.2019	Dr. Manish Jain (Prof. Nandini Manjrekar, Dr. Shivani Nag)	02.12.2020	
7	Radhika Mittal (S195H0007)	19.08.2019	Dr. Gunjan Sharma (Prof. N. Nakkeeran, Dr. Manish Jain)	15.12.2020	
8	Ruchi Sharma (S195H0008)	28.08.2019	Dr. Sunita Singh(Dr. Santosh Kumar Singh, Dr. Shivani Nag)	10.12.2020	
9	Shanky Choudhary (S195H0009)	21.08.2019	Dr. Monimalika Day (Prof. Anita Ghai, Dr. Gunjan Sharma)	24.11.2020	
10	Shilpa Bajaj (S195H0010)	28.08.2019	Dr. Shivani Nag (Dr. Mamatha Karollil, Dr. Anandini Dar)	02.01.2021	

- o) Six monthly progress report (for the period July to December 2020) of the following MPhil CLTS Students (Batch- 2019):

#### MPhil CLTS

S. No	Name of Students / Enrolment No	Date of Registration	Approved Title	Supervisor (RAC Members)	Discussion/Comments and Suggestions from RAC
1	Ms Haidamteu Zeme (S194LCL02)	01.08.2019	The Teller, the Tale and In-Betweens: Towards a Theory of Translation for the Nagas	Prof. Radharani Chakravarty (Dr. Lovitoli Jimo, Dr. Shad Naved)	The scholar's progress was deemed satisfactory.
2	Ms Malvika Singh (S194LCL03)	06.08.2019	Grips Theatre in India: Method, Evolving Perspectives and Transcultural Adaptations	Prof. Radharani Chakravarty (Dr. Anita Cherian, Dr. Shad Naved)	
3	Ms Vinky Mittal (S194LCL01)	01.08.2019	Women in Writing: Courtesans in Literatures of South Asia	Dr. Shad Naved (Dr. Shubhra Nagalia, Prof. Radharani Chakravarty)	

- p) Six monthly progress report (for the period July to December 2020) of the following PhD CLTS Student (Batch- 2019):

S. No	Name of Students / Enrolment No	Date of Registration	Supervisor (RAC Members)	Date of RAC Meeting	Discussion/Comments and Suggestions from RAC
1	Ms Jemsy Claries Alex	20.08.2019	Prof. Radharani Chakravarty	21.12.2020	The scholar's progress was deemed satisfactory.



(S195LCL02)	(Dr. Anita Cherian, Dr. Shad Naved)
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**Decision : The Academic Council noted the above information.**

**Agenda 22.13 : To note the formation of Research Advisory Committee (RAC) of the Scholars**

It was submitted to the Academic Council that:

- (a) Formation of the Research Advisory Committee (RAC) of the following PhD Management students (Batch-2019) of SBPPSE

Student name/ Enrollment No.	Proposed Name of the Supervisor	Proposed Name of the Co-Supervisor	RAC Member 1	RAC Member 2
Hemant Kumar (S195F0001)	Dr Kritika Mathur	-	Dr Nidhi Kaicker, SBPPSE	Dr Parag Waknis, SLS, AUD
Jaspreet Kaur (S195F0002)	Prof Anu Singh Lather	-	Prof Kartik Dave, SBPPSE	Prof Vijita S. Aggarwal, USMS, GGSIPU
Ruchika Bal (S195F0003)	Dr Kanwal Anil	Dr Valentina Kancharla	Dr Valentina Kancharla, SBPPSE	Prof Babu .P. Remesh, SDS, AUD
Sarita Singh (S195F0004)	Dr Kritika Mathur	-	Dr Nidhi Kaicker, SBPPSE	Dr Sakshi Sharma, JNU
Sheetal Tanwar (S195F0005)	Dr Kartik Dave	-	Dr Anshu Gupta, SBPPSE	Prof Anup Dhar, SLS, AUD
Shelly Agarwal (S195F0006)	Dr Nidhi Kaicker	-	Dr Kritika Mathur, SBPPSE	Dr Jyotirmoy Bhattacharya, SLS, AUD
Simran Gahlot (S195F0007)	Dr Kalindi Maheshwari	-	Dr Richa Awasthy, SBPPSE	Dr Kanika Mahajan, Ashoka University

- (b) Formation of the Research Advisory committee (RAC) of the following MPhil WGS students (Batch-2019) of SHS

S. No.	Name/ Enrollment No.	Date of Enrollment	RAC 1 <sup>st</sup> member is supervisor	RAC Member 1	RAC Member 2
1	Dawa Lhamu Sherpa (S194CWG02)	29/07/2019	Dr Lovitoli Jimo	Dr Rinju Rasaily Assistant professor Sociology/School of Liberal Studies, AUD	Dr Seema Kazi Associate Professor Centre for Women's Development Studies (CWDS)
2	Garima Kumari (S194CWG04)	14-08-2019	Prof Krishna Menon	Dr Shubhra Nagalia, SHS, AUD	Dr Bindu K.C.,SHS, AUD
3	Kajal (S194CWG05)	26-07-2019	Dr Shubhra Nagalia	Prof Krishna Menon, SHS, AUD	Dr Lovitoli Jimo, SHS, AUD
4	Md. Adil (S194CWG06)	29-07-2019	Dr Seema Kazi	Dr Bijoya Roy, CWDS	Santosh Sadanandan, AUD
5	Neeraj Kumar (S194CWG07)	29-07-2019	Dr Renu Addlakha	Prof Rachana Johri, SHS, AUD	Dr Niharika Banerjea, Associate Professor, SLS, AUD
6	Prashastika Sharma (S194CWG08)	31-07-2019	Dr Vebhuti Duggal	Dr Yogesh Snehi, SLS, AUD	Dr Bindu K.C.,SHS, AUD
7	Sonali Rai (S194CWG09)	26-07-2019	Dr Rachna Chaudhary	Dr Ivy Dhar, AUD	Prof Krishna Menon, AUD
8	Sumit Kumar (S194CWG10)	29-07-2019	Prof Rukmini Sen	Dr Priyasha Kaul (SLS)	Dr Subhra Nagalia (SHS)

(c) Formation of the Research Advisory Committee (RAC) of the following PhD WGS students (Batch-2019)

S. No.	Name/ Enrolment No.	Date of Enrolment	RAC 1 <sup>st</sup> member (supervisor)	RAC member 2	RAC member 3
1	Garima (S195CWG01)	26.07.2019	Prof Krishna Menon	Dr Priyasha Kaul, Sociology, AUD	Dr Bindu K.C. SHS, AUD
2	Isha Yadav (S195CWG02)	26.07.2019	Dr Bindu K.C	Prof Deeptha Achar, Maharaja Sayajirao University of Baroda, Gujarat	Ms. Shefalee Jain, SCCE
3	Manisha Pal (195CWG03)	29.07.2019	Dr Lovitoli Jimo	Prof Nilika Mehrotra Professor Centre for the Study of Social Systems /School of Social Sciences Jawaharlal Nehru University (JNU)Delhi	Dr Shubhra Nagalia Women's and Gender Studies/School of Human Studies, AUD
4	Sandeep Kumar (S195CWG04)	26.07.2019	Dr Rachna Chaudhary	Prof N. Neetha, CWDS	Dr Lovitoli Jimo, AUD
5	Shirin (S195CWG05)	29.07.2019	Prof Rukmini Sen	Prof Meenakshi Gopinath (Retired Professor Lady Shri Ram College)	Prof Krishna Menon, SHS
6	Shreya Malik (S195CWG06)	29.07.2019	Dr Shubhra Nagalia	Prof Krishna Menon, SHS, AUD	Prof Tanuja Kothiyal, SLS, AUD
7	Srishti Srivastava (S195CWG07)	26.07.2019	Prof Krishna Menon	Prof Indu Agnihotri. Ex Director, CWDS	Prof Rukmini Sen, AUD

(d) Formation of the Research Advisory committee (RAC) of the following MPhil CLTS students (Batch-2019) of SoL

S.No	Name	Enrolment no	RAC Member
1	Ms Malvika Singh	S194LCL03	Supervisor: Radha Chakravarty; RAC Members: Shad Naved and Anita Cherian
2	Ms Haidamteu Zeme	S194LCL02	Supervisor: Radha Chakravarty; RAC members: Shad Naved and Lovitoli Jimo
3	Ms Vinky Mittal	S194LCL01	Supervisor: Shad Naved; RAC members: Radha Chakravarty and Shubhra Nagalia

(e) Formation of the Research Advisory committee (RAC) of the following PhD English students (Batch-2019) of SoL

S.No	Name	Enrolment no	RAC Member
1	Aishwarya Kumar	S195LEN02	<b>Supervisor:</b> Bhoomika Meiling Member: Amit Singh External Member: Rohit Negi
2	Rahul Chauhan	S195LEN05	<b>Supervisor:</b> Amit Singh Member : Diamond Oberoi Vahali External Member: Manish Jain
3	Shreeya Malhotra	S195LEN06	<b>Supervisor:</b> Vikram Singh Thakur Member: Sanju Thomas External Member: Shad Naved
4	Jenisha Singh	S195LEN04	<b>Supervisor:</b> Dr Kopal Dr Sanju Thomas (Internal member) External Member: Dr Moggallan Bharti
5	Gurpreet Saini	S195LEN03	<b>Supervisor:</b> Usha Mudiganti Member :Diamond Oberoi External Member: Prof Rachna Johri

6	Adarsh Narayan Parbat	S195LEN01	<b>Supervisor:</b> Dr Diamond Oberoi Vahali, Member : Dr Usha Mudiganti (SOL), External Member: Dr Neetu Sarin (SHS)
7	Zakra Saiwa	S195LEN09	<b>Supervisor:</b> Dr Sanju Thomas, Member :Dr Bhoomika Meiling (SOL), External Member: Dr. Bindu K.C (SHS)
8	Shubham Dabas	S195LEN07	<b>Supervisor:</b> Dr Kopal, Member :Dr Vikram Singh Thakur (SOL), External Member: Dr. Santhosh S (SCCE)

- (f) Formation of the Research Advisory committee (RAC) of the following PhD Hindi students (Batch-2019) of SoL

S.No	Name	Enrolment no	RAC Member
1	Biplaw	S195DHI02	Satyaketu Sankrit (Supervisor), Gopalji Pradhan (Internal member) and Prof Pradip Shridhar (Department of Hindi and Director , K. M. Institute, Dr Bhim Rao Ambedkar University, Paliwal Park, Agra, Pin 282004)
2	Raman	S195DHI05	Satyaketu Sankrit (Supervisor) Gopalji Pradhan (Internal member) and Prof Navin Chandra Lohni (External member, Chaudhary Charan Singh University, Meerut)
3	Narender Kumar Singh	S195DHI3	Satyaketu Sankrit (Supervisor), Gopalji Pradhan (Internal RAC member) and Dr Vinod Sharma (External Member, Hindi Vibhag, Rajasthan Vishvavidyalya, Jaipur- 302004)

- (g) Formation of the Research Advisory Committee (RAC) of the following PhD students of Education studies (Batch 2019-2020)

S. No	Name of Students/ Enrolment No	Supervisor and RAC Convener	Internal RAC member (from SES)	Eternal RAC member (outside SES)	Co-Supervisor
1	Aditi Sehrawat (S195H0001)	Dr. Manish Jain	Dr. Gunjan Sharma Assistant Professor, SES	Dr. Nidhi Gulati Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi	None
2	Alprata Ahuja (S195H0002)	Dr. Manasi Thapliyal Navani	Dr. Shivani Nag Assistant Professor, SES	Dr. Haneet Gandhi Department of Education, University of Delhi	Proposal to be moved
3	Disha Sharma (S195H0003)	Dr. Anandini Dar	Dr. Manasi Thapliyal Navani Assistant Professor, SES	Dr. Moggallan Bharti Assistant Professor, School of Development Studies, AUD	None
4	Harsha Rana (S195H0004)	Dr. Gunjan Sharma	Dr. Sunita Singh. Associate Professor, SES	Dr. Krishna Kalyan Dixit Associate Professor, CELE, AUD	None
5	Mincy Ruby Mathew (S195H0005)	Dr. Sunita Singh	Dr. Monimalika Day Assistant Professor, SES	Prof. Shobha Sinha Professor & Head Department of Education University of Delhi, Delhi 110007	None
6	Preeti (S195H0006)	Dr. Manish Jain	Dr. Shivani Nag Assistant Professor, SES	Prof. Nandini Manjrekar, Former Dean, School of Education, Tat Institute of Social Sciences (TISS), Mumbai	None
7	Radhika Mittal (S195H0007)	Dr. Gunjan Sharma	Dr. Manish Jain. Associate Professor, SES	Prof. N. Nakkeeran, Professor, SGA, AUD	None

8	Ruchi Sharma (S195H0008)	Dr. Sunita Singh	Dr. Shivani Nag Assistant Professor, SES	Dr. Santosh Kumar Singh Associate Professor, School of Gloabal Affairs, AUD	None
9	Shanky Choudhary (S195H0009)	Dr. Monimalika Day	Dr. Gunjan Sharma Assistant Professor, SES	Prof. Anita Ghai, Professor, SHS, AUD	None
10	Shilpa Bajaj (S195H0010)	Dr. Shivani Nag	Dr. Anandini Dar Assistant Professor, SES	Dr. Mamatha Karollil Assistant Professor, SHS, AUD	None

(h) Formation of the Research Advisory Committee(RAC) of Ms. W. Nitha Subashini Senevirathna , PhD Hindi student

S. No	Name of Student/ Enrolment No	Date of Registration	RAC Member
1	Ms. W. Nitha Subashini Senevirathna (S195DHI06)	04.01.2020	Supervisor: Prof. Gopalji Pradhan Internal member: Prof. Satyaketu Sankrit External member: Dr. Durga Prasad Singh, Associate Professor of Hindi, Govt. PG College, Pali, Rajasthan, (JNV University)

(i) Reconstitution of Research Advisory Committee (RAC) of the following PhD Economic (Batch-2018)

S. No	Name of Student/ Enrolment no	RAC Member 1	RAC Member 2	RAC Member 3	RAC Member 4
1	Shivani Yadav (S185DEC06)	Supervisor (Convenor of the RAC) : Dr. Krishna Ram Designation : Assistant Professor School :SLS/SUS University :AUD Whether faculty member of school of the student – Yes/No : Yes	Name of faculty : Anirban Biswas Designation: Assistant Professor School :SLS University :AUD Whether faculty member of school of the student – Yes/No :Yes	Name of faculty : Dipa Sinha Designation : Assistant Professor School :SLS University :AUD Whether faculty member of school of the student – Yes/No :Yes	Name of faculty : Amit Thorat Designation : Assistant Professor University :JNU Whether faculty member of school of the student – Yes/No : NO
2	Divya Sharma (S185DEC03)	Supervisor (Convenor of the RAC) : Jyotirmoy Bhattacharya Designation : Associate Professor School :SLS University :AUD Whether faculty member of school of the student – Yes/No: Yes	Name of faculty : Parag Wankis Designation : Associate Professor School :SLS University :AUD Whether faculty member of school of the student – Yes/No : Yes	Name of faculty : Arindam Banerjee Designation : Associate Professor School :SLS University :AUD Whether faculty member of school of the student – Yes/No :Yes	Name of faculty : Dr. Satyaki Roy Designation : Associate Professor Institute: ISID Whether faculty member of school of the student – Yes/No : No

(j) Formation of the Research Advisory Committee (RAC) of the following PhD students

S. No	Name of Student/ Enrolment No	Programme	RAC Member1 (Supervisor)	RAC Member2	RAC Member3	RAC Member4
1	Anna Sinha (S185DEC02)	PhD Economics	Dr. Arindam Banjee	Dr. Dipa Sinha	Dr. Satyaki Roy, ISID	
PhD Mathematics						
2	Prashun Kumar (S195DMA01)	PhD Mathematics	Prof. Geetha Venkatraman	Dr. Saroj Bala Malik, DU	Dr. Ramneek Khas	Prof. Balchand Prajapati
3	Nisha (S195DMA02)	PhD Mathematics	Dr. Kranti Kumar	Dr. Chandrash ekhar Nishad	Dr. Mradul Veer Singh	Dr. Pranay Goswami

MPhil Mathematics						
1	Arun Bhartia (S184DMA01)	MPhil Mathematics	Dr. Kranti Kumar, SLS	Dr. Anirban Biswas	Dr. Mradul Veer Singh, SLS	Dr. Pranay Goswami
2	Aastha Shukla (S194DMA01)	MPhil Mathematics	Prof. Balchand Prajapati, SLS	Dr. Taposik Banerjee, SLS	Prof. Geetha Venkatraman, SLS	Dr. Ramneek Khassa, SLS
3	Kshetrimayum Bobina Devi (S194DMA02)	MPhil Mathematics	Dr. Pranay Goswami, SLS	Dr. Anshu Gupta, SLS	Dr. Mradul Veer Singh, SLS	Dr. Kranti Kumar, SLS
4	Neelam (S194DMA03)	MPhil Mathematics	Prof. Geetha Venkatraman, SLS	Dr. Jyotirmoy Bhattacharya	Dr. Ramneek Khassa, SLS	Prof. Balchand Prajapati, SLS
5	Ruchi Sharma (S194DMA04)	MPhil Mathematics	Dr. Pranay Goswami, SLS	Dr. Anshu Gupta, SLS	Dr. Mradul Veer Singh, SLS	Dr. Kranti Kumar, SLS
6	Vikas Sharma (S194DMA05)	MPhil Mathematics	Prof. Balchand Prajapati, SLS	Dr. Taposik Banerjee, SLS	Prof. Geetha Venkatraman , SLS	Dr. Ramneek Khassa, SLS
PhD Sociology						
1	Devika Singh Shekhawat (S195DSC01)	Dr. Rinju Rasaily, SLS	Dr. Preeti Sampat SLS AUD	--	Prof. Rana P. Behal, Former Professor, Department of History, University of Delhi	
2	Dhiraj Singha (S195DSC02)	Dr. Bidhan Chandra Dash, SLS	Prof. Anup Dhar, AUD SLS.	Dr. Priyasha Kaul, AUD SLS Sociology.	Prof. Padmanabh Samarendra, Dr. K.R. Narayanan Centre for Dalit and Minorities Studies, Jamia Millia Islamia.	
3	Shahana (S195DSC03)	Prof. Rukmini Sen, SLS	Dr Niharika Banerjee, Associate Professor, Sociology, SLS	--	Dr Farhana Ibrahim, Associate Professor, SHSS, IIT Delhi	

**Decision** : The Academic Council noted the above information.

**Agenda 22.14** : To note the change of RAC member of Mr. Rohan Parashar, MPhil Psychoanalytic Psychotherapy

The Item was withdrawn.

**Agenda 22.15** : To note the revised composition of Research Studies Committee of SBPPSE, SoL, SES, SCCE, SDS and SLS

It was submitted to the Academic Council that the revised composition of Research Studies Committee of SBPPSE, SoL, SDS and SES are as under:

**SBPPSE**

Prof. Kartik Dave	Chair
Dr. Kanwal Anil	Member
Dr. Anshu Gupta	Convenor
Dr. K Valentina	Member
Dr. Nidhi Kaicker	Member
Dr. Kritika Mathur	Member
Prof. Babu P. Remesh	Member
Prof. Anup Dhar	Member

**SoL**

Prof. Satyaketu Sankrit	Chair
Prof. Denys Leighton	Member
Dr. Rachna Chaudhary	Member
Prof. Bodh Prakash	Member
Prof. Gopalji Pradhan	Member
Dr. Shad Naved	Convener
Dr. Amit Singh	Member (Special Invitee)

**SES**

Dr. Manish Jain has been appointed as RSC Convener in School of Education Studies (SES) in place of Dr. Monimalika Day.

**SCCE**

Mr. Deepan Sivaraman, Dean (Offg.)	Chair
Dr. Anita Cherian	Convener
Prof. Sumanagala Damodaran	External Member
Dr. Rajan Krishnan	Member
Dr. Santhosh. S	Member
Dr. Akhil Katyal	Member
Dr. Vebhuti Duggal	Member

**SDS**

Prof. Babu P Ramesh, Dean, SDS	Chair
Prof. Sumangala Damodaran, SDS	Convener
Dr. Nandini Nayak, SDS	Member
Dr. Ivy Dhar, SDS	Member
Dr. Rinju Rasaily, SLS	Member
Dr. Anirban Sengupta, SDS	Member
Dr. Partha Saha, SGA	Member
Dr. Moggallan Bharti, SDS	Member

**SLS**

Prof. Dharendra Dangwal, Dean, SLS	Chair
Dr Shailaja Menon, SLS	Member
Dr Pranay Goswami, SLS	Convener w.e.f.26.09.2020
Dr Urfat Anjem Mir, SLS	Member
Prof. Krishna Menon, SHS	External Member
Dr Arindam Banerjee, SLS	Member w.e.f. 16.08.2020

The term of all RSC members other than the Chair shall be for a period of two years until their term against the respective category whichever is earlier.

**Decision : The Academic Council noted the above information.**

**Agenda 22.16 : To note the grant of maternity leave (under clause 12 (i) and (v) of RSR) to the Research Scholars**

It was submitted to the Academic Council that the following research scholars were granted maternity leave (under clause 12 (i) and (v) of RSR):

- (i) Ms Ziana Razianreiliu Panmei (S195CWG08), student of PhD WGS has been granted maternity leave (under clause 12 (i) and (v) of RSR) from 22.06.2020 to 16.02.2021.
- (ii) Ms Sonam Mahalwal, PhD student in SHE has been granted maternity leave (under clause 12 (i) and (v) of RSR) from 01.08.2020 to 31.01.2021.

**Decision : The Academic Council noted the above information.**

**Agenda 22.17 : To note the re-registration of Sutanuka Bhattacharya, student of PhD WGS in SHS**

It was submitted to the Academic Council that the SCR accepted the recommendation of RSC of SHS and granted approval for re-registration of Sutanuka Bhattacharya, PhD WGS in SHS from 04.08.2020.

**Decision : The Academic Council noted the above information.**

**Agenda 22.18 : To note the extension of the MPhil CLTS students in the light of the pandemic-period whose registration period has expired during pandemic period**

It was submitted to the Academic Council that the following MPhil scholars whose registration period was expiring in August 2020 and granted 6 months extension to them from the date mentioned below:

Sl. No.	Name	Enrolment No.	Date of Registration	Extension Sought from to
1	Mr Gaurav Kumar	S184LCL01	09.08.2018	01.08.2020 to 31.01.2021
2	Mr Sunhaib Izhar	S184LCL04	09.08.2018	01.08.2020 to 31.01.2021

**Decision : The Academic Council noted the above information.**

**Agenda 22.19 : To note the extension of the MPhil/PhD students for completing course work/programme**

It was submitted to the Academic Council that the extension cases of the following MPhil/PhD students for completing course work/programme requirement:

- i) Tarun Vohra (S174CPS155) – MPhil Psychoanalytic Psychotherapy (from 23.02.2021 to 22.08.2021) to complete his MPhil programme
- ii) Anisha Yadav (S185BED01) – PhD Human Ecology (to complete her course work by 15 January 2021)

**Decision : The Academic Council noted the above information.**

**Agenda 22.20 : To note the decision regarding constitution of a committee on the matter of alleged academic plagiarism**

This item was withdrawn.

**Agenda 22.21 : To note that Ms Priya Darshani (S185DSC03), PhD Sociology student has been granted extension for synopsis presentation in 6th semester**

It was submitted to the Academic Council that the University vide Notification No. F.No.AUD/2020-21/SCR/Notification/01 dated 22.05.2020 had notified the Guidelines for Completing Milestones for MPhil/PhD Programmes in the light of the UGC Committee's report on Examinations and Academic Calendar in view of the COVID-19 Pandemic and Subsequent Lockdown.

Accordingly, Ms Priya Darshani (S185DSC03), PhD Sociology scholar has been given extension for synopsis presentation in the 6<sup>th</sup> Semester as recommended by the Standing Committee Research (SCR) School of Liberal Studies.

**Decision : The Academic Council noted the above information.**

**Agenda 22.22 : To note the grant of AUD fellowship for PhD Women's and Gender Studies Students**

It was submitted to the Academic Council that the Academic Council in its 3<sup>rd</sup> meeting held on 10.12.2012 vide Resolution No. 13 had resolved to accept the following proposals to award stipends to MPhil/PhD students at par with the practices in other institutions:

- a. For MPhil/PhD students in non-professional areas at par with the UGC stipend scheme for central Universities.
- b. For MPhil/PhD students in Psychotherapy and Clinical Thinking at par with the stipend scheme in National Institute of Mental Health and Neurological Sciences.

Accordingly, the MPhil research scholars are paid stipend of Rs.5,000/- per month + contingency for two years and the PhD scholars are paid stipend of Rs.8,000/- per month + contingency for a period of three years.

The following PhD Women's and Gender Studies scholars were not availing the AUD fellowship as they were awarded ICSSR fellowship for a period of two years:

- (i) Sutanuka Bhattacharya
- (ii) Sudeshna Sengupta

Accordingly, Sutanuka Bhattacharya and Sudeshna Sengupta, PhD Women's and Gender Studies scholars will be awarded AUD stipend/fellowship for 12 months from August 2020 upto August 2021 as recommended by Standing Committee Research.

**Decision : The Academic Council noted the above information.**



**Agenda 22.23 : To note the withdrawal of admission of MPhil/PhD students**

It was submitted to the Academic Council that the withdrawal of admission of the following MPhil/PhD students:

- i. Ms. Arenpongla Jamir from MPhil CLTS programme of SoL; Date of Registration 04.09.2017; Enrolment No. S174LCL02), School of Letters
- ii. Ms. Jasleen Arora (PhD WGS scholar of SHS; Date of Registration 03.07.2018; Enrolment No. S185CWG05), School of Human Studies

**Decision : The Academic Council noted the above information.**

**Agenda 22.24 : To note the extension case as per the AUD's RSR 2017 including the extension cases of the MPhil/ PhD students in the light of the pandemic-period extension whose registration period has expired during pandemic period**

It was submitted to the Academic Council that:

Six months extension to the following students as per the AUD RSR 2017:

- i. Mr. Sunhaib Izhar (S184LCL04), MPhil CLTS student of SoL from 09.02.2021 to 08.08.2021 to complete his thesis. He has already availed of the pandemic-period 6 months extension.
- ii. Tanushri Barman (S184CWG10), MPhil WGS student of SHS from 30.01.2021 to 29.07.2021

The following Women PhD students of WGS of SHS from 13.01.2021 to 12.01.2022 (First Extension):

- i. Aastha Dang (S165CWG04)
- ii. Dona Biswas (S165CWG06)
- iii. Himani Bajaj (S165CWG01)
- iv. Nancy Yadav (S165CWG02)
- v. Renu Singh (S165CWG03)
- vi. Sudeshna Sengupta (S165CWG05)

From 22.01.2021 to 21.01.2022 (Second Extension):

- i. Aanchal Dhull (S155CWG02)
- ii. Arpita Anand (S155CWG03)

**Decision : The Academic Council noted the above information.**

**Any other item with the permission of the chair.**

**Agenda 22.25 : To discuss the AICTE Norms for recruitment of Management faculty vis-à-vis UGC Regulations 2018**

The matter regarding appointment of Management faculty was discussed in detail. It was noted that the recruitment of Management faculty is not there in the UGC Regulations on Minimum Qualifications for appointment of teachers and other academic staff in

Universities and Colleges and measures for the maintenance of standards in Higher Education, 2018. It was further noted that the Management programmes are generally governed by the AICTE regulations.

After detailed deliberations, the Council resolved to authorize the Vice Chancellor to constitute a Committee to look into the UGC Regulations and AICTE Regulations for appointment of management faculty.

**Agenda 22.26 : To consider starting a Four year Undergraduate programme at AUD**

The Council expressed that the University should explore the possibility of starting a four year Undergraduate programme at AUD. In the proposed four year UG Programme the fourth year should be focused on research. The Council authorized the Vice Chancellor to constitute a Committee for designing a four year UG Programme at AUD.

The meeting ended with a vote of thanks to all the members.

The minutes are issued with the approval of the Vice Chancellor and Chairperson, AC.

  
(Dr Nitin Malik)  
Registrar

## Appendix-1

**Resl. No. 22.2/AC(20)/25.01.2021**

### Action Taken Report (ATR) on the Minutes of the 21<sup>st</sup> Meeting of the Academic Council held on December 11, 2020

Resol. No.	Decision	Action Taken																		
21.1	Resolved to confirm the Minutes of the 20 <sup>th</sup> Meeting of the AC held on 11.12.2020	Recorded																		
21.2	The Council resolved to note the ATR on the decisions taken in its 20 <sup>th</sup> meeting held on 11.12.2020	Recorded																		
21.3	<p>It was submitted to the Academic Council that the Ninth Annual Convocation of Dr. B.R. Ambedkar University Delhi for conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2020 is scheduled to be held through online mode on the December 23, 2020 at the India International Centre, Max Mueller Marg, Lodhi Road, New Delhi.</p> <p>Professor Bhikhu Parekh, eminent Professor of Political Theory and an active member in the House of Lords has consented to deliver the Convocation address. Professor Parekh has contributed immensely towards societal changes that were once a major cause of concern to Britain's culture in the early 70's. He has pioneered many concepts on multiculturalism, collective rights and responsibility and other socio-cultural issues that have influenced the governance in UK. Commonly addressed as Lord Bhiku, he has worked to bring about a noninterventionist and tolerant political view where people of different ethnicities could live in harmony.</p> <p>The Hon'ble Lt Governor of Delhi, Shri Anil Baijal, in his capacity as the Chancellor of the University will preside over the Convocation ceremony. Shri Arvind Kejriwal, Chief Minister of Delhi will be the Chief Guest, Shri Manish Sisodia, Deputy Chief Minister, Delhi and Education Minister will be the Guest of Honour and Shri H. Rajesh Prasad, Principal Secretary (Higher Education), Govt. of NCT of Delhi will be the Special Guest.</p> <p><b>1000</b> students who completed the prescribed requirements during the academic year 2019-20 will be awarded with PhD, MPhil, MBA, MA, BA (Hons) Degrees in various fields of studies. The details of the students who will be receiving degrees and diplomas are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Sl. No.</th> <th style="text-align: center;">School Name</th> <th style="text-align: center;">Graduate Students Numbers</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>School of Undergraduate Studies</td> <td style="text-align: center;">374</td> </tr> <tr> <td style="text-align: center;">2</td> <td>School of Business Public Policy and Social Entrepreneurship</td> <td style="text-align: center;">34</td> </tr> <tr> <td style="text-align: center;">3</td> <td>School of Culture and Creative Expressions</td> <td style="text-align: center;">61</td> </tr> <tr> <td style="text-align: center;">4</td> <td>School of Education Studies</td> <td style="text-align: center;">68</td> </tr> <tr> <td style="text-align: center;">5</td> <td>School of Human Ecology</td> <td style="text-align: center;">27</td> </tr> </tbody> </table>	Sl. No.	School Name	Graduate Students Numbers	1	School of Undergraduate Studies	374	2	School of Business Public Policy and Social Entrepreneurship	34	3	School of Culture and Creative Expressions	61	4	School of Education Studies	68	5	School of Human Ecology	27	Recorded and Action Initiated.
Sl. No.	School Name	Graduate Students Numbers																		
1	School of Undergraduate Studies	374																		
2	School of Business Public Policy and Social Entrepreneurship	34																		
3	School of Culture and Creative Expressions	61																		
4	School of Education Studies	68																		
5	School of Human Ecology	27																		

Resol. No.	Decision			Action Taken
	6	School of Development Studies	36	
	7	School of Human Studies	107	
	8	School of Design	10	
	9	School of Letters	48	
	10	School of Liberal Studies	109	
	11	School of Vocational Studies	68	
	12	School of Law, Governance and Citizenship	19	
	13	School of Global Affairs	39	
	<b>TOTAL</b>		<b>1000</b>	
	<b>Decision: The Academic Council considered the conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2020 in the Ninth Annual Convocation scheduled to be held on December 23, 2020 through online mode.</b>			
21.4	<p>It was submitted to the Academic Council that the recommendations/report of the Committee constituted to finalize the roster for research programmes for admission cycle (2020-21) and to finalize the status of NCT/ONCT seats in research programs as recommended by the Student Service Division is placed before the Academic Council for its consideration. The recommendations of the Committee are as under:</p> <ol style="list-style-type: none"> <li>1. AUD is committed to reservation and bound to give reservation as per the policy of Govt. of India/Govt. of Delhi. It is recommended that 200-point roster be followed while allocating seats in Research Programmes. Every year, each school will intimate the number of seats being offered in the research programmes to SCR, after which seats will be reserved on the basis of total offering. Alphabetical rotation will be followed for reservation of seats school wise. The roster for every year will be prepared and maintained by Student Services Division under the oversight of Equal opportunity Office as mandated in pursuance to Notification No AUD/VCO/2019/EOO/1596 dated 18.09.2019. However, for the Academic Session 2020-21, the same Committee would finalise the roster for the session 2020-21 after the details of seats offered is provided by the schools.</li> <li>2. The persons with disability will be given preference in admission as per 100 point roster. It is also proposed that a separate cell for PWD be established under the existing equal opportunity office with a view to ensure implementation of the reservation policy and to function as a grievances redressal cell for Persons with Disabilities.</li> </ol> <p>The Council members took note that the University had sought clarification from the Govt. of NCT of Delhi regarding reservation of seats for Delhi Region Candidates. Accordingly, it has been clarified by the DHE vide letter No. DHE-20(68)AUD/ Reservation policy/2020-21/118 dated 10.06.2020 that 85% seats reserved for Delhi Region Candidates are for those who have passed the</p>			Recorded for implementation in the next PhD Admission cycle.

Resol. No.	Decision	Action Taken
	<p>qualifying examination from any Institute located in NCT of Delhi or from any College/Institute affiliated to any UGC recognized University in Delhi. AUD has been directed to follow the laid down criteria for Delhi Region as notified by the GNCTD and not to deviate from the Govt. of Delhi policy. Accordingly, the NCT/ONCT reservation has been implemented as per the clarification issued by the GNCTD in the admissions for Undergraduate and Postgraduate Programmes from the Academic Year 2020-21.</p> <p><b>Decision: The Academic Council deliberated on the recommendations of the Committee constituted by the Student Services Division on the roster for research programmes for the admission cycle (2020-21) and recommended following for consideration of the Board of Management:</b></p> <ol style="list-style-type: none"> <li><b>1. 200-point roster be followed while allocating seats in Research Programmes. Every year, each school to intimate the number of seats being offered in the research programmes to Standing Committee Research (SCR), after which seats to be reserved on the basis of total offering. Alphabetical rotation be followed for reservation of seats school wise. The roster for every year be prepared and maintained by Student Services Division under the oversight of Equal opportunity Office as mandated in pursuance to Notification No AUD/VCO/2019/EOO/1596 dated 18.09.2019.</b></li> <li><b>2. The Persons with Disability to be given preference in admission as per 100 point roster. A separate cell for PWD be established under the existing equal opportunity office with a view to ensure implementation of the reservation policy and to function as a grievances redressal cell for Persons with Disabilities.</b></li> </ol>	
21.5	<p>It was submitted to the Academic Council that Ms Shikhi Gupta had taken admission in MA Film Studies in August 2017 (MS 2017). She had cleared all four courses of the 1<sup>st</sup> semester in MS 2017. In the winter semester 2018, she discontinued the programme due to health issues. In the MS 2020, an application was received from the student for re-enrollment and willingness to complete her programme. The student submitted a medical certificate certifying that she was under treatment for mental health issues since Monsoon Semester 2017. The certificate has been duly verified from the concerned doctor by the Student Services Division vide email dated 10.08.2020.</p> <p>The Standing Committee Student Affairs (SCSA) considered the request for re-enrollment of Ms Shikhi Gupta. The recommendation of the SCSA is reproduced below:</p> <p>“The student was facing mental health issues during the said period for which she provided medical certificate, which has been duly verified by the Student Services Division. Accordingly, the committee recommends that the student</p>	Recorded

Resol. No.	Decision	Action Taken
	<p>may be allowed to re-enroll in MS 2020. The student has to complete three semesters in continuity subject to having cleared all the courses and will complete the course in MS 2021 (9<sup>th</sup> Semester) as against WS 2021, which is beyond the UGC prescribed uniform span period of N+2 years.”</p> <p>The decision taken by the Vice Chancellor in approving the recommendations of the Standing Committee Students Affairs (SCSA) for re-enrollment of a student of MA Film Studies is placed before the Academic Council for its ratification.</p> <p><b>Decision: The Academic Council ratified the above decision taken by the University.</b></p>	
21.6	<p>It was submitted to the Academic Council that Mr Vijay Pratap Singh has cleared the courses in 3 majors and 4 Foundation courses due to which his criteria in completion of degree in BA (H) SSH are not fulfilled. The student has to take 11<sup>th</sup> semester to clear one course.</p> <p>The student sent an email on 23.06.2020 to Dean SUS, stating that he had cash amount only for 2 courses and was not sure about the courses whether he has to do 2 or 3 courses at the time of registration.</p> <p>The SCSA recommended that the student needs to complete only one course worth of 4 credits, an extra year under exceptional circumstances be granted to the student under UGC guidelines on Determination of Uniform Span Period during which the student shall be considered as a private student and will not be eligible for ranking.</p> <p><b>Decision: The Academic Council ratified the above decision taken by the University.</b></p>	Recorded
21.7	<p>It was submitted to the Academic Council that the School Office (SHS) requested the student to submit the Original Migration Certificate or Duplicate Migration Certificate if the original has been lost at the earliest for considering the case. The student submitted Duplicate Migration Certificate and Medical certificate to Dean SHS.</p> <p>The SCSA recommended that the case of Ms Manvi Pant be considered and she be allowed to continue with the course and re-enroll in MS 2020 as per AUD rules.</p> <p><b>Decision: The Academic Council ratified the above decision taken by the University.</b></p>	Recorded
21.8	<p>It was submitted to the Academic Council that:</p> <p>(1) The Academic Council in its 19<sup>th</sup> meeting held on 09.01.2020 had considered the recommendation of the Standing Committee Research (SCR) for de-enrollment of Shri Nitin Kumar Mishra (S135ADS04) from the PhD programme. The recommendations of the SCR considered by the Academic Council are reproduced below:</p>	Recorded

Resol. No.	Decision	Action Taken
	<p><i>“Based on the facts produced by the SDS’s Research Studies Committee (RSC) and SCR, the AC found that the recommendation of the School RSC and SCR for his de-enrolment was in the order and resolved to ratify the decision taken by the Vice Chancellor in approving the de-enrolment of Shri Nitin Kumar Mishra.”</i></p> <p>(2) The matter regarding de-enrollment of Shri Karan Sachdeva (S135ADS01) from the PhD Development Programme was placed before the Academic Council in its 20<sup>th</sup> meeting which was held on 10.07.2020. The recommendations of the Academic Council are reproduced below:</p> <p><i>“The AC noted the recommendations in the case of Mr Karan Sachdeva (S135ADS01) PhD student in Development Studies, SDS and resolved to authorize Vice Chancellor to look into the cases and for decisions accordingly and the same to be informed in next meeting of Academic Council.”</i></p> <p>In the light of the above, the Vice Chancellor had constituted a Committee consisting of Professor Babu P. Remesh (Chair), Professor Satyaketu Sankrit, Proctor (Member), Dr. Santosh Singh, Dean (Offg.) Student Services (Member) and Dr. Nitin Malik, Registrar (Member) to examine the representations of Shri Nitin Kumar Mishra and Shri Karan Sachdeva.</p> <p>The recommendations of the above committee constituted by the Vice Chancellor are reproduced below:</p> <ul style="list-style-type: none"> <li>• <i>An extension of six months to complete the thesis work from the date of issue of this notification along the stipulations/undertaking to be obtained from both the scholars that this would be the only last and final opportunity and no further extension of time period will be sought by them for submitting the thesis work, with no further correspondence will be entertained by the University in future.</i></li> <li>• <i>The extension given to both the students will be an exception without any precedent to be quoted in future and only in the general interest of the research scholars.</i></li> </ul> <p>The recommendations of the committee has been approved the Vice Chancellor. Accordingly, Shri Nitin Kumar Mishra and Shri Karan Sachdeva has been given six months extension to complete their thesis work w.e.f. 15.09.2020 vide notification No. AUD/4-72/2019-20/SCR/D-enrolment/2365 and submit the PhD thesis as per the recommendations of the Committee.</p> <p><b>Decision: The Academic Council ratified the above decision taken by the University.</b></p>	
21.9	The Council members appreciated the norms created by the University to extend full financial support to students for participation in conferences and seminars for paper presentation.	Noted

Resol. No.	Decision	Action Taken																																																																														
	<p>The Council noted that the following students were awarded travel grant as per the approved norms for paper presentations in conferences during 2019-20:</p> <table border="1" data-bbox="363 411 1257 1986"> <thead> <tr> <th data-bbox="363 411 435 444">Sl.</th> <th data-bbox="435 411 927 444">Paper presentation Title/Conference</th> <th data-bbox="927 411 1257 444">Place of Travel</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 444 435 499">1</td> <td data-bbox="435 444 927 499"><i>Spiritual Intelligence (SI) as in Nichiren Buddhism</i></td> <td data-bbox="927 444 1257 499">Tiruchirapalli, Tamil Nadu</td> </tr> <tr> <td data-bbox="363 499 435 577">2</td> <td data-bbox="435 499 927 577"><i>Role of Spirituality in Social entrepreneurship: Review of literature and future research agenda</i></td> <td data-bbox="927 499 1257 577">Tiruchirapalli, Tamil Nadu</td> </tr> <tr> <td data-bbox="363 577 435 632">3</td> <td data-bbox="435 577 927 632"><i>Beyond Ageing- exploring elderly 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	26	<i>Twentieth century community and ancestral voice through the writings of Toni Morrison and Alice Walker</i>	Houston, Texas, United States														
	27	<i>The Local and the 'Islamic' in Ullal's Tarawad</i>	University of Pennsylvania, Philadelphia, United States														
	28	<i>Shutting the Net Down</i>	Dublin, Ireland														
	29	<i>Surviving Capitalism: a case study of left polity in Kerala</i>	University of Manitoba, Winnipeg, Canada														
	30	<i>The Reciter and the translator Transmission of religions texts in Tibetan Buddhism</i>	University of Manchester, United Kingdom														
	31	<i>American Folklore Society</i>	Baltimore, Maryland, USA														
<b>The Academic Council noted the above information.</b>																	
21.10	<p>It is informed to the Academic Council that the Academic Calendar for the Academic Year 2020-21:</p> <table border="1" data-bbox="359 814 1256 1309"> <tbody> <tr> <td data-bbox="359 814 794 902">Orientation for new batch of Undergraduate Students ( SUS, SLGC, SGA , SVS and SBPPSE)</td> <td data-bbox="794 814 1256 902">Tuesday, December 01, 2020</td> </tr> <tr> <td data-bbox="359 902 794 968">Orientation for new batch of Post Graduate Students</td> <td data-bbox="794 902 1256 968">Monday, December 14, 2020</td> </tr> <tr> <td data-bbox="359 968 794 1035">Classes in 1<sup>st</sup> Semester (for UG Students )</td> <td data-bbox="794 968 1256 1035">1<sup>st</sup> December 2020 – 20<sup>th</sup> March 2021</td> </tr> <tr> <td data-bbox="359 1035 794 1101">Classes in 1<sup>st</sup> Semester (for PG Students )</td> <td data-bbox="794 1035 1256 1101">14<sup>th</sup> December 2020 – 31<sup>st</sup> March 2021</td> </tr> <tr> <td data-bbox="359 1101 794 1190">Existing Batch - Classes in 2<sup>nd</sup> / 4<sup>th</sup> /6<sup>th</sup> Semester (for UG and PG Students )</td> <td data-bbox="794 1101 1256 1190">4<sup>th</sup> January 2021 – 23<sup>rd</sup> April 2021</td> </tr> <tr> <td data-bbox="359 1190 794 1278">Batch 2020 - Classes in 2<sup>nd</sup> Semester (for UG and PG Students )</td> <td data-bbox="794 1190 1256 1278">12<sup>th</sup> April 2021 – 29<sup>th</sup> July 2021</td> </tr> <tr> <td data-bbox="359 1278 794 1309">Summer Break (4 weeks)</td> <td data-bbox="794 1278 1256 1309">1<sup>st</sup> August 2021 – 29<sup>th</sup> August 2021</td> </tr> </tbody> </table> <p>Note:</p> <ol style="list-style-type: none"> <li>1. There will be sixteen weeks for teaching, inclusive of assessment, in every semester.</li> <li>2. All working Saturdays will be teaching days.</li> </ol> <p><b>The Council noted the observation made by the faculty members through one member of teaching staff nominated by the Vice Chancellor in the Academic Council regarding the winter vacation not being included in the Academic Calendar.</b></p> <p><b>The members further noted that the University is planning to incorporate 15 days' vacation for the faculty members in the calendar. The Council authorize the Vice Chancellor to make suitable amendment in the Academic Calendar.</b></p> <p><b>The Academic Council noted the above information.</b></p>		Orientation for new batch of Undergraduate Students ( SUS, SLGC, SGA , SVS and SBPPSE)	Tuesday, December 01, 2020	Orientation for new batch of Post Graduate Students	Monday, December 14, 2020	Classes in 1 <sup>st</sup> Semester (for UG Students )	1 <sup>st</sup> December 2020 – 20 <sup>th</sup> March 2021	Classes in 1 <sup>st</sup> Semester (for PG Students )	14 <sup>th</sup> December 2020 – 31 <sup>st</sup> March 2021	Existing Batch - Classes in 2 <sup>nd</sup> / 4 <sup>th</sup> /6 <sup>th</sup> Semester (for UG and PG Students )	4 <sup>th</sup> January 2021 – 23 <sup>rd</sup> April 2021	Batch 2020 - Classes in 2 <sup>nd</sup> Semester (for UG and PG Students )	12 <sup>th</sup> April 2021 – 29 <sup>th</sup> July 2021	Summer Break (4 weeks)	1 <sup>st</sup> August 2021 – 29 <sup>th</sup> August 2021	Noted
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## Ambedkar University Delhi

**Proposal for Launch of a Programme**

(To be approved by the Academic Council)

School	SBPPSE and SES
Programme Name	Happiness Programme: Certificate in Transformative Learning
Programme Type (Professional/Liberal/Research/ etc.)	Professional Development
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	PG Certificate
Total Credits	12
Proposed date of launch	August 2021
Programme coordinator and team	Kartik Dave (c), Anup Dhar, Sunita Singh, Gunjan Sharma, Richa Awasthy

- Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):  
This programme is meant for practicing professionals in different public systems at varied levels. It has been designed in a manner that it can be adapted for professionals from different spheres, such as those working in the judiciary, education and health systems. The entry requirement is the successful completion of an undergraduate degree in any field with at least 45% marks or an equivalent grade. At least two years of experience of practice preferably in a public system is desirable.
- Entrance process (test, interview, cut-offs, etc.):  
First-come-first serve by individuals or nomination from the employer/government, along with a statement of purpose. The applicants working in the public system and with a longer experience will be given preference. The details of the process will be worked out in consultation with the Student Services Division.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
The number of participants in each cohort is proposed as a maximum of 30 as this is a specialised professional development programme for practicing professionals aimed at enabling them to think reflectively about themselves, others and their profession. Thus, it requires protracted and rigorous engagement in a smaller group.
- Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):  
The programme will be three-months long conducted on weekends, during holidays and/or in evenings. It will be offered in blended mode. It is of 12 credits that amounts to about 192 hours inclusive of all elements (teaching, workshops, seminar, project work and assessments).

5. What are the intended aims of the programme?  
The main aim of the programme is to engage the practicing professionals in reflection on self, others and society in order to initiate transformative learning for enhancing their professional practice. It intends to specifically enable them to constantly learn and critically reflect on their everyday experiences informed by the universal human values of harmony, coexistence, conflict resolution, peace, and creative thinking. The programme takes a position that self-transformation is the foundation for transforming the world rather than locating the perspective in only critiquing the world.
6. How does the programme link with the vision of AUD?  
This programme is informed by the principles of critical inquiry, social justice and equity. It intends to engage practicing professionals in various domains in understanding these principles and utilise these constantly in their professional and personal lives. It is hoped that it will encourage the participants towards self-directed learning and reflexivity.
7. How is the proposed programme positioned vis-à-vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?  
This programme is proposed to be housed in CPCE (Centre for Professional and Continuing Education) as a collaborative initiative between SBPPSE and SES. There are similar courses on self-development and understanding self and others offered at SES and a different perspective in SBPPSE. However, there are differences in the intended audience, contents, pedagogy and outcomes.
8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?  
There are different programmes and courses at AUD that focus on self, and the relationship between self, others and society. These courses are located across Schools and especially in SHS. However, this programme is a short-term certificate for professionals and thus, its focus, intended outcomes, and modalities of the transaction are different.
9. How is it positioned in relation to other similar programmes in the field?  
From an initial search it comes out that such programmes (for instance, those on self-awareness and development) are transacted in shorter duration workshops. The programme proposed here will be the first of its kind in terms of the approach and design.
10. Is there a sufficiently defined body of knowledge and literature to support the programme?  
While there are sufficient theories and literature informing the programme, the design of the programme is such that it is more practice-oriented keeping in mind the audience and purposes of the programme. It will be transacted through discussions, activities, and projects. Literature on co-existential philosophy would also inform this programme.
11. What are the professional trajectories that the graduates of the programme may pursue?  
The graduates of the programme would already be practicing as professionals in varied fields. It is expected to enable a holistic perspective to engage with professional, personal and social aspects of their lives

12. Are there sufficient in-house faculty resources available for the programme? If not, please provide an estimate of additional faculty resources required.

The programme will be delivered with external experts and in-house faculty.

13. Rationale for the nomenclature of the programme

The nomenclature reflects the larger outcome of the programme. Similar programmes are transacted under the following titles "Happiness Curriculum", "Coexistence Programme", "Anandam" (Rajasthan), and "Jeevan Vidya". However, the proposed programme intends to go beyond these and in an overall fashion intends to enable practitioners in learning to learn while engaging with their professional practice. It is therefore named as Happiness Programme: Certificate in Transformative Learning.

14. Programme Details:

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

Attached at Annexure 1.

b. Objectives:

1. To enable the participants to critically reflect on their everyday professional practice, and personal and social lives
2. To enable resolution centric perspective/problem-solving skills in the participants
3. To develop ability to critically think and assess different situations with reason and rational thinking
4. To foster empathy and humane approach in professional practice
5. To encourage critical appreciation of universal ethics (such as harmony, coexistence, conflict resolution, peace, and creative thinking) that inform one's professional practice

c. Expected learning outcomes:

1. Integration of critical reflection with professional practice, and personal and social life
2. Shift in the perspective from problem-centric to resolution centric
3. Application of critical thinking and reasoning in everyday professional situations
4. An empathising and humane approach to one's practice
5. Awareness of the universal ethics informing professional work, relationships, society and environment

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

Structure	Month 1	Month 2	Month 3
Seminar	Introductory Seminar/ Discussions (on basic concepts and ideas)	Reflective and Critical Thinking (2)	
Courses	Engaging with Self (2)	Understanding Human Relationships (2)	Social Contexts of Interactions (2)
Field Project	Integration with Professional Practice (4)		
Credits	12		

**15. Teaching-learning:**

a. Instructional strategies:

The approach and focus will be on introspection, observation and reflection. Group discussions, film screenings followed by debriefing and discussions, readings, presentations, writings, action research, case studies and comparative studies will be used for the pedagogical help.

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

Workshop space with projection facility, whiteboard, and flip charts would be needed. A budget for inviting 4 to 5 resource persons for the first two cycles of the programme would be needed. The first introductory seminar/workshop may require a budget for some residential facilities for outstation resource persons and participants. One staff member would also be needed to facilitate the coordination and administration of the programme.

c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):  
Agreement with the Government of NCT of Delhi on fees and other arrangements for nomination of personnel.

**Signature of Programme Coordinator(s)/Convenor(s)**

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

Dean  
School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

**Annexure 1**  
**Ambedkar University Delhi (AUD)**

**Proposal for Transformative Learning Certificate Programme based on Happiness Curriculum**  
**(As discussed with Dy. CM Shri Manish Sisodia)**

**Keywords:** Sustainable Happiness, Harmony, Coexistence, Human Values (Universal), Education for Happiness, certificate program, happiness curriculum, transformative learning, creative thinking

**About the University:**

Ambedkar University Delhi (AUD) is a public University, established by the Government of the National Capital Territory of Delhi through Dr. B R Ambedkar Vishwavidyalaya Act 2007. The University was conceptualized to focus on research and higher education in the domain of Social Sciences, Humanities and Liberal Arts through interdisciplinary studies. Guided by Dr. Ambedkar's vision the University aspires to bridge the concerns of equity and social justice with excellence in addressing both market demands and social needs brought about by the concurrent economic growth and social transformation taking place. AUD has been awarded 'A' Grade by the National Assessment and Accreditation Council (NAAC). Ambedkar University Delhi envisages that knowledge becomes socially productive by transcending barriers of gender, caste, creed and class. The university strongly believes in excellence with values and offers innovative programs with a focus on humane approach.

**Need for the Happiness Programme:**

In today's fast-paced, cut-throat competitive and techno savvy world, each one of us has to struggle hard to realize the best in life. "More" is the operational word for everything -- the element of happiness remains ever elusive. Today, not only children but all of us are under tremendous pressure. The world is confused, we don't know how to react and express our emotions in day to day situations. We look at each other and we are puzzled what to do.

According to World Happiness Report 2019, India is ranked at the bottom (140 out of 156 countries) of the list. Across the society, it has been witnessed that people have conflict in their day to day life, conflict within, conflict with others, conflicts with nature and society at large. People working in both government as well as private sector, irrespective of their professions have been struggling with stress and feeling of discontentment. Increased crime rates and social unrests are the results, which are very much visible. Apart from that stress is leading to lifestyle diseases like hypertension, diabetes, depression and obesity. India is now a diabetes capital of the world. Other medical problems and diseases including early age heart failures, cancer, and brain strokes are also on the rise. Mental health of the people has never been a priority for all of us. Suicides have been rising across the age groups.

This poses a serious and significant challenge for the society. Life has to have a meaningful purpose which is a big question for the people at large due to absence of mutual trust, insecurity, impulse behavior, social comparisons, obsessive achievement orientation, and lack of sense of identity, low confidence and self esteem.

This draws our attention to rethink and need to question, how happy are we?

Happiness has been underlying aspiration behind whatever we do. All of us struggle to achieve the best in life but happiness remains missing. O' Brein (2008) opined "Happiness contributes to individual, community or global well-being without exploiting other people, the environment or future generations." Uchida et al. (2004) define happiness as a 'high ratio of positive to negative feelings'. Therefore, a positive and affective emotional and psychological state characterizes happiness. Happiness is a state of

non-conflict, synergy or state of being in acceptance, according to A. Nagraj (1999) cited in "Happiness Curriculum Document" of SCERT Delhi and Directorate of Education (2019).

Sustainable Happiness can address the following issues more meaningfully:

- Increasing aimlessness in individuals, anxiety, individualism, anger, etc.
- Breakdown in interpersonal relationships and family structures
- Rise of communalism and societal & inter-faith intolerance.
- Increasing income disparity, Jobless 'growth' and lack of ethics in public life.
- Increasing consumption and 'non-renewable' technologies leading to destruction of nature
- Climatic imbalance – that are threatening humankind's very survival on this planet.

A structured program (certificate/diploma) is proposed which aims at imparting different aspects of sustainable happiness for the participants across age groups and professions. However, a customized program can also be proposed for the specific need of a particular system/department.

### **Programme Content (Proposed):**

The expanse of human living is at 4 levels: Human Being (Self), Our Relationships (family friends), Society and with Nature. The Course content is exploring and understanding happiness and harmony at each of these 4 levels. Depth and intensity of content varies as per time frame of the course (workshop few days - long term course, 1 year)

#### 1. Exploring Happiness within the **self**

- Looking within - Exploring one's core desire/goal, human aspiration and the desire for happiness
- Critically examining notions/beliefs within oneself of identity, happiness, aspirations, relationships, success, development etc.
- Exploring the connection between perception and happiness
- Exploring one's needs - of the body (health) & the self (happiness)
- Critically examining problems today and finding the root and resolution of conflicts today
- Exploring the three kinds of happiness - from the senses, relationships and clarity/understanding (moving from momentary to sustainable happiness)

#### 2. Understanding happiness as fulfillment of **values in human relationships**

- Understanding the true nature of human relationships
- Exploring innate expectations amongst human relationships (friends, family, peers, colleagues etc.)
- Recognising human 'values': what *value* is one human being to another, what role do we play in each other's lives (Trust, Respect, Gratitude, Affection, Care etc)
- Can relationships be fulfilling, is mutual fulfillment possible
- Observing need and desire for Justice in human relationships
- Human Beings - how similar and how unique we are

#### 3. Understanding happiness as **peace and harmony in Society**

- Seeing how society is a manifestation of humans at the level of self and families

- How we humans organise ourselves - Exploring Society, governance, social systems etc.
- Exploring Responsible citizenship & Governance
- Understanding Equality: what equality already exists, what needs to be created
- Ethical Conduct & Values in society
- Examining social systems of Education, Health, Justice, Production
- Peace in society today

#### 4. Coexistence with nature

- Exploring how human development and preservation of nature can co-exist
- Looking at existing harmony in nature: Balance, definite conduct and complementarities between Orders of nature (material, plant, animal)
- Sustainable and cyclical engagement with nature

#### 5. Understanding Humane Conduct

- Understanding humane and inhumane conduct
- Exploring how humane conduct is
  - Character of the self
  - Values in relationships
  - Through ethics while living in society

#### 6. Humanising Education

- Understanding the purpose of education and its expectations from it
- Education as a combination of skills, mindset and values (not just skills)
- Exploring how education is the foundation of society
- 'Humanising Education'- making education more connected to daily living, and how 'humane education' becomes an enabler to achieve happiness - within and outside.

#### **Pedagogic Approach:**

The approach and focus will be on introspection, observation and reflection. Group discussions, film screenings followed by debriefing and discussions, readings, presentations, writings, action research, case studies and comparative studies will be used for the pedagogical help.

#### **Learning Outcomes:**

1. Self-reflection: Begin to recognize inner confusion & conflict in the Self as the basic cause of unhappiness. Explore and evaluate notions/beliefs, perceptions of success, happiness, life, relationships, money, etc.
2. Heightened Self-Awareness: higher level of awareness within of one's thoughts, desires, being more mindful
3. Clarity & Self Confidence: Recognize and resolve 'undesirable tendencies' such as anger, cheating, lying, jealousy & hatred. Ability to associate with the reasons for such conflicts, and to understand the corresponding reality. This leads to self-confidence.
4. Becoming Resolution centric: Moving from being problem centric to shift in attitude to being resolution centric.
5. Build Critical thinking & discriminative abilities: Enable critical reasoning abilities by ascertaining how our living is conditioned.
6. More compassionate and respectful in Family & Human Relationships: Recognize emotional-connect & inherent expectations/values in Family & relationships.



7. Honesty & Ethics: Accept & strive for honesty in living and one's conduct: in occupation, thought, word & action.
8. Relationship with society: Recognize the universal goals of human society and identify positive steps one can take to contribute to the same.
9. Relationship with nature, recognizing our environmental footprint and efforts to make positive contributions to natural balance.

#### **Different Modules:**

1. **'Perspective building on Happiness' Workshops:**
  - a. Orientation Workshops: 1 day - 3 days
  - b. Introduction workshops: 7-8 days (residential/non-residential)
2. Certificate Courses on '**Happiness & Co-existence**': 3 months or 6 months
3. PG Diploma Course: 1 year

#### **Course Guidelines**

- Universal: naturally agreeable and acceptable to human beings across time, place and space
- Humanistic: natural & intrinsic for human beings, based on existential/natural principals
- Logical: can be understood and explained rationally, appeals to human reasoning
- Livable: can be brought into living - improves quality of understanding and living and leads to harmony with humans and nature
- Verifiable: can be verified by all with one's natural ability to think and understand.

#### **References:**

- Happiness Curriculum (2019), State council of Education Research and Training, Delhi and Directorate of Education (DoE).
- O'Brien, C. (2008). Sustainable happiness: How happiness studies can contribute to a more sustainable future. *Canadian Psychology/Psychologie canadienne*, 49(4), 289.
- Uchida, Y., Norasakkunkit, V., & Kitayama, S. (2004). Cultural Constructions of Happiness: Theory and Empirical Evidence. *Journal of Happiness Studies*, 5, 223– 239. doi:10.1007/s10902-004-8785-9

## Ambedkar University Delhi

### Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	SBPPSE and SES
Programme(s)	Happiness Programme: Certificate in Transformative Learning
Course title	Engaging with Self
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Core (Workshop)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Kartik Dave (c), Anup Dhar, Sunita Singh, Gunjan Sharma, Richa Awasthy

1. How does the course link with the vision of AUD?  
The course is a part of a certificate programme for practicing professionals especially for those in public institutions. It will enable the participants to critically reflect on their self and professional lives. It is hoped that this will contribute to enhancing the quality of their practice.
2. How does the course link with the specific programme(s) where it is being offered?  
This course is a core course in the programme. It will facilitate a discussion and reflection on the values underlying one's thought, action and aspirations. This will be connected with the larger interpersonal and social dynamics in the two taught courses that follow.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?  
There are similar courses on self-development and understanding self and other are offered in some other Schools. However, there are differences in the audience, contents and pedagogy.
4. Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
Some exposure to or experience of professional practice is desirable.
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
The number of participants in each cohort is a maximum of 30 as this is a specialised programme for practicing professionals aimed at enabling them to engage with themselves, others and their profession. Thus, it requires protracted and rigorous engagement in a smaller group.

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

Three months long programme in blended modality. It will be conducted in a workshop mode.

7. **Course Details:**

a. Summary:

Engaging with and knowing oneself has been one of the central focus of human inquiry. There is a rich multidisciplinary academic discourse on this subject. However, in everyday professional lives and lived realities of individuals, engagement with self does not usually find a formal or organised space. This course is aimed at bridging this gap between the self and professional and everyday lives. It will explore the values, beliefs, assumptions, perceptions and emotions (fear, doubt, happiness and unhappiness) underlying one's thoughts, activities and aspirations. Through these processes the course will enable the participants to understand order in the self with a view to foster conscious reflexive action and harmony between self and professional and everyday lives.

b. Objectives:

The objectives of the course are to:

1. Enable the participants to critically reflect on the connections between self and professional lives
2. Enable the participants to examine and introspect on their values, beliefs, assumptions, perceptions and emotions underlying one's goals, activities and aspirations
3. Foster conscious reflexive action and thinking and sustainable resolution seeking

c. Expected learning outcomes:

After this course the participants will be able to:

1. Critically reflect on the connections between self and professional and everyday lives
2. Examine and introspect on one's values, beliefs, assumptions, perceptions and emotions underlying one's thought, activities and aspirations
3. Engage in reflexive action and thinking and sustainable resolution-seeking

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course will be organised in the Month 1 of the three-month certificate programme. It will have 3 modules that will be built on the following logical sequence: perspective building -- unpacking the underlying values, beliefs and assumption -- resolution seeking.

e. Course contents:

(i) Module-wise Format:

**Module 1: Different perspectives on self**

There are multidisciplinary perspectives on self that have origins in philosophy, psychology, sociology, cultural studies and religion. These will be drawn upon to anchor the beginning discussions on the course.

**Module 2: Looking within**

Based on the initial discussions, this module will engage the participants in reflecting on their needs, thoughts, actions, aspirations, goals and experiences. This will form the basis for further exploring the linkages between these and critically exploring the beliefs, assumptions,

perceptions and emotions (fear, doubt, happiness and unhappiness) underlying these constructs.

### **Module 3: Examining experiences and conflicts and seeking resolution**

This unit will focus on understanding experiences that generate conflict within self. Engaging with these experiences would enable the participants to reflect on one's responses and the process of seeking resolution. The idea is also to enable the participants to reflect on the differences between momentary and sustainable long-term resolution seeking.

#### **Readings:**

- Chafee, J. (2013). Who are you? Consciousness, identity and the self. In *The philosopher's way: Thinking critically about profound ideas* (pp. 106-169). Pearson.
- Csordas, T. (1999). Self and person. In Philip K. Bock (Ed.), *Handbook of Psychological Anthropology* (pp. 331-350). New York: Greenwood Press.
- Harter, S. (1996). Historical roots of contemporary issues involving self-concept. In B. A. Bracken (Ed.), *Handbook of self-concept: Developmental, social, and clinical considerations* (pp. 1-37). John Wiley & Sons.
- Strohinger, N., Knobe, J., & Newman, G. (2017). The true self: A psychological concept distinct from the self. *Perspectives on Psychological Science*, 12(4), 551-560.
- Kagitcibasi, C. (2007). Family, self, and human development across cultures theory and practice (pp. 133-201). Lawrence Erlbaum Associates Publishers.
- Nagraj, A. (2017). Vyavhaaratmak janvaad. Jeevan Vidya Prakashan.
- Sri Aurobindo. (1997). The human cycle: The ideal of unity, war and self determination. Sri Aurobindo Publication Department.
- Kumar, K. (1999). The woman with a broom: A meditation on education. *India International Centre Quarterly*, 26(3), 7-12.

#### **Suggested:**

Samajshastra and Coexistential Thought by A. Nagraj: <http://madhyasth-darshan.info/introduction/literature/>

(ii) Assessment Plan (weight, mode, scheduling) for the course:

- Reflective journal: 40%
- Group presentation: 25%
- Workshop tasks: 25%
- Participation and Attendance: 10%

### **8. Pedagogy:**

- a. Instructional strategies:  
The modality of course transaction will be largely based on reflection and group discussions, and presentations in a workshop modality.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
IT enabled classroom.
- c. Expertise in AUD faculty or outside  
The programme will be delivered with external experts and in-house faculty.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
The Government of NCT of Delhi may nominate personnel as participants in the course.

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

Dean  
School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

Ambedkar University Delhi

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

School/Centre proposing the course	SBPPSE and SES
Programme(s)	Happiness Programme: Certificate in Transformative Learning
Course title	Understanding Human Relationships
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Kartik Dave (c), Anup Dhar, Sunita Singh, Gunjan Sharma, Richa Awasthy

- How does the course link with the vision of AUD?  
The course is a part of a certificate programme for practicing professionals especially for those in public institutions. It will enable the participants to reflect on human relationships around them in relation to the self. It will enable them to critically appreciate their personal, professional and social relationships and their roles and location in this ecosystem. It is hoped that this course will contribute to enhance the quality of their practice.
- How does the course link with the specific programme(s) where it is being offered?  
This course is a core course in the programme. It will facilitate a discussion and reflection on human relationships in relation to the self. It builds upon the course 1 of the programme and develops the foundation for course 3.
- Does the course connect to, build on or overlap with any other courses offered in AUD?  
There are similar courses on that are offered in some other Schools. However, there are differences in contents and pedagogy.
- Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
The course is for practicing professionals.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):

The number of participants in each cohort is a maximum of 30 as this is a specialised programme for practicing professionals aimed at enabling them to engage with themselves, others and their profession. Thus, it requires protracted and rigorous engagement in a smaller group.

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

This course will be organised in the Month 2 of the three-month certificate programme. It will be conducted in a workshop mode.

7. Course Details:

- a. Summary:

Living, experiencing and negotiating human relationships is one of the core aspects of human lives. Family, work and social spaces are shaped by interpersonal relationships. These relationships take different forms and evolve over the course of life in the process of human interactions. It is often argued in popular discourse that in the present times these relationships are under much strain that reflect in the form of conflicts in family, work and social life. At the same time the space and acknowledgement to reflect and work on these experiences is becoming constricted or changing its form. To engage with this perception and phenomenon, this course aims to initiate the participants in reflecting on human relationships by situating them in their life contexts. A special focus will be on the professional contexts. It will foster self-awareness and understanding of others in relation to self by identifying and reflecting on the various roles that the participants take in their everyday lives. In doing so, it will encourage harmony, cooperation, conflict resolution, and mutual respect in handling interpersonal and group processes at work and in general.

- a. Objectives:

The objectives of the course are to:

1. Identify and reflect on the various roles that one plays and negotiates in personal, professional and social life and the values underlying these
2. Understand 'family' as having a foundational role in shaping-up of other relationships
3. Promote reflexivity and humane thinking in understanding and negotiating relationships

- b. Expected learning outcomes:

At the end of the course students should be able to:

1. Identify and critically evaluate the assumptions underlying and about human relationships
2. Critically appreciate care, trust, mutual respect, and cooperation in building and maintaining the human relationship
3. Identify basic issues in interpersonal conflicts and articulate ways towards their resolution in keeping with the values of harmony, coexistence and social justice

- c. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course will be organised in the Month 2 of the three-month certificate programme. It will have 3 modules that will be built on the following logical sequence: perspective building – exploring values, beliefs and assumption – conflict resolutions.

- d. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

- (i) Module-wise Format:

### **Module 1: Perspectives on human relationships**

Disciplines such as psychology, sociology, anthropology, philosophy, religion, and cultural studies have approached human relationships in different ways. This module will enable participants to familiarise themselves with and contrast these perspectives to build an understanding and initiate a discussion on how human relationships may be understood in multiple ways. It will engage participants with varied values and social axes (such as exchange, hierarchy, power (caste, gender, ethnicity, etc.), care, and affection) underlying these human relationships.

### **Module 2: Nature of human relationships**

This unit will focus on understanding the basic elements of human relationships by engaging participants to critically reflect upon their assumptions, experiences, and beliefs about their own relationships. This will facilitate discussions on structures of relationships such as family, friends, and colleagues. This will enable participants to identify key expectations, needs, purpose, and interdependencies in their relationships and to understand why some relationships are conflicting, stressful, unsuccessful, successful and/or happy.

### **Module 3: Rethinking human relationships: Conflict resolution**

This module will focus on reflecting on resolution of conflict in relationships. It will begin with discussion on values such as compassion, empathy, happiness, and care drawing from socio-emotional learning and disciplines such as positive psychology and philosophy (such as Coexistential Thought). Based on these discussions, it will encourage participants to develop their own unique ways for dealing with conflict in human relationships.

#### **Readings:**

- Collaborative for Academic, Social and Emotional Learning. (2005). *Safe and sound: Aneducational leader's guide to evidence-based SEL programs* (Illinois ed.). Chicago, IL: CASEL. <https://casel.org/wp-content/uploads/2016/01/PDF-16-safe-and-sound.pdf>
- David, S. A., Boniwell, I., & Ayers, A. C. (Eds.). (2014). *The Oxford handbook of happiness*. United Kingdom. Oxford University Press.
- De Bono, E. (2004). *How to Have a Beautiful Mind*, Vermilion, London
- Emory University (2019). *Socio Emotional Ethical Learning :A curriculum for Educating Heart and Mind*. Emory University
- Friedkin, N. E. (2004). Social cohesion. *Annual. Review of Sociology*, 30, 409-425.
- H.H Dalai Lama. (2011). *Beyond religions: Ethics for the whole world*. Boston, New York: Houghton Mifflin Harcourt.
- Litwak, E., & Szelenyi, I. (1969). Primary group structures and their functions: Kin, neighbors, and friends. *American Sociological Review*, 465-481.
- Nagraj, A. (2017). *Vyavhaaratmak janvaad*. Jeevan Vidya Prakashan.
- Seligman, M.E (2012). *Flourish: A visionary new understanding of happiness and well-being*. UK. Hachette

#### **Suggested:**

Samajshastra and Coexistential Thought by A. Nagraj:

<http://madhyasthdarshan.info/introduction/literature/>

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Reflective journal: 40%

Group presentation: 25%



Workshop tasks: 25%  
Participation and Attendance: 10%

8. Pedagogy:

a. Instructional strategies:

The modality of course transaction will be largely based on reflection and group discussions, and presentations in a workshop modality.

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

c. Expertise in AUD faculty or outside

The programme will be delivered with external experts and in-house faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
The Government of NCT of Delhi may nominate personnel as participants in the course.

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Dean  
School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

Ambedkar University Delhi

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

School/Centre proposing the course	SBPPSE and SES
Programme(s)	Happiness Programme: Certificate in Transformative Learning
Course title	Social Contexts of Interactions
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Kartik Dave (c), Anup Dhar, Sunita Singh, Gunjan Sharma, Richa Awasthy

1. How does the course link with the vision of AUD?  
The course is a part of a certificate programme for practicing professionals especially for those in public institutions. It will enable the participants to critically reflect on the social contexts of their everyday interactions. It is hoped that this will contribute to enhancing the quality of their practice.
2. How does the course link with the specific programme(s) where it is being offered?  
This course is a core course in the programme. It will facilitate a discussion and reflection on the larger frameworks of their everyday interactions with the other. This is preceded by courses that engage with the self and the relationships around oneself.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?  
There are similar courses that are offered in some other Schools. However, there are differences in contents and pedagogy.
4. Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
Some exposure to or experience of professional practice is expected.
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
The number of participants in each cohort is a maximum of 30 as this is a specialised programme for practicing professionals aimed at enabling them to engage with themselves, others and their profession. Thus, it requires protracted and rigorous engagement in a smaller group.

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

The course is a part of three months long programme in blended modality. It will be conducted in a workshop mode.

7. **Course Details:**

a. Summary:

Individuals and their relationships are located in and shaped by their socio-cultural contexts. Interactions between individuals and the material world in-turn form the basis for social structures and cultures. Individuals and social world are also in constant interaction with the natural world. Thus, to make sense of oneself, engagement with this larger context is essential. There is a rich multidisciplinary academic discourse on this subject. However, a broad perspective to understand one's location in this larger framework/ecosystem as one goes through the everyday professional lives is difficult to develop. This course is aimed at exploring these connections between self, the social and the nature. In doing so, it will engage the participants in identifying and understanding practices, norms, values and institutions shape everyday thought, action and interactions. Through these processes the course will enable the participants to develop a broader perspective on self, human relationships and their social location with a view to foster conscious reflexive action.

b. Objectives:

The objectives of the course are to:

1. Reflecting on social systems in relation to the self
2. Reflecting on human-nature relationship
3. Understanding the relations between individual action and social transformation

c. Expected learning outcomes:

After this course the participants will be able to:

1. Critically appreciate the relationship between self and the social
2. Critically appraise the human-nature relationship and the contemporary climate concerns
3. Identify the transformatory potential of individual and collective action/agency while also critically examine the limits of human action.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course will be organised in the Month 3 of the three-month certificate programme. It will have 3 modules that will be built on the following logical sequence: perspective building -- unpacking the underlying values, beliefs and assumption -- resolution seeking.

e. Course contents:

(i) Module-wise Format:

**Module 1: Social systems and the Self**

This module will focus on visualising social systems (institutions, values and norms) as a manifestation of human action and human action as located in the socio-cultural context. In this process, the participants will think through key social needs like justice, production, employment and education. These discussions will enable reflections on historical and contemporary challenges of the social systems while engaging with the question of social change and transformation for a harmonious society.

### **Module 2: Natural world and human beings**

This module will focus on critically reflecting on human beings as a part of the natural world and the impact of human action on nature. This will facilitate discussions on contemporary context of climate change and its socio-economic implications while also thinking through how this shapes individual lives and futures.

### **Module 3: Transformative learning**

This module will be the culmination of the programme whereby the participants will identify the key learnings drawn from different courses and modules. These learnings will be connected with reflection on an individual's larger role and the transformative action that may promote common good and social wellbeing. In doing so, the discussions will also reflect on the limits of human action and 'control'.

### **Readings and Material:**

Gandhi, M. K. (1938). *Hind Swaraj*. Ahmedabad: Navjeevan Prakashan.

Illich, I. (1971). *Deschooling society*. New York: Harper and Row.

Krishnamurti, J. (1958). *Commentaries on living*. Theosophical Publishing House.

Alvares, C. (1995). *Science, development and violence*. Oxford University Press.

Kumar, K. (1996). *Learning from conflict*. Delhi: Orient Longman.

Documentaries:

Fricke, R. (1992). *Baraka*.

Stevens, F. (2016). *Before the flood*.

Black, C. (2010). *Schooling the world: The white man's last burden*.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Reflective journal: 40%

Group presentation: 25%

Workshop tasks: 25%

Participation and Attendance: 10%

### **8. Pedagogy:**

a. Instructional strategies:

The modality of course transaction will be largely based on reflection and group discussions, and presentations in a workshop modality.

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

IT enabled classroom.

c. Expertise in AUD faculty or outside

The programme will be delivered with external experts and in-house faculty.

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

The Government of NCT of Delhi may nominate personnel as participants in the course.

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

Dean  
School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

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

School/Centre proposing the course	SBPPSE and SES
Programme(s)	Happiness Programme: Certificate in Transformative Learning
Course title	Reflective and Critical Thinking
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Kartik Dave (c), Anup Dhar, Sunita Singh, Gunjan Sharma, Richa Awasthy

- How does the course link with the vision of AUD?  
The course is a part of a certificate programme for practicing professionals especially for those in public institutions. It will enable the participants to critically reflect on the social contexts of their everyday interactions. It is hoped that this will contribute to enhancing the quality of their professional practice and personal life.
- How does the course link with the specific programme(s) where it is being offered?  
This course is a core course in the programme. It will enable the participants to connect different components of the programme.
- Does the course connect to, build on or overlap with any other courses offered in AUD?  
There are similar courses that are offered in some other Schools. However, there are differences in contents and pedagogy.
- Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
Some exposure to or experience of professional practice is desirable.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
The number of participants in each cohort is a maximum of 30. This is because this is a specialised programme for practicing professionals aimed at enabling them to engage with themselves, others and their profession. Thus, it requires protracted and rigorous engagement in a smaller group.

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

The course is a part of three months long programme in blended modality. It will be conducted in a workshop mode.

7. **Course Details:**

a. Summary:

The aim of this workshop is to develop reflective competencies among the practitioners based on their practical experience. It is also expected to create a culture of dialogue and a community of practice. It will enable the participants to reflect on the interconnectedness between different aspects of their lives and finding ways to identify their own implicit (ontological, epistemological and axiological) assumptions in which thinking and ideas are located. This workshop will be a space for open dialogue among the participants on their professional and personal experiences and the assumptions latent in them. It will enable the participants to be more self-aware while engaged in their professional lives while also helping them explore new ways of making sense of the world and one's agency. The workshop will also be a tool for connecting the learning across the different components of the certificate programme while also promote continuous self-education and learning.

b. Expected learning outcomes:

- Connect learning across the various programme components
- Acknowledge ontological, epistemological and axiological assumptions of one's action
- Reflecting on interconnections between different aspects of life, thought and action
- Engage in reflective and critical thinking

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course will be organised in the Months 2 and 3 of the three-month certificate programme. It will comprise of weekly open discussion sessions moderated by a faculty member.

d. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

The specifics points of discussion for the course will be identified based on the discussion in the other courses and the interests of the cohort. The format of each of the sessions will be organised in two modules:

**Module 1: Examining one's thought and action**

In this unit participants will evaluate and analyse their own thoughts, notions and action It will enable participants to understand the role of biases, prejudices, popular opinion, stigma, and ideology in shaping of the thoughts. Discussions will foster participants to critically reflect on on these implicit meaning to be able to appreciate alternative and broader paradigms.

**Module 2: Critical and reflective thinking: Approaches and conflict resolution**

This unit will emphasise on applying reflective and critical thinking in developing new ideas, or making new connections or developing new perspectives or identifying alternative explanations in order to explore short and longterm solutions to problems in creative manner.

## Readings:

- Bono, Edward De. (1987). *The Use of Lateral Thinking*. Great Britain: Penguin books.
- Dewey, J. (1997). *How we think*. Courier Corporation.
- Halpern, D. F. (1996). *Thought and knowledge: an introduction to critical thinking* (3rd ed.). Mahwah, NJ: L. Erlbaum Associates.
- Khandwala, Pradeep N. (1992). *Fourth Eye-Excellence through Creativity*. Second Edition. Allahabad: Wheeler Publishing.
- Khandwalla, Pradeep N. (2004). *Life Long Creativity: An Unending Quest*. New Delhi: Tata Mc
- Moon, J. (1999). *Reflection in learning and professional development. Theory and practice*. London: Kogan Pages
- Graw Hill Halpern, D. F. (1996). *Thought and knowledge: an introduction to critical thinking* (3rd ed.). Mahwah, NJ: L. Erlbaum Associates
- Paul, R. and Elder, L. (2010). *The Miniature Guide to Critical Thinking Concepts and Tools*. Dillon Beach: Foundation for Critical Thinking Press.

## Suggested:

Samajshastra and Coexistential Thought by A. Nagraj: <http://madhyasth-darshan.info/introduction/literature/#AboutMadhyasthDarshan>

## (ii) Assessment Plan (weight, mode, scheduling) for the course:

- Reflective journal: 40%
- Group presentation: 25%
- Workshop tasks: 25%
- Participation and Attendance: 10%

## 1. Pedagogy:

- a. Instructional strategies:  
The modality of course transaction will be largely based on dialogue, group discussions, reflective writing, and presentations in a workshop modality.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
IT enabled classroom.
- c. Expertise in AUD faculty or outside  
The programme will be delivered with external experts and in-house faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
The Government of NCT of Delhi may nominate personnel as participants in the course.

## Signature of Course Coordinator(s)

### Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.



2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

Dean  
School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

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

School/Centre proposing the course	SBPPSE and SES
Programme(s)	Happiness Programme: Certificate in Transformative Learning
Course title	Field Project: Integrating with Professional Practice
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory (Field based component)
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Kartik Dave (c), Anup Dhar, Sunita Singh, Gunjan Sharma, Richa Awasthy

8. How does the course link with the vision of AUD?  
The course is a part of a certificate programme for practicing professionals especially for those in public institutions. It will enable the participants to interlink the learning from the course with professional practice.
9. How does the course link with the specific programme(s) where it is being offered?  
This course is a core course in the programme. It will enable the participants to connect different components of the programme.
10. Does the course connect to, build on or overlap with any other courses offered in AUD?  
There are field-based courses that are offered in some other Schools. The course draws upon the assessment and pedagogic practices of these courses. However, in the case of this programme the participants will be practicing professionals located in different fields of work.
11. Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
Location in a site of practice as a professional.
12. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

The number of participants in each cohort is a maximum of 30. This is because this is a specialised programme for practicing professionals aimed at enabling them to engage with themselves, others and their profession. Thus, it requires protracted and rigorous engagement in a smaller group.

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

The course is a part of three months long programme in blended modality. It is a field-based course that will cut across the entire programme.

14. **Course Details:**

a. Summary:

The aim of this course is to enable the participants to connect the various aspects of the programme with their everyday work and practice in different field-sites. The course does not have a rigid structure as it is visualised as a flexible space to facilitate an interface between the ideas that the participants engage with in the taught courses and their everyday professional lives. It would be organised and adapted according to the composition of each cohort of participants. However, certain foundational elements that would anchor the course include: identifying a question for inquiry in one's own practice, interacting with peers in workspace and/or family/friends on different themes formulating a simple change in one's practice/perspective and carrying out a short action project, and documenting the experience in a journal.

b. Expected learning outcomes:

- Connect learning across the various programme components
- Explore linkages among theory, policy and practices
- Make sense of one's role and location as well as that of others in the larger context of practice
- Formulate and implement a project

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course will be organised in the Months 1, 2 and 3 of the three-month certificate programme. It is a mentored field-based component of the programme.

d. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

The specific lay-out of the course will be designed based on the composition of the cohort. The focus will be on the themes that emerge from the taught courses and the interest areas of the participants. Each participant will be allocated a faculty mentor who would work with them to identify themes and questions for field-based action project. The faculty mentor may also visit the field sites. In Month 1, the participants will identify a theme that they would like to inquire into in their professional spaces and beginning interactions in the field that help in refining the question and identifying an area of action. In Months 2 and 3, the participants will chart out and implement a short action project. In discussion with the faculty mentor the experience will be recorded in a journal.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Reflective journal: 40%

Discussion with mentor: 20%

Action project: 40%

2. **Pedagogy:**

- a. Instructional strategies:  
The course will work in the modality of a mentored field-based project.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other -- please specify):  
Provision for faculty visit to field sites of the practitioners
- c. Expertise in AUD faculty or outside  
The programme will be delivered with external experts and in-house faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
The Government of NCT of Delhi may nominate personnel as participants in the course.

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

Dean  
School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

**Ordinance X. Relating to the Award of Degree of Doctor of Philosophy**

1. The ordinance conforms with University Grants Commission (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degrees) Regulations, 2016.
2. The ordinance shall apply to all programmes leading to Degree of Doctor of Philosophy awarded by Dr. B.R. Ambedkar University Delhi.
3. Dr. B.R. Ambedkar University Delhi shall not conduct Ph.D. programmes through distance education mode.

**4. Definitions**

- 4.1. "Applicant" shall mean an individual who applies for admission to the Ph.D. programme of the University following a prescribed procedure.
- 4.2. "Co-supervisor" means a regular faculty member of the University or an external expert approved by the Academic Council to guide/ supervise the research/ academic work of the student along with the supervisor.
- 4.3. "Course" means a teaching course transacted over one semester.
- 4.4. "Course Work" shall mean courses of study prescribed by the School through the Research Advisory Committee, to be undertaken by a scholar registered for the Ph.D. degree.
- 4.5. "Credit" is the weightage assigned to a course in terms of contact hours. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/ field work per week for 16 weeks.
- 4.6. "Degree" shall mean the Degree of Doctor of Philosophy (Ph.D.) of the Dr. B.R. Ambedkar University Delhi.
- 4.7. "Deregistration" means a period when the scholar is no longer a full-time student of the University even though he/she continues to be registered for a Ph.D. programme with the provision to re-register and complete the requirements in the future.
- 4.8. "Foreign Student" means any person who holds citizenship and valid passport of a country other than India, or a person who holds the status of Overseas Citizen of India (OCI) and a valid passport of a country other than India.
- 4.9. "Grade" means a letter grade assigned to a student on the basis of evaluation of a course on the ten point scale.
- 4.10. "Programme Coordinator" shall mean a regular faculty member appointed by the competent authority for a fixed tenure who will oversee a Ph.D. programme of the University, including supervision of the admission procedure, registration of the Ph.D. scholars, coordinate course work and examinations of students and monitoring their performance and milestones

through the periodic reports of the RACs. A Ph.D. Programme Coordinator should be eligible to be a doctoral supervisor as per Clause 9.3.

- 4.11. "RAC" shall mean the Research Advisory Committee that is to be constituted for each Ph.D. scholar within six months of her/his admission to the programme.
- 4.12. "RSC" shall mean the Research Studies Committee of a School that is chaired by the Dean of the School and oversees the Ph.D. programmes in that School.
- 4.13. "Registration Period" shall mean the length of time span commencing with the date of enrolment to the Ph.D. programme till the completion of the programme, excluding the maternity leave availed by women candidates and the time period of temporary de-registration.
- 4.14. "Regulations", unless stated otherwise, shall mean the 4<sup>th</sup> Ph.D. Regulations, 2021 that have been notified under this Ordinance, or any other Regulations notified by the competent authority that are in force at the time.
- 4.15. "Semester" is a period of 15-18 weeks of academic work, with an academic year consisting of two major semesters, the Monsoon Semester starting in August and the Winter Semester starting in January.
- 4.16. "SCR" shall mean the Standing Committee (Research) of the Academic Council of the University that shall oversee all academic matters related to all Ph.D. programmes in the University.
- 4.17. "Supervisor" shall mean a regular faculty member of the university approved by the Academic Council on the recommendation of SCR to guide/ supervise the research/ academic work of the student.
- 4.18. "Synopsis" shall mean an articulated plan of a research project and usually containing objectives and hypothesis or research questions of the research project, methodology, literature review, bibliography and chapter outline.
- 4.19. "University" shall mean Dr. B.R. Ambedkar University Delhi.

## 5. **General Guidelines**

- 5.1. A School of the University, with approval of the Academic Council, can conduct research programmes for the award of Ph.D. degree.
- 5.2. The Standing Committee (Research) (SCR) of the Academic Council will oversee all academic matters related to the Ph.D. degrees under the general guidance of the Academic Council. The SCR acts on behalf of the Academic Council and the latter has the authority to accept or reject any of its recommendations or actions.
- 5.3. The SCR shall from time-to-time issue forms, formats and other documents relating to this ordinance and to processes described therein. The SCR may

issue clarifications and corrective statements from time to time in response to notifications from the University Grants Commission or other regulatory agencies.

- 5.4. All academic matters related to the Ph.D. degrees of a School shall be supervised by a Research Studies Committee (RSC), chaired by the Dean of the School, under the general guidance of the SCR.

## 6. **Eligibility criteria for admission to the Ph.D. programme**

- 6.1. Applicants for admission to the Ph.D. programme shall have a Master's degree or a professional degree declared equivalent to the Master's degree by the corresponding statutory regulatory body, with at least 55% marks in aggregate or its equivalent grade in the ten-point scale or an equivalent degree from a foreign educational Institution accredited by an Assessment and Accreditation Agency which is approved, recognised or authorised by an authority, established or incorporated under a law in its home country or any other statutory authority in that country for the purpose of assessing, accrediting or assuring quality and standards of educational institutions.
- 6.2. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grades, may be allowed for applicants belonging to SC/ST/OBC (non-creamy layer)/ Persons with Disability categories.

## 7. **Duration of the Ph.D. programme**

- 7.1. The Ph.D. programme shall be for a minimum duration of three years, including course work and a maximum of six years. The Ph.D. scholar shall be registered for the programme for this duration.
- 7.2. Extension beyond the above limits shall be governed by the Regulations.
- 7.3. The women candidates and Persons with Disability (more than 40% disability) may be allowed a relaxation of two years in the maximum duration. In addition, the women candidates may be provided Maternity Leave/ Child Care Leave once in the entire duration of the Ph.D. for up to 240 days.

## 8. **Procedure for admission**

- 8.1. The SCR shall recommend on an annual basis the number of Ph.D. scholars to be admitted based upon the recommendation of the RSCs and depending upon the number of available Research Supervisors and other academic and physical facilities available, keeping in mind the norms regarding the student-supervisor ratio (as indicated in Clause 9.4 of Ordinance), laboratory, library and other such facilities.
- 8.2. The University shall notify well in advance on the University website and through advertisement in at least two (02) national newspapers, of which at

least one (1) shall be in Hindi, the number of seats for admission, subject/ discipline-wise distribution of available seats, criteria for admission, procedure for admission, examination centre(s) where entrance test(s) shall be conducted and all other relevant information for the benefit of the candidates.

- 8.3. The Ph.D. programme will adhere to the reservation policy of the Government of NCT of Delhi, as applicable and notified by the Department of Higher Education from time to time.
- 8.4. The University will admit Ph.D. students by a two-stage process, consisting of an Entrance Test and a Personal Interview.
- 8.5. Separate terms and conditions of admission shall be notified for those applicants who have qualified UGC-JRF/CSIR-JRF/DBT-JRF or equivalent.
- 8.6. Separate terms and conditions of admission shall be notified for those applicants who are employed as Group A officers by the Central Government or the State Government or as Group A officers of AUD or as full-time/ regular Assistant Professors by a state or central university.
- 8.7. Supernumerary seats shall be allotted in Ph.D. programmes to admit Foreign Students and separate terms and conditions of admission shall be notified for applicants in the Foreign Students category.
- 8.8. The University shall maintain the list of all the Ph.D. registered students on its website on a year-wise basis. The list shall include the name of the registered candidate, topic of his/her research, name of his/her supervisor/co-supervisor, and date of enrolment/ registration.

## 9. **Allocation of Research Supervisor**

- 9.1. Every Ph.D. scholar shall receive supervision from one or more supervisors, duly appointed by the RSC. In case of co-supervision, one guide shall be recognised as supervisor and the other as co-supervisor.
- 9.2. No degree of Ph.D. can be awarded without a candidate's production and successful defense of a thesis. The specific definition of a thesis may vary from one programme to another but shall always be clarified in the official programme documents.
- 9.3. Any regular Professor of the University with a Ph.D. degree and with at least five research publications in refereed journals and any regular Associate/ Assistant Professor of the university with a Ph.D. degree and at least two research publications in refereed journals may be recognised as supervisor or a co-supervisor.
  - 9.3.1. Provided that in areas/ disciplines where there is no or only a limited number of refereed journals, or in other special circumstances, the University may relax the above condition with reasons recorded in writing.



- 9.3.2. Provided that the research publications are in conformity with principles of academic integrity as notified by the University Grants Commission and the Regulations.
- 9.3.3. Only a full-time regular teacher of the University can act as a supervisor.
- 9.4. A Supervisor or a co-supervisor who is a professor, at any given point of time, cannot guide more than eight (8) Ph.D. scholars. An Associate Professor as supervisor can guide up to a maximum of six (6) Ph.D. scholars and an Assistant Professor as supervisor can guide up to a maximum of four (4) Ph.D. scholars.
- 10. Course Work and Research Advisory Committee**
- 10.1. Students registered for the Ph.D. programme will have to complete course work of a minimum of 8 credits and a maximum of 16 credits, within one year of enrolment to the programme. A minimum of 4 credits shall be assigned to one or more courses on Research Methodology.
- 10.2. Candidates already holding an MPhil degree may be exempted by the RSC from the Ph.D. course work.
- 10.3. There shall be a Research Advisory Committee (RAC) for each Ph.D. student, and the supervisor of the scholar will be the convenor of this committee.
- 10.4. A scholar shall appear before the RAC once in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six monthly progress reports shall be submitted by the RAC to the programme coordinator and to the SCR, with a copy to the research scholar.
- 10.5. In case the progress of the scholar is unsatisfactory, the RAC shall record the reasons for the same and suggest corrective measures. If the scholar fails to implement the corrective measures, the RAC may recommend cancellation of the registration of the scholar to the SCR and the Academic Council with specific reasons in a detailed report.
- 11. Synopsis Defense**
- 11.1. The RSC of the School shall establish guidelines for the presentation and defense of a thesis synopsis, to be undertaken by a candidate after successful completion of course work, with the time limit of defense being prescribed by the Regulations.
- 11.2. Once the synopsis presentation has occurred, any significant departure from the defended synopsis in terms of basic definition of the research topic or the plan of research must be approved by the RSC and reported to the SCR for ratification.

## 12. Temporary De-Registration

- 12.1. A Ph.D. scholar can request for temporary de-registration following the provisions of the Regulations and subject to recommendations by the scholar's RAC, the School RSC and SCR.
- 12.2. A Ph.D. scholar can apply for temporary de-registration only after completion of coursework and successful defense of a thesis synopsis and only once in the duration of the programme.

## 13. Evaluation and Assessment Methods and Minimum Standards for award of the Degree

- 13.1. Upon satisfactory completion of course work and successful defense of thesis synopsis, the Ph.D. scholar shall be required to undertake research work and produce a draft thesis.
- 13.2. Prior to the submission of the thesis, the scholar shall make a Pre-submission Ph.D. Presentation in the School before the Research Advisory Committee, which shall also be open to all faculty members and other research scholars.
- 13.3. Ph.D. scholars must make two paper presentations in conferences/ seminars and publish at least one (1) research paper in a refereed journal that adhere to principles of academic integrity, prior to the submission of the thesis for adjudication. The scholar will produce evidence for the same in the form of presentation certificates and/or reprints at the time of thesis submission.
- 13.4. The SCR shall evolve a mechanism using well-developed software to detect plagiarism and other forms of academic dishonesty.
- 13.5. The Ph.D. thesis submitted by a research scholar shall be evaluated by his/her supervisor and at least two external examiners, who are not in employment of the University, of whom one examiner may be from outside the country. The *viva-voce* examination, based among other things, on the critiques given in the evaluation report, shall be chaired by the Chair of RSC. The *viva-voce* examination committee will consist of Chair RSC, supervisor of the candidate and at least one of the two external examiners. The *viva-voce* examination shall be open to be attended by members of the RAC, all faculty members of the University, other research scholars and other interested experts/ researchers.
- 13.6. The public *viva-voce* of the research scholar to defend the thesis shall be conducted only if the evaluation reports of both the external examiners on the thesis are satisfactory and include a specific recommendation for conducting the *viva-voce* examination. If one of the evaluation reports of the external examiner is unsatisfactory and does not recommend *viva-voce*, the SCR shall send the thesis to another external examiner out of the approved panel of examiners and the *viva-voce* examination shall be held only if the report of the

latest examiner is satisfactory. If the report of the latest examiner is also unsatisfactory, the thesis shall be rejected and the research scholar shall be declared ineligible for the award of the degree.

- 13.7. The SCR shall develop appropriate methods so as to complete the entire process of evaluation of the PhD thesis within a period of six months from the date of its submission.

#### **14. Award of Ph.D. degrees**

- 14.1. Following the successful completion of the evaluation processes and before the announcement of the award of the Ph.D. degree, the University shall submit an electronic copy of the Ph.D. thesis to the INFLIBNET, for hosting the same so as to make it accessible publicly.
- 14.2. Prior to the actual award of the degree, the University shall issue a provisional certificate to the effect that the Degree has been awarded to the scholar in accordance with the provisions of this ordinance and the regulations of the University Grants Commission in force at the time of registration to the Ph.D. programme.
- 14.3. The candidate's final transcript shall include the letter grades issued for Ph.D. course work and the title of the candidate's thesis.

#### **15. Resolution of Disputes**

- 15.1. The Academic Council is empowered to revoke any duly conferred Ph.D. Degree if the candidate is subsequently proved guilty of plagiarism, falsification of data/information, or other academic malpractice that damages the reputation of the University.
- 15.2. Any dispute between the supervisor(s), research scholar and the RAC, RSC that cannot be adjudicated according to this ordinance and the Regulations shall be referred by the SCR to the Vice Chancellor for resolution.
- 15.3. Any issues concerning procedure or interpretation of provisions contained within this ordinance shall be referred to the Vice-Chancellor whose decision shall be final. All such cases involving the Vice-Chancellor's intervention shall be reported to the Academic Council.

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#### **4<sup>th</sup> Regulations Relating to the Award of Degree of Doctor of Philosophy, 2021**

1. These regulations conform with University Grants Commission (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degrees) Regulations, 2016.
2. The regulations are framed under Ordinance ..... of the Dr. B. R. Ambedkar University Delhi, and are subject to change in case of amendment in the said ordinance, with due approval from competent authority.
3. The provisions of these regulations shall apply to all programmes leading to Degree of Doctor of Philosophy awarded by the University.

#### **4. Definitions**

- 4.1. "Bulletin of Information" means a document recommended by the School RSC and the SCR and approved by the Dean of Student Services for the purposes of public circulation for inviting applications to a Ph.D. programme of the University.
- 4.2. "Ordinance" means Ordinance ..... (Relating to the Award of Degree of Doctor of Philosophy) of the Dr. B.R. Ambedkar University Delhi.
- 4.3. "Programme Faculty" of a Ph.D. programme means all regular faculty members of the University who are engaged in academic work (teaching, supervision, etc.) related to that Ph.D. programme.
- 4.4. Words and expressions used and not defined in these regulations but defined in the Ordinance, shall have meanings respectively assigned to them in the Ordinance.

#### **5. Composition and Functions of SCR and RSC**

- 5.1. The members of the SCR shall include:
  - Chairperson appointed by the Vice Chancellor
  - Dean of Research and Consultancy, who will also be the Convenor of SCR
  - All Deans of Schools;
  - Dean of Student Services;
  - Dean of Assessment Evaluation and Student Progression;
  - Dean of International Affairs Division
  - All designated coordinators of Ph.D. programmes and convenors of the Research Studies Committees.

- 5.2. The duration of the terms of SCR members is determined by their primary administrative roles (e.g., School Deans are usually appointed for three years). Special invitees may be identified by the Chair.
- 5.3. The quorum for meeting of the SCR is one-half of the regular members, including the Chair, plus one member.
- 5.4. The SCR shall formally minute its deliberations, recommendations and actions.
- 5.5. An RSC shall include faculty representatives from every discipline/ knowledge area/ practice area of the School.
- 5.6. Each RSC shall include at least five members, consisting of:
  - Dean of the School (Chair);
  - All Ph.D. programme coordinators of the School;
  - At least two faculty members of the School or faculty with concurrent appointment to the School, who are eligible to serve as doctoral supervisors, nominated by the RSC Chair;
  - One or two faculty members of other Schools, eligible to serve as doctoral supervisors, nominated by the RSC Chair.
- 5.7. If an RSC of at least five members cannot be constituted through the categories mentioned in Clause 5.6, the SCR shall nominate other members with domain expertise based on recommendations of the RSC Chair/ School Dean. Members nominated from this category must be regular faculty members of the University and be eligible to serve as doctoral supervisors.
- 5.8. The Chair shall name one of the Ph.D. programme coordinators or one of the RSC members from the School as Convenor of RSC. All RSC members other than the Chair shall serve terms of two years.
- 5.9. The RSC shall maintain the records of admission, registration and academic progress (including RAC reports) of Ph.D. scholars and shall provide them to SCR as required. A copy of the synopsis will be submitted by the RSC to the SCR after successful synopsis defense by the scholar.
- 5.10. The RSC will formally minute its deliberations, recommendations and actions.

## **6. Duration of the Ph.D. Programme and De-Enrolment**

- 6.1. In case the Ph.D. scholar is unable to complete her/his research work within the registration period, he/she may apply to the RSC for an extension of six months from the date of completion the registration period. The application for extension shall be given well in advance before the end of the registration period and shall follow the format recommended by the SCR. The application

- should carry a detailed report on the work already done and what is expected to be completed during the extension.
- 6.2. The supervisor and RAC should certify that the scholar has already completed as significant part of her/ his thesis work and will be able to complete the remaining work within six months.
  - 6.3. The RSC shall deliberate upon the scholar's application for extension, as forwarded by the supervisor and RAC, and may recommend the same to the SCR.
  - 6.4. The final approval for extension is incumbent upon SCR recommending the same. Further, the SCR shall not grant more than one such extension under any circumstances.
  - 6.5. If a thesis is not submitted within the registration period (excluding maternity leave and the period of temporary de-registration, and including the extension granted by SCR), the scholar shall be automatically de-enrolled from the Ph.D. programme.
  - 6.6. Every candidate is expected to satisfy the criteria laid out in the Ordinance and the Regulations for academic progress. The supervisor and the RAC shall take note of the inability of a scholar to complete these criteria and report the same to the RSC (including multiple unfavourable progress reports of the RAC, inadequate performance in course work or scholar's inability to produce a viable thesis synopsis).
  - 6.7. Based upon the recommendation of the RAC, the RSC may recommend to the SCR the cancellation of a scholar's enrolment before the end of the registration period. The RSC is required to report in writing to the candidate the particular reasons for which cancellation of enrollment is being recommended.
  - 6.8. The SCR may deliberate upon the recommendation and recommend a course of action, subject to the approval of the Vice Chancellor and the Academic Council.

## **7. Procedure for admission**

- 7.1. The SCR may recommend the suspension of admission to any programme for a specific period or otherwise restrict frequency of admission to a programme, subject to approval by the Academic Council.
- 7.2. The 200-point roster shall be followed while allocating seats for reserved and unreserved categories for the Ph.D. programmes in the University.
- 7.3. At the beginning of every academic year, each school shall intimate the number of seats being offered in each PhD programme to SCR, after which seats will be reserved on the basis of total offering.

- 7.4. Alphabetical rotation will be followed for reservation of seats school wise. The roster for every year will be prepared and maintained by Student Services Division under the oversight of Equal opportunity Office as mandated in pursuance to Notification No. AUD/VCO/2019/EOO/1596 dated 18.09.2019.
- 7.5. The Persons with Disability shall be given preference in admission as per 100-point roster.
- 7.6. The supernumerary seats allotted for Foreign Students may be 15 percent over and above the total seats in the Ph.D. programme in one academic year.
- 7.7. For inviting applications to the Ph.D. programmes, the RSC shall prepare a Bulletin of Information (BoI) with all relevant information including the number of available seats for the academic year, the thematic areas and specialisations that are offered, the category-wise number of reserved seats, the eligibility criteria and the procedure and criteria for admission.
- 7.8. The SCR shall recommend this BoI to the Office of Student Services, which shall thereafter print and/or publish it in the public domain.
- 7.9. The Ph.D. Programme Faculty shall design and conduct the Entrance Test and interview for the Ph.D. programmes, under the guidance of the RSC of the School and in keeping with the following provisions.
- 7.9.1. The Entrance Test shall be qualifying with qualifying marks as 50%. The syllabus of the Entrance Test shall consist of 50% of research methodology and 50% shall be subject specific.
- 7.9.2. A minimum relaxation of 5 percent of marks shall be allowed for the applicants belonging to SC/ST/OBC (Non-creamy layers)/ differently abled category for the Entrance Test.
- 7.9.3. The Entrance Test shall be conducted at the Centre(s) notified in advance by the University (changes of Centres, if any, also to be notified well in advance).
- 7.9.4. An interview will be organised where the applicants are required to discuss their research interest/area through a presentation before the Ph.D. Programme Faculty. Provided that for selection of candidates, a weightage of 70% to the Entrance Test and 30% to the performance in the interview shall be given.
- 7.9.5. The interview shall also consider the following aspects, viz. whether
- The applicant possesses the competence for the proposed research;
  - The research work can be suitably undertaken in the School;
  - The proposed area of research can contribute to new/ additional knowledge.

- 7.10. Those applicants who have qualified UGC-JRF/CSIR-JRF/DBT-JRF or equivalent, may directly appear for the interview, with 100% weightage given to the performance in the interview.
- 7.11. Those applicants who are employed as Group A officers by the Central Government or the State Government or as Group A officers of AUD or as full-time/ regular Assistant Professors by a state or central university, may directly appear for the interview, with 100% weightage given to the performance in the interview.
- 7.12. The applicants under the Foreign Students category shall appear for an online Entrance Test followed by an online or offline personal interview, with the same qualifying marks and criteria as under clause 7.9 of the Regulations.
- 7.13. The Ph.D. Programme Coordinator shall submit the results of the Entrance Test and the interview to the Chair RSC, who will issue a single merit list and wait list of successful applicants for each Ph.D. programme following the reservation provisions given in the Ordinance and Regulations.
- 7.14. The Student Services Division shall admit the Ph.D. students upon payment of fees and satisfactory verification of marksheets, transcripts, certificates and other documents.
- 7.15. The admission and registration of Ph.D. scholars shall require ratification by the SCR.

## **8. Allocation of Research Supervisor**

- 8.1. In cases where the supervisor of a scholar has three or fewer number of years before retirement, the RSC shall mandatorily appoint a co-supervisor.
- 8.2. A co-supervisor can be appointed for a Ph.D. scholar from another School or from outside the University with approval by the Academic Council based on the recommendation of the SCR, the School's RSC and the scholar's RAC.
- 8.3. A co-supervisor who is outside the University must possess a doctoral degree (Ph.D. or equivalent) and satisfy the eligibility criteria given in Clause 9.3 of the Ordinance.
- 8.4. A research scholar may be permitted by the RSC to conduct research or engage in academic work at the institution of the external co-supervisor (or fieldwork under her/his supervision) for a maximum period of twelve months. Any extension of the stipulated 'external' research situation shall require approval of the RSC and any dispute over such an extension shall be communicated to the SCR.
- 8.5. In case the supervisor is unable to supervise a scholar due to circumstances such as resignation, retirement or death, the Chair RSC shall appoint an alternate supervisor as per provisions of the Ordinance, in consultation with the RSC and the scholar's RAC.



- 8.6. In case the supervisor proceeds on long leave for less than twelve (12) months, he/she can continue to be the supervisor, provided he/she is able to fulfill the necessary responsibilities. If he/she is unable to fulfill the responsibilities, the Chair RSC shall appoint a co-supervisor with the consent of the supervisor.
- 8.7. In case the supervisor proceeds on long leave for more than twelve (12) months and if the scholar does not have a co-supervisor, the RSC shall appoint a co-supervisor in consultation with the supervisor and the scholar's RAC.
- 8.8. The tenure of the co-supervisor appointed in such cases may be limited to the period of absence of the supervisor or may continue till the submission of the thesis, as decided by the School RSC.

## **9. Course Work**

- 9.1. Course work shall include courses recommended by the SCR and duly approved and notified by the Academic Council for each Ph.D. programme, as well as courses notified by the University Grants Commission from time to time and adopted after due consideration by the SCR and Academic Council. All courses prescribed for Ph.D. course work shall specify content, instructional and assessment methods, learning objectives and outcomes.
- 9.2. A Ph.D. scholar has to obtain a minimum grade of 'B ONLY' in each course in order to be eligible to continue in the programme and submit the thesis.
- 9.3. A student who is unable to pass a course or is unable to achieve the prescribed minimum grade average in the course(s) shall be allowed to repeat and pass the course(s) or equivalent assignment/ examinations of the course(s) within twelve months.
- 9.4. A Ph.D. scholar may be allowed to undertake a certain quantum of course work measured in credits as well as audit pre-thesis training outside the University, as prescribed by the RAC and ratified by the RSC. The Ph.D. scholar may or may not be formally registered for this purpose as a student of the other institution(s).
- 9.5. The RSC shall determine means of registering and crediting such work completed by the Ph.D. scholar towards her/ his course work, subject to recommendation by the SCR. Means could include receiving a transcript or certificate issued by the institution or conducting an in-house examination of the student.
- 9.6. The RSC shall report the completion of prescribed course work of all Ph.D. students to the SCR for ratification.

## **10. Research Advisory Committees**

- 10.1. The rules of composition of the RAC are as follows:
- The RAC must have at least three (03) members;
  - The thesis supervisor is the convenor of the RAC and the co-supervisor (if any) must be a member of the RAC.
  - At least two (02) members shall be within the Ph.D. programme faculty
  - At least one (01) member shall be from outside the Ph.D. programme faculty;
  - At most two (02) members may be from outside the Ph.D. programme faculty;
  - All RAC members should be eligible for Ph.D. supervision.
- 10.2. The RAC shall have the following responsibilities:
- 10.2.1. To identify the courses that the student may have to undertake;
- 10.2.2. To ratify the grades awarded to her/him in the course work;
- 10.2.3. To review the research proposal and finalise the topic of research;
- 10.2.4. To guide the student to develop the study design and methodology of research;
- 10.2.5. To periodically review and assist in the progress of the research work of the student.

## **11. Synopsis Defense**

- 11.1. The guidelines established by the RSC for the defense of a thesis synopsis shall include provisions for cancellation of registration if a candidate is unable to successfully defend the synopsis within three years of registration in the programme.
- 11.2. The RSC may recommend to the SCR to extend this time limit by six months for a Ph.D. scholar, with reasons recorded in writing.
- 11.3. Women candidates and Persons with Disability (more than 40% disability) shall be allowed to defend their synopsis within four years of registration in the programme, with a possible extension of six months on recommendation of the RSC to the SCR.
- 11.4. The RSC will record the successful defense of a synopsis and report it to the SCR.

## **12. Temporary De-Registration**

- 12.1. The de-registered scholar may re-register no sooner than one year after the date of de-registration and may re-register no later than four years after the date of de-registration.

- 12.2. The Ph.D. scholar shall submit an application for re-registration to the RSC along with a clear statement of intent to submit a thesis for examination within the stipulated time frame.
- 12.3. The designated supervisor may concur in writing with the plan (statement of intent) submitted by the scholar. If the designated supervisor does not concur with the scholar's research plan, the RSC may appoint a new supervisor whose concurrence must be sought in writing.
- 12.4. The RSC shall report the re-registration of scholars to the SCR for ratification.
- 13. Evaluation and Assessment Methods and Minimum Standards for award of the Degree**
- 13.1. The feedback and comments obtained in the Pre-submission Ph.D. Presentation may be suitably incorporated into the draft thesis by the Ph.D. scholar in consultation with the Research Advisory Committee.
- 13.2. Ph.D. scholars shall be required to submit their thesis within three months of the pre-submission presentation, failing which they will be required to make another pre-submission presentation as per Clause 13.2 of the Ordinance.
- 13.3. The research publication required as per Clause 13.3 of the Ordinance must be based on research work carried out by the Ph.D. scholar as part of the Ph.D. thesis.
- 13.4. A research scholar shall be permitted to submit a thesis for examination only after a written recommendation (on the prescribed format) of the supervisor(s) that the thesis is worthy of consideration for award of the degree.
- 13.5. The supervisor shall make such an assessment on the basis of her/his own expectations as well as the criteria established by the RSC pertaining to the word limit, organisation of material, contribution to knowledge etc.
- 13.6. The Chair of the RSC shall certify that the student has fulfilled all pre-submission requirements as laid down in the Ordinance and these Regulations, at the time of submission of thesis.
- 13.7. The doctoral thesis must be a research work characterised either by the discovery of new facts, or by fresh interpretation of facts or theories. In either case, it should demonstrate the scholar's capacity for critical examination and judgment. It must be satisfactory as far as its language and presentation are concerned.
- 13.8. The scholar may incorporate in her/his thesis the contents of any research work which she/he may have published (or publicly presented) and shall document the same in the thesis.

13.9. The Ph.D. scholar shall not submit as part of a thesis any work for which a degree has already been conferred to her/him by the University or any other institution.

#### **14. Academic Integrity, Plagiarism and Research Ethics**

14.1. The supervisor shall report cases of absence from research work by the scholar, beyond permissible leave, due to illness or other circumstances, to the RAC and the RSC.

14.2. The neglect of research work or acts of indiscipline such as plagiarism and misrepresentation of data shall be recorded and reported by the supervisor to the RAC and the RSC. In all such cases, the RSC should recommend action to the SCR and the SCR will deliberate upon the same and recommend appropriate action to the Vice Chancellor, whose decision in the matter shall be final.

14.3. For purposes of eligibility of supervision (Clause 9.3 of Ordinance) and pre-submission requirement of the scholar (Clause 13.3 of Ordinance), the paper(s) in the refereed journal must fulfill the criteria for academic integrity as laid down by the University Grants Commission from time to time.

14.4. Any publication in predatory/ dubious journals or presentations in predatory/ dubious conferences shall not be considered for the award of Ph.D. degree or for the requirement for eligibility of supervision. The research publications published after June, 2019 must be in journals indexed in the UGC CARE list (as per UGC Notification No.F.1—1/2018 (Journals/CARE) dated 14<sup>th</sup> June, 2019).

14.5. While submitting for evaluation, the thesis shall have an undertaking from the research scholar and a certificate from the supervisor attesting to the originality of the work, vouching that there is no plagiarism and that the work has not been submitted for the award of any other degree/ diploma of the University or any other institution.

14.6. Ph.D. scholars may be assigned participation in some academic work of the University as per the conditions of their fellowship schemes or under other conditions identified by the University (e.g. teaching/ research assistantships), with the approval of the supervisor and RAC.

14.7. A Ph.D. scholar in regular employment outside the University shall be required to produce a certificate/ letter from the employer permitting him/ her to pursue research.

14.8. Recipients of fellowships, whether from the University or from external agencies/ institutions, are not permitted to take up full-term employment outside the University.

- 14.9. No research scholar shall, without the permission of the supervisor(s), enroll in any other course/ programme of study, unless prescribed by the RSC as part of the Ph.D. programme.
- 14.10. No research scholar shall appear in any examination conducted by any other educational or public institution or apply to any other full-time academic or research programme without informing the supervisor(s).
- 14.11. Any violation of norms given in Clause 14.7 to 14.10 of Regulations shall be reported to the SCR.

## **15. Thesis Examination and Viva Voce**

- 15.1. Immediately after the pre-submission presentation, the supervisor shall submit a list of five (05) names as potential examiners of the thesis in writing to the RSC Chair. Proposed examiners must be competent scholars or authorities in the area of the thesis; they must be 'external' academics/experts (i.e., not members of the University) and cannot include the external co-Supervisor (in such cases where one has been assigned) or members of the scholar's RAC.
- 15.2. The Chair RSC shall forward the list to the Vice Chancellor after consultation with the supervisor and a senior faculty member in the discipline within one week of receiving the list from the supervisor.
- 15.3. The Vice Chancellor shall select two names as external examiners and two names as alternate examiners from the list and forward them to the SCR.
- 15.4. The Ph.D. scholar shall submit as many copies of their thesis in printed and/or electronic form to be presented for evaluation as may be determined by the SCR.
- 15.5. The supervisor(s) shall initiate the thesis examination process by forwarding to the RSC Chair (1) the completed Thesis Supervisor Submission Certificate; and (2) a thesis abstract including table of contents.
- 15.6. The RSC will forward the submitted thesis to the SCR along with necessary documents and evidence of completed pre-submission requirements.
- 15.7. The SCR will send the thesis to the external examiners. Each examiner will be requested to examine the thesis and send the report in eight weeks' time.
- 15.8. The SCR will maintain a separate file of every thesis and monitor the developments. It will send periodic reminders (through phone and email) to the examiners.
- 15.9. The alternate examiners will be contacted in the event that either of the two examiners is unable to complete their examiner reports or in the event of 'mixed' verdict of both examiners (i.e., (a) acceptance of the thesis; (b) acceptance with minor changes; (c) acceptance with major revision; and (d) rejection of thesis.

- 15.10. Once satisfactory reports and specific recommendation from two examiners are received, the SCR will pass them on to the Chair RSC, who will make preparations for the viva-voce.
- 15.11. The *viva-voce* examination shall be based among other things, on the critiques given in the evaluation report. The viva-voce examination shall be open to be attended by members of the RAC, all faculty members of the University, other research scholars and other interested experts/ researchers.
- 15.12. Chair RSC shall be chair of the viva examination committee. The viva-voce examination committee will consist of Chair RSC, supervisor of the candidate and at least one of the two external examiners. If the examination committee members are satisfied with the candidate's defense of the thesis, they shall recommend award of the Ph.D. degree.
- 15.13. A viva examination committee may decide to comment in its report on the quality of the candidate's written thesis and viva performance.

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

School	SHS
Programme Name	Ph.D. in Disability Studies
Programme Type (Professional/Liberal/Research/ etc.)	Research
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Doctoral
	16 credits
Proposed date of launch	2020
Programme coordinator and team	Anita Ghai

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify): The doctoral programme has been imagined as a space which will attract Research Scholars from an interdisciplinary framework with a sincere awareness and a sense of inquiry on various aspects of disability .

Minimum eligibility for applying for PhD is 55 % marks or an equivalent grade in Post-Graduate degree. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for candidates belonging to SC/ ST/ OBC (non-creamy layer)/Person with Disability categories. The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace mark procedures. Candidates who have a genuine interest in human predicament will be encouraged. Any research experience and published work or internship in the field of disability will be given preference.

2. Entrance process (test, interview, cut-offs, etc.): Applicants from different disciplines and areas of praxis who have a genuine concern in critically engaging with issues and theories of disability will be encouraged to apply. The admission process at DS will be as follow:
  - a. Basic eligibility
  - b. Research proposal (20%) and statement of purpose (10%)
  - c. Written test will have a set of readings to which the candidate has to respond (45%)
  - d. Personal interview (25%)

*The admission will be based on a written test (the indicative range of the weightage is 40 to 50 per cent), review of research proposal or statement of purpose (the indicative range of the*

weightage is 20 to 30 per cent) and personal interview, the weightage of which cannot exceed 25 per cent.

Research Proposal and Statement of Purpose

- Along with the application document, the candidate must submit a research proposal not exceeding 1500 words, explaining the nature and the process of the proposed work in Disability Studies.
- In addition, candidates must submit a statement of purpose articulating why they wish to pursue a Ph.D. in Disability Studies, not exceeding 500 words.

Written Test: Candidates who fulfil the basic criteria will be invited to appear for a written examination conducted by the SHS at the university. The goal of the written test will be to assess the candidate's ability to read, comprehend, analyze and synthesize information.. Candidates will need to conceptually engage with different perspectives Disability Studies and express their ideas in written form.

Interview: The statement of purpose, statement of research interest, and results of the written test will be evaluated and a list for personal interview with a panel of experts will be prepared . During the interview, the candidate will be assessed for their suitability for a rigorous research programme and their intent and interest towards teaching, research and engagement in the field of disability Studies.

Final Selection: The final selection will be based on the following:

- a. qualifying marks in Masters or M.Phil. programme
- b. scores on the
  - i. written test
  - ii. statement of purpose for PhD
  - iii. research proposal
- c. the score on the interview of the candidate by a panel of experts.  
*On the basis of above criteria, the candidate will be offered admission to the Ph.D. programme at the School of Disability Studies (DS)*

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 8
4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):  
The Ph.D programme in Disability Studies is a five year program . Students are expected to complete their coursework in the first two semesters. The rest of the semesters have been planned to support students to complete their dissertation. Classes have not been planned for summer or winter breaks.
5. What are the intended aims of the programme?  
It is essential that research scholars in Disability Studies view disability not simply as a defect inside a person, but as a complex relationship between society and the people who function differently from the norm. They need to develop understanding of different



pathways of development and examine the ways people function from an ecological perspective. The PhD program in Disability Studies program addresses disability in its full complexity, promoting an awareness of disability that supports individuals in shaping their identities and lives. It will be important that scholars can undertake critical positions in academics and other sites of engaged practice so that they can question, scrutinize, interpret and critique the various forces influencing the discourse of disability and respond by creating meaningful possibilities. The programme intends to nurture research scholars who develop the capacity to study the changing landscape of disability and the critical issues in the various sites of practice. It provides opportunities to develop evidence-based approaches to promote equity and social justice. The programme is designed to enable candidates to engage in rigorous scholarship and enhance the existing literature in the field with high quality research. The courses will encourage candidates to examine topics through multiple lenses grounded in different disciplines.

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

Ph.D. Program in Disability Studies is in accordance with AUD's commitment to equity, social justice and interdisciplinary study. This commitment is manifest through a thrust on academic and outreach efforts that are socially productive and emancipatory in terms of academic rigor and ethical orientation. The doctoral programme has been designed to address the need to develop scholars who are well prepared to engage in research on disability from different dimensions and in various locations of practice.

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

The School of Human Studies (henceforth SHS) in AUD was envisioned as an eco-system to nurture disciplines, areas of knowledge and practice, and communities of scholars and practitioners closely engaged in the study of critical human predicaments including gender, sexuality and poverty. Hence, the foregrounding of disability as a distinct area of enquiry, which simultaneously intersects with these existing predicaments, is a significant addition to the SHS. Disability Studies builds up on the domains of knowledge enshrined within the various programmes at SHS including Psychosocial Clinical Studies, Women and Gender Studies and Development Practice. The ethics of care and the thrust placed on locating human well-being within the aforementioned areas of enquiry is a valued commitment of both the SHS and the field of Disability Studies (henceforth DS) in particular, thus constituting a mutually enriching relationship between the two. The interdisciplinary approach of the SHS and of DS along with the value accorded to well-being and praxis offer new perspectives to knowledge construction itself. These perspectives emphasize lived realities in the process of theory-building and deployed these theories to the projects of emancipatory research and the validation of disability as an onto-epistemology.

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

The programme does connect with some of the courses that are offered by the other programmes. The course disability and society in the second semester will allow students to elect from a basket of existing courses offered by other schools. These include elective courses such as Deconstructing Normalcy, Ways of human, Examining Normalcy, Violence: Feminist Resistance and Critiques, Situating Disability Studies, Gendering Disability and Understanding disability through Cinema.

9. How is it positioned in relation to other similar programmes in the field?  
This is a cutting edge field, and very few universities in India offer a similar programme. TISS, NALSAR, Delhi University, JNU, IGNOU, Disability Studies, IIT Madras are initiating Disability Studies programs and we are among these first few initiatives in the field.

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

Yes there is a well-defined contour of knowledge generated by scholars in India and abroad on various dimensions of disability. There is vast body of literature available for scholars at the doctoral level. However, there is also a need to strengthen the research and literature in many areas of this discipline especially in the Indian context. The doctoral programme is designed to motivate scholars to explore some of the existing gaps in the literature and contribute in these areas through their scholarship

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

The aim of the Ph.D programme is to create informed practitioners in the field of DS across various domains. Scholars shall be able to undertake various kinds of employment as educators, curriculum developers, counsellors, NGO programme managers, researchers with various disability rights organizations, Corporate Social Responsibility (CSR) professionals, activists and several others. Moreover, they shall be able to employ a disability lens into any profession that they choose to undertake within and beyond academia, to address issues of equity and create inclusive environments. For example, they may bring the disability lens to curatorial projects in museums and art galleries, or they may bring it to areas such as children's book publishing as well as to architecture and design.

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

One professor for supervision

One professor and one assistant professor for courses

13. Rationale for the nomenclature of the programme

Disability Studies emerged as a growing area of academic research and professional area of inquiry from the 1970s in Global North and expanded to other areas. India in the International Year of Disabled People in 1981 raised disability as a human rights issue in the global public discourse. With the rise of disability advocacy, there is an unwritten demand for knowledge production of what we name as Disability Studies. A very prominent scholar Davis (1997, xv.) says, "As with any new discourse, Disability Studies

must claim space in a contested area, trace its continuities and discontinuities, argue for its existence, and justify its assertions."

#### 14. Programme Details:

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

The proposed Ph.D. programme in Disability Studies is in accordance with AUD's commitment to equity, social justice and interdisciplinary study. This commitment is manifested through a thrust on academic and outreach efforts that are socially productive and emancipatory in terms of academic rigor and ethical orientation. Disability Studies is anchored in civil rights movements for people with disabilities and brings together knowledge, experience and engaged practice. This area of study questions existing perspectives on the medicalization and individualisation of disability and places the responsibility for re-examining and repositioning disability not on the individual but on academia as well as society at large. DS has traditionally not been part of academia due to marginalization of persons with disabilities and limited understanding of this subject. The absence of disability from mainstream academia creates and maintains a status quo where the "disabled" are incorporated within the existing social patterns as a "problem".

DS is an interdisciplinary area of scholarship that analyses disability and the lived experiences of people with disabilities from the perspective of the humanities, the social sciences, the arts as well as critical science studies. The fundamental guiding principle of DS is the foregrounding of disability as an epistemology. This principle validates disability not as an inherent, unchallengeable trait that exists within a person but as a social, cultural and political phenomenon. Thus, disability as an epistemology rejects the medical construction of disability as a personal tragedy. Disability as an epistemology also entails an expansion and a critical interrogation of the sources of knowledge about disability, for instance, exploring the manner in which scientific and medical discourses as well as law and governance have enjoyed hegemonic precedence as sources of knowledge about disability. It attempts to critically engage with the notions of testimony and self-representation, especially in the cases of people who for a variety of reasons (not restricted to impairment alone) cannot validate their epistemological locations themselves

Understanding disability as an epistemology is to transform disability from a minority discourse to a universal discourse. This implies that disability is not thought of as a state of being unique to a specific group of individuals but as an intrinsic part of the human condition itself. Moreover, disability overlaps with other axes of structural inequality including caste, class, gender, ethnicity, and race among others and is a valuable lens to understand marginality. The inclusion of disability studies as an independent area of inquiry in academia would enable the unlearning of internalised biases against disability and facilitate the rethinking of the relationship between the margins and the centre in the same way that gender studies did.

AUD as a university has a tradition of focusing on "engaged practice" with an emphasis on social change and the PhD programme in disability studies is an effort in this direction. Currently, AUD has launched courses in all the three campuses where an academic understanding of disability as a social, cultural, and political phenomenon is connected with higher level of research. The interdisciplinary nature of disability studies lends itself to be incorporated as a critical lens in all departments. The Ph.D. programme will explore the critical relationship of higher education with an enquiry and pursuit of knowledge specifically of disability. It is unique as it is designed to create praxis by offering a blend of theoretical orientation through coursework and the opportunity for scholars to acquire an in-depth understanding of the field. This approach shall enable scholars to contribute to the discipline as they would be oriented to its central theoretical orientations as well as the nuances of disability as manifested in the real-world contexts.

b. Objectives: The programme aims to promote an enhanced blending between the study of disability as a socio economic and political understanding and the knowledge production of various disabilities both in the Global North as well as South. In doing so, the course hopes to bridge the gap between theory and practise of disability by focusing on the heterogeneity of disability in cultural settings and multiplicity of different standpoints to understand important ways of knowledge and experience. Research Scholars will be provided with opportunity to expand their sense of inquiry both relationally and academically. While coursework, conferences, roundtables, mentoring and learning from the peer group. The School of Human Studies at AUD foresees the doctoral scholars as young scholars who can understand human predicament both theoretically and experientially. The hope is that the scholars are sensitive, empathic and insightful, autonomous researchers and well-versed in Disability Studies with a keen awareness of the field in both urban and rural areas in India. The major objectives of the programme are:

1. To equip students with the tools to explore disability as an epistemology and engage in emancipatory research moving beyond positivism, and remove the hierarchical relations in the research process.
2. To critically examine the idea of disability as a human predicament paying particular attention to prevalent social practices, policy making, services and human rights issues pertaining to people with disabilities.
3. To equip scholars with a broad range of knowledge and skills vital for research informed by scholarship from diverse disciplines.

c. Expected learning outcomes:

1. Scholars will develop the knowledge and skill to critically analyse existing research, texts, narratives, policies and practices concerning persons with disabilities.
2. Students will master the knowledge and skills needed to engage in meaningful, emancipatory research.

3. Students will become agents of change both at macro and micro level by becoming socially committed and critical citizens.
4. Students will gain the capacity to evaluate and create systemic change in government, private and non government programmes.
5. Students will learn to develop an understanding of disability as it is experienced by individuals as opposed to how it is constructed within normative discourse.
6. They will develop a nuanced understanding of disability through participation simulation exercises and projects that require them to develop inclusive education programmes keeping in mind the range of abilities.
7. The scholars will learn to engage with major debates in the field of disability through life-writing and narratology.

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

#### 14 d. Programme Structure

##### 1. Programme at glance

	<b>Core/Compulsory Courses</b>	<b>Electives</b>	<b>Other requirements</b>	<b>Total Credits</b>
Semester I (Course work)	1 Narrativising the Self ( <b>4 credits</b> ) Disability Research ( <b>2 credits</b> )		Doctoral Seminars and Field Work (4 credits) (PhD candidates are required to attend lectures/ workshops/ presentations of work in progress that are organised under the Doctoral Seminar Series).	<b>4+2+4 credits</b>
Semester II (Course Work)	1 Research Methodology ( <b>2 credits</b> ) 2 Guided Reading ( <b>2 credits</b> )	Guided Reading ( <b>2 credits</b> )		<b>2+2+2</b>
(Total credits in Semesters I & II)				<b>16 credits</b>

Semester III	<i>Dissertation Synopsis</i>	Doctoral Seminar	NA
Semester IV	Work on the PhD Research- Literature review, finalization of methods and tools, pilot study,	Doctoral Seminar & Field Report	NA
Semesters V & VI	Work on the Phd Research- Data collection, field visits	Doctoral Seminar	NA
Semesters VII & VIII	Work on the PhD Research- Results, Analysis, Writing of chapters	Doctoral Seminar	NA
Semester IX	Work on the PhD Research- Draft 1 of the research, working on the feedback, finalization of chapters.	Doctoral Seminar	NA
Semester X	Submission of the doctoral thesis		NA

## 2. Credit requirements

As per the UGC notification (dated 5<sup>th</sup> May 2016), "*the credit assigned to the Ph.D. orPhD course work shall be a minimum of 08 credits and a maximum of 16 credits*" (pt. 7.1, pg.7). In keeping with the guidelines, a PhD research scholar will be required to take a course work of maximum 16 credits which includes core courses on Narrativising the Self (4 credits) and Research Methods(4 credits), Field work (4credits ) compulsory Guided Reading Course (2 credits) and one Elective from the basket provided (2 credits).

## 3. Coursework

The 16 credits of workload must be undertaken by the scholar in the first two semesters of the PhD programme and must be completed by the end of the first year. This will also enable the PhD candidate to finish the PhD research in the stipulated time period. Candidates can also opt for additional course(s) and earn extra credits during their research over and above the minimum desired credits for coursework.

**The minimum passing grade for each doctoral course shall be 'B plus Only'.** Doctoral PhD candidates undertaking course work shall be evaluated during each semester. A PhD candidate who is unable to pass a course or is unable to achieve a prescribed minimum grade average in the course(s) shall be allowed to **repeat and pass the course(s)** or equivalent assignments/examinations of the course(s) **within twelve months**. However, the normal registration period shall not be extended for doctoral candidates required to repeat courses.

### 3.1. Accredited courses for Semester I

3.1.1. Narrativising the self (4 credits)- Core Course (See Annexure II a).

3.1.2. Research Methodology in Disability Research Core course. See Annexure III a).

- 3.1.3. Elective I (2 credits) - The PhD candidate can opt for a 2-credit elective course in semester 1. The candidate can opt from the electives basket offered in SHS or any other school in AUD, provided that the electives have been approved for a research programme by the SCAP and the Academic Council.

The electives basket for the PhD scholars includes the following 2 credit courses

- 3.1.3.1. Development and Disability
- 3.1.3.2. Disability and culture
- 3.1.3.3. Deconstructing Normalcy
- 3.1.3.4. Situating Disability Studies
- 3.1.3.5. Gendering Disability Studies
- 3.1.3.6. Listening , communication and Relating
- 3.1.3.7. Examining Normalcy
- 3.1.3.8. Disability and law
- 3.1.3.9. Childhood Identity and Society (CIS)

### 3.2. Credited courses for Semester II

- 3.2.1 (2 credits)- Core Course (See Annexure II b).
- 3.2.2 Research Methodology in disability Research (2 credits) – Core course. (See Annexure III b).
- 3.2.3 Guided Reading (2 credits)- Compulsory course
- 3.2.4 Elective I (2 credits) - The PhD candidate can opt for a 2-credit elective course in semester 2. The candidate can opt from the electives basket offered in SES or any other school in AUD, provided that the electives have been approved for a research programme by the SCAP and the Academic Council.

### 3.3 Exemptions allowed from coursework:

- 3.3.1 Exemption from course work for PhD programme will be considered only for candidates with a prior Ph.D. degree or an equivalent degree (that includes course work as a necessary component) in a discipline relevant to the field of research, subject to approval by RAC. Candidates without a Ph.D. degree but who may have completed Ph.D. or PhD course work may also be considered for exemption, subject to review of the course syllabus and grades and approval of the same by the RAC. .
- 3.3.2 Candidates who wish to avail exemption from the course work will be required to fill a course-work exemption form and submit all the necessary documentation (including the syllabus and the transcripts) providing evidence of course work completed earlier with equivalent grade required for SES PhD programme. The RAC will review the documents in light of the requirements of the SES PhD programme and its relevance to the course work.

- 3.3.3 The candidates found eligible for course-work exemption by the RSC will be required to clear a short exam before the exemption can be confirmed.
- 3.3.4 In cases where a candidate is found eligible for course-work exemption, the RAC can still advise the candidate to opt for courses not exceeding 8 credits, relevant to their area of research.

#### 3.4 Other requirements of programme/ qualifiers

- 3.4.1 **Doctoral Seminars:** The Doctoral Seminars aim at providing a space for PhD scholars to come together to hear and engage with works of scholars engaged in similar or allied areas and even share their own works in progress once a fortnight. Participation in doctoral seminars is expected to further provide an opportunity to scholars to form a community of researchers and gain from peer feedback. The seminars will be scheduled once a fortnight. The space of the doctoral seminar may also be utilised by the scholars to organise seminars and workshops in areas of their own interest that may not always require a faculty to coordinate. For instance, a seminar on time management, a writing workshop, workshop on qualitative, and so forth. The doctoral seminar is non-credited; however, the research scholars are expected to participate in the same. The participation in the doctoral seminars is aimed at encouraging researchers to find a meaningful space for academic interactions for the entire duration of the programme.
- 3.4.2 **RAC Research Advisory Committee .** After successful completion of course-work PhD students shall be assigned a supervisor and shall be placed under a Research Advisory Committee (RAC). The inputs from the RAC will provide the candidate, an opportunity to engage in self-reflection and develop a comprehensive account of their experiences and ongoing progress towards their research Plans . The journey from completing the coursework to completing the dissertation can be intimidating for many PhD candidates, as they are required to submit a written progress report on their action research work with the community to the supervisor and the three-member Research Advisory Committee every six months. The three member ResearchAdvisory Committee shall comprise of:

- i) One Faculty member from SHS
- ii) One Faculty member from AUD
- iii) One DS expert from the field/university

##### Course Work:

July /August to December: The candidates shall have to undertake a semester long course work. They will have to complete credits of course work on research methodology (seeAppendix I) and opt for 4 credits of guided Studies with an assigned mentor on their area research work. All candidates shall go through a 5-7 day immersion in the understanding of disability issues Candidates may also be requested to audit a few Courses which are as follows Introduction to Disability Studies, Disability and Society (4 credits)

Narrativising the Self It would be mandatory to submit two area term papers of 5000 words each one on the review of the literature on disability research and other on the



proposed ideas in engaged practice Disability research proposal: The student after successful completion of coursework will be expected to defend the research paper on their area of work before the assigned supervisor and the constituted three-member RAC. On the basis of suggestions received the candidate will be expected to write the Ph.D. synopsis for the thesis Jan – July: The Ph.D. fellow shall be expected to defend the synopsis before the supervisor and the RAC and the community of their peer group in August. Finally the student thereafter proceed for research work in the sites and community chosen on the basis of topic chosen The Ph.D. fellow is expected to submit monthly action research reports to the supervisor and six monthly progress reports to the DAC during the immersion and in the course of the writing.

3.4.3 Thesis Examination: Examination of both The portfolio presentations provide a structure to the PhD candidates to critically examine their progress and engage in systematic planning to complete the programme. The review and evaluation processes include four presentations by the PhD candidate to their Research Advisory Committee (RAC) over the course of the programme. These presentations allow the RAC members to learn about the PhD candidate's progress, scaffold their learning, and provide individualized guidance. Progress Report UGC stipulation requiring PhD candidates to present their progress once in 6 months. In the, each PhD candidate will:

- Define their academic goals for the current and upcoming semester;
- Develop specific plans to achieve those goals through coursework, research experiences, and field-based activities;
- Demonstrate the way in which understanding of their specialization changes and advances with time.
- Synthesize and reflect upon the process and outcome of engaging in various learning activities;
- Modify goals and plans as needed based on self-reflection and feedback from the RAC;
- Demonstrate readiness to proceed to the subsequent phases of the doctoral programme.  
The PhD candidate must contact their dissertation supervisor/ RAC Chair to schedule their presentations.
- A statement on academic development so far.
- A Personal Essay (3-5 pages) articulating their academic goals related to their areas of specializations, process of inquiry and professional interests.
- Plan of study (3-5 pages) describing the activities and experiences the PhD candidate wishes to pursue to meet the stated goals along with timelines.

3.4.4 **Synopsis presentation and defence:** PhD scholars will be required to present the research synopsis during the third semester, work on the feedback and defend the synopsis before the end of the third semester. This presentation may be open to the public. The candidate will not be allowed to present synopsis after the fifth semester. The enrolment of the candidate who is **unable to successfully defend a synopsis within the 5<sup>th</sup> semester of registration in the programme** will be cancelled.

The length of the synopsis should be a minimum of 8-10,000 words and may include the following sections depending on the nature of the work:

- Introduction and rationale (contextualising the research- theoretical framework)
- Review of literature
- Research questions
- Research methodology (framework, design, sample/data sources, methods of data collection and analysis)
- Expected outcomes- contribution to the field-significance
- Timeline
- Bibliography
- Tentative chapterisation

Once the synopsis presentation has occurred, any significant departure from the defended synopsis in terms of basic definition of the research topic or the plan of research must be approved by the RAC and these changes must be incorporated into a revised synopsis and successfully defended according to aforementioned guidelines.

**3.4.4. Publication and conferences requirements** -Doctoral candidates **must publish at least one (1) research paper in any refereed journal and make two paper presentations in conferences/ seminars before the submission of the thesis** for adjudication and produce evidence for the same in the form of presentation certificates and/or reprints.

**3.4.5. Pre-submission presentation** – Doctoral scholars shall be required to make a pre-submission presentation of their thesis before submission. The scholar shall be required to submit the thesis within three months of the pre-submission presentation. If the thesis is not submitted within three months, the scholar will make another pre-submission presentation. Such a presentation shall be open to all PhD candidates and faculty members of the university. The purpose of such exercises is to elicit comments and feedback on the research project that may be incorporated into the thesis with the help of the Supervisor(s).

### **3.5 Allocation of supervisor**

Each candidate will be provided a faculty advisor on entry into the Ph.D programme in keeping with the candidate's research interest, faculty's research interests and the faculty workload. The Ph.D. candidate can consult the faculty advisor for selection of electives and for working on the guided reading course. The supervisors will be allotted to the candidates at the end of second semester on completion of course work. This will allow the PhD candidate time to engage with different core and elective courses, interact with the faculty members and finalise the research area, an important criteria for the allocation of the supervisor. The Research Advisory Committee (RAC) for each PhD candidate will also be formed at the end of the second semester.

## CORE COURSES

### Annexure III a: Research Methodology in DS

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Studies
Programme(s)	Ph.D. (Disability Studies)
Course title	Research Methods
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Ph.D
Proposed date of launch	TBD
Course coordinator and team	Professor Anita Ghai (co-ordinator)s, Shefalee Jain, Rukmini Sen, Sandeep R Singh.

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course is a part of the Ph.D programmes in Disability Studies, which is to be offered in the academic year 2019 – 20. It builds up and contributes to various programmes at the SHS including Women and Gender Studies, Development Practice as well as Sociology programme in SLS.
2. Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
None
3. 10 students to be admitted (with justification if lower than usual cohort size is proposed):  
10 students.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester-long (Semester 2)

5. How does the course link with the vision of AUD?  
The course is in accordance with AUD's commitment to produce socially engaged scholarship. It is through courses on research methods with a focus on emancipatory techniques that research that can combine theory and practice can be enabled.

6. How does the course link with the specific programme(s) where it is being offered?  
The course enables students to delve deep into a particular field of research enquiry both epistemological as well as providing knowledge on techniques to do research on disability, on many occasions with persons with disability. This course will help students to connect with and explore questions of self and marginality, two areas of constant enquiry in the School of Human Studies.

7. **Course Details:**

Summary: This course is envisaged as a seminar course with the aim of introducing scholars to critical perspectives on researching in Disability Studies.

a. Objectives:

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

b. Expected learning outcomes:

Students will develop an in depth research in a particular area of interest through this course. They shall develop important knowledge about the ways of doing research on disability issues as well as people with disabilities.

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

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

The course is divided into five modules, combining broader questions of intersectionality and identity in doing disability research as well as specific tools through which this research has been conducted. In the latter, examples are taken only

from ethnography, life history and legal studies, not in any way indicating a complete set of methods.

d. Contents (week wise plan with readings):

### **Module 1: Introduction to Research Methods**

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

- Jodi O'Brien Sociology as an Epistemology of Contradiction Sociological Perspectives, Vol. 52, No. 1 (Spring 2009), pp. 5-22
- Shannon Brincat On the Methods of Critical Theory: Advancing the Project of Emancipation beyond the Early Frankfurt School, *International Relations* 26(2) 218-245
- Stuart Hall Who Needs Identity? in *Questions of Cultural identity*, Sage Publications, London 1996
- Nilika Mehrotra Methodological Issues in Disability Research: An Introduction *Indian Anthropologist*, Vol. 42, No. 1 (January - June 2012), pp. 1-10
- Ina Goethals, Elisabeth De Schauwer and Geert Van Hove Weaving Intersectionality into Disability Studies Research: Inclusion, Reflexivity and Anti-Essentialism, *DiGeSt. Journal of Diversity and Gender Studies*, Vol. 2, No. 1-2 (2015), pp. 75-94

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

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

- Erving Goffman *Asylums: Essays on the Condition of the Social Situation of Mental Patients and Other Inmates*, 1961 Anchor Books
- Nandini Ghosh Doing Feminist Ethnography: Exploring the Lives of Disabled Women *Indian Anthropologist*, Vol. 42, No. 1 (January - June 2012), pp. 11-26
- Shubhangi Vaidya *Autism and the Family in Urban India: Looking Back, Looking Forward*, Springer Publications, 2016 (select chapters)
- James Staples At the intersection of disability and masculinity: exploring gender and bodily difference in India, *Journal of the Royal Anthropological Institute (N.S.)*, 17, 545-562

### **Module 3: Personal Narratives in Disability Research**

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

- Karen Hirsch, Culture and Disability: The Role of Oral History, *The Oral History Review*, Vol. 22, No. 1 (Summer, 1995), pp. 1-27
- Dorothy Atkinson, Autobiography and Learning Disability, *Oral History*, Vol. 26, No. 1, Talking and Writing (Spring, 1998), pp. 73-80
- Brenda Jo Brueggemann, Rosemarie Garland-Thomson and Georgina Kleege, What Her Body Taught (Or, Teaching about and with a Disability): A Conversation, *Feminist Studies*, Vol. 31, No. 1 (Spring, 2005), pp. 13-33
- Martin Atherton, Dave Russell and Graham Turner Looking to the Past: The Role of Oral History Research in Recording the Visual History of Britain's Deaf Community, *Oral History*, Vol. 29, No. 2, Hidden Histories (Autumn, 2001), pp. 35-47

### **Module 4: Feminism and Disability Research**

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

- Rosemarie Garland-Thomson *Feminist Disability Studies Signs*, Vol. 30, No. 2 (Winter 2005), pp. 1557-1587
- Renu Addlakha *Gender, Subjectivity and Sexual Identity: How young people with Disabilities Conceptualise the Body, Sex and Marriage in Urban India*, Occasional Paper, Centre for Women's Development Studies
- Jenifer L. Barclay *Mothering the "Useless": Black Motherhood, Disability, and Slavery*, *Women, Gender, and Families of Color*, Vol. 2, No. 2 (Fall 2014), pp. 115-140
- Anita Ghai (Dis) *Embodied Form: Issues of Disabled Women*, 2003 Har Anand Publications (select chapters)

### **Module 5: Legal Research in Disability**

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

- David M. Engel and Frank W. Munger *Rights, Remembrance, and the Reconciliation of Difference* *Law & Society Review*, Vol. 30, No. 1 (1996), pp. 7-54

- Michael Ashley Stein Disability Human Rights, California Law Review, Vol. 95, No. 1 (Feb., 2007), pp. 75-121
- Ellen Barton Disability Narratives of the Law: Narratives and Counter-Narratives, Narrative, Vol. 15, No. 1 (Jan., 2007), pp. 95-112
- Saptarshi Mandal The Burden of Intelligibility: Disabled Women's Testimony in Rape Trials, Indian Journal of Gender Studies, Vol 20, Issue 1, 2013
- Bhargavi Davar Legal Frameworks for and against People with Psychosocial Disabilities, Economic and Political Weekly, Vol. 47, No. 52 (DECEMBER 29, 2012), pp. 123-131

**8. Pedagogy:**

a. Instructional strategies:

The course shall be a combination of seminar-based classroom discussions based on assigned readings and student presentations. There shall also be a fieldwork component and classroom debriefing and presentations made by the students accompanied by discussions.

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

Classroom with projector

c. Expertise in AUD faculty or outside

Expertise lies internally in AUD to transact this course. Guest faculty will be engaged as and when necessary.

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

NGOs and legal activists working with/for persons with disabilities

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

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

School/Centre proposing the course	School of Human Studies
Programme(s)	Ph.D (Disability Studies)
Course title	Narrativising the Self
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	July 2019
Course coordinator and team	Sandeep R. Singh (Coordinator), Anita Ghai, Shefalee Jain, Rukmini Sen.

9. Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course is a part of the Ph.D programmes in Disability Studies, which is to be offered in the academic year 2019 – 20. It is a course that builds up to other electives at the UG and MA levels like 'Understanding Disability through Popular Media', 'Situating Disability', 'Gendering Disability' etc.. It also builds up and contributes to various programmes at the SHS including Psychosocial Clinical Studies, Women and Gender Studies and Development Practice.
10. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)  
None.
11. Students to be admitted (with justification if lower than usual cohort size is proposed): 10 students.
12. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester-long
13. How does the course link with the vision of AUD?



Since this course looks at the narrative of the self and the human predicament therein, it is designed to focus on 1.) an engaged pedagogy of dialogic participation between instructors and students and 2.) dialogic engagement in reading narratives of the self and a commitment to the creation of such narratives by the research students of Ph.D in Disability Studies. The course is therefore in accordance with AUD's commitment to equity, social justice and interdisciplinary research.

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

The course is a foundational course in the Ph.D programme in Disability Studies. It is envisaged from the perspective of studying the different nuances that the self has to offer. The research scholar will be equipped to develop the much needed ability to respond to narratives of the self written or otherwise and thereby raise questions on discourses of ableism, normalcy, debility and exclusion. The course will also bring in the socio-cultural processes under which the self emerges and transforms itself. The research scholar in this course will largely be engaged in critical reading and interpretation of varied subjectivities to move beyond totalising metanarratives that operate within dominant discourse thus linking with certain concerns of the discipline of Humanities.

15. **Course Details:**

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

a. Objectives:

1. To enable students to engage with an experiential perspective in the understanding of disability.
2. To help them to focus on particular area of research for further studies.
3. To understand the operation of a dominant normative discourse and simultaneously attempt to trace disability as an epistemology.
4. To revualuate notions of ability, normalcy, capacity and subjectivity.
5. To understand major debates in the field of disability life-writing and narratology.

b. Expected learning outcomes:

Students will learn to develop an understanding of disability as it is experienced as opposed to how it is constructed within normative discourse and this will be facilitated through simulation excercises and projects that require them to make lesson plans for an integrated classroom keeping varied disabilities in mind.

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

This course is envisaged as a seminar course with the aim of introducing scholars to the critical readings in their specific areas of research. Possible modules in this course could be based in one or two of the following areas, depending on the expertise of the faculty teaching it:

**Module 1: Conceptualising the Self:** The first module will introduce the students to the different ways in which the self is expressed, formulated, defined and constructed. The module will particularly look at the modes of evolution in an individual's transaction with socio-cultural milieu.

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

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

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

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

**Module 2: Identity and Embodiment of the Self:** This module will try to address issues related to questions of identity, the politics of identity and what it means to be included or excluded. The focus herein will be located in examining embodiment and its meaning to disabled identity.

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

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

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

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

**Module 3: Narrativising the Self:** This module will look at some of the primary texts and interrogate the forms of representation of the self and the role that memory, history, experience—particularly trauma, stigma, discrimination play. The module will also deliberate on the positioning of the self within its socio-cultural milieu.

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

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

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

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

**Module 4: Reading and Interpreting the Self:** This module is conceptualised as a workshop. Here the students will be asked to design a lesson plan keeping in mind the varied negotiation that has been made through the course around identity, self and other dynamics and narrative.

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

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

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

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

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

#### 16. Pedagogy:

a. Instructional strategies:

The course shall be a combination of seminar-based classroom discussions based on assigned readings and student presentations. There shall also be a fieldwork component and classroom debriefing and presentations made by the students accompanied by discussions.

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

c. Expertise in AUD faculty or outside

Visiting guest lectures, presentations from the field

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

### Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

- e. A detailed description of the structure of the programme is attached in
- f. Annexure I. Minutes of the RSC and Consultations are at
- g. Annexure II. Core and Elective courses are at
- h. Annexures III and IV.

### 17. Teaching-learning:

**Instructional strategies:** The programme is anchored in Dr. Ambedkar's vision to bring together social justice, equality and excellence in education. There are five important principles that guide the pedagogy of the programme based on the vision of the graduate of the future. The key principles are: Experience based Knowledge, Reflective and reflexive inquiries, expertise in the area of disability Studies, Quest for social justice, , and Engaged practice. The courses, experiences, assessment processes and the dissertation process reflect a braided approach to integrating these principles.

Experience based knowledge: Politics of knowledge production often exposes the peripheral status of lived experience of disabled people which decides as to who gets to choose what counts as humane and who gets to decide the rules around knowledge production. The aim of the course is to have teachers who facilitate your learning and the relationship is one in which we respect and value each other. There will be a supervisor (mentor) who can assist you. to take responsibility in coordinating seminars, conferences, and workshops to bring together the various stakeholders, ideas, and practices in the field of Disability Studies.

Reflective and reflexive inquiries : A generic trend is that all researchers require consistent and detailed literature reviews, meta-analysis and meta-synthesis. The scholars need to develop the ability to critically analyse research studies and comment on the content presented. They need to focus on specific disabilities as they plan their research methodology.

Expertise in the field of disability Studies : To become a life changing and agentive advocate, research scholars must be familiar with the field of disability DS will offer two courses on disability studies in the first semester especially designed for PhD candidates. Moreover, students are expected to take additional courses developed for the SHS School, as well as other courses in the Masters programme, depending on the scholar's interest in their topic of inquiry and their educational qualifications and experiences. In addition, research scholars are encouraged to take elective courses from both within and outside the school to develop expertise in their specific area of study. Finally, the scholars must immerse in the field to understand the different disabilities. They will be expected to attend seminars, workshops, and conferences in disability, and engaged fields.

Quest for social justice: Doctoral candidates will be encouraged to recognize various forms of oppression in the society at large and in educational institutions in particular through the courses, readings, doctoral seminars and field experiences. DS envisages the scholars to be sensitive to the issues of diversity and issues of heterogeneity in disability, and familial and societal factors that impact children, adolescents, adults, families, and communities. As different disabled learners enter the educational arena in India, it is necessary for disability scholars to acknowledge the needs and strengths of these students and the forms of epistemic locations that they bring to the various education institutions.

Engaged Practice: Reflective practice is crucial to developing high quality teacher educators, researchers and reformers. Reflective thinking in scholars will be encouraged through the nature of assignments, dialogues and engagement in field experiences. SHS encourages scholars to question the human predicament and evolve multiple ways of engaging with anxiety provoking situations. The presentations each semester will provide an organized opportunity to engage in insightful thinking and develop prudence towards the completion of their doctoral study.

- 2 Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):  
To provide equal access to students with disabilities appropriate human, structural and technical support will be needed. For example, sign language interpreters will be needed for deaf students there, JAWS Software will be needed for visually impaired students, accessible rooms will be needed for mobility impaired students.
- 3 **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):**  
SHS has developed strong relationships with various field based organizations in Delhi. The school can support doctoral candidates to engage with different sites based on their area of inquiry. For instance intellectually impaired students are taught in Muskan.

Anil Ehai

**Signature of Programme Coordinator(s)/Convenor(s)**

Note:

7. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
8. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School of Studies:

Suggestions:

*Kusha Menon*

**Signature of the Dean of the School**

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

**Appendix-5**

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD in Education
Course title	Feminist Pedagogies: Theories, Experiences, and Praxes
Course code	SES203xxx
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PhD (Pre-doctoral)
Proposed date of launch	2020
Course coordinator and team	Anandini Dar & Shivani Nag

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

This is an elective proposed for pre-doctoral course work for students in SES. The course builds on ideas around critical pedagogy, education for transformation, experience of education among the marginalised and the role of state and society in shaping educational systems and access, that are discussed in various core courses of the doctoral programme. More specifically, this course builds on the questions around- ‘what is knowledge’, ‘nature of enquiry’ and ‘the critique of some of the dominant paradigms from a de-colonial, dalit and gendered perspective’ that the core course on research methodology (Research methodology I- Nature of Inquiry in Social Science Research) engages with in an introductory manner in semester 1.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)  
NA
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Usual cohort size
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester mode.
5. How does the course link with the vision of AUD?

AUD is committed to promote a “*process of teaching and learning where these can become liberating undertakings, contributing to the promotion of equality, social justice and excellence*”. A course on feminist pedagogies aims to contribute to an understanding of pedagogy that is sensitive to the challenges posed by gender inequality, is transformative, and promotes the idea of encouraging and facilitating learners to become agents of social change for equality and gender justice in academia and the larger social worlds in which the students are located.

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

The PhD programme of SES aims to “*nurture research scholars who develop the capacity to study the changing landscape of education and the critical issues in the various sites of practice*” and to enable them “*to develop approaches to promote equity and social justice*”. The Feminist Pedagogies course encourages research scholars to examine the power relations in educational spaces that silence several voices and obstruct the oppressed genders and sexualities from both accessing and contributing to knowledge discourses. It also provides them an opportunity to explore pedagogical possibilities that are guided by the agenda of social transformation, through an engagement with theoretical and experiential feminist writings, discussions, and dialogues.

7. **Course Details:**

a. Summary:

This course engages with the question of pedagogy from a feminist perspective in context of education theory, experience and praxis. We will begin the course by examining how critical pedagogy, Dalit studies, and indigenous studies inform feminist pedagogies that in turn shape concepts of safe space, reflexivity, journaling, social justice and equality, within the school and university spaces. At the same time, the course also delves into examinations around how experiential and intersectional identities of the students come to bear upon the everyday dynamics of learnings within educational institutions and the larger socio-political worlds they traverse. This will be explored through an in-depth engagement in reading autobiographies, memoirs, and films that reflect upon the “woman”/ “queer”/ “caste”/ and other identity questions. Finally, the course aims to provide students with an opportunity to learn about the ways in which processes of teaching and mentoring across subject areas contend with feminist pedagogies as forms of praxis. This will enable students to reflect upon concepts of power, positionality, consent, representation and voice.

b. Objectives:

1. To introduce students to critically engage with theories and practices of feminist pedagogies in education.
2. To enable students to critically reflect on their roles as students and future teacher-educators/ educators/ researchers in shaping equitable, socially just, and transformative spaces for reflection, dialogue, and change.
3. to sensitise students to the significance of feminism, intersectionality and the role of identity politics in shaping the everyday socio-political and educational worlds they occupy.
4. to help students learn how to practice feminist pedagogies in context of classrooms and beyond.

c. Expected learning outcomes:

Students will be able to:

- i. Examine/review texts (fiction/non fiction), educational policies, practices, films, etc., from a critical, feminist perspective.
- ii. Critically write research papers on issues around educational theories, policies and practices that are informed by feminist pedagogies.



iii. Develop courses, materials and pedagogic strategies informed by feminist pedagogies.

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

### **Module 1: Unpacking feminist pedagogies and Identities**

This module introduces students to the different epistemologies of feminist pedagogies, located in critical pedagogy, Ambedkar-Phule and Dalit studies, and indigenous studies, to name a few key philosophies. It also engages with the idea of intersectionalities - within which feminist pedagogies, particularly in the Indian context must be located. The various dimensions of intersectionalities include- caste, religion, ethnicity, language, class, age, abilities, sexual orientations and other identities. We will unpack these understandings of identities through reflective accounts, autobiographies, films, other works of literature and criticisms. Based on the research scholars interests, selection of some texts will be made over others from the below list (with sufficient necessary interventions made by instructors), demonstrating feminist pedagogies in practice. Some of the readings that are based on narratives (fiction and autobiographical) will also be tied to the assignment for unit 1.

Chaudhari, M. (2002). Learning through Teaching the Sociology of Gender. *Indian Journal of Gender Studies*, Vol. 9(2): 245-261.

hooks, bell (1994). *Teaching to Transgress: Education as the practice of freedom*. London: Routledge. Chapters 1 (Engaged Pedagogy), 4 (Paulo Freire), Chapters 6 (Holding my sister's hand), 7 (Feminist Thinking) & 11 (Language).

Harstok, N.C.M. (1997). The feminist standpoint: developing the ground for a specifically feminist historical materialism. In Diana T. Meyers (Ed). *Feminist Social Thought: A reader*. Psychology Press. pp. 461-483.

Jackson, Sue (2010) Crossing Borders and Changing Pedagogies: From Giroux and Freire to feminist theories of education, *Gender and Education*, 9:4, 457-468.

Revathi, A., & Murali, N. (2016). *A Life in Trans Activism*. New Delhi: Zubaan

Rege, Sharmila (2010). Education as Trutiya Ratna: Towards Phule- Ambedkarite Feminist Pedagogic Practice. *Economic and Political Weekly*. Vol 45 (44/45), pp. 89-98.

Ghai, Anita (2002). Disabled Women: An excluded agenda of Indian feminism. *Hypatia*, Vol 17 No. 3, pp. 49-66.

Crenshaw, Kimberle (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*. Vol. 43(6), pp. 1241-1299.

Chakravarti, Uma (2017). The Burden of Caste: Scholarship, democratic movements and activism. In S. Anandhi & Karin Kapadia (Eds). *Dalit Women: Vanguard of an Alternative Politics in India*. London: Routledge, pp. 335-350.

Woolf, Virginia. (1929). *A Room of One's Own*. New York: Harcourt, Brace and Company.

Shafak, Eli (2011). *Black Milk: On Writing, motherhood and harem within*. Viking.

Morrison, Toni (1994). *The Bluest Eye*. New York: Plume Book.

Urmila, Pawar (2008). *The weave of my life: A dalit woman's memoirs*. Kolkata: Stree.

Bama (2005). *Sangati* (English translation by Lakshmi Holmström). Oxford University Press

### **Module 2: Teaching and Mentoring as a Feminist Praxis**

The second module focuses on the praxis of feminist pedagogies by engaging with various forms of academic literature on teaching and mentoring and aims to unpack the dynamics of the everyday classroom spaces as a feminist, empathetic, and ethical sites. By bringing in accounts of teachers and other writings, this module highlights the nuances of feminist pedagogies as it is negotiated in teaching-learning processes. The students will be encouraged to unpack the significance of power, relationality, and voice as they reflect on themselves as future teachers and mentors.

Phadke, Shilpa (2015). Risking Feminism? Voices from the classroom. *Economic and Political Weekly*, Vol. 50 (17), pp. 63-70.

Shah, Chayanika (2016). Feminist Activism in the Pedagogy and Practice of Science: An interactionist approach. In Uma Chakravarti (Ed) *Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today*. New Delhi: Orient Blackswan. pp. 94-112.

hooks, bell (1994). Feminist Scholarship. *Teaching to Transgress: Education as the practice of freedom*. London: Routledge. Chapter 9.

Chakravarti, Uma (2016) (Ed). Section I: Feminist Pedagogies. In Uma Chakravarti (Ed) *Thinking Gender, Doing Gender: Feminist Scholarship and Practice Today*. New Delhi: Orient Blackswan.

Chakravarti, Paromita (2012). The ideology of literature: A gendered study of Bengali-language school textbooks in West Bengal. In Kavita Panjabi and Paromita Chakravarti (Eds). *Changing Frames of Gender Politics in India*. School of Women Studies, Jadavpur University, pp.109-130.

Kishimoto, Kyoto, and Mwangi, Mumbi (2009). Critiquing the Rhetoric of "Safety" in Feminist Pedagogy: Women of Color Offering an Account of Ourselves. *Feminist Teacher*, 19 (2), 87-102.

Wagh, A. C. (2018) "Sociology, feminism and mentoring: Contested sites of knowledge production and consumption." In Chadha, G. & Joseph, M.T. (Eds). *Re-imagining Sociology in India: Feminist Perspectives*. New Delhi: Routledge.

Pujari, Leena (2018) "Transforming the sociology classroom: implementing a critical feminist pedagogy." In Chadha, G. & Joseph, M.T. (Eds). *Re-imagining Sociology in India: Feminist Perspectives*. New Delhi: Routledge.

Sen, Rukmini (2017). Sexual Harassment and Limits of Speech. *Economic and Political Weekly*, Vol. 50 (52). Online: <https://www.epw.in/engage/article/sexual-harassment-limits-speech>

**Suggested Readings for units I and II (The readings have been organised together since some of the readings are common to both units)**

Jaaware, Aniket (2018). *Practicing Caste: On Touching and Not Touching*. Commonalities Series. New York: Fordham University Press.

Nakata, Martin (2007). *Disciplining the Savages, Savaging the Disciplines*. Aboriginal Studies Press.

England, K. (1994). Getting personal: Reflexivity, positionality, and feminist research. *Professional Geographer*, 46(1), 80-89.

Sen, Rukmini (2014). Mapping Women's Activism in India: Resistance, reforms and (re) creation. In Leela Fernandes (Ed). *The Routledge Handbook of Gender in South Asia*. Routledge

Freire, P. (1996). *Pedagogy of the Oppressed*. London: UK: Penguin Books. Chapter 2. pp. 52-67.

Freire, P. & Macedo, D. P. (1995) A Dialogue: Culture, Language and Race. *Harvard Educational Review*, Vol 65(3), pp. 377-402.

Rege, Sharmila (2006). *Writing Caste/Writing Gender: Narrating dalit women's testimonies*. New Delhi: Zubaan.

John, M. E. (2008). Introduction. In Mary E. John (Ed). *Women Studies in India: A Reader*. Penguin. pp. 1-22.

hooks, bell. (2003). *Teaching Community: A Pedagogy of Hope*. NY: Routledge.

Rege, Sharmila (1995). "Feminist Pedagogy and Sociology for Emancipation in India."

*Sociological Bulletin*, 42 (2), pp. 223-239. Accessible at:

<http://www.unipune.ac.in/snc/cssh/HistorySociology/A%20DOCUMENTS%20ON%20HISTORY%20OF%20SOCIOLOGY%20IN%20INDIA/A%201%20Debates%20on%20sociology%20and%20anthropology%20of%20India/A%201%2018.pdf>

Chatterjee, P. (1993). *Women and the nation: The trouble with their voices. The Nation and Its Fragments – Colonial and Postcolonial Histories*. Princeton University Press, pp. 309-31.

Bhog, Dipta. (2002). *Gender and Curriculum*. *Economic and Political Weekly*. 37. 1638-1642. 10.2307/4412041.

Panjabi, K. & Chakravarti, P. (2012) (Ed). *Women Contesting Culture: Changing features of gender politics in India*. Jadavpur: School of Women Studies.

Sinha M. (1996). *Gender in the Critiques of Colonialism and Nationalism: Locating the Indian Woman*. *Feminism and History*. Oxford University Press, 477-504

Crabtree et al, (2009) *Feminist Pedagogy: Looking Back to Move Forward*. Johns Hopkins University Press.

Zembylas, Michalinos. (2018). "Reinventing Critical Pedagogy as Decolonizing Pedagogy: The Education of Empathy." *Pedagogy of the Oppressed: 50 Years*, special issue of *Review of Education, Pedagogy, and Cultural Studies*, edited by Peter Pericles Trifonas, Vol. 40(5), pp. 404–21.

Narayan, Uma (1997). *Dislocating Cultures: Identities, traditions, and third world feminism*. NY: Routledge. Chapter 3: Cross-Cultural Connections, Border-Crossings, and "Death by Culture". pp. 105-118.

Wickramasinghe, Maithree (2014). *Feminist Research Methodology: Making Meaning of Meaning-Making*. Zubaan Publication.

Online resources:

a. A Guide to Feminist Pedagogy:

<https://my.vanderbilt.edu/femped/habits-of-hand/a-few-examples/>

- b. Feminism and Intersectionality: <https://www.epw.in/engage/discussion/intersectionality-useful-analytical-framework>

## 8. Pedagogy:

- a. Instructional strategies: This course will include lectures, discussions, film screenings, group activities related to reading experiential texts and sharing and listening sessions where a practice of feminist pedagogy can unfold in transaction. Students will also be asked to maintain a journal that will inform the dialogues in the classroom as well.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector, speakers, an open space for facilitating group work.
- c. Expertise in AUD faculty or outside : May be drawn upon as required by the student composition and course instructor.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): group discussions with scholars and activists engaging with feminist pedagogy and the movements for gender justice will be planned.

## 9. Assessments:

Assessment I- A short critical reflective paper on intersectionality and the influence of any one philosophy/ perspective studied in Unit 1 on feminist pedagogies (40%)

Assessment II: Developing a course blueprint/instructional design in the scholars area of research, where they bring out how the same is informed by feminist pedagogies (40%)

Assessment III: Participation & Attendance (20%)

## Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School *Sumati Singh*

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Ambedkar University Delhi

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

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD in Education
Course title	Economics and Financing of Education: Theories and Policies
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Optional/Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PhD
Proposed date of launch	2021
Course coordinator and team	Nivedita Sarkar

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course does not overlap with any other course
2. Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify)  
  
Postgraduate level engagement with education/social sciences/humanities is desirable
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
Usual cohort size
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester long mode
5. How does the course link with the vision of AUD?

This course is firmly tied with the vision of AUD and this programme, to develop scholars whose research is grounded in issues of education with a strong theoretical basis. It will also give an opportunity to students to develop an understanding of various facets of education from economic perspective.

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

As pre-doctoral students in education, a multi-disciplinary field of inquiry, students need to understand, unpack and examine various issues of education through inter-disciplinary lens. Over past two decades, economic concerns have become central to an understanding of educational policy and practices; as some of the major policy issues in education round the world are either driven by or refer directly to economic matters. The issues such as privatization, educational access, equity and quality are strongly guided by economic principles. Thus, this course aims to equip students with a critical bent of mind to study education from the perspective of economic theory.

7. **Course Details:**

8.

a. **Summary:**

The principal aim of the course is to develop an understanding of various facets of education from economic perspective. 'Economics of Education', as a separate area of study, rose to prominence in the 1950s and 1960s with the works of Theodore Schultz, Gary S. Becker and Jacob Mincer. Human capital theory – the basic cornerstone of Economics of Education – was conceptualised during this time and this resulted in a proliferation of empirical studies. Later the link between education and economic growth was explored (Denison, 1962; Lucas, 1988). Thereafter, research in economics of education challenged the mainstream view giving rise to several debates on the meaning and purpose of education. Nevertheless, it is now beyond doubt that the basic knowledge of economics of education is essential for an understanding of the profound shifts that are taking place in education around the world. Thus, the course will introduce students with economic issues related to education and seeks to build the theoretical foundation related to this area of study and familiarise them to the academic literature and debates around a few key topics in economics of education. Topics will include discussion on human capital theory, association between education and individual earnings and why the relationship has changed over time, in addition to financing of education, access and equity issues in education etc.

b. **Objectives:**

The main objective of the course is to introduce students with the key theories and topics in the area of economics of education as well as recent policy debates on these topics, both globally and in India. The course will help students to investigate and analyse various issues in education through the lens of economics. Further, the course will engage in the understanding the economic and non-economic values of education, including the private and social returns to education and their implications for policy planning at macro and micro levels.

c. **Expected learning outcomes:**

- To unfold the economic principles/ rationale behind various issues of education.
- To understand debates and policies in the realm of education.

d. **Overall structure (course organisation; rationale of organisation; brief module outlines):**

**Unit I. Introduction to Economics of Education**

The unit will begin with an introduction to some basic concepts and fundamental theories of Economics of Education. After providing an overview this unit will also introduce to the students a critique of neo-classical approach to economics of education (the way the subject was developed in neo-classical tradition), keeping in mind the role and relevance of



education in developing country and specificities of education as compared to other services provided in an economy. The topics will include:

- Concepts of Economics of Education
- Human capital theory
- Critique of human capital theory: Job- competition, Screening, and Signalling hypothesis
- Rates of Return approach, Calculation of rate of return, Critique of rate of return approach
- Private and Social returns of education, Concept of public good, Private good and merit good
- Demand for Education; Theoretical basis for policy planning in education, viz. social demand, manpower planning and rate of return approaches to planning for educational development

### ***Essential Readings***

- Blaug, Mark (1972): *An Introduction to Economics of Education*. London: Penguin
- Becker, Gary S (1964): *Human Capital*. NBER: New York.
- Belfield, Clive (2000): *Economic Principles for Education*. Edward Elgar.
- Cohn, Elchanan and T. Geske (1990): *Economics of Education*. Pergamon
- Psacharopoulos, G and M.Woodhall (1985): *Education for Development: An Analysis of Investment Choices*. New York: Oxford.
- Psacharopoulos, George (ed.) (1987): *Economics of Education, Research and studies*, Pargamon Press.
- Schultz, T.W. (1961): *Investment in Human Capital*, *American Economic Review*.
- Stiglitz, J. (1975). The theory of 'screening,' education and the distribution of income. *American Economic Review*, 65(3): 283-300.
- Spence, M. (1973). Job market signalling. *Quarterly Journal of Economics*, 87(3): 355-374.
- Majumdar, T. (1998). Economics of Indian Education for the next Century. *Indian Economic Journal*, 45(4), 39.
- Tilak, Jandhyala B. G. (2006): Economics of Human Capital in India, *Indian Economic Journal (89th IEA Annual Conference Volume)*: 3-20.
- Tilak, Jandhyala B. G. (2008): Education, Growth and Development, Keynote Address. *Indian Economic Journal (91st IEA Annual Conference Volume)*: 705-19.
- Vaizey, John (1962): *Economics of Education*. London: Faber & Faber.

### ***Additional readings***

- Jones, Geraint and Jones, Jill (ed.) (2004). *International Handbook of Economics of Education*, Edward Elgar publishing Ltd.

- Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to investment in education: a decennial review of the global literature. *Education Economics*, 1-14.
- Muralidharan, K. and Sundararaman, V. (2011). Performance pay: Experimental evidence from India. *Journal of Political Economy*, 119(1): 39-77.
- Pandit, H.N. (Ed.) (1969): Measurement of Cost Productivity and Efficiency of Education. New Delhi: NCERT
- Agrawal, T., & Agrawal, A. (2017). Vocational education and training in India: a labour market perspective. *Journal of Vocational Education & Training*, 69(2), 246-265.

## Unit 2: Financing of Education

This unit delves in understanding the trends, types and patterns of financing at various levels of education; and the economic rationale behind the same. Contemporary policy issues will be introduced and link between education and development will be brought into the fore to address broader question of access, equity, social justice. The students are expected to understand and develop economic perspective to deal with various issues of education. The topics will include:

- Cost of education
- Public expenditure on education in India; Centre-state relations in financing education.
- Distribution of public spending on education; Importance of public expenditure on education – its impact on development
- Sources of funding – Public (Taxes – General, Earmarked; Grants, Fees, Vouchers , student loads ); Private and Household
- Role of state and markets in education; Privatization of education
- External aid; Internationalisation and trade in education
- Financing higher education: a critique of neo-liberal ideology; equity efficiency trade-off
- Indian Education System: Challenges and Policy Initiative ; Characterising Indian education market – access and equity, issues of social justice, policy measures: the Bills

### Essential Readings

- Belfield, Clive (2000): *Economic Principles for Education*. Edward Elgar.
- Coombs P.H. & J. Hallak (1988): *Cost Analysis in Education*. John Hopkins University Press.
- Tilak, J. B. (1996). How free is 'free' primary education in India?. *Economic and Political weekly*, 355-366.
- Chattopadhyay, S. (2012). Education and economics: Disciplinary evolution and policy discourse. India: Oxford University Press.
- Psacharopoulos, G., & Woodhall, M. (1993). *Education for development*. Oxford, UK: Oxford University Press.
- Chattopadhyay, S. (2007). Exploring alternative sources of financing higher education. *Economic and Political Weekly*, 4251-4259.

- Majumdar, T. (1983). *Investment in education and social choice*. Cambridge University Press.
- Tilak J. B.G.(2002): Determinants of Household Expenditure on Education in Rural India. Working Paper No. 88. New Delhi: National Council of Applied Economic Research
- Tilak, J. B.G. (ed.) (2003): *Financing Education in India*. New Delhi: Ravi Books.
- Tilak, J. B.G. (2004): Public Subsidies in the Education Sector in India, *Economic and Political Weekly*, 39 (4) (24-30 January): 343-59.
- Tilak, J. B. G. (1988). Foreign aid for education. *International Review of Education*, 34(3), 313-335.
- Tilak, J. B. (2011). *Trade in higher education: The role of the General Agreement on Trade in Services (GATS)*. UNESCO.
- Vaizey, John (1962): *Economics of Education*. London: Faber & Faber.
- Pusser, B., & Marginson, S. (2013). University rankings in critical perspective. *The Journal of Higher Education*, 84(4), 544-568.

#### **Additional readings**

- Drèze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- Thorat, S., & Neuman, K. S. (2012). *Blocked by caste: economic discrimination in modern India*. Oxford University Press.
- Chattopadhyay, S. (2009). The market in higher education: concern for equity and quality. *Economic and Political Weekly*, 53-61.
- Britto, P. R. (2012). Key to Equality: Early Childhood Development. [http://www.aserpakistan.org/document/learning\\_resources/2014/Early\\_Childhood\\_Education/Consultative%20Group%20on%20ECCD%20Findings.pdf](http://www.aserpakistan.org/document/learning_resources/2014/Early_Childhood_Education/Consultative%20Group%20on%20ECCD%20Findings.pdf)
- Tilak, J. B. (1996). How free is 'free' primary education in India?. *Economic and Political weekly*, 355-366.
- Tilak, J. B. (2002). Education and poverty. *Journal of Human Development*, 3(2), 191-207.
- UGC (1993): UGC Funding of Institutions of Higher Education, Report of Justice K Punnayya Committee (1992-93), New Delhi: University Grants Commission.
- World Bank (1986): *Financing Education in Developing Countries*. Washington DC

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Book review	30%
Term paper	40%
Presentation	30%

#### **9. Pedagogy:**

- a. Instructional strategies: Lectures and Article Reviews

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
Classroom with LCD projector and speaker facilities
- c. Expertise in AUD faculty or outside  
Internal
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
None

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

*Sumit Singh*

**School of Global Affairs**

**Courses to be offered**

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### Programme Structure of BA Global Studies

The core courses of BA Global Studies (BA-GS) are organized around three broad domains / streams – Global Humanities (GH); Global Political Economy (GPE), and; Foreign Language (FL) (Chinese and French) (see the table below). Four Foreign Language core courses have already been offered in the first four semesters (the students have the option of auditing another two courses in FL as elective). Three core courses in ‘Global Humanities’ have been offered in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> semesters. Two courses in ‘Global Political Economy’ have been offered in the 5<sup>th</sup> semester. Of the three proposed core courses for the 6<sup>th</sup> semester, the first two are located within ‘Global Political Economy’, and the third in ‘Global Humanities’.

Semester	Course 1	Course 2	Course 3	Course 4
1	Core 1 [FL (Chinese 1 / French 1)]	Foundation 1 (EPC / EAP1)	Foundation 2 (Ways of Knowing)	Foundation 3 (South Asia in the World)
2	Core 2 [FL (Chinese 2 / French 2)]	Foundation 4 (Justice & Democracy)	Elective 1	Elective 2
3	Core 3 [FL (Chinese 3 / French 3)]	Core 4 [GH (Understanding the Global)]	Foundation 5 (EAP1/EAP2)	Elective 3
4	Core 5 [FL (Chinese 4 / French 4)]	Core 6 [GH (Religion in a Globalised World)]	Foundation 6 (Environment)	Elective 4
5	Core 7 [GPE (Political Economy of Labour & Work)]	Core 8 [GPE (Political Economy of Global Institutions)]	Core 9 [GH (The Age of Digital Global)]	Elective 5
6	Core 10 [GPE (Political Economy of Global Commodities)]	Core 11 [GPE (Global Environmental Change)]	Core 12 [GH (Global Humans: Imagination, Circulation & Display)]	Elective 6

**Ambedkar University, Delhi**  
**Proposal for Launch of a Course**

**(To be approved by the Board of Studies and the Academic Council)**

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA in Global Studies and Combination 3 & 4 of BASSH
Course title	Political Economy of Global Commodities
Course code	SGA1GS304
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Core Course
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Amit Kumar Mishra (Coordinator); Adjunct / Visiting

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

The course is offered as part of the Global Political Economy thematic in BAGS. It thematically connects with other political economy courses within the undergraduate programmes of School of Global Affairs in particular and other undergraduate programmes in AUD in general which have political economy components. It builds on the foundation course Global Political Economy offered in the first semester in BA Global Studies.

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

None. This course is a core course offered to BA sixth semester students in the Global Political Economy stream.

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

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

Semester-long course; Winter Semester

**5. Proposed date of launch:** Winter 2021

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

The course will be offered as a core course to sixth semester BA-GS students at Karampura Campus, within the Global Political Economy stream. For BA-GS students, this course foregrounds them to one of key thematic areas of the programme, i.e., Global Political Economy. This course will provide UG students with a conceptual understanding to the larger rubric of political economy by exploring global commodity frontiers. This course intends to explore certain thematic and historical concerns that shape and reshape political economy as a mode of analysis in comprehending the global by situating these in a larger conjectural-historical framework. This course emanates from AUD's larger vision to engage with the concerns of our times in which a critical understanding of processes and consequences of globalization have become indispensable.

## **7. Course Details:**

### **a. Summary:**

There is renewed importance of commodities in the global political-economic landscape of the early twenty-first century and there seems to have an upsurge in the old conflict over valuable resources, leading to a global scramble for commodities, and bringing in its wake renewed international tension, war, dispossession, and environmental degradation.

Studying commodities provides a window into one of most pertinent structural issue, in the past as well the very present, of the global worlds – the strife between political-territorial ordering of the world in nation states which reiterates the borders on one hand and the production and consumption processes of commodities which transcends the territorial boundaries on the other.

While studying commodities from global perspectives, this course embraces the epistemological framework of political economy, with selective inclusion of Polyani's cultural political economy, to explicate the idea of global for students.

This course intends to engage with 'commodities' by situating them in long historical context because the current contests over primary resources, their acknowledged indispensability for present-day industrial societies, and their global features and reverberations have profound historical echoes. It uses the framework of 'great leap forward' in the production, movement, and consumption of commodities inaugurated by industrial capitalism in the nineteenth century.

Each module will use examples across the regions in the world and intend to underline the global interconnectedness in the past as well the contemporary global world order.



## b. Objectives

- By mapping the transitions of commodities in a historical manner – from plantation to subjective creation – this course endeavours to map the transformations of global capitalism.
- This course intends to explore the geographies of commodity production, circulation and consumption and thus explore global interconnectedness of the diverse regions of the world.
- This course intends to make students understand how these interrelations go onto becoming the object of study in global political economy.
- The course proposes to develop an understanding of global inequalities, uneven development and exclusion.
- This course proposes to explore how hierarchies and power structures are being created on the basis of control over commodities.
- The course intends to cover some key concepts in political economy commodity chain, value creation, modes of production, labour, development etc.

## c. Expected Learning Outcomes:

- Help learners understand the historical linkages between different parts of the world and how these linkages influenced the political economy of localities as well as the larger interconnected world.
- Impart an appreciation of interrelations and connectedness of commodity frontiers and lives of people across the globe.
- Develop a critical appreciation of thinking globally and of globalization as a historical process
- Develop an understanding of diverse global political-economic concerns from interdisciplinary perspectives

## d. Overall Structure:

Modules		Duration
Module 1: Political Economy of Commodities: Some Basics		2 weeks
Commodities	Module 2: Plantation: Cotton and Sugar	2 weeks
	Module 3: Extraction: Oil, Gold	2 weeks
	Module 4: Creation: Film, Information	2 weeks
Module 5: Labour Regimes		2 weeks
Module 6: Commodities and Consumption		1 week
Module 7: Commodities in Cultural Perspective		1 week

**e. Contents (brief note on each module; indicative reading list with core and supplementary readings)**

**Module 1: Political Economy of Commodities: Some Basics [2 weeks]**

The module will introduce some of the basic conceptual scaffolds and methods e.g. commodity fetishism, commodity chains, commodity pricing and the geographies of commodity production required to explore the commodity studies from the perspectives of global political economy.

**Readings**

- Fine, B and Saad-Filho (2004), Commodity Production, *Marx's Capital*, Fourth Edition, Pluto Press, London pp.14-30
- Ciccantel, Paul and David Smith (2009) Rethinking Global Commodity Chains: Integrating Extraction, Transport and Manufacturing, *International Journal of Comparative Sociology*, 50(3-4) pp.361-384
- Delle Chiaie, Simona, Laurent Ferrara and Domenico Giannone (2017) Common Factors of Commodity Prices, ECB Working Paper No 2112
- Werner, Marion (2018) Geographies of Production: Global Production and Uneven Development, *Progress in Human Geography*, 43(5) pp.948-958
- Bair, Jennifer (2005) Global Capitalism and Commodity Chains, *Competition and Change*, 9(2), pp. 153-180
- Pauline Gardiner Barber and Winnie Lem, Commodities, Capitalism and Globalization: Introduction, *Anthropologica*, 2004, Vol. 46, No. 2 (2004), pp. 123-129

**Module 2: Plantation Commodities: Cotton and Sugar [2 weeks]**

This module will explore plantation based global commodities – cotton and sugar: how they became global commodities and how their production and consumption has reshaped the global political-economic order. This will focus primarily on the agrarian in global capitalism.

**Readings**

- Beckert, Sven (2014) The Rise of a Global Commodity in The Empire of Cotton: A Global History, pp.3-28
- Mosley, William G and Leslie C. Gray eds. (2008) Hanging by a Thread: Cotton, Globalisation and Poverty in Africa: select chapters

- Mintz, Sidney W (1986) *Sweetness and Power: The Place of Sugar in Modern World History*
- Moore, Jason W (2000) *Sugar and the Expansion of the Early Modern World Economy: Commodity Frontiers, Ecological Transformation, and Industrialisation*, *Review*, 23(2) pp. 409-433
- Neveling, Patrick (2013) *Periodisation of Globalisation According to the Mauritian Intergration into the International Sugar Commodity Chain, 1825-2005*, in Curry-Machado J. (eds) *Global Histories, Imperial Commodities, Local Interactions* pp. 121-142

### **Module 3: Extraction: Crude Oil, Gold [2 weeks]**

The module looks at the transition of global capitalism by mapping the shift from large scale global plantation regime to extraction of natural resources like crude oil and gold to foster the next stage of expansion of global capitalism.

#### **Readings**

- Morse, E. (1999). *A New Political Economy of Oil?* *Journal of International Affairs*, 53(1), 1-29.
- Lieber, R. (1992). *Oil and Power after the Gulf War*. *International Security*, 17(1), pp. 155-176.
- Boon, M. (2019). *A Climate of Change? The Oil Industry and Decarbonization in Historical Perspective*. *Business History Review*, 93(1) pp. 101-125
- Leif Wenar (2016) *Blood Oil: Tyrants, Violence, and the Rules That Run the World*.
- Engels, B. 2020. "Gold is not for Eating: Conflicts Related to Gold Mining in Burkina Faso." *Commodity Frontiers* 1: 1-6
- Verbrugge, B. and M.E. Robles Mengoa. 2020. "Making Sense of Global Gold Mining." *Commodity Frontiers* 1: 7-11
- Verbrugge, B., & Geenen, S. (2019). *The gold commodity frontier: A fresh perspective on change and diversity in the global gold mining economy*. *The Extractive Industries and Society* 6(2), 413- 423.
- <https://www.sahistory.org.za/archive/gold-and-workers-1886-1924-luli-callinicos> *Global Environmental Change*

#### **Module 4: Creation: Films and Information [2 weeks]**

This module attempts to films and information as commodities by exploring the processes and organization of production, commodification and objectification, and by making a departure of usual readings of these as creative creations or merely source of information. This module will help in understanding the material value and economic formations of films and information such as labour, value creation etc. like every other commodity. This module will also look at some of recent developments like how news transforms from being information to become a commodity.

#### **Readings**

- Doane, Mary Ann (1989) The Economy of Desire: The Commodity Form in/of the Cinema, Quarterly Review of Film and Video, 11(3), pp. 23-33
- A Hamza, Film as Commodity in Hamza, Agon(2016) Althusser and Pasolini: Philosophy, Marxism and Film
- Abbe Mowshowitz, Information as a Commodity: Assessment of Market Value, Editor(s): Marshall C. Yovits, Advances in Computers, Elsevier, Volume 38,1994, Pages 247-316
- Information as Marketable Commodity  
<http://www.egyankosh.ac.in/bitstream/123456789/11066/1/Unit-16.pdf>
- Mosco, Vincent and Wasko, Janet (eds) (1988) The political economy of Information. Wisconsin: The University of Wisconsin Press
- Mark Poster (2004) Consumption and digital commodities in the everyday, Cultural Studies, 18:2-3, pp. 409-423
- Pamela Taylor Jackson (2009) News as a Contested Commodity: A Clash of Capitalist and Journalistic Imperatives, Journal of Mass Media Ethics, 24:2-3, 146-163

#### **Module 5: Labour Regimes [2 weeks]**

This module deals with different labour regimes associated with the creation of commodities. This module attempts to explore some basic conceptual concerns with understanding the labour in global context – nature of labour in terms of free-unfree, inequalities, exclusion and discrimination.

#### **Readings**

- Kumar, Arun, Labour in Your Cup: Global Histories of Labour, Commodities, and Capitalism, International Review of Social History; Cambridge Vol. 63, Iss. 2 (Aug 2018): 321-334.

- Burnard, T., & Riello, G. (2020). Slavery and the new history of capitalism. *Journal of Global History*, 15(2), 225-244.
- Northrup, David (1995) *Indentured Labour in the Age of Imperialism*, CUP.
- Marcel van der Linden & Roth, K. H. (2014), Introduction, *Beyond Marx: Theorising the Global Labour Relations of the Twenty-First Century*, London, Brill
- Fuchs, C and Sevignani, S (2013), *What is Digital Labour? What is Digital Work? What's their Difference? And why do these questions matter for understanding social media.*
- Mayer-Ahuja, Nicole (2011) 'I felt like a kid in front of them': Work Organisation and Human Life Cycle in Indo-German Software Programming, in Behal, Rana, Alice Mah and Babakar Fall eds. *Rethinking Work: Global Historical and Sociological Perspectives*, re:work and Tulika

### **Module 6: Commodities and Consumption [1 week]**

This module deals with the consumption aspect of commodities which is essential not only to read the political economy of commodities in a comprehensive manner but also to explore the social-cultural relationships, and in overall formation of the economy and society. Exploring the consumption of commodities will also help us uncover the global networks in this realm – commodities being produced in geographical region and then being circulated and consumed across the world.

#### **Readings**

- Douglas, Merry and Baron Isherwood (1996) *The World of Goods: Towards an Anthropology of Consumption*
- 'Three Cultures of Consumption', 'Imperium of Things' and 'Buy Now, Pay Later' in Trentman, Frank (2016) *Empire of Things: How We Became a World of Consumers, from the Fifteenth Century to the Twenty-First*
- Mark Poster (2004) *Consumption and digital commodities in the everyday*, *Cultural Studies*, 18:2-3, 409-423

## **Module 7: Commodities in Cultural Perspective [1 week]**

It has been argued more recently that commodities need to be critically explored and beyond narrow economic aspects because social-cultural situations, desire (more complex than demand) and power relations also influence the 'economic' value of commodities. This module will explore the social and cultural in the political economy of commodities by using the intersectionality of the economic and cultural elements and interdisciplinary frameworks of analysis.

### **Readings**

- Appadurai, Arjun (1986) *Social Life of Things: Commodities in Cultural Perspective*, CUP
- Ferguson, James (1988) *Cultural Exchange: New Developments in the Anthropology of Commodities*, *Cultural Anthropology*, 3(4) pp. 488-513
- Adorno, Theodor and Max Horkheimer (2002 edition) *Dialectic of Enlightenment: Philosophical Fragments Chapter on Cultural Industry*
- Ritzer, G. (2004). The "McDonaldization" of society. *Journal of American Culture*, 6(1), 100–107.

### **General Readings for the Course**

- Marx, Karl *Capital Vol.1, Part I: Commodities and Money, Chapter One: Commodities, Section 4: The Fetishism of Commodities and the Secret Thereof*
- Beckert, Sven (2014) *Empire of Cotton*
- Joseph, Sabrina ed. (2019) *Commodity Frontiers and Global Capitalist Expansion Social, Ecological and Political Implications from the Nineteenth Century to the Present Day*, Palgrave Macmillan
- *Commodities, Empire and Global History*, editorial, *Journal of Global History* (2009) 4, pp. 1–5
- Tucker, Richard P (2000) *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World* Ch. 2
- Machiko Nissanke and George Mavrotas eds. (2010) *Commodities, Governance and Economic Development under Globalization*, Palgrave Macmillan
- Marian Radetzki, ed. (2008) *Handbook of Primary Commodities in Global Economy*, CUP

- Noel Castree, (2004) The geographical lives of commodities: problems of analysis and critique, *Social & Cultural Geography*, Vol. 5, No. 1, March 2004
- Bignel, Jonathan (2000) *Postmodern Media Culture*, Edinburgh
- Marcuse, Herbert (1964) *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society* select chapters

### Web Based Resources

[www.commodityhistories.org](http://www.commodityhistories.org)

[www.commoditiesofempire.org.uk](http://www.commoditiesofempire.org.uk)

[www.commodityfrontiers.com](http://www.commodityfrontiers.com)

Adam Matthew Digital (through AUD Library) Collection on Global Commodities

<https://www.amdigital.co.uk/primary-sources/global-commodities>

### 8. Pedagogy:

- Instructional strategies:** This course will use a combination of lectures, thematic open discussions, presentations and documentary/film appreciation
- Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): No
- Expertise in AUD faculty or outside:** Yes, within AUD
- Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): No

### 9. Assessment structure (modes and frequency of assessments):

The course will have three assessment situations as part of continuous assessment policy of AUD:

- First assessment will be project-based submission (30%)
- Second assessment will be mid-term examination (30%)
- Third assessment will be a final examination (40%).

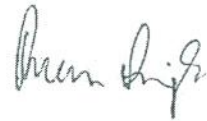
**Signature of Course Coordinator(s)**

**Note:**

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

**Recommendation of the School of Studies:**

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**



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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Global Studies & BA Social Sciences and Humanities (Combination 3 and 4)
Course title	Global Environmental Change
Course code	SGA1GS305
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Praveen Singh (Coordinator)

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

The course is intended for the final semester students of BA in Global Studies and builds on courses that have gone before, most particularly, the second-year foundation course 'Environmental Issues and Challenges', and a module in the 3<sup>rd</sup> Semester core course 'Understanding the Global'. It also builds on an elective course 'Great Transformations' offered in the 2<sup>nd</sup> semester. It is part of the 'Global Political Economy' thematic of the BA Global Studies, and builds on some of the concepts discussed in earlier core courses offered in previous semesters.

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

No requirement

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

The entire cohort of BA-GS and BA-SSH (those who have chosen Combination 3 & 4) will enrol in the course.

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

5. **Proposed date of launch:** Winter 2021

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

The course will build students' understanding of some important environmental issues at the global scale. These environmental issues have challenged conventional ways of analysing and dealing with them, and requires interdisciplinary methods. These issues are also directly imbricated with questions of social/environmental justice. Both these aspects – interdisciplinarity and social justice are part of AUD's vision. The course is part of one of the three thematics of BA-GS – Global Political Economy. It builds on this thematic and the broader objectives of the programme – of developing a global perspective to understanding the contemporary world. At the same time, it also broadens the scope of the thematic by bringing in the political ecology perspective and the psychological aspect of the environmental problem (the role of individual agency and choices); both are important to understand the growing body of work on the environment.

## 7. **Course Details:**

### a. **Summary**

Discussions around the question of environment change, and its place in human life has got more and more complex with conflicting views / perspectives about the problem, the methods applied to analyse the problem, as well as the solution offered. The stakeholders to any environmental problem, local or global, further complicate the situation, with their entrenched interests and ability to influence decisions. To top it all, the framing of most environmental problems as global (or extra local) has added another unique complexity – while people (including policy makers) like to talk about the abstract category of global environmental problem, and get worried too bordering on the narrative of crisis and apocalypse, they go about their daily routines as if nothing much has changed or will change (in some cases bordering on scepticism). Some scholars have also looked at the way underlying conditions, like capitalism have also changed – from a more 'organised capitalism' to unregulated capitalism where governments are creating markets for environmental goods and services and subsidising new incentives for green industries. Many a times, the framing of the problem itself creates conditions for offering solutions that may affect large sections of society and regions adversely. Global climate change, for instance, mobilizes powerful actors around the threat of massive risks and uncertainties and has led to "governance through markets". While commentators have questioned the ability of existing governance / regulatory mechanisms to deal with these issues adequately and in a just manner, alternate creative collaborations and mechanisms are also emerging. The course will explore some of these environmental issues, discuss the concepts and perspectives to

understand these, and critically examine the solutions being offered to deal with them.

**b. Objectives**

- To build an understanding of complex ways in which contemporary environmental problems are imbricated at different scales, involving actors at different scales;
- To develop an understanding of the governance and regulatory mechanisms at different levels to manage the environmental problems;
- To become familiar with variety of solutions and policy prescriptions in place, and possibilities of offering alternate solutions;
- To understand how winners and losers are created in the framing and implementation of environmental solutions.

**c. Expected Learning Outcome:**

On the completion of the course, students should be able to:

- Analyse the complex ways in which human-nature relationships works at different scales;
- Critically think and understand the multiple academic perspectives and positions of different actors on a particular environmental issue;
- Dialogue and discuss with wide-ranging actors on environmental issues and projects, and offer solutions.

**d. Overall structure:**

The course is divided into three broad units (each with two or more modules). The first unit discusses the different perspectives / Schools of thought on studying global environment; it also discusses the making of the idea of 'global environment' and the ways through which the complex processes and connections at work at different scales could be understood. The second unit looks closely at Climate Change and will discuss the difficulties (including politics) in resolving this crisis despite several attempts by the international bodies for more than two decades. The third unit will closely study some other pressing environmental problems, focussing on the connections between the global and local; *given the shortage of time, only few of the modules in this unit would be taken up in the classroom.*

	<b>Unit / Module</b>	<b>Duration</b>
	<b><i>Unit I: Introduction</i></b>	3 Weeks

1.	Why is Environment a Political-Economic Concern?	
2.	Making of the Global Environment	
	<b>Unit II: The Carbon Conundrum</b>	3 Weeks
3.	Challenges to dealing with the Global: Climate Change	
4.	Politics of Global Environmentalism: Sustainable Development and Climate Change	
	<b>Unit III: Other / Non-Carbon Environmental Challenges</b>	
5.	Water: Population, Scarcity and Supply-driven interventions	1 week
6.	Disease, Health and Biopolitics	1 week
7.	Food, Health and Environment	1 week
8.	Biodiversity, Conservation and People	1 week
9.	Global flows of garbage/waste and justice	1 week
10.	Urban Commons: Air Pollution	1 week

The course will use the following reference books (apart from others mentioned in respective modules)

- Peet, Robbins & Watts (Eds), *Global Political Ecology*, Routledge, 2011
- Clapp & Dauvergne, *Paths to a Green World: The Political Economy of Global Environment*, MIT Press, 2005.
- Jasanoff and Martello, *Earthly Politics: Local and Global in Environmental Governance*, MIT Press, 2004.

#### e. Contents

- Module 1: Why is Environment a Political Economic Concern?

With the growing interest and concerns, since the 1960s, on environment, different disciplines have contributed to understanding the human-nature relations, provided explanations for the underlying conditions for environmental degradation and proposed solutions to these problems. These perspectives have also informed choices for governments, international bodies, and civil society organisations. The module will discuss various perspectives / Schools of thought, mainly the different strands of Political-Economy (Malthusian / Tragedy School; Market Liberals; Institutionalists; Marxist). It will also introduce students to the Political Ecology perspective which lends itself very well to the core objectives of 'global studies'. Special focus will be on discussing how these perspectives emphasize on particular underlying factors (population and scarcity; institutions; economic

growth/stagnation and markets; capitalism / limits to growth; power and social justice).

Essential Readings:

- Peet, Robbins & Watts (Eds), *Global Political Ecology*, Routledge, 2011 (Intro)
- Clapp & Dauvergne, *Paths to a Green World: The Political Economy of Global Environment*, MIT Press, 2005 (Chap 1: Peril or Prosperity? Mapping Worldviews of Global Environmental Change)
- Robbins et al., *Environment & Society: A Critical Introduction*, Wiley-Blackwell, 2014 (Chap 7: Political Economy)

Additional Readings:

- J.B. Foster, *Marx's Ecology: Materialism and Nature*, Monthly Review Press, 2000. (Chapter 5)
- David Harvey, *The New Imperialism*, OUP, 2005 [Chap 4: Accumulation by dispossession']
- Jason W. Moore, 'Environmental crises & metabolic rift in world historical perspective', 13(2), 2000.
- Herman Daly, 'Economics in a full world', *Ecological Economics*, 293(3), 2005.
- Robbins, *Political Ecology*, Wiley Blackwell, 2012 (2<sup>nd</sup> Edition). (Chapter Introduction and 4)
- Ostrom et al., 'Revisiting the Commons: Local lessons, global challenges', *Science*, 284, April 1999.

• Module 2: Making of the idea of Global Environment:

The idea that Earth is a single ecosystem is very recent and has been formed due to the recent history of modern science and other knowledge formations. This idea entered popular imagination with the publication of pictures from Apollo 13, and more recently the pronouncements from Inter-Governmental bodies like the IPCC, IIASA, etc. This module will discuss the brief history of various sciences. It will also discuss how, once the idea of the 'Global Environment' is created, this idea then is used by different actors to score political and economic points over others. The module will also bring to the fore the questions of how environmental knowledge is produced and legitimated, and also how used to discredit some knowledge through the willful production of ignorance and scientific ambiguity.

Essential Readings:

- Clapp and Dauvergne, *Paths to a Green World* (Chap 2 and 3)
- Richard Grove, 'Conserving Eden: The (European) East India Companies and Their Environmental Policies on St. Helena, Mauritius and in Western India, 1660 to 1854', *CSSH*, 35(2), 1993.

- Grevsmuhl, 'Images, imaginations and the global environment', *Geo: Geography and Environment*, 3(2), 2016.
- Hulme, M., *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity* (Chap 2: Discovery of Climate Change)

#### Additional Readings:

- Naomi Oreskes and Erik Conway, 'Challenging knowledge' in Robert Proctor and Linda Schiebinger, eds., *Agnotology: The Making and Unmaking of Ignorance*, Stanford University Press, 2008. [Chapters: 1 & 3]
- U. Beck, 'World Risk Society as Cosmopolitan Society? Ecological questions in a framework of manufactured uncertainties', *Theory, Culture and Society*, 13(4), 1996.
- Lele, 'Sustainability', Seminar on World Development

#### • Module 3: Challenges to dealing with the Global: Climate Change

The attempts at resolving the deep basis of the crises have been superficial and disorganized, and some profound environmental problems (one of them being global climate change) were either ignored or deferred in the face of the necessity of continued economic growth. This unit will discuss the various reasons why most of the environmental problems framed as global have either been ignored, looked at with scepticism or are seen to be difficult to resolve (with the exception of some like the Montreal Protocol), and why these have not been resolved till now. The discussions will revolve around questions of geopolitics, imperatives of economic growth and crisis of capitalism, international institutional arrangements, role of TNCs, how science is organized and governed, psychological framing of the problem as removed from the real world, and so on.

#### Essential Readings:

- Clark & York, 'Carbon metabolism: Global capitalism, climate change, and the biospheric rift', *Theory and Society*, 2005.
- J.S. Dryzek, Richard Norgaard & D. Schlosberg, *Climate Challenged Society* (Chap 2, 3 & 4)
- Hulme, M., (Chap 3: The Performance of Science)
- K.M. Norgaard, *Living in Denial: Climate Change, Emotions, and Everyday Life* ('Intro: The Failure to Act, Denial versus Indifference, Apathy, and Ignorance' and 'Chap 6: Climate Change as Background Noise in the United States'), MIT Press, 2011.

#### Additional Readings:

- James Anderson & James Goodman, 'Crises of capital and climate: three contradictions and prospects for contestation', Hosseini et al. (Eds.), *Routledge Handbook on Transformative Global Studies*, Routledge, 2020.

- Herman Daly, 'Globalisation versus Internationalisation – some implications', *Ecological Economics*, 31, 1999.
- Dubash, 'Revisiting climate ambition: The case for prioritizing current action over future intent', *WIRES Climate Change*, October 2019
- Dubash, 'Safeguarding development and limiting vulnerability: India's stakes in the Paris Agreement', *WIRES Climate Change*, December 2016.

- Module 4: The politics of 'global' environmentalism: Sustainable Development & Climate Change

The increasing quantification and rationalization of 'global environment' has influenced and helped create a variety of policy and institutional responses that have further usurped the control and management of local nature from the 'communities' to global actors (including Inter-Governmental Organisation, TNCs, International NGOs). Virtually all of the climate change policy debate is about commodifying nature, and creating markets in those parts of climates outputs (e.g., carbon) that can be traded to move us out of the impending catastrophe. The process and logic of costing, discounting and valuing, all at the heart of economics of climate change, has been contested by a growing alternate scholarship and civil society activism. The global climate change issue also illustrates how two new powerful discourses - "global environmental governance" and "global sustainability" – has replaced the earlier language of "environmentalism" during the 1970s. The module will bring to the fore the sophisticated debates around the above issues.

Essential Readings:

- Cathleen Fogel, 'The Local, the Global, and the Kyoto Protocol' in Jasanoff & Martello (Eds.), *Earthly Politics*, MIT Press, 2004.
- Matthew & Hammill, 'Sustainable development and climate change', *International Affairs*, 85(6), 2009.
- James Goodman, 'Three worlds of climate imperialism?: Prospects for climate justice', Hosseini et al. (Eds.), *Routledge Handbook on Transformative Global Studies*, Routledge, 2020.
- Boehmer-Christiansen, 'The geo-politics of sustainable development: Bureaucracies and politicians in search of the holy grail', *Geoforum*, 33, 2002.

Additional Readings:

- Dipesh Chakravarty, 'The Politics of Climate Change Is More Than the Politics of Capitalism', *Theory, Culture & Society*, 34(2-3), 2017.
- Scott Prudham, 'Pimping climate change: Richard Branson, global warming, and the performance of green capitalism', *Environment and Planning*, 41, 2009.
- Sheila Jasanoff, 'Heaven and Earth: The Politics of Environmental Images' in Jasanoff and Martello, *Earthly Politics*

- Jesse Ribot, 'Vulnerability does not fall from the sky: Towards multi-scale, pro-poor climate policy' in Mearns & Norton (Eds), *Social Dimensions of Climate Change*, World Bank, 2010.

The last unit (Modules 5-10) will discuss some of the other environmental problems (pre-existing or new) that continue to pose challenge to humanity and have assumed criticality in face of growing uncertainty in direction and intensity of climate change, as well as globalisation. Each of these modules will demonstrate to the students the different vantage points from which scholars and policy-makers approach the problem. It will also bring to the fore different aspect of the 'global' in each of these issues. *Given the short time-span of the semester, only a limited set of issues/module will be discussed in each iteration.* Students will be expected to choose one or two from any of the modules (5-10) for their end-term project.

- Module 5: Water: Population, Scarcity and Supply-driven interventions

Hydraulic interventions in the last 150 years have been driven by the narrative of population growth and scarcity which requires huge hydraulic projects to help agricultural growth and supplying water to water-scarce regions. These supply-side interventions have received further support in the era of carbon-driven economic development where hydropower is considered clean, and so these projects have received funding through the instruments of carbon credits. These have not only influenced a specific growth pattern in agriculture and urbanization, but has also had adverse environmental impacts, apart from creating conflicts (both at micro and macro levels). The module will discuss the choices made and their implications at all levels – individual (bottled water), local (urban water privatization), regional / national (dams and other water infrastructure project, international (water conflicts in the middle-east) – to understand the existing and future problems in this sector.

Essential Readings:

- Swyngedouw, 'The Political Economy and Political Ecology of the Hydro-Social Cycle', *Journal of Contemporary Water Research & Education*, 142, August 2009.
- Lyla Mehta, 'The social construction of scarcity: the case of water in western India', in Peet et al. (Eds.), *Global Political Ecology*
- Karen Bakker, 'Commons versus commodities: political ecologies of water privatization' in Peet et al. (Eds.), *Global Political Ecology*
- Paul Robbins, *Environment and Society: A Critical Introduction* (Chap 15: Bottled Water), Wiley Blackwell, 2014 (2<sup>nd</sup> Edition)

Additional Readings:

- Miriam R. Lowi, 'Water and Conflict in the Middle East and South Asia: Are Environmental Issues and Security Issues Linked?', *Journal of Environment & Development*, Vol. 8, No. 4, 1999.



- A Aiyar, 'Allure of the Transnational: Notes on some aspects of political economy of water in India', *Cultural Anthropology*, 22(4), 2007.
- Mark Zeitoun, *Power and Water in the Middle East: The Hidden Politics of the Palestinian-Israeli Water Conflict*, I.B. Taurus, 2008.

- Module 6: Disease, Health and Biopolitics

Pathogens have always travelled with humans and created a dynamic disease ecology, several times leading to pandemics/epidemics. Along with news of every new advances in medical field, we also hear stories of new viruses/pathogens jumping the animal world into human life. Growing affluence, urbanisation and changing life-styles has also led to growth of 'life-style diseases' which itself is reaching epidemic proportions. Global response is becoming increasingly complex to understand with several actors, ranging from IGOs, (inter)national regulatory bodies, pharmaceutical companies, drug trial industry, national governments and municipalities struggling to deal with the rapid changes, each from their own vantage point of profit-making, policy-making, and public health management. The management of health risk has also got individualised, both because bodies are now understood in terms of their genetic inheritance, as well as the growth of health insurance sector.

Readings:

- Joao Biehl, 'When people come first: beyond technical and theoretical quick-fixes in global health' in Peet et al. (Eds.), *Global Political Ecology*
- Bruce Braun, 'Governing disorder: biopolitics and the molecularization of life' in Peet et al. (Eds.), *Global Political Ecology*
- Kaushik Sundar Rajan, *Lively Capital: Biotechnologies, Ethics, and Governance in Global Markets*, Duke Univ Press, 2012. [Introduction]

Additional Readings:

- Patricia Campbell et al., *Introduction to Global Studies*, Wiley-Blackwell, 2010 (Chap 7: Infectious Disease and Globalisation)
- Joseph Dumit, *Drugs for Life: How Pharmaceutical Companies Define our Health*, Duke Univ Press, 2012. [Introduction]
- Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (Introduction: Public Health, Race, and Citizenship), University of California Press, 2001.

- Food, Health & Environment

The problem of food security/scarcity has largely been seen from the perspective of population growth, which could be solved through a techno-managerial intervention through industrial-farming. A number of big TNC have entered the seed, fertilizer and retail sectors drawing farmers into an ever-expanding network of global markets. The initiation of some of these measures have generated intense debates on the issues related to impacts on health and environment, social justice, and ethics. This module will discuss some of these issues.

Essential Readings:

- Aarti Gupta, 'When Global Is Local: Negotiating Safe Use of Biotechnology' life' in Jasanoff & Martello (Eds.), *Earthly Politics*
- Chigonda & Rusena, 'From gene revolution to green revolution: A panacea to the food security crisis in the 21<sup>st</sup> C and beyond?', *European Journal of Social Sciences Studies*, 3(2), 2018.
- Bernauer and Aerni, 'Trade conflict over genetically modified organisms' (chap 14) in Gallagher (Ed.), *Handbook on Trade and the Environment*, Edward Elgar, 2008.

#### Additional Readings:

- Pingali and Raney, 'From the Green Revolution to the Gene Revolution: How will the Poor Fare?', *ESA Working Paper 5-9 FAO*, 2018.
- Asmita Bhardwaj, 'From the green revolution to the gene revolution in India: Understanding the risks and benefits of genetically modified crops', *Research in Social Problem and Public Policy*, 18, 2010.
- J. Wainwright & K.L. Mercer, 'Transnational transgenes: the political ecology of maize in Mexico', in Peet et al. (Eds.), *Global Political Ecology*

#### • Module 8: Biodiversity, People and Conservation

Many past and recent efforts at conservation, environmental protection, and ecological amelioration – whether in protection of endangered species, threatened ecosystems, or degraded air and waterways – have been inattentive to the underlying forces (of capitalism, economic growth paradigms, and uneven power structures that produce 'winners' and 'losers') and have instead drawn upon dated and colonial models of environmental management. These interventions, ostensibly to create better conditions in the world, can frequently be a mechanism for powerful players to actually seize control of resources and landscapes, and the flow of value that issues from these.

#### Essential Readings:

- Adams and Mulligan (Eds.), *Decolonizing nature: Strategies for conservation in a post-colonial era*, Earthscan, 2003. [Chap 1 & 4]
- Daniel Brockington and James Igoe, 'Eviction for Conservation: A Global Overview', *Conservation and Society*, 4(3), 2006.
- Li, Tania M., 'Practices of assemblage and community forest management', *Economy and Society*, 36(2), 2007.

#### Additional Readings

- Daniel Brockington, 'Community Conservation, Inequality and Injustice: Myths of Power in Protected Area Management', *Conservation and Society*, 2(2), 2004.
- Sachin Chaturvedi, 'Biodiversity, intellectual property rights regime, and indigenous knowledge system at the WTO: revisiting the unresolved issues' in Gallagher (Ed.), *Handbook on Trade and the Environment*, Edward Elgar, 2008

- Module 9: Global flows of garbage/waste, and justice

With land space running out for the disposal of toxic wastes and local opposition to such disposal facilities, the developed world has increasingly been sending wastes abroad to the less affluent nations. As environmental laws in most industrialized nations become increasingly stringent and the cost of waste disposal rises, some waste handlers are turning to cash-poor and easily accessible territories in the developing world. Some developing countries in need of money have continued to accept waste shipments, while others have imposed bans but are unable to monitor them. Such practices are expected to continue and, possibly, even increase in the future given the economic logic of efficiency applied in dealing with this crisis. Further, the developed world has also been shifting their industries to developing countries while consuming the products of these industries. This shift has also led to the shifting of the adverse impacts of industrialization (pollution) to the developing world, and to an uneven impact of globalization/industrialization. The module will discuss some of these issues and how certain groups of people and regions suffer the adverse impacts of waste. It will also discuss the governance / regulatory mechanism in place.

#### Essential Readings

- Sarah A. Moore, 'Global garbage: waste, trash trading, and local garbage politics' in Peet et al. (Eds.), *Global Political Ecology*.
- Asante-Duah & Nagy, *International Trade in Hazardous Waste*, E & FN Spon, 1998. [Chap 1 & 3]
- David Naguib Pellow, 'The global waste trade and environmental justice struggles' (Chap 18) in Gallagher (Ed.), *Handbook on Trade and the Environment*, Edward Elgar, 2008.

#### Additional Readings

- G. Pickren, 'Political ecologies of electronic waste: uncertainty and legitimacy in the governance of e-waste geographies', *Environment and Planning*, 46, 2014.
- Doron & Jeffrey, *Waste of a Nation: Garbage and Growth in India*, Harvard University Press, 2018. [Introduction]

- Module 10: Urban Commons: Air Pollution

A large proportion of the global population, especially in the global south, breathes toxic air that has multiple deleterious health effects from pulmonary disorders to heart diseases and even brain malfunctions. The global geography of air is linked to patterns of manufacturing, mining and power generation, as well as geographical particularities and uneven regulatory mechanisms and their enforcement. Even as China recognised the issue around 2009-2010 and undertook actions to reduce pollution, these initiatives were marked with coercion as well as concerns around data manipulation. Countries like India, Nigeria and Egypt have found it immensely difficult to deal with the issue. Air pollution has though generated some incredible transnational collaborations, knowledge

sharing, and even regulatory interventions, with long-term implications on global environmental regulation.

Readings:

- Soroos, M.S. (1991) 'The atmosphere as an international common property resource' in Nagel, S.S. (ed.) *Global policy studies: international interaction toward improving public policy*. London: Springer, pp.188-220.
- Lidskog, R., and Sundqvist, G. (2002) The role of science in environmental regimes: the case of LRTAP, *European Journal of International Relations*, 8(1), p77-101.
- R. Negi (2020), 'Urban Air', in *Comparative Studies of South Asia, Africa and the Middle East* special issue on "Concept Histories of the Urban", 40(1): 17-23.

**8. Pedagogy:**

**a. Instructional design**

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

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

Special lectures with external experts on some themes / issues.

**c. Expertise in AUD faculty or outside**

The course has been developed in consultation with external experts. There is limited capacity within SGA and AUD to teach the course. Regular/visiting/adjunct faculty will be required for transaction of this course.

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

Linkages with external agencies in the governmental and NGOs, advocacy groups and field-based organisations will be built to provide exposure to students on the different initiatives and to help them get exposed to field-level projects. The students will be encouraged to work on their term paper in collaboration with such organisations.

**9. Assessment structure** (modes and frequency of assessments)

The course will have three types of assessment situations.

- Two response papers (15% each) to a set of questions around the course units: 30%
- Mid-Term Exam: 30%
- Term Paper on any one of the issues from Modules 5 to 10 + Presentation: 40%

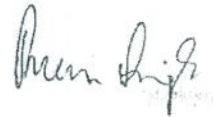
**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4th meeting held on 12 December 2020 has been approved in the present form.



**Signature of the Dean of the School**

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Global Studies
Course title	Global Humans: Imagination, Circulation and Display
Course code	SGA1GS306
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Sunalini Kumar (Co-ordinator) and Adjunct Faculty

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

The course is an introduction to the imagination of the global as well as the global circulation of multiple visual, art and narrative forms during the twentieth century. It is designed as a part of the global humanities thematic of the BA in global studies. In that sense it connects to courses already offered within other critical humanities, literary and cultural studies courses at AUD.

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

No requirement

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

The entire cohort BA Global Studies as well as the global humanities stream of SSH will take this course as a core.

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

5. **Proposed date of launch:** Winter 2021

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

The course will be offered to final year BA students as a core course. It introduces them to the idea of the global in twentieth century film, martial arts, photography, dance and sport. In particular it brings up questions of circulation and dissemination of art forms – both popular and 'high' – and encourages students to probe questions of power and influence. These questions are at the heart of AUD's mission and vision.

7. **Course Details:**

a. **Summary**

The humanities encompass a vast array of subjects: language; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism and theory of the arts, etc. But what do the humanities mean in the contemporary, global age? Can we imagine a humanities without the humanism of the post-Renaissance West; within the ongoing crisis of the university and public intellectuals; and further, alongside the divisions of the global north, south, east and west?

This course, offered to final semester students of the BA in Global Studies, aims to enter this challenging set of questions by grounding all the course material in a simple question: what constitutes the global human in the twentieth century world? Specifically, assuming that the humanities is a form of knowledge produced in diverse settings and scales, the course pursues the arts, creative and cultural practice as fields in which humans live, make sense and shape their creative response to the world. That is one archive of the global humanities. Once this is established, the modules will investigate what is global, local, vernacular or cosmopolitan in these creative responses? They will finally inquire: how do these cultural forms travel across the globe and how do questions of power and politics inflect these journeys? While our location in the global south gives us a particular grip on these questions, the realms of arts and creative practice it is hoped will be of interest to students not only in themselves, but also as an entry points into the question of the (global) human.

**b. Objectives**

- To introduce students to different ways of approaching the 'human' and the humanities.
- To appreciate the historical complexity of creative forms and their circulation in the twentieth century.
- To promote critical engagement with the immediate environment – questions of power and how it appears in the visual, literary and cinematic universes around them.

**c. Learning Outcomes:**

- Understanding the idea of the global from the viewpoint of arts and humanities.
- Appreciation of power and politics in the realm of arts and culture.
- Forging a connection between the everyday and the spectacular.

**d. Overall structure:**

The course is built around the three following conceptual pillars as they pertain to the creative practices of humans around the globe (1) Imagination of the Global (2) Circulation/Dissemination of the Global (3) Eventing/Performing/Displaying the Global. These pillars will be the foundation on which diverse creative practices and art forms in the twentieth century will be discussed. The terms art and creative forms are deployed in their broadest sense, shunning distinctions between high and low, classical and folk. In every unit, the empirical, historical and/or contemporary material will be placed prior to the theoretical material in order to provoke students' own, organic understanding of the field.

Sl#	Module / Unit	Duration
1	Module 1: Introduction to the Global Humanities	2 Weeks
2	Module 2: Imagining the Global? Popular Cinema, Television and Radio	2 weeks
3	Module 3: Photography and Globalisation	2 Weeks
4	Module 4: Large Scale Exhibitions and the Creation of Global Circuits of Viewing	1 Week
5	Module 5: Martial Arts and Globalisation	2 Weeks
6	Module 6: The Globalisation of Sport	1 Week
7	Module 7: Dance as a Global Form	2 Weeks



## e. Contents

### **Module 1: (2 Weeks) Introduction to the Global Humanities**

The imminent demise of the humanities has been predicted for decades now. Scholars like J.M Coetzee have traced this to the devaluation of humanism in late modernity, while Faisal Devji has in an influential essay argued that the humanities need to be rebuilt radically for our times, since the subject of 'the human' itself stands destabilised in our global age. Braidotti and Haraway help us further locate the human within the non-human in the Anthropocene. This first module will introduce students to the new thinking on the human and the humanities sans old notions of the public and the private; the natural and the technological; and the authentic and the artificial.

#### Readings

- Devji, F. (undated) "The Humanities After Humanism" available at: <https://humanitiesfutures.org/papers/humanities-after-humanism/>
- Long, Charles H. (2018) "The Humanities and "Other" Humans" from *Ellipsis: The Collected Writings of Charles H. Long* Bloomsbury Academic Publishing, online edition.
- Braidotti, Rosi. (2015) "Yes, There Is No Crisis. Working Towards the Posthumanities" *Journal of Diversity and Gender Studies*, Vol. 2, No. 1-2 (2015), pp. 9-20
- Haraway, D. (2016) "Tentacular Thinking: Anthropocene, Capitalocene, Chtulucene" from Donna Haraway *Staying with the Trouble: Making Kin in the Chtulucene* Durham and London, Duke University Press, pp. 30-57.
- Coetzee, J.M (2013) "Universities head for extinction" available at: <https://mg.co.za/article/2013-11-01-universities-head-for-extinction/>

### **Module 2 (2 weeks): Imagining the Global? Popular Cinema, Television and Radio**

Following the unfamiliar circuits of familiar - one might say overfamiliar - cultural products like Bollywood films and Indian television programming, we investigate imaginations of the global on the one hand as well as questions of technology and transmission on the other. This allows us to think in terms of comparative understandings of what constitutes 'global' vs the not-global, i.e., the 'local', 'national' and 'regional.' Starting from Prem Chowdhry's work on the making of empire cinema, which shows clearly an early, colonial form of the globalisation of cinematic content, the module will take students all the way to *Malegaon ka Superman*, which follows the mythic presence of an American superhero in the imaginative universe of a small village in Maharashtra. The influence of Hindi cinema and music in Africa; the mediated hyper-

nationalism of post-globalisation India; and finally the indigenisation of modern technology in Indonesia are other concerns of this module. In sum, this module seeks to establish both the enchantment and disenchantment produced by modern film and television technology; and to locate these technologies in wider cultural politics.

Readings:

- Arvind Rajagopal (2013) "Putting America in Its Place" *Public Culture* 1 September 2013; 25 (3 (71)): 387–399.
- Chowdry, P. (2000) *Colonial India and the making of Empire Cinema: Image, Ideology and Identity* Manchester, Manchester University Press; selections.
- Larkin, B. (2003) "Itineraries of Indian Cinema. African Videos, Bollywood and Global Media" in *Multiculturalism, Transnationalism and Film* eds. Ella Shohat and Robert Stam, New Brunswick: Rutgers University Press, pp. 170-192.
- Rajagopal, A. (2001) "The communicating thing and its public" from *Politics after Television* Cambridge, Cambridge University Press, pp. 121-150.
- Mrazek, R. (2002) chp. 5 "Let us become radio mechanics" from *Engineers of Happy Land* Princeton, Princeton University Press, pp. 161-192.
- Robert Heinze (2014) 'Men Between': The Role of Zambian Broadcasters in Decolonisation, *Journal of Southern African Studies*, 40:3, 623-640.

Film:

- Malegaon ka Superman (2012: dir. Faiza Ahmed Khan)  
[https://www.youtube.com/watch?v=dqRq7ZpjF0I&ab\\_channel=JungleFilmClub](https://www.youtube.com/watch?v=dqRq7ZpjF0I&ab_channel=JungleFilmClub)

**Module 3 (2 Weeks): Photography and Globalisation**

The module critically engages with the relationship between creation of photographic cultures and different modes of globalisation. The course endeavours to show how two modes of globalisation, namely colonialism and voluntary, but calibrated, participation in larger circulations, set in motion two different narratives of dissemination and circulations of the photographic technology and practices. Two case studies contrast and compare two ways photography developed in Japan and colonial India, in very similar ways in which the technology was adopted with great alacrity as part of their extant visual cultures. Yet in many respects the two developments differed fundamentally in accordance with the states' attitude towards photography and the way power relations were invested in the technology. The main focus would be on how photography changed societies with two discrete histories of

photography created while passing through similar stages of photography's development each with its own aesthetic mode and economic model.

Readings:

- Pinney, C. (1997) *Camera Indica: The Social Life of Indian Photographs*, Chicago, The University of Chicago Press.
- Tucker, Anne Wilkes; Dana Friis-Hansen, Kaneko Ryūichi, Takeba Joe (2003) *The History of Japanese Photography* New Haven, Yale University Press/MOMA, Houston. (selections from the book, both text and photographs).
- Patchineelam, V; Sareen H. (2017) *Photographs of Sambasiva Rao Patchineelam*, São Paulo, Instituto Moreira Salles/ZUM, (selections from the book, both text and photographs)
- Karlekar, M. (2005) "Inventions and the Image" from *Revisioning the Past: A History of Early Photography in Bengal 1875-1915*, Oxford, Oxford University Press, pp. 1-22.

Media:

- How the US discovered Japanese Photography:  
<https://www.youtube.com/watch?v=nmfnH15Eh7Q>

**Module 4 (1 Week): Large Scale Exhibitions and the Creation of Global Circuits of Viewing**

The module aims to look critically at the culture of display, exhibiting, and the creation of a global public. The module considers a selection of a large-scale exhibitions like The Crystal Palace in the Great Exhibition of 1851, the Expos, international photography exhibition The Family of Man, and finally art exhibitions, namely the Second Havana Biennial, "Magiciens de la Terre" (The Magicians of the Earth), Documenta V and XI and which turned critical of forces that created them. The module will offer genealogies of culture of display and spectatorship at a large scale across geographies beginning from the earliest stages to later stages of capitalism to the middle of the twentieth century.

Readings:

- Shears, J (2017) *The Great Exhibition, 1851: A Sourcebook*, Manchester University Press
- Rydell, R.W (1993) *World of Fairs: The Century-of-Progress Expositions*, Chicago, The University of Chicago Press
- Roche, M. (2009) Mega-events, culture and modernity: Expos and the origins of public culture, *International Journal of Cultural Policy*

- Altshuler, B (2013) *Biennials and beyond: Exhibitions That Made Art History*, London, Phaidon

### **Module 5 (2 Weeks): Martial Arts and Globalisation**

What is martial art? Why is the term so ambiguous, and how can it be martial, art and increasingly a spectator sport at once? Most martial art forms were reconstructed or modified for the modern global audiences; however, they often carry certain images of tradition or cultural heritage in the way that they have been popularized across the globe along with the international media. This module will encourage students to see martial arts critically by exploring martial arts as a social product and its trajectories. The lectures will focus on the early twentieth century in the time of modernization of societies that brought reconstructions in the forms and value of martial arts, as well as the '70s popularization of martial arts through film industries and commodification in the global market. Taking examples from the experiences of a 'foreigner' learning Kalaripayattu in India to the demand for the inclusion of martial arts as an Olympic sport, the module will deconstruct meanings of the martial, the arts, as well as sports as they pertain to the global twentieth century.

#### Readings:

- Hobsbawm, E. J. (1983) "Introduction: Invention of Traditions" from *The Invention of Tradition*, ed. Hobsbawm, E. J., & Terence O. Ranger. Cambridge University Press, 1983, pp.1-15.
- Zarrilli, P. B. (2001) *When the body becomes all eyes: Paradigms, discourses and practices of power in Kalaripayattu, a South Indian martial art*. Delhi, Oxford University Press.
- Green, T. (2001) "Kalaripayattu" from *Martial Arts of the World: An Encyclopaedia: Volume 1 A-Q* Santa Barbara, ABC-CLIO, pp. 225-231.
- Guttman, A., & Thompson, L. (2001) several chapters from *Japanese sports: A history*. Honolulu, University of Hawai'i Press.

### **Module 6 (1 Week): The Globalisation of Sport**

Sport is uniquely positioned to be classed and studied as a universal global spectacle in the twentieth century, with the gradual interweaving and homogenisation of sporting cultures and practices across the globe; and the formalisation of institutions that govern sport, e.g. the Olympics Association. Yet, of course there are vastly divergent ideas on what constitutes a sport, and even more so on what constitutes a global sport. The practices and cultures around individual sports are further mediated through nation, gender, class, caste, ethnicity and race, to name only a few. The line between performing arts and sports is also much narrower than we imagine, as seen with the demand to include figure skating, synchronised swimming or martial arts in the

Olympics. This module will examine sports as a form of embodied human knowledge production, and the politics of that knowledge.

Readings:

- Chappelet, J. (2008) *The Olympic System* London and Abingdon, Routledge.
- Polley, M. (1998), several chapters from *Moving the Goalposts: A History of Sports and Society since 1945* London and New York, Routledge.
- Kasbekar, A. (2006) "Cricket" from *Pop Culture: India!* Santa Barbara, ABC-CLIO publishing, pp.249-274.

**Module 7 (2 Weeks) Dance as a Global Form**

The twentieth century was a period in which across the globe, universalising norms established distinct meanings of the 'classical', the 'popular' and the 'folk' in the field of music, art and dance. It was also a time of continuous invention and re-invention of tradition, to use Hobsbawm and Ranger's influential framework. How did these inventions and reinventions inflect dance in different societies? Grounding itself in the Indian subcontinent and South Asian diasporas, the module on dance will deal with the fascinating history of how Indian dance forms were "globalised". Whether that meant the circulation of a pre-existing 'national' performative style (eg: Bharatnatyam) or the creation of an entirely new vocabulary of "Indian dance" for global audiences (eg: Uday Shankar's troupes or the slippery category of "Oriental Dance"), dance's global publics and meanings continue to evolve.

Readings:

- Morcom, A. (2008) "Indian popular culture and its "others": Bollywood dance and anti-nautch in twenty first century global India" in *Popular culture in a globalised India*. ed. K. Moti Gokulsing and Wimal Dissanayake. Routledge, 2008. pp. 125-138.
- Chakrabarty, P. (2011) "Global Dancing in Kolkata." in *A Companion to the Anthropology of India*. ed. Isabelle Clark-Deces. Wiley-Blackwell, 2011, pp. 137-153.
- Purkayastha, P. (2012) "Dancing Otherness: Nationalism, Transnationalism, and the Work of Uday Shankar" *Dance Research Journal*, Vol. 44, Number 1, Summer 2012, pp. 68-92.
- ---"Performance as Translation: Uday Shankar in the West." *The Drama Review* 31.1 (1987): 64-88.
- Katrak, K. H. (2004) "Cultural Translation' of Bharata Natyam into 'Contemporary Indian Dance'. *Second-generation South Asian Americans and Cultural Politics in Diasporic Locations.*" *South Asian Popular Culture* 2.2 (2004) 79-102.

- Erdman, J.L (1996) "Dance Discourses: Rethinking the History of the "Oriental Dance" in *Moving Words* ed. Gay Morris London, Routledge, pp. 252-266.

## 8. Pedagogy:

### a. Instructional design

The course will be a combination of lectures, tutorials, and films / multimedia instructional material.

### b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

### c. Expertise in AUD faculty or outside

The core faculty has training in political science, political philosophy, urban and women's studies.

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

## 9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the material. This involves primarily short pieces (combined: 35%)
- The second assessment will involve an individual project/long essay on the investigation of a chosen theme (30%).
- The third assessment will be final examination (35%).

**Signature of Course Coordinator(s)**


Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**

## Programme Structure of BA Sustainable Urbanism

The core courses of BA Sustainable Urbanism (BA-SU) are organized around three broad domain – Urbanism and Governance; Technology and Environment, and; Skills (see the table below). Three core courses in each of the domains have already been offered in the first five semesters of the programme. The three proposed core courses (in the 6<sup>th</sup> row of the table) for the 6<sup>th</sup> semester are located within each of these domains.

Domains		<i>Urbanism and Governance</i>	<i>Technology and Environment</i>	<i>Skills</i>	<i>SU-Electives</i>
<i>Themes</i>		ways of living and belonging in urban worlds, and their legal and administrative environments	urban infrastructures and technologies, the biophysical context and materiality	sharpening analytical skills to prepare for research and the world of work	in areas within the themes and in skills related to urban practice
<b>I Year</b>	1 <sup>st</sup> Sem	Urban Worlds			
	2 <sup>nd</sup> Sem		Urban Environments		Reading cities through neighbourhoods
<b>II Year</b>	3 <sup>rd</sup> Sem	Governing the City		Working with numbers	Urban-Rural Interface
	4 <sup>th</sup> Sem		Housing and Society	Knowing the City	
<b>III Year</b>	5 <sup>th</sup> Sem	Claims to the City	Cities and Waste	Mapping and Visualization I	Colonial Urbanism
	6 <sup>th</sup> Sem	Urban Management and Finance (proposed)	Cities and Climate Change (proposed)	Mapping and Visualization II (proposed)	Land/Property



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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Urban Management and Finance
Course code	SGA1SU304
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core for BASU & BASSH (Urban Stream)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA 6th Semester
Course coordinator and team	Dr. Pritpal Singh Randhawa, Dr. Rohit Negi and VF/AF

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

The course is intended as one of core courses for the students of BASU and BASS (Urban Stream). It builds up on the course titled 'Governing the City' under the Urbanism and Governance Stream of the BASU programme of the School of Global Affairs.

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

No requirement

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

The entire cohort of BA-SU, and those SSH students who have opted for this trajectory, will enroll in the course.

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

Semester-long course; Winter Semester

**5. Proposed date of launch: Winter 2021**

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

The core concern of the course is to understand how our cities are being managed and financed to make them more sustainable, which is in tune with AUD's thrust on sustainability.

**7. Course Details:**

**a. Summary**

This course is aimed at providing a critical perspective on the ways in which cities are managed and financed both in the global and Indian context. It will begin with the introduction of key theories and ideas of urban public finance. Further, it will give an overview of municipal finance through the detail discussion on traditional ways of funding and related challenges faced by most of the urban local bodies (ULBs) across Indian cities. Hierarchies in terms of allocation of funds and projects between large, medium and small cities will also be explored. These challenges will then be linked with the analysis of some of the emerging instruments of municipal financing such as municipal bonds, venture capital, credit rating etc. The final part of the course will focus on the practical implications of urban public finance through critical deliberations on case studies of innovations in urban finance. The readings in the course include both the descriptive government documents as well as critical academic writings on different aspects of urban finance.

**b. Objectives**

- i. To understand the basic concepts of urban public finance both in the global and Indian context.
- ii. To gain an ability to read, interpret and review technical and financial documents of ULBs in India.
- iii. To build a critical understanding of contemporary urban development and infrastructure projects.

**c. Learning outcomes**

On successful completion, students should be able to:

- i. Gain a knowledge on Centre-State-Municipal relationship on urban public finance.
- ii. Develop skills to understand and examine municipal finance.
- iii. Understand and review projects implemented through various models of urban finance in India.

**d. Overall structure:**

This course is organized around four units.

	Topic	Duration (week)
1.	Key Concepts in Urban Public Finance	2
2.	Linking Urban Management and Finance	3
3.	Instruments of Municipal Financing	3
4.	Case Studies on Innovation in Urban Finance	4

#### e. Contents

##### **Unit 1 – Key Concepts in Urban Public Finance (2 Weeks)**

The unit will introduce the students to some of the key theories and ideas of urban public finance both in the global and Indian context. It will begin with the theoretical aspects of fiscal federalism (who should do what to ensure the most efficient and equitable allocation and distribution of resources consistent with the preferences of the people). Further expenditure assignment of ULB's (ULB functions) and its financing will be covered. Here issues such as public goods, externality, benefit approach, ability to pay approach etc. will be discussed.

##### Essential Readings

Bahl R and J Linn (1992). *Urban Public Finance in Developing Countries*, New York: Oxford University Press.

Rao. M.G. and Bird, R. M. (2010). 'Urban Governance and Finance in India', NIPFP Working Paper No. 2010-68.

Mathur, O.P. (2006). 'Local Government Organization and Finance: Urban India' in Shah, A (eds) *Local Government in Developing Countries*, Washington DC: The World Bank.

Musgrave, R.A. and Musgrave, P. B. (1984). *Public Finance in Theory and Practice*, Tata McGraw Hill.

Oates, W. E. (1999). An Essay on Fiscal Federalism, *Journal of Economic Literature*, 37: 1120-49.

##### Suggested Readings

Slack, E. (2009). 'Guide to Municipal Finance', UN-HABITAT.

Peterson, G.E. and Annez, P. C. (2007). *Financing Cities*, The World Bank, Sage Publications.

## **Unit 2 – Linking Urban Management and Finance (3 Weeks)**

The unit will give an overview of municipal finances and challenges faced by the ULBs in India. It will begin with the discussion on revenue base of ULB's - taxation (property tax mainly) , non-tax revenue (user charges, fees, fines etc.). How majority of the ULBs across the country are running in debt will be explained through evaluation of financial status of selective ULBs. The issue of debt will be linked with the discussion on vertical imbalance (ULB's assigned more functions but less revenue sources) and the consequent need to address this imbalance through Centre-State-Municipal fiscal relations and intergovernmental transfers ( e.g. Finance Commission Grants). Finally, there will be also discussion the issues of hierarchies (in terms of allocation of funds and projects) between large, medium and small ULBs.

### **Essential Readings**

Bandyopadhyay, S. (2014). 'Municipal Finance in India: Some Critical Issues', International Center for Public Policy, Working Paper 14-21, Andrew Young School of Policy Studies, Georgia State University, Atlanta, USA.

Ahluwalia, I. J. et al (2019) 'State of Municipal Finances in India: A Study Prepared for the Fifteenth Finance Commission', New Delhi: Indian Council for Research on International Economic Relations. Available at [https://fincomindia.nic.in/writereaddata/html\\_en\\_files/fincom15/StudyReports/State%20of%20Municipal%20Finances%20in%20India.pdf](https://fincomindia.nic.in/writereaddata/html_en_files/fincom15/StudyReports/State%20of%20Municipal%20Finances%20in%20India.pdf)

Mohanty, P. K., Misra, B. M., Goyal, R. and Jeromi, P. D. (2007). 'Municipal Finance in India: An Assessment by Department of Economic Analysis and Policy', Mumbai: Reserve Bank of India.

Singh, C. and Singh, C. (2015). 'Financing of Urban Local Bodies in India', IIM-Bangalore Working Paper No. 49.

### **Suggested Readings**

Bandyopadhyay, S. (2012) 'Performance Evaluation of Urban Local Governments: A Case for Indian Cities', International Center for Public Policy, Working Paper 12-32, Andrew Young School of Policy Studies, Georgia State University, Atlanta, USA.

## **Unit 3 – Instruments of Municipal Financing (3 weeks)**

This unit will analyse the contemporary instruments of municipal financing such as bonds, venture capital, credit rating, innovative financing etc. Here, the focus will be to understand that how do these instruments of municipal financing are linked with the larger context of political economy. It will be

explored that how do these new instruments respond to different scenarios - both during the time of economic boom as well as during recession.

#### Essential Readings

Pandey, K. K. (2011). *Stimulating Revenue Base of Urban Local Bodies*, New Delhi: Indian Institute of Public Administration

Chattopadhyay, S. (2006). Municipal Bond Market for Financing Urban Infrastructure, *Economic and Political Weekly*, 41 (26): 2787-2791.

Department of Economic Affairs. (2017). Guidance on use of Municipal Bond Financing for Infrastructure projects. Ministry of Finance. Government of India.  
<https://www.pppinindia.gov.in/documents/20181/33749/Guidance+on+use+of+Municipal+Bonds+for+PPP+projects.pdf/037cb143-8305-4c57-8f3c-32e5a329297f>

Kumar, K., Kalaskar, U., Mandwale, K., and Thakur, P. (2018). 'Pune's Pathbreaking Success in the Municipal Bond Market: A Case Study'.

Chetan, V. and Vaidya, H. (2010). 'Market-based financing of urban infrastructure in India'. *Building from the Bottom*: 107-22.

Kundu, A. (2001). Politics and economics of credit rating, *Economic and Political Weekly*, 36 (4): 293-295.

#### **Unit 4: Case Studies of Innovation in Urban Finance (3 Weeks)**

The unit will focus on the implications of public finance on the ground by critically examining the case studies of innovations in urban finance. Here various models of privatization in urban infrastructure will be analyzed through case studies of corporatization of Delhi Jal Board (DJB), Mumbai/Hyderabad Metro, Solid Waste Management and others. It will be explored whether or not the innovations in urban finance have improved the management efficiency and have brought in better accountability than the municipal systems. Alongside lectures, a part of the unit will be done in the project mode, where students will be working on selective case studies and present them in the class.

#### Essential Readings

Baindur, V. and Kamath L. (2009). *Reengineering Urban Infrastructure: How the World Bank and Asian Development Bank Shape Urban infrastructure Finance and Governance in India*, New Delhi: Bank Information Center, South Asia.

Koonan, S., & Sampat, P. (2012). Delhi water supply reforms: Public-private partnerships or privatisation? *Economic and Political Weekly*, 47, 32 – 39  
Singh, B. and Parmar, M. (2019). *Smart City in India: Urban Laboratory, Paradigm or Trajectory?*, Routledge

Suzuki, H., and Murakami, J. (2015). 'A Tale of Two Metro Cities: Delhi and Hyderabad, India.' In *Financing Transit-Oriented Development with Land Values: Adapting Land Value Capture in Developing Countries*, 177–204. Urban Development. The World Bank. [https://doi.org/10.1596/978-1-4648-0149-5\\_ch7](https://doi.org/10.1596/978-1-4648-0149-5_ch7).

Sandhu, K., Burton, P., Dedekorkut-Howes, A. (2017). Between hype and veracity; privatization of municipal solid waste management and its impacts on the informal waste sector, *Waste Management*, 59: 545-556.

#### Suggested Readings

Department of Economic Affairs. (2015). Public Private Partnership Projects in India: Compendium of Case Studies. Ministry of Finance, Government of India. [https://www.pppinindia.gov.in/documents/20181/27199/Compendium\\_July\\_8.pdf/74f766db-c9ba-4ff9-8492-a0ff4493103f](https://www.pppinindia.gov.in/documents/20181/27199/Compendium_July_8.pdf/74f766db-c9ba-4ff9-8492-a0ff4493103f)

Santosh Kumar Delhi, V. Mahalingam, A. and Palukuri, S. (2012). Governance issues in BOT based PPP infrastructure projects in India, *Built Environment Project and Asset Management*, 2 (2): 234-249.

## 8. Pedagogy:

### a. *Instructional design*

The course will be a combination of lectures and audio-video material. Alongside lectures, Unit 4 will be transacted through student projects, where students will be working in a group on selective case studies and present them in the class. Herein, some external experts would also be invited to conduct a few sessions. The course will make use of online platform 'google classroom' that enables students to track the course's progress and their own contributions.

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

None

### c. *Expertise in AUD faculty or outside*

The existing faculty members in the School of Global Affairs (SGA) do not have expertise in the issues covered in the course, hence the course will either be transacted by the Visiting Faculty (VF) or by Adjunct Faculty (AF).

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

There is already an existing linkage with experts working on different aspects of urban management and finance. Some of them were invited for the consultative meeting that was organized to discuss the course. They can also be invited to deliver few lectures.

**9. Assessment structure (modes and frequency of assessments)**

Types of Assessments		
Mid Term Exam (35%)	Group Project Work & Presentation (30%)	End Semester Exam (35%)

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Cities and Climate Change
Course code	SGA1SU305
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for BASU
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Adjunct/Visiting Faculty, Dr. Rohit Negi (Coordinator)

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

The course is intended for the final semester students of BA in Sustainable Urbanism and builds on courses that have gone before, most particularly, the second semester core course 'Urban Environments', and the second-year foundation course 'Environmental Issues and Challenges'.

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

No requirement

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

The entire cohort of BASU will enrol in the course.

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

Semester-long course

**5. Proposed date of launch:** Winter 2021

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

The course builds students' understanding of a major global issue, and specifically, its urban imbrications. Climate change is an ongoing concern for policymakers, advocates and activists around the world, including in our immediate context, thus taking forward AUD's vision of teaching/learning in socially relevant areas. One of the main foundations on which the BASU programme stands is environment/ecology, and this course fits well within it.

**7. Course Details:**

**a. Summary**

Climate change has fast emerged as a major social concern, with the potential to disrupt the lives of people the world over. Extreme weather events like cloudbursts, cyclones, and hurricanes are as much a consequence of climate change as are 'slower' processes like increasing temperatures and sea level rise. Cities are imbricated in these developments both as significant--and growing-- contributors to the causal factors behind climate change, as well as places where its effects are keenly felt. Urban flooding due to extreme rainfall patterns are being witnessed in India with increasing frequency from Srinagar to Chennai, and most recently, in Hyderabad. On the other hand, coastal cities must prepare for increased incidences of debilitating storms and cyclones even as they negotiate sea level rise. Elsewhere, the changing hydrology due to the melting of glaciers call upon urban actors to engage in long-term planning for water. The course delves into these issues, the concepts through which the relations between climate and cities have been analysed, and the planning instruments that have been developed and operationalised in response to climate concerns. While the concepts that will be discussed are a part of a global conversation on climate change, the course will be grounded in the Indian context with the use of illustrations and case studies as part of the different units.

**b. Objectives**

- To build an understanding of climate change, especially as it concerns urban regions
- To develop expertise in concepts through which these changes are understood and acted on
- To become familiar with planning practices and instruments aimed at ameliorating climate change causes and effects
- To reinforce critical thinking and effective communication

**c. Expected Learning Outcome:**

On the completion of the course, students should be able to:

- Critically analyse the linkages of cities with climate change
- Contribute to conversations on policy, advocacy and planning related to urban climate change
- Contextualise urban environmental issues in a historical and conceptual background

**d. Overall structure:**

This course is organized around six units.

	<b>Topic / Unit</b>	<b>Duration</b>
1.	What is climate change?	1 week
2.	The urban process, climate change, and just transitions	2 weeks
3.	Vulnerability, mitigation, and adaptation to climate change	2 weeks
4.	Resilience and transformation	2 weeks
5.	Planning for climate change	3 weeks
6.	Right to the city and climate justice	2 weeks

The course will use the following texts as reference. Other readings are detailed below:

Rosenzweig, Cynthia et al. 2011. *Climate Change and Cities: First Assessment Report of the Urban Climate Change Research Network*. Cambridge University Press.

Bulkeley, Harriet. 2013. *Cities and Climate Change*. Routledge.

**e. Contents**

**Unit 1. What is climate change?**

The first unit introduces the basic concepts and facts of climate change. It will also outline the trajectory of major studies, the institutional architecture of governance, and ongoing global politics around it.

**Required Readings**

Denchak, M. 2017. Global climate change: what you need to know. *NRDC*. Available from <https://www.nrdc.org/stories/global-climate-change-what-you-need-know>

What is climate change? Start here. *Al Jazeera English*. Available from [https://www.youtube.com/results?search\\_query=global+climate+change](https://www.youtube.com/results?search_query=global+climate+change)

Klein, Naomi. 2015. *This Changes Everything: Capitalism v the Climate*. Simon and Schuster. Ch 1 (Introduction)

### **Suggested Reading**

In Depth: Climate Change and India. *Rajya Sabha TV*. Available from [https://www.youtube.com/results?search\\_query=india+climate+change](https://www.youtube.com/results?search_query=india+climate+change)

Transcript: Greta Thunberg's speech at the UN Climate Action Summit. Available from <https://www.nbcnews.com/news/world/read-greta-thunberg-s-full-speech-united-nations-climate-action-n1057861>

### **Unit 2. The urban process, climate change, and just transitions**

This unit is designed to build a perspective on how climate change confounds some of the taken-for-granted ideas like 'the city', administrative hierarchies and the meaning of time in planning. With climate, we're looking at cross-border phenomena, which very often work at intersecting scales (global change, but very and often non-intuitive local impacts), across continuities between cities with their wider regions, and distributed across time in ways not overlapping with the time frames of urban policy and planning.

The unit will then consider the footprints of urban sectors--which often intersect--like energy, transportation and the built environment, in terms of emissions related to dynamic techno-political systems. It will also take up the urban impacts of climate change including rising temperatures reflected in phenomena like the urban heat island effect, as well as changes in hydrological and ecological processes. Finally, the unit will discuss the theme of urban transitions from a climate perspective, introducing ideas of justice, access, and equity, so that questions arising from these may be posed through the subsequent units of the course.

### **Required Readings**

Gandy, M. 2012. 'Where does the city end?', *Architectural Design*, <https://doi.org/10.1002/ad.1363>

Bulkeley, ch 1 (Climate Change and Urban Problem)

Rosenzweig et al, Part 3 (Urban Sectors)

McDonnell, T. and M. Kapur 2020. India's megacities aren't prepared for a wave of climate migrants. *QZ.com*. Available from <https://qz.com/1895253/climate-change-in-india-is-fueling-unchecked-urbanization/>

Klinenberg, Eric. 2015. *Heat Wave: A Social Autopsy of Disaster in Chicago*. University of Chicago Press. Introduction: The City of Extreme

Hughes, S. and M. Hoffmann. 2020. 'Just urban transitions: Towards a research agenda', *WIREs Climate Change*, <https://doi.org/10.1002/wcc.640>.

### **Suggested Readings**

Dodman, D. 2009. Blaming cities for climate change? An analysis of urban greenhouse emissions inventories. *Environment and Urbanization* 21(1): 185-201.

Eric Klinenberg, 'Climate Change and the Future of Cities'. Available from <https://www.youtube.com/watch?v=6aBQCZleonc>

Dhang, Partho (Ed). 2016. Climate Change Impacts on Urban Pests. CABI Climate Change Series. Ch. 1-2

Chaiechi, T and S Tavares. u.d. Urban growth, heat islands, humidity, climate change: the costs multiply in tropical cities. *The Conversation*. available from <https://theconversation.com/urban-growth-heat-islands-humidity-climate-change-the-costs-multiply-in-tropical-cities-120825>

Zenghelis, D and N Stern. 2015. Climate change and cities: a prime source of problems, yet key to a solution. *The Guardian*. Available from <https://www.theguardian.com/cities/2015/nov/17/cities-climate-change-problems-solution>

### **Unit 3. Vulnerability, mitigation, and adaptation to climate change**

Over the last three or so decades, as scholars from various disciplines have researched the causes and effects of climate change, a set of transdisciplinary concepts have been developed to understand and articulate social relations with climate. This unit will delve into four critical concepts, i.e. risk, vulnerability, mitigation and adaptation; identifying, particularly, their meanings in an urban context.

### **Required readings**

Bulkeley, ch 2 (climate risk and vulnerability in the city) and ch 5 (climate change mitigation and low-carbon cities)

Martens, P et al. 2009. The climate change challenge: linking vulnerability, adaptation, and mitigation. *Current Opinion in Environmental Sustainability* 1(1): 14-18.

Ahmad, S. and M.J. Choi. 2010. Urban India and Climate Change: Mitigation Strategies towards Inclusive Growth. *Theoretical and Empirical Research in Urban Management*, 6(15): 60-73.

### **Suggested readings**

Intro to climate change impacts, Climate Literacy, available from <https://www.youtube.com/watch?v=1pSoQXgnn5s>

Porio, E. 2011. Vulnerability, adaptation, and resilience to floods and climate change-related risks among marginal, riverine communities in Metro Manila. *Asian Journal of Social Science*, 39(4):425-445.

Kjellstrom, T. and Weaver, H.J. 2009. Climate change and health: impacts, vulnerability, adaptation and mitigation. *New South Wales public health bulletin*, 20(2): 5-9

Paavola, J., 2008. Livelihoods, vulnerability and adaptation to climate change in Morogoro, Tanzania. *Environmental Science & Policy* 11(7): 642-654.

#### **Unit 4. Resilience and transformation**

Resilience in the context of climate is understood as the capacity of a system to absorb stress, and to reorganize towards more sustainable outcomes. It is considered a far more proactive and planned set of interventions than adaptation, and has come to structure forward-looking thinking related to climate change. Mark Pelling has made the case for an even more radical change to social-environmental regimes in the context of climate change, in other words, for transformation. This unit will unpack these debates with the use of several urban case studies.

#### **Required readings**

Bulkeley, ch 6 (urban adaptation-towards climate-resilient cities)

Tyler, S. and M. Moench. 2012. A framework for urban climate resilience, *Climate and Development*, 4(4): 311-326

Pelling, Mark. 2011. *Adaptation to Climate Change*. Routledge. Ch 5 (Adaptation as transformation)

Chatterjee, D et al. 2016. *Gorakhpur: A Case Study of Resiliency*. International Planning History Society Proceedings. Available from <https://journals.open.tudelft.nl/iphs/article/download/1244/1842/>

#### **Suggested readings**

Grove, K. 2018. *Resilience*. Routledge. Ch 5 (Resilience as essentially contested concept)

Bahadur, A. and Tanner, T., 2014. Transformational resilience thinking: putting people, power and politics at the heart of urban climate resilience. *Environment and Urbanization*, 26(1), pp.200-214.

#### **Unit 5. Planning for climate change**

This unit will look at the varied engagements of urban policy and planning with the above discussed issues and ways of thinking around climate change. These take many forms, from the structures and instruments of governance, to guidelines for private and citizens actions, and concrete technological interventions. In many instances, for example, in India, climate change as an urban planning concern has arrived from without, and there is considerable unevenness in its inclusion in policy

as well as the efficacy of these actions. Through case studies of various urban contexts, the unit will consider the ways in which climate change has become part of how cities are planned and governed.

### **Required readings**

Bulkeley, ch 7 (Climate change experiments and alternatives in the city)

Khosla, R and A Bhardwaj. 2018. Urbanization in the time of climate change: Examining the response of Indian cities. *Wires: Climate Change*. <https://doi.org/10.1002/wcc.560>

Blakely, E J. 2007. *Urban Planning for Climate Change*. Lincoln Institute of Land Policy. Available from [https://www.lincolninst.edu/sites/default/files/pubfiles/1310\\_blakely\\_final.pdf](https://www.lincolninst.edu/sites/default/files/pubfiles/1310_blakely_final.pdf)

O'Neill, M. 2020. How Urban Planners are Reacting to Climate Change. *Architectural Digest*. Available from <https://www.architecturaldigest.com/story/climate-change-design-urban-planning>

### **Suggested readings**

'Sustainable urban transformation for climate change adaptation' (video) available from <https://www.youtube.com/watch?v=6TqAsnQxylE>

Chu, E. 2016. 'The political economy of urban climate adaptation and development planning in Surat, India'. *Environment and Planning C*. <https://doi.org/10.1177/0263774X15614174>

Bhardwaj, A and R Khosla. 2020. Superimposition: How Indian city bureaucracies are responding to climate change. *Environment and Planning E: Nature and Space*. <https://doi.org/10.1177/2514848620949096>

## **Unit 6. Right to the city and climate justice**

While questions of power, political economy and environmental politics run through the different units, especially from #3-5, the final unit will take them up to set a concluding agenda for the students to take with them. Gender, caste, race, and spatial inequalities intersect in historically-specific ways to produce injustices, in both the effects of climate change and in policy interventions. The unit asks what would it take to move these processes towards just means and outcomes?

### **Required readings**

Steele, W et al. 2015. Urban climate justice: creating sustainable pathways for humans and other species. *Current Opinion in Environmental Sustainability* 14: 121-126.

University College London Podcast: 'Urban Futures and Climate Change in India: Impacts and Implications'. Available from <https://www.ucl.ac.uk/bartlett/development/events/2017/may/urban-futures-and-climate-change-india-impacts-and-implications>

Hughes, S. (2013). Justice in urban climate change adaptation: criteria and application to Delhi. *Ecology and Society*, 18(4). <http://dx.doi.org/10.5751/ES-05929-180448>

Cohen, D A. 2018. *Climate Justice and the Right to the City*. Penn Institute for Urban Research Working Paper. Available from <https://penniuur.upenn.edu/uploads/media/Cohen.pdf>

'Designing Urban Climate Justice' (video) available from <https://www.youtube.com/watch?v=6lIVhxV-Nfc>

### **Suggested readings**

Colenbrander, S and A Sudmant. 2018. How tackling climate change could tackle inequality. *IIED Blog*. Available from <https://www.iied.org/how-tackling-climate-change-could-tackle-inequality>

Goldstein, J. 2018. *Planetary Improvement: Cleantech Entrepreneurship and the Contradictions of Green Capitalism*. MIT Press. Ch 6 (Whose Planet? Whose Technology?)

## **8. Pedagogy:**

### **a. Instructional design**

The course will be a combination of lectures, discussions, and site visits/fieldwork.

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

Transportation for site visits.

### **c. Expertise in AUD faculty or outside**

The course has been developed in consultation with external experts. There is limited capacity within SGA and AUD to teach the course. Regular/visiting/adjunct faculty will be required for transaction of this course.

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

The course is a potential vehicle to develop further linkages with organisations like TERI and Centre for Policy Research, which have research and/or teaching programmes in the area.

## **9. Assessment structure (modes and frequency of assessments)**

The course will have three types of assessment situations.

- Response papers about 500 words each (45%): Students submit three short responses (15% each) to a set of questions around the course units.
- A group-based project (25%) will involve documentation of a climate justice issue, whether fast (e.g. flood, heat) or slow (e.g. accumulating toxins).
- The third assessment will be the final examination (30%).

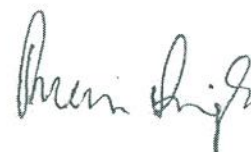
**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 has been approved in the present form.



**Signature of the Dean of the School**

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Mapping and Visualization II
Course code	SGA1SU306
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for BASU
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Adjunct/Visiting Faculty; Rohit Negi (Coordinator)

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

This is a core course for the students of BA Sustainable Urbanism. It builds on fifth-semester course Mapping and Visualisation I.

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

Completion of Mapping and Visualization I

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

The entire cohort of BASU will enrol in the course.

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

**5. Proposed date of launch:** Winter 2021

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

The BASU programme moves to the acquisition of higher order skills in the final semester. This course is geared towards building expertise in a real-world skill to prepare for the world of practice.

## 7. Course Details:

### a. Summary

Mapping, spatial analysis and visualisations have assumed critical importance in fields allied to urban and regional research and practice. From definitive understanding of housing segregation to the provisioning of infrastructures and mapping of disease outbreaks, cartographic tools significantly contribute to urban and regional knowledge and governance. After introducing students to the basics of cartography and spatial analysis with the use of freely available softwares (primarily Google Earth) in the previous semester, this course moves to practical training and more refined analysis in GIS, remote sensing and image processing.

### b. Objectives

- To develop expertise in digitization of spatial data
- To become proficient in spatial analysis tools through the use of open-source mapping software
- To process images and conduct appropriate analysis

### c. Expected Learning Outcome:

On the completion of the course, students should be able to:

- Demonstrate the capacity to generate spatial data through GPS
- Use QGIS to conduct spatial analysis
- Effectively use image processing software to generate meaningful results
- Visualize and communicate results effectively

### d. Overall structure:

This course is organized around six units.

	<b>Topic / Unit</b>	<b>Duration</b>
1.	Introduction to GPS	1 week
2.	Using and building maps with GPS	2 weeks
3.	Building maps with GIS	3 weeks
4.	Integration of remote sensing and GIS	2 weeks
5.	Customization of maps and visualizations	2 weeks
6.	Project work	2 weeks

The course will use the following texts as reference. Other readings are detailed below:

Burrough, P.A., McDonnell, R., McDonnell, R.A. and Lloyd, C.D., 2015. *Principles of geographical information systems*. OUP Press.

## e. Contents

### Unit 1. Introduction to GPS

Global Positioning System (GPS) is almost used by everyone in one way or the other. It has become an integral part of our everyday lives through easily accessible applications like Google Maps. Thus, this unit will focus on understanding the basic concepts of GPS and its applications in different fields.

- Global Navigation Satellite System
- Global Positioning System (GPS)
- Different segments/Components of GPS, Terminology
- GPS Functioning, sources of error
- DGPS, NDGPS
- Application

### Required Readings

Kaplan, E.D., & Hegarty, J.C. (3rd). (2017). *Understanding GPS/GNSS Principles and Applications*. Artech House

Space-Based Positioning, Navigation, and Timing (PNT) (n.d.)  
<https://www.gps.gov/applications/survey/>

Maps and Geospatial: Global Positioning Systems, Penn State University Libraries - <https://guides.libraries.psu.edu/GPS>

### Unit 2. Using and building maps with GPS

This unit aims at giving students hands-on training in using GPS devices and use mobile phones as GPS devices to collect, store, and transfer data.

- Data Collection using Garmin GPS.
- Using Mobile phones as GPS devices
- Importing, plotting GPS data in GIS software
- Transferring GIS Data into GPS Device to locate, track locations
- Location based Services

### Required Readings

Geospatial Revolution, Episode 1 and 2, Penn State Public Broadcasting - <https://www.youtube.com/watch?v=GXS0bsR0e7w>

ESRI. (2009, March) Using GIS with GPS [PDF]

<https://www.esri.com/~media/Files/Pdfs/library/bestpractices/using-gis-with-gps.pdf>

### Unit 3. Building maps with GIS data

This unit aims at training the students to use different vector and raster analysis tools in QGIS and ArcGIS software to build maps. It will also focus on spatial analysis tools and techniques. Alongside, the unit will also introduce the students to online mapping platforms.

- Digitization and Geo-referencing
- Creation of Vector Layers
- Vector and Raster analysis tools (clip, mask, union, intersection, Buffer), interpolation techniques)
- Vector Data Analysis
- DEM data
- Spatial Queries
- Spatial Data Analysis
- Map Composition
- Projection Transformation
- Problem Solving Project
- QGIS, BHUVAN, ARCGIS ONLINE

### Required readings

By, R. A., & Huisman, O. (2009). *Principles of geographic information systems: An introductory textbook*. Enschede: The International Institute for Geo-Information Science and Earth Observation (ITC).

Documentation for QGIS3.16. QGIS Documentation.

<https://docs.qgis.org/3.16/en/docs/>

Gorr, L.W., & Kurland.K.S. (2020). GIS Tutorial for ArcGIS Desktop 10.8. *ESRI Press*

ESRI. Learn ArcGIS. Lesson Gallery . Link - <https://learn.arcgis.com/en/gallery/>

Harder, C., & Brown, C. (2017). *The ArcGIS book: 10 big ideas about applying the science of where*.ESRI Press Link-  
<https://downloads.esri.com/LearnArcGIS/pdf/the-arcgis-book-second-edition.pdf>

Clint, B., Harder, C., etal., (2016). *The ArcGIS Imagery Book: New View. New Vision*.ESRI Press <https://downloads.esri.com/LearnArcGIS/pdf/The-ArcGIS-Imagery-Book.pdf>

Instructional Guide for the ARC GIS-Book.ESRI Press -

<https://downloads.esri.com/LearnArcGIS/pdf/instructional-guide-for-the-arcgis-book-2e.pdf>

ESRI.(2011). GIS Best Practices - GIS for Urban and Regional Planning

#### **Unit 4. Integration of Remote Sensing and GIS**

This unit will teach students the basics of image analysis and remote sensing. Satellite imagery will be used as GIS data sources to perform different types of analysis such as land use, land change, NDVI change, urban sprawl. Students will be introduced to image analysis tools in ArcGIS as well as in ILWIS and Erdas.

- Introduction to Digital Image Processing
- Different Satellite imagery in different bands and visual interpretation
- Raster Analysis
- Spectral Signatures
- Image Pre-processing and interpretation
- Image Enhancement, Classification (supervised and unsupervised), fusion, change detection, NDVI
- ILIWis, ERDAS, LANDVIEWER SOFTWARE

#### **Required reading**

ILWIS.User's Guide. University of Twente. <https://www.itc.nl/ilwis/users-guide/>

Lillesand, T., Kiefer, R.W., & Chipman, J.(7th). (2015). *Remote sensing and image interpretation*.John Wiley & Sons

Harder,C. TheArcGIS Imagery Book. ESRI Press.

<https://downloads.esri.com/LearnArcGIS/pdf/The-ArcGIS-Imagery-Book.pdf>

Instructional guide for the ArcGIS Imagery

book <https://downloads.esri.com/LearnArcGIS/pdf/instructional-guide-for-the-arcgis-imagery-book.pdf>

MITCHELL, A (2005). *ESRI GUIDE TO GIS ANALYSIS, VOLUME 2: Spatial measurements and statistics*. ESRI Press

Hexagon. Monitoring Forest Cover Changes in Madhya Pradesh -

<https://www.hexagongeospatial.com/case-studies-pages/monitoring-forest-cover-changes-in-madhya-pradesh>

Hexagon. Producer Field Guide.

[https://hexagongeospatial.fluidtopics.net/reader/uOKHREQkd\\_XR9iPo9Y\\_ljw/PQ~BQjZtBI~NDCRx7sOd~w](https://hexagongeospatial.fluidtopics.net/reader/uOKHREQkd_XR9iPo9Y_ljw/PQ~BQjZtBI~NDCRx7sOd~w)

Fawaz,M., Gharbeih, A., Harb, M., & Salame, D.(2018).Refugees as City Makers. American University of Beirut

Subudhi, A.P., Sokhi, B. S. and Roy, P. S. (2001). Remote Sensing and GIS Applications In Urban and Regional Studies, Human Settlement Analysis Division, Indian Institute of Remote Sensing, Dehradun

Sliuzas, R.V.(2004). Managing Informal Settlements: A Study using Geo-information, ITC Publications Series No. 112, The Netherlands.

### **Unit 5. Customization of maps and visualizations**

The aim of this unit is to train students to effectively communicate the data by customising maps and enhancing their visualisation so that they are easily interpretable and built according to the target audience. Students will be taught symbolisation, generalisation and classification tools and techniques, and they will be encouraged to experiment with the design and composition.

- Symbology
- Generalisation and Classification
- Scale
- Legend
- Map Layout

#### **Required readings**

Field, K. (2018). *Cartography*. ESRI Press

Krygier, J., & Wood, D.(2nd) (2011). *Making maps : A visual guide to map design for GIS*. Guilford Publications

### **Unit 6. Project**

In this unit, students will make a complete GIS based project. They will submit a brief proposal before the beginning of the unit with the selected question/ problem, and the method they will follow to answer the question(s). Students will be encouraged to develop their project around concerns that they may have identified in the other two core courses of the semester, namely, 'Cities and Climate Change' and 'Urban Management and Finance'.

## **8. Pedagogy:**

### **a. Instructional design**

The course will be a combination of lectures, lab work and project work.

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

Access to GIS software and computer (we use open source QGIS, which is available at the AUD computer lab).

**c. Expertise in AUD faculty or outside**

The course has been developed in consultation with external experts. There is limited capacity within SGA and AUD to teach the course. There are scholars elsewhere in the Delhi region who are better equipped. Regular/visiting/adjunct faculty in this area needs to be recruited.

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

Through this course, links with organisations that provide training in GIS like ESRI as well as units (such as CUES at AUD) which use these methodologies will be made.

**9. Assessment structure** (modes and frequency of assessments)

- Theory based tests (10\*2=20%)
- Practical assignments on GPS and image processing respectively (25\*2=50%)
- Final Project: Problem Solving using GIS (30%)

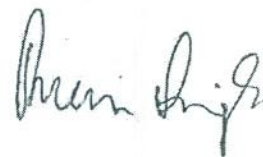
**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4th meeting held on 12 December 2020 has been approved in the present form.



**Signature of the Dean of the School**

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## Programme Structure of BA Social Sciences & Humanites

The BA in Social Sciences and Humanities (SSH) is conceived as an innovative programme offered along with three other BA programmes to be offered in the Karampura campus, i.e. BA in Law and Politics (BA-LP), BA in Global Studies (BA-GS), and BA in Sustainable Urbanism (BA-SU). The SSH stream of the BA programmes in Karampura has the following four possible combinations from which students can choose one.

- i. *Combination 1 [Global Humanities (BA-GS); Chinese Language (BA-GS); Literary Humanities]*
- ii. *Combination 2 [Global Humanities (BA-GS); French Language (BA-GS); Literary Humanities]*
- iii. *BA SSH: Combination 3 [(Law (BA-LP); Urban Governance (BA-SU); Global Political Economy (BA-GS)]*
- iv. *BA SSH Combination 4 [Politics (BA-LP); Technology & Environment (BA-SU); Global Political Economy (BA-GS)]*

While all core courses requirements of the BA-SSH come from the core courses of the other three BA programmes, the courses under 'Literary Humanities' in Combination 1 and 2 are specific to BA-SSH. The following core courses fall under this category.

<b>5<sup>th</sup> Semester</b>	<b>6<sup>th</sup> Semester</b>
Ways of Seeing	The City in Literature (proposed)
Myths, Rumours & Conspiracies	Sound of Music in a Globalised World (proposed)
	Worlding Cinema (proposed)



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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Social Science and Humanities
Course title	The City in Literature
Course code	SGA1SSH303
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for BA SSH (Combination 1 & 2) and Elective for other programmes
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Rachna Mehra (Coordinator); Anubhav and Awadhesh

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

The course is intended for the students of BA 6<sup>th</sup> Semester. In AUD 'History through Literature' in SLS, 'Sites of Reading and Writing: The City in/ and Literature' in SCCE and 'Language Culture and Society' in SGA are offered. In addition to them, this course will unfold the urban spatial narratives as found in the literary writings.

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

No requirement

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

As per AUD norms.

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

Semester-long course

**5. Proposed date of launch: winter 2021**

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

AUD is a Social Science and Humanities University which prides itself for innovative pedagogy, creative ideas and engaged scholarship. This course is a by-product of that vision that believes in teamwork and collaboration. It is a bilingual course in SGA where many experiments are being made in offering interdisciplinary courses. This course builds on, and also opens up, the thematic 'Literary Humanities' by bringing to the fore the contributions of literary works in the understanding of the urban.

**7. Course Details:**

**a. Summary**

Fictional and non-fictional work on cities have drawn extensively from a wide genre of literature including poetry, drama, prose in the form of short stories, novels, travelogues, biographies, comics, graphic novels etc. Literature represents the subtleties and complexities of human life in an imaginative way. In social science studies literature is often used as source material for discussing and analysing certain propositions and hypotheses. In this process literary intricacies are being not discussed at length. This course will take up literature as the social production of its time and society and not just as a source but also as a playing field of contradictions and contending ideas expressed in a particular way. It will look into the contents as well as the forms which emerged in particular time and driving forces behind these processes. Though a wide variety of literature has been urban in its origins or audiences, urban writing as we recognise it today draws crucially from its material and spatial moorings. The changing pace and trends of urbanisation in the wake of industrial imperialism and the juggernaut of modernity have birthed new ways of not simply experiencing but also articulating the city. In India, this transition has been palpable in the evolving contours of what can be said and how, a transformation which has pushed the boundaries of realism and allowed for innovations in form as well as content.

Keeping in mind these contexts and focussing on a cross-section of contemporary urban Indian writing in English as well as Hindi, this course aims to equip students with literary perspectives to interpret our cities. Rather than simply treating the city as a text to be examined for its spatial, historical, sociological, and political underpinnings, this course will treat the written text as a vital artefact reflecting all of these in its engagement with experience lived and imagined. The play of form on content and vice versa will be discussed at length, and the processes of signification as signifiers begin to unravel in concord with referents will also be examined. The course will encourage students to consider experience and aesthetics as the cornerstones of representation, and to explore how writing is also involved in giving shape to the contexts it purports to depict. On the whole, the course will facilitate layered understandings of urbanisation in contemporary

India. We have carefully selected themes which are not exhaustive in any way but are representative of significant issues experienced in only Indian cities so that it is specialized and relatable for students.

**b. Objectives**

- To develop a nuanced understanding of varied experiences in the city sensitively portrayed by creative writers and poets.
- To build knowledge of the subtleties of fictional and academic writings on urban life.

**c. Expected Learning Outcome:**

On the completion of the course, students should be able to:

- Discern and analyze the various genres of literature on cities.
- Sift fact from fiction but also assimilate and blend them when required.
- Conjure up different ideas to write about cities.
- Read texts better and express their views in more creative ways.

**d. Overall structure:**

This course is organized around six units. The introductory module will familiarize the students with the urban terrain distilled through literary art forms. It will discuss contemporary urban Indian writing with close reference to the genres which it has adopted, adapted, and birthed. The second module will focus on the allegorical transition from the rural to the urban, an important theme in vernacular Indian writing on the city and the nation. It will also examine how urban space has been felt and written about by migrants and urban dwellers alike. While Indian cities have come to epitomize places where opportunities abound and aspirations are fulfilled or realised, small towns have been identified as the founts of these dreams and aspirations. The next module draws from a long-standing body of work where unique incidents and characters from small towns lend to fascinating tales. The fourth module dwells upon the recurrent trope of housing, a need and desire continually articulated in urban writing as well as policy. Despite finding work in the city, life tends to be alienating as people long to return to their hometown/village for want of emotional bonding. The intimacy of home is often missed in the rented houses, which cause estrangement among the residents and migrants in a city. The nostalgia associated with a place is further probed in the fifth module. Recollection of past events (Dec 1984, 1992) may also open emotionally exigent memories which remain mostly invisible but are never given a peaceful closure. The last module brings together the enigma and illusion associated with the city. It wraps in a concerted way the idea of romance in and about the city. Cities are constantly pulsating with reflexive activities and resist

quietude but there is also a yearning to find serenity and respite in mundane spaces and authors have captured these nuances in their creative scripts.

	Topic / Unit	Duration
1.	Literary Landscapes	2 weeks
2	Narratives of Urban Space	2 weeks
3.	Chronicling the Small Town	2 weeks
4.	Of Homes and Houses	2 weeks
5.	Event and Reminiscence	2 weeks
6	Romance in/with the City	2 weeks

#### e. Contents

##### **Unit 1. Literary Landscapes**

What makes literature urban? Is form also a factor of spatiality? How have writers and scholars practiced and conceptualised narrativity in concord with urbanity? This introductory unit will acquaint students with these and other relevant questions pertaining to content, form, and genre with close reference to their development in the contemporary Indian context. Thematic intersections of nationalism, regionalism, selfhood, and experience will also be commented upon in this unit. Arguing that the interplay of form and content in such writing has been influenced deeply by the changing contours of the experience of urban life in India, the unit will orient students towards appreciating literary and textual analyses as essential methodologies in understanding the urban.

##### **Primary Readings**

- Niven, Alastair. "India and Its Cities through the Eyes of Its Writers." *The Palgrave Handbook of Literature and the City*. Ed. Jeremy Tambling. London: Palgrave Macmillan, 2016. 599–606.
- Mukherjee, Ankhi. "Slums and the Postcolonial Uncanny." *Planned Violence: Post/Colonial Urban Infrastructure, Literature & Culture*. Ed. Elleke Boehmer and Dominic Davies. Cham: Palgrave Macmillan, 2018. 87–104.
- Davies, Dominic. "Introduction: Urban Comics: Infrastructure and the Global City in Contemporary Graphic Narratives." *Urban Comics: Infrastructure and the Global City in Contemporary Graphic Narratives*. New York: Routledge, 2019. 1–46.
- Harder, Hans. "Urbanity in the Vernacular: Narrating the City in Modern South Asian Literatures." *Asia* 70.2 (2016): 435–466.

### Secondary Readings

- Perur Srinath (2013), *If its Monday, It must be Madurai*, A conducted tour of India
- Sarda Sveta (trans) *Trickster City (Bahrupiya Shahar)*, Writings from the belly of the Metropolis Penguin 2010.
- <https://sarai.net/trickster-city/>
- Interaction with scholars from Cybermohalla

### Unit 2. Narratives of Urban Space

The city is seen as a 'mosaic of social worlds' and the urban life is a metaphor denoting various kinds of transitions. Urban public spaces are open and free to all, but access is often mediated by subjectivities of class, caste, gender, and religion. City is translated as *Nagar* in Hindi and the dwellers are called *Naagrikas* or *Naagar*. *Naagar* has another meaning which is of being clever, rational, wicked etc. often seen in contrast to a villager referred to as *gramin* or *ganwar* (simpleton). For a long time, literature has been articulating villages and cities as places with mutually exclusive social and moral values. This notion was challenged with the emergence of Dalit and feminist literature where villages were also depicted as places of institutionalised caste, and gender oppression whereas cities became places of liberation and opportunity. Though many writers captured caste and gender violence in the cities as well, it was largely seen as a site of resistance, emancipation and opportunity. In this unit we will discuss seminal works on the spatial narratives dealing with urban rural divide in literary perception as well as portrayals of urban space as experienced by the flaneur.

### Primary Readings

- S. Muthiah. "The Peregrinating Assembly." *Tales of Old and New Madras*. Chennai: EastWest, 2014. 393–401.
- O'Yeah, Zac. "Majestic: The Place of Constant Return." *Multiple City: Writings on Bangalore*. Ed. Aditi De. Gurgaon: Penguin Random House India Pvt. Ltd, 2008. 150–155.
- Om Prakash Valmiki, "Joothan", Radhakrishna Prakashan, Delhi, 2009. Pg- 7-30
- Pawar, Urmila. *Aaydaan*. Delhi: Vani Prakashan, 2005. 120–162.
- Kamleshwar, "Dilli mein ek maut", <https://www.hindisamay.com/.csp>
- Ranendra, "Global Ganv ke Devta", *Nhartiya Jnanpith*, 2009, 7-62
- Thakur Bhikhari, "Bidesiya" Bihar Rashtrabhasha Parishad Patna, 2005.

### Secondary Readings

- Banerjee Sarnath, *All quiet in Vikaspuri*, 2011 NOIDA:Harper Collins.
- Mishra Seet, *Roommates*, Delhi: Rashmi Prakashan, 2019.

- Sundaram, Ravi. "Imaging Urban Breakdown: Delhi in the 1990s." *Noir Urbanisms: Dystopic Images of the Modern City*. Ed. Gyan Prakash. Princeton: Princeton University Press, 2010. 241–260.

### **Unit 3. Chronicling the Small Town**

Living in a small town is a peculiar experience as on the one hand there is invasive familiarity and on the other there exists a concealed web of aspirations and potential lying dormant in the obscure maze of unexplored alleys. This module will bring out the eccentricity associated with the social milieu of small towns where the seemingly run of the mill stories acquire a cult status as they pan out creating a unique notion of those places. The tall tales linked to a quintessential small town and some of its quirky inhabitants have amused the writers who feel compelled to share those mundane yet nutty stories with the outside world.

#### **Primary Readings**

- Das, Shriti. "The incredible two." *People Called Shillong*. Shillong: The People Place Project, 2017. 241–246.
- Newby, Eric. "The Way to Mirzapur." *Ganga: Goddess and River in History, Culture, and Society*. Ed. Assa Doron, Richard Barz, and Barbara Nelson. New Delhi: OUP, 2015. 87–99.
- Goswami, Manoj Kumar. "Samiran Borua Is on His Way." *A Game of Chess: Classic Assamese Stories*. Ed and trans. Dharendra Nath Bezboruah. New Delhi: Penguin Books, 2009. 241–257.
- Mishra P. "Butter chicken in Ludhiana: Travels in small town India". New Delhi: Penguin 1995.
- Shriram, Aditi. "Inheritance." *Beyond the Boulevards: A Short Biography of Pondicherry*. New Delhi: Aleph Books, 2019. 126–143.

#### **Secondary Readings**

- Raman, Bhuvanewari. "The Logics and Realms of Small Town Territory: The story of Tiruchengode." *Sarai Reader 9: Projections*. Delhi: Centre for the Study of Developing Societies, 2013. 200–209.
- Samanta, Gopa. "The Politics of Classification and the Complexity of Governance in Census Towns." *Economic & Political Weekly* 49.22 (2014): 55–62.
- Bond Ruskin "A town called Dehra" New Delhi: Penguin 2008.

### **Unit 4. Of Homes and Houses**

From rambling bungalows to compact apartments, from self-built shanties to illegal farmhouses, Indians find a wide variety of ways to make home in their cities. Straddling the shadow lines between home and house, this unit will unravel these entwined notions of the public, the private, and the domestic. If finding work or foothold in a city is a challenge then looking for a decent abode is a predicament

of another kind. To find an affordable and safe haven in a city is a recurrent trope where the umpteen houses present in all shapes and sizes fall short of inculcating a sense of acceptance or belonging amongst the migrants who come from outside.

#### Primary Readings

- Chauhan, Anuja. "Ch. 1." *The House That BJ Built*. Delhi: Westland Ltd, 2015. 7–23.
- Devidayal, Namita. "The Egg." *Mumbai Noir*. Ed. Altaf Tyrewala. HarperCollins Publishers India, 2012. 214–228.
- Narayan, R.K. "Uncle." *Malgudi Landscapes: The Best of R.K. Narayan*. Ed. S. Krishnan. New Delhi: Penguin Books, 1992. 269–295.
- Patil Amruta: Kari, New Delhi: Harper Collins, 2008.
- Uday Prakash, "Dilli ki Divar", <https://www.thelallantop.com/bherant/ek-kahani-roz-delhi-ki-deewar-by-uday-prakash/>

#### Secondary Readings

- Vithayathil, Trina and Gayatri Singh. "Spaces of Discrimination: Residential Segregation in Indian Cities." *Economic & Political Weekly* 47.37 (2012): 60–66.
- Rajendra Yadav, "Tutna", <http://gadyakosh.org/gk>

### **Unit 5. Event and Reminiscence**

Cities are layered with memories of people who make and populate them and it also bears the imprint of ideas and events which give them a specific form and identity. Dwelling upon some of the key events, ideas, and memories which have given shape to Indian cities, this unit will negotiate nostalgia, trauma, hope, and loss in conversation with each other.

#### Primary Readings

- Siddiqi, Abdul Rahman. "The Flight!" *Smoke Without Fire: Portraits of Pre-Partition Delhi*. Delhi: Aakar Books, 2011. 275–298.
- Rather, Feroz. "The Souvenir." *The Night of the Broken Glass*. Delhi: HarperCollins Publishers, 2018. 66–75.
- Selections from Malladi, Amulya. *A Breath of Fresh Air: A Novel*. Ballantine Books, 2002.
- Darymple William. 'The city of Djinns A Year in Delhi', Delhi: Harper Collins 1993
- Gyanranjan, "Taramandal ke neeche ek aawaragard", <http://www.hindisamay.com/content/3445/1/.csp>
- Mukundun M., 'Delhi: A Soliloquy', Eka, 2011 (short selection)
- Pou Veio, 'Waiting for the Dust to Settle', Speaking Tiger, Delhi, 2015 (Ch1-3).

### Secondary Readings

- Jha, Sadan. "On Listening to Violence: Reflections of a Researcher of the Partition of India." *Sarai Reader 6: Turbulence*. Delhi: Centre for the Study of Developing Societies, 2006. 467–472.
- Pradhan, Anubhav. "'...will never become quiet': The materiality of narrative and memory in Trickster City." *The Materiality of Literary Narratives in Urban History*. Ed. Lieven Ameel et al. Abingdon: Routledge, 2019.

### Unit 6. Romance in/with the City

If cities are crucibles of change and engines of growth, they are also wellsprings of love—found, lost, and hidden. One needs to explore the perception that exists around love and loving in India's rapidly and uncertainly growing cities where the cultural vanguards are mobilized to counter the amorous display by youth 'sullied by western values'. This unit will also delve into the avante garde movements which share a love-hate relationship with the cityscape. The notion about cities is sometimes romanticized (with an ode) and at other times vilified depending on the way people relate to it.

### Primary Readings

- Dharamvir Bharti, Gunahon ka Devta, <http://www.hindisamay.com/content/437/1/.csp>
- Hasan, Anjum. "To the Chinese Restaurant." *Writing Love: An Anthology of Indian-English Poetry*. Ed. Ashmi Ahluwalia. New Delhi: Rupa Publications India Pvt. Ltd, 2010. 4–6.
- Zaidi, Annie. "Love Lyric for the 21st Century." *Writing Love: An Anthology of Indian-English Poetry*. Ed. Ashmi Ahluwalia. New Delhi: Rupa Publications India Pvt. Ltd, 2010. 90–92.
- Selections from: Kumar, Ravish. *Ishq mein Shahar Hona*. Delhi Rajkamal Prakashan, 2015.
- Selections from: Nagar, Amritlal. *Hum Fida-e-Lucknow*. Rajpal and Songs, 2012.

### Secondary Readings

- Sadana, Rashmi. "'At the "Love Commandos": Narratives of Mobility Among Intercaste Couples in a Delhi Safe House." *Anthropology and Humanism* 43 (1): 2018.
- Katyal Akhil, "Like Blood on the bitten tongue" Chennai Context 2020, pp.2-27.
- Ravikant and Sanjay Sharma, "Diwan e Sarai Shahernama", Vani Prakashan, 2005, pp.1-13.



## 8. Pedagogy:

### a. Instructional design

The course will be a combination of lectures and a workshop on creative writing.

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

None

### c. Expertise in AUD faculty or outside

The faculty team teaching the course has training in the field of English and Hindi Literature and History.

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

None.

## 9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed on the basis of their engagement with the educational resources. Students may be asked to write a story or a poem to creatively express their engagement with the cityscape. (Essay of 1500 words 30%)
- The second assessment will involve selection of a particular text and its translation to see how it acts as a bridge between language and cultures but may be riddled with politics of translation as well. (Essay of 1500 words 30%)
- The third assessment will consist of a final examination where students may choose a text and explain how the course has enabled them to understand it in a new way. (Presentation and written piece 20%+20%=40%).

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 has been approved in the present form.



**Signature of the Dean of the School**

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Social Sciences & Humanities
Course title	Sound of Music in a Globalised World
Course code	SGA1SSH304
Total Credits	Four (4)
Course type (core/compulsory/ elective/any other – please specify)	Core for BA SSH (Combination 1 & 2); Elective for others
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter Semester 2021
Course coordinator and team	Adjunct Faculty (Vibhuti Sharma); Coordinator (PC BA SSH);

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

The course will be offered as a core to BA SSH students (Combination 1 and 2) of SGA. It builds on other courses of the 'Literary Humanities' thematic BA SSH, as well as 'Global Humanities' of BA Global Studies.

**2. Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify)  
None

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

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

**5. Proposed date of launch:** Winter 2021

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

This course perfectly aligns with AUD's vision to provide students with critical and relevant interdisciplinary approaches in research and scholarship. Its methodology will not only initiate a creative and rigorous engagement with the question of heterogeneity which is central to global studies but also critically approach the problem of global music today.

## 7. Course Details

### a. Summary

This course will try to engage critically with the relation between two broad themes: music and the world. Soundscapes, noise, voices, music in general is an intrinsic part of our everyday lives. At the same time, as an activity, music is understood to be the most abstract, specialised and refined phenomenon reflecting the richness of a culture. Mediating between these two perceptions of music, this course will begin by proposing that music and music-making as such are not isolated phenomena. Music involves a complex organisation of sounds, gives them a form which further mirrors the transformations in social relations. Moreover, such an organisation carries a whole set of power relations that facilitate and legitimise different interactions among people. In other words, music is not an innocent activity. It makes audible the changes in socio-economic structures and reflects how people create new identities or and reinforce old ones.

An engagement with music cultures becomes important in our present-day globalised world where there is more movement, exchange and interaction between cultures. The multiculturalism that a global consciousness promotes coincides with a discourse of cultural homogeneity under one world and music encapsulates this paradox of globalisation in a unique way. A critical examination of the new language that music appropriates or rejects in the global world proceeds by locating the new musical interactions in their social, historical, political and economic conditions. Drawing from various disciplines such as history, sociology, anthropology, cultural studies and philosophy, music studies provides students with creative tools and alternative frameworks to study the different possibilities, trajectories and consequences of global exchange.

Globalisation as we understand it today was not a phenomenon in use during 1960s and 70s in India when Ravi Shankar began his European tours, introducing sitar to western audiences. There was much criticism voiced from certain quarters at the time about him diluting the purity of the classical form in order to make the music more appealing to his audiences abroad. Nevertheless, this was a time when musical collaborations across cultures were being tried out and musicians were moving far beyond their immediate cultural tastes and experiences. In today's "global music" scene such artistic attempts at "fusion" has gained a certain cultural and economic legitimacy which was hardly acceptable let alone dominant at the time. In other words, in a globalised world of music inauthenticity seems to have become the norm of music practice. Taking this as our entry point, this course would try to approach and cull out tendencies that make globalisation, in our contemporary understanding, a complex phenomenon where an accelerated transnational circulation of cultural practices imposes new definitions of national boundaries, authentic music and a contentious discourse of diversification.

It is pertinent to note that methodologically such a study of cultural exchanges cannot proceed by simply situating globalisation as an extrinsic phenomenon whose implications are reflected in the cultural practices. Instead a musicological enquiry of globalisation has to look at how transcultural networks of consumption of heterogeneous practices constitute one of the aspects of globalisation. A central question for this course would be to study how plurality of practices and exchanges in musical cultures make evident an emerging global consciousness of music informed by difference. In this light the course will set out to:

- i) Trace the complex set of developments happening within the discourse of music, the changes which affect the knowledge and practice of music which is now analysed as a global culture of music.
- ii) Relate these changes to the social, economic and technological developments unfolding within a globalised world.
- iii) Initiate an in-depth analysis on the possible outcome of these changes which creates new economies of enjoyment while also focusing upon its social and political consequences.

#### **b. Objectives**

- It initiates students to understand the discourse of music as integral to music practice. It offers a singular way to understand music as part of a larger performative methodology.
- It attempts to understand music not merely as an individual artistic endeavour but also as a socio-cultural practice.
- It locates the various practices of music in the contemporary world as they are embedded within heterogeneous processes of production and dissemination of knowledge
- It engages with general conditions like new technological modes of music dissemination and the changing shape of the global music industry which affects the nature of music production
- It introduces the concept of the popular in the domain of music studies particularly considering the post-colonial experience of the subcontinent.
- It works out a heterogeneous methodology to articulate alternative voices, modes of expression and subversive subjective practices in music in the contemporary world.

#### **c. Learning Outcomes**

Upon the successful completion of the course, students will be able to:

- Form an analytical outlook to understand music practice from a theoretical perspective along with an informed engagement with methodological strategies to approach musical material.

- Develop demonstrable critical skills to engage with various contemporary global music practices flourishing under the cultural logic of post-industrial societies.
- Initiate critical engagement with the technological discourse of music dissemination and the globalised consumer economic demand which supports the current global music industry.
- Critically engage and enhance the alternative methodologies offered by performance studies and postcolonial interventions to understand the history of development of current culture of popular music in the subcontinent through multiple forms of creative/academic expressions.
- Systematically trace the trajectory of certain music practices originating in local, folk or regional cultures as they enter the circulation of the global music industry.

d. **Overall structure** (course organisation; rationale of organisation; brief module outlines):

	<b>Module</b>	<b>Weeks</b>
1	Introduction to Music Aesthetics: Between Theory and Practice	2
2	Interactions and Improvisations: Understanding Popular Music	2
3	From Vernacular to Global: The Problem of Heterogeneity	2
4	Production, Dissemination and Consumption: On the Question of Technology, Market and Enjoyment	1
5	Is There an Authentic Music?: Legitimacy and the Ethics of Repetition	2
6	Voice, Rhythm and Identity: Building Narratives and Collectivities	2
7	Global Encounters and Musical Subcultures: The Question of Creative Resistance	2

e. **Course Contents**

**Module 1: Introduction to Music Aesthetics: Between Theory and Practice**

This module will consist of introductory lectures on certain fundamental aspects of music practice and theory. It will begin with how we listen and comprehend music, and more importantly, what determines our notions about a practice as musical and non-musical. This will be followed by an enquiry into what influences categorisation of music into genres such as folk, classical, traditional, and regional. Spread over two weeks, this module will examine how music is analysed as knowledge. What forces shape such knowledge and practice of music? It will examine the codification of musical practice and how that changes over time from ritualised societies (when music was part of community festivals) to contemporary societies (when music becomes part of the market forces, giving rise to music industry).

The lectures in this module focus on equipping students with the terminology and concepts which are central to music appreciation and analysis. They will also be acquainted with concepts in music studies like listening, representing, repeating, composing, voice, sound and noise. The initial classes will introduce students to different methodologies to approach music ranging from anthropology, socio-historical approach, politico-economical method, critical theory to performance studies.

### Listening

Assorted music examples for identifying different elements of music such as tune, rhythm and melody, how their treatment changes in different music practices and how this lends to formation of genres.

### Readings

Ashok Ranade, "Music of India: Variations and Features" in *Hindustani Music*, India: National Book Trust, 1993.

Alex Ross, "Listen to This", *The New Yorker*, Feb 16 and 23, 2004

Michael Chanan, "Introduction" in *Music Practica: The Social Practice of Western Music from Gregorian Chant to Postmodernism*, London and New York: Verso, 1994.

Nicholas Cook, "Musical Values" in *Music: A Very Short Introduction*, New York: Oxford University Press, 2000.

## **Module 2: Interactions and Improvisations: Understanding Popular Music**

The lectures in this module will focus on the trends and debates that announce cross-cultural interactions in music practice. Students will engage with the shift from traditional performance practice to what comes to be known as modern and contemporary practice. In the first part, we will engage with forms such as Indian classical music and examine changing performance contexts, their response to technology and the question of tradition and experimentation. This will further enable discussion on genre histories where genres like popular music, fusion and world music come to define the global music scene.

In the second part, the lectures will engage with the significant role that film music has played in adopting popular musical trends and circulating them in the global music market. While Indian classical music is travelling across the world, genres like jazz, pop and west Asian influences are making entry into the film music scene. The lectures will involve an investigation into the use of music styles, appropriations and how they contribute towards creating national and global identities.

### Listening:

Classical instrumental music's appearance in pop festival in the 60s, contemporary examples of Indian classical music on the world music stage, film music - A.R.Rahman

*Slumdog Millionaire* (2008) and *Atul-Ajay (Sairat)* (2016). Berkley Indian ensemble and Jazzaar performance models of Berkley College of Music.

Film screening and discussion: *The Human Factor: The Untold Story of the Bombay Film Orchestras* (2013) by Rudradeep Bhattacharjee.

#### Readings

S.Kalidas, *Pandit Ravi Shankar - Tansen of our Times*, IIC, Delhi: Occasional Publication Series, 47: 2013

Shubha Mudgal, "Globalisation and India's performing arts", *The Hindu: Opinion/Op-ed*, 31 December 2011 (also available on her website shubhamudgal.com)

Gregory Booth "Popular Music as Film music" in *Behind the Curtain: Making Music in Mumbai's Film Studio*, Bombay: OUP, 2008.

Theodor W. Adorno, "Popular Music" in *Introduction to the Sociology of Music*, New York: Seabury Press (Continuum), 1976.

### **Module 3: From Vernacular to Global: The Problem of Heterogeneity**

This module will examine the adaptation and appropriation of regional/vernacular forms to both national and international contexts. The lectures will seek to analyse the causes and effects of such adaptation both from an objective socio-economic point of view and a more subjective point of the artist and her art. This module shall particularly focus on the question of 'folk' music and how its vernacular logic of heterogeneity becomes affected by the homogeneous logic of the globalised market. We will also investigate the effects of circulation of different forms of music to understand the emergence of new genres like Indie music, Sufi rock, fusion and platforms like Coke Studio, music mojo, DJs and so on.

#### Listening

Music bands from South Asia, Amarrass records, Manganiar Seduction, Coke Studio Pakistan, Nusrat Fateh Ali Khan's popularisation of Qawwali.

#### Readings

Komal Kothari, 1972. "Monograph on Langas: a folk musician caste of Rajasthan." Rupayan Sansthan, Rajasthan.

Anuradha Bhattacharjee and Shadab Alam, "The Origin and Journey of Qawwali: From Sacred Ritual to Entertainment", *Journal of Creative Communications* 7 (3) 209-225, Sage Publications, 2012

Veit Erlmann, 1996. "The Aesthetics of the Global Imagination: Reflections on World Music in the 1990s." *Public Culture* 8: 467-487.



#### **Module 4: Production, Dissemination and Consumption: On the Question of Technology, Market and Enjoyment**

The module shall primarily focus on the changing relation between technology and economy as it has shaped the production, circulation and consumption of music. From the emergence of the recording industry to the contemporary era of digitalization, new modes of production and circulation have changed the way music is enjoyed and consumed. There is also a certain mode of spectacle which informs music and entertainment industry as we see in music reality shows. The lectures in this section will focus on the evolution of this triad – technology, economy, enjoyment – from its early modern phase of mechanical reproduction to its contemporary avatar of digital “revolution” within the domain of music. Questions about the impact of this digital culture on the economic and aesthetic lives of musicians will be discussed.

#### **Readings**

Theodor W. Adorno, “Commodity music analysed” in *Quasi una Fantasia: Essays on Modern Music*, London & New York: Verso, 1992. (37-52)

Peter Manuel. “The Regional North Indian Popular Music Industry in 2014: From Cassette Culture to Cyberculture.” *Popular Music* 33.3 (2014): 389–412.

Shuhei Hosokawa, “The Walkman Effect” in *The Sound Studies Reader*, edited by Jonathan Sterne. London and New York: Routledge, 2012. (104-116)

#### **Module 5: Is there an Authentic Music?: Legitimacy and the Ethics of Repetition**

The lectures in this section shall focus on the issue of authenticity, its role in the production and dissemination of musical knowledge and the challenges it faces in contemporary music practice. In view of dissolving national boundaries in the transcultural milieu, the question of fragmentation and diversity has problematised the discourse of authenticity more than ever. Authenticity is linked to the question of legitimacy, identity, and representation on the one hand, and tradition and history on the other. While earlier forms of artistic experimentation like “fusion” had posed specific aesthetic challenges to the question of authenticity, current forms of music practice have threatened claims to authenticity at a material level of production, circulation, and consumption. The lectures will discuss (i) how music acquires the value of authenticity and (ii) how a process of devaluation is at work within the contemporary culture of remix, appropriation, and mass reproduction where inauthenticity has become the norm.

#### **Listening**

Examples from music remixes, DJ tracks

### Readings:

Gregory Booth. (2015). "Copyright law and the changing economic value of popular music in India." *Ethnomusicology*, 59 (2), 262-287.

John Mowitt, "The Sound of Music in the ear of its electronic reproducibility" in *The Sound Studies Reader*, edited by Jonatahn Sterne. London and New York: Routledge, 2012: 213-224

Walter Benjamin (1969 [1936]). "The Work of Art in the Age of Mechanical Reproduction, *Illuminations*. H. Arendt (ed). New York, Schocken. 217-251.

### **Module 6: Voice, Rhythm and Identity: Building Narratives and Collectivities**

The lectures in this module shall focus on the construction and reproduction of identities in relation to certain musical practices. The fundamental emphasis of this section will be to highlight the various techniques of production of musical knowledge and practice which articulate certain power relations within society. The section will thus offer a perspective to understand music as a particular form of representation even when music claims to transcend all forms of identitarian boundaries. For instance, the popular identification of Shillong as the 'rock capital of India', the depoliticisation of Kabir singers of Malwa, the presentations of Siddi drumming in International music festivals will be discussed. Moreover, the lectures shall try to introduce two concerns of music aesthetics - voice and rhythm - and show how they contribute to the production of identitarian discourses of gender, race, caste and class.

### Listening

Music examples as per module. Film screening: Crossing the Bridge: The Sound of Istanbul (2005) by Fatih Akin

### Readings

Adriana Cavarero, "Multiple Voices" in *The Sound Studies Reader*, edited by Jonathan Sterne. London and New York: Routledge, 2012: 520-532

Gabriella Bedetti, "Henri Meshchonic: Rhythm as Pure Historicity", *New Literary History*, 1992, Vol.23, No. 2, Revisiting Historical Understanding (Spring 1992)

K. Mark Swer, "No, Shillong isn't India's rock capital – it isn't even the rock capital of Meghalaya", November 30, 2015. <https://scroll.in/article/769915/no-shillong-isnt-indias-rock-capital-it-isnt-even-the-rock-capital-of-meghalaya>

Tejaswini Niranjana, *Mobilising India: Women, Music and Migration between India and Trinidad*. Duke University Press, 2006.

## Module 7: Global Encounters and Musical Subcultures: The Question of Creative Resistance

The concluding module of the course will explore the effects of globalization and the crisis it engenders through a study of historical narratives produced through musical memory. The lectures will examine those narratives woven through musical memory of immigrants, refugees and other delocalised groups. We will explore how in such groups' music becomes essential to the creation of new identities and challenges traditional norms of representation and repression. The course will examine how musical encounters generate new narratives as musical memories pass from one generation to another as well as from one group to another. We will also look at ways in which such new musical 'subcultures' challenge the dominant consumerist culture of continuous reproduction and accumulation of musical knowledge.

### Listening

Hip-Hop, Rap as forms of protest globally - Public Enemy (American hip hop group), Black popular culture, MC Kash, Gully Boy, Dalit Rap to name a few. The relation between music and politics will be discussed through examples like Casteless Collective, Paul Robeson (African American singer), T.M.Krishna (carnatic vocalist).

### Readings

Frantz Fanon, "This is the voice of Algeria" in *The Sound Studies Reader*, edited by Jonathan Sterne. London and New York: Routledge, 2012: 329 -335

Mark LeVine, 'Introduction: Rock and Resistance in the Muslim World' in *Heavy Metal Islam: Rock, Resistance and the Struggle for the Soul of Islam*, Broadway Books, 2008.

Giorgio Agamben, "What is the act of creation?" in *Creation and Anarchy: The Work of Art and the Religion of Capitalism*, Stanford, California: Stanford University Press, 2019.

### Select Bibliography

Ashok Ranade, *Hindustani Music*, India: National Book Trust, 1993.

Alex Ross, *The Rest is Noise: Listening to the Twentieth Century*, UK: Harper Collins, 2010.

Gabriella Bedetti, "Henri Meschonnic: Rhythm as Pure Historicity", *New Literary History*, 1992, Vol.23, No. 2, Revisiting Historical Understanding (Spring 1992)

Giorgio Agamben, *Creation and Anarchy: The Work of Art and the Religion of Capitalism*, Stanford, California: Stanford University Press, 2019.

Gregory Booth, *Behind the Curtain: Making Music in Mumbai's Film Studio*, Bombay:OUP, 2008.

Jonathan Sterne (ed) *The Sound Studies Reader*, London and New York: Routledge, 2012.

Komal Kothari, "Monograph on Langas: a folk musician caste of Rajasthan." Rajasthan: RupayanSansthan, 1972.

Mark LeVine, *Heavy Metal Islam: Rock, Resistance and the Struggle for the Soul of Islam*, Broadway Books, 2008.

Mark Katz, *Capturing Sound: How Technology has Changed Music*, University of California Press, 2004

Michael Chanan, *Music Practica: The Social Practice of Western Music from Gregorian Chant to Postmodernism*, London and New York: Verso, 1994.

Nicholas Cook, *Music: A Very Short Introduction*, New York: Oxford University Press, 2000.

Tejaswini Niranjana, *Mobilising India: Women, Music and Migration between India and Trinidad*. Duke University Press, 2006.

Walter Benjamin (1969 [1936]). "The Work of Art in the Age of Mechanical Reproduction, *Illuminations*. H. Arendt (ed). New York, Schocken. 217–251.

#### Further Readings

Amanda Weidman, *Singing the Classical, Voicing the Modern: The Postcolonial Politics of Music in South India*, Durham and London: Duke University Press, 2006.

Amlan Das Gupta (ed.) *Music and Modernity: North Indian Classical Music in an Age of Mechanical Reproduction*, Kolkata: Thema, 2007

Bob W. White (ed) *Music and Globalization: Critical Encounters*, Indiana University Press, 2012

Bruno Nettl (ed). *Eight Urban Musical Cultures: Tradition and Change*, University of Illinois, United States of America, ,1978.

Brett Lashua, Karl Spracklen and Stephen Wagg (eds) *Sounds and the City: Popular Music, Place and Globalisation* (Leisure Studies in a Global era) London: Palgrave Macmillan, 2014

Byung Chul Han, *In the Swarm: Digital Prospects*. MIT Press, 2017.

Gregory D. Booth and Bradley Shope, (eds.) *More Than Bollywood: Studies in Indian Popular Music*, New York: Oxford University Press, 2014.

Gregory D. Booth (2011). Preliminary thoughts on Hindi popular music and film production: India's 'culture industry(ies)', 1970-2000. *South Asian Popular Culture*, 9 (2), 215-221.

Jacques Attali, *Noise: political economy of music* University of Minnesota Press, 2011

Jean-Luc Nancy *The Creation of the world or globalization*, State University of New York Press, 2007

Michael Chanan. "Soundcarrier" in *Encyclopaedia of Popular Music of the World*, ed. John Shepherd, Macmillan, 2003

Michael Chanan. *Repeated Takes: A Short history of recording and its effects on music*. Verso 1994

Naresh Fernandes, "From Hindi film music to raga-based symphonies, the remarkable journey of Anthony Gonsalves", Jan18,2017.  
[https://scroll.in/reel/826815/from-hindi-film-music-to-raga-based-symphonies-the-remarkable-journey-of-anthony-gonsalves?fbclid=IwAR1\\_fPRQ-CAd59eRPU-\\_1aVg-7hHET\\_E5jB3ZmofqL\\_VDGmnWpbrj6zmek](https://scroll.in/reel/826815/from-hindi-film-music-to-raga-based-symphonies-the-remarkable-journey-of-anthony-gonsalves?fbclid=IwAR1_fPRQ-CAd59eRPU-_1aVg-7hHET_E5jB3ZmofqL_VDGmnWpbrj6zmek)

Shubha Mudgal, "World Music, but not Fusion", *The Hindu*: Opinion/op-ed, 14 December, 2012 (also available on her website)

## 8. Pedagogy:

- a. **Instructional strategies:** Regular lectures, listening sessions and film screenings.
- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projector and sound facility in the classroom.
- c. **Expertise in AUD faculty or outside:** Experts will be invited from outside to give lectures on selected course components.
- d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others) : Field tours to IGNCA, ARCE (Archives and Research Centre for Ethnomusicology), SNA, ICCR. Students will also be encouraged to attend international music festivals held in the city.

## 9. Assessment Plan (weight, mode, scheduling) for the course:

The assessment is being conceptualised as part of the learning process and will be divided into three parts:

- a) First Assignment: This assignment will be a group presentation where students will be required to take up music/sound pieces of their choice and analyse them. In addition to stylistic analysis, students will be expected to explain how the music example comments or adds to the various themes like musical value, creation of genres discussed in class. This will help in assessing how students are engaging critically with the music they listen to. (30%)

- b) Second Assignment: This will be a research paper on a topic related to different debates examined in course of the modules. It will be more in the nature of a comparative and critical reflection. For instance, analysis of question of gender by taking two or three case studies (30%)
- c) End-Term Examination/Assignment (40%)

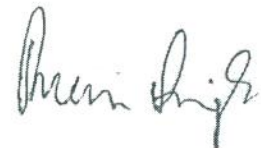
**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**

**Ambedkar University, Delhi**  
**Proposal for Launch of a Course**

**(To be approved by the Board of Studies and the Academic Council)**

School / Centre proposing the course	SGA
Programme(s)	All BA Programmes
Course title	Economic Challenges in India
Course code	SGA1EL304
Credits	4
Course type (core / compulsory / optional/any other – please specify)	Elective (6 <sup>th</sup> Semester)
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Partha Saha

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

This course will attempt to develop an understanding of some of the structural constraints that Indian economy confronts in order to achieve inclusive growth. These constraints are much more pronounced for the economically vulnerable and marginalized sections of the society as compared to others. Concepts of caste, gender, and different forms of social discrimination are dealt with in various programmes and courses within AUD, and therefore, this elective course will build on these concepts and focus on economic challenges which are structural in nature, and which inhibit progress towards achieving inclusive growth.

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

No requirement

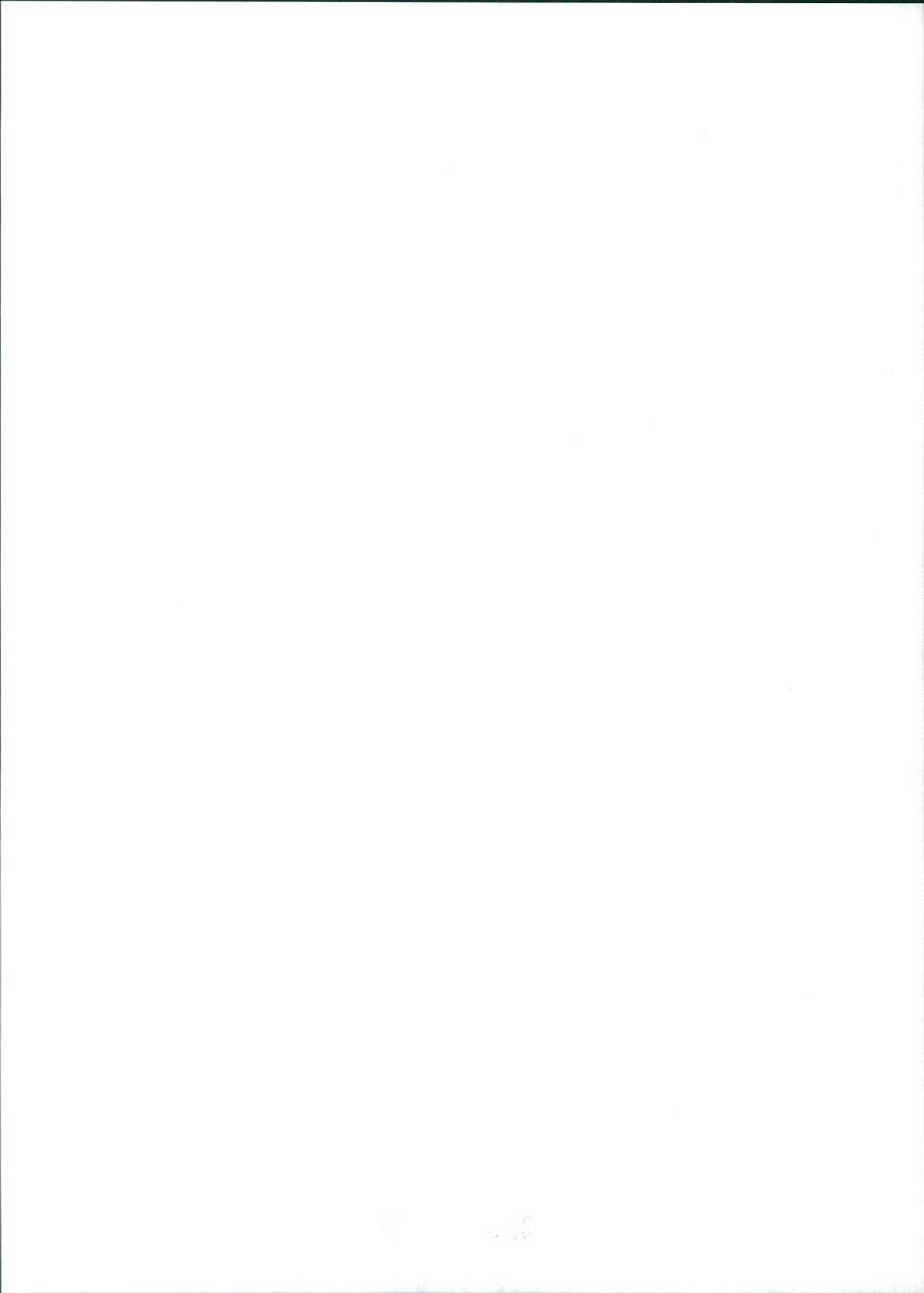
**3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per AUD norms

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

**5. Proposed date of launch:** Winter Semester of 2021

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

This course will be offered to BA 6<sup>th</sup> semester students and will introduce students to some of the most fundamental and contemporary economic challenges facing the economy. The topics that will be discussed will explore





the historical roots of the challenges and try to connect the historical trajectory with contemporary issues. In particular, this course will explore economic challenges faced by marginalized sections in contemporary India and Ambedkar University Delhi is committed towards social mobility and social inclusiveness.

## 7. Course Details:

- a. **Summary:** This course provides an analysis of fundamental socio-economic challenges that the country faces and explore inter-connected nature of these problems. Inter-connectedness of these problems is quite complex and its impact varies across different socio-economic categories depending (among other things) upon the location of households within socio-economic hierarchies that exist in our society. Multi-dimensional nature of poverty, and persistent and growing inequality are closely related to the inter-connected challenges that the country faces today. Magnitude of these challenges is much more pronounced for the economically vulnerable and marginalized sections of the society as compared to others. As already mentioned, concepts of caste, gender, and different forms of social discrimination are dealt with in various programmes and courses within AUD, and therefore, this elective course will build on these concepts and focus on economic challenges which are structural in nature, and which inhibit progress towards achieving inclusive growth.

Indian economy is witnessing a phase of considerable structural transformation with its consequences being felt in social, political and other arenas of life as well. However, this structural transformation itself is also impacted by the dynamics that plays out in non-economic spheres of life. Ideological rigidities that manifest themselves through various social / religious / cultural practices or norms influence the very process of structural transformation. To take a concrete example, affirmative actions might enable a Dalit attain higher educational achievement and provide an opportunity to climb up the occupational ladder (as structural transformation is likely to open up several new opportunities through the process of occupational diversification and urbanization), but this Dalit person will still be subjected to age old social / religious / cultural practices or norms. This will impact participation of this Dalit person in this overall process of structural transformation. This problem gets aggravated further when gender dimensions are added to it. In an unequal world poverty, caste, and gender add different layers of discriminatory practices which significantly influence the very process of structural transformation.

In a way, while structural transformation can potentially open up new opportunities, the process itself can be impacted by the persistent prejudices that still exist in Indian societies. Various social / religious / cultural practices or norms are also impacted by this process of structural transformation. But studying them will not be primary focus of this course. This course will primarily look into how the process of structural transformation is impacted by the persistence of existing social / religious / cultural practices or norms.

**b. Objectives:**

The overall objective of this course is to:

- i. develop a critical understanding around the issues of caste, gender, inequality, and poverty, primarily (but not restricted) within economic domain and analyze how each of them individually as well as collectively impact the overall development paradigm in contemporary India.
- ii. develop an understanding of State initiatives in addressing some of these challenges. This point needs to be rephrased to sound like an objective

**c. Learning Outcomes:** At the end of this course, students are expected to

- develop an understanding of structural challenges that inhibit inclusive growth
- realize the importance of holistic approach to development as against piecemeal strategies
- develop an idea about how social paradigms influence economic outcomes and vice-versa
- begin developing analytical skills, and begin to nurture self confidence in writing and presenting policy briefs which are multi-disciplinary in character and holistic in approach considering synergies across social and economic sectors

**d. Overall structure:** This course will introduce students to some of the major debates in contemporary India on caste, gender, inequality, poverty, and sustainability. Each of the topics mentioned here have an important bearing on overall economic development, and each of these issues impact overall development paradigm – both individually as well as collectively. This course will be delivered in five separate modules even though the unifying themes across these modules will be structural transformation and livelihood opportunities.

In each module, students will be encouraged to look into various State and non-State initiatives which might have addressed these challenges with

reasonable success or perpetuated the already existing problems adding new dimensions to them.

Where ever possible, experiences from other South Asian countries will be discussed along with State and non-State intervention which can be looked at in case study form.

Sl#	Module / Unit Name	No. of Weeks
1	Caste	3
2	Gender	2
3	Inequality	3
4	Poverty	3
5	Informality	2
6	Group presentation, comments and assignment discussion	2

- e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

#### Module 1: Informality

Informal sector typically refers to set of activities which do not fall within the realm of government regulation or protection. This module will look into the idea of informal sector and informal employment, and provide an overview of concepts, approaches and theoretical debates. It will introduce students to the processes of informalization within India's development experience and try to map some patterns in informal sector work. It will also discuss the link between formal and informal sectors.

In addition to informality related to work and employment, this module will also explore linkages between spatial informality and informal livelihood. One of the common threads that link up spatial informality and informal livelihood is the marginalized population. Therefore, in a sense, this module sets up the tone for the entire course by emphasizing inter-linkages between informality and marginalization, and their manifestation under different circumstances.

#### *Core Readings:*

- Papola, T. S. (1980), "Informal Sector: Concept & Policy", *Economic and Political Weekly*, Vol. 15, No.18
- NCEUS (2007) Reports, Selected Chapters, 2007

- Swaminathan, M. (1991), "Understanding the Informal Sector: A Survey", WP 95, MIT Cambridge, Centre for International Studies
- Khasnobis, B, G., Kanbur, R., Ostrom, E (eds). (2006), "Linking the Formal and Informal Economy: Concepts & Policies"
- Bhan, G. (2020), "Informality, Housing and Work: The View from Indian Cities", in Martha Chen and Francoise Carre (eds) The Informal Economy Revisited, Routledge, London and New York
- Coelho, K., Venkat, T., Chandrika, R. (2012), "The Spatial Reproduction of Urban Poverty", Economic and Political Weekly, Vol. 47, No. 47
- Srivastava, R. (2020), "Vulnerable Internal Migrants in India and Portability of Social Security Entitlements", Working Paper No. WP 02/2020, Centre for Employment Studies, Institute for Human Development
- Mahadevia, D. (2009), "Deprivations, Vulnerabilities and Shelter Security – Linkages in Urban India", Working Paper, Social Protection in Asia

*Supplementary Readings:*

- ILO. (2013), "The Informal Economy and Decent Work: A Policy Resource Guide", ILO, Geneva
- Chen, M. (2012), "The Informal Economy: Definitions, Theories and Policies", WP, WIEGO
- Harriss-White, B., Prosperi, V. (2014), "The Micro Political Economy of Gains by Unorganized Workers in India", Economic and Political Weekly, Vol. 59, No. 9
- UNESCO. (2013), "Social Inclusion of Internal Migrants in India", UNESCO, New Delhi

Module 2: Caste

Caste, as an institution, has existed in India for centuries, and it is not only restricted within social realms but is deeply embedded in production relations as well. Despite spread of modern education and awareness about menace of caste, it is deeply ingrained in people's mind, and consciously or unconsciously it gets manifested through various social norms, religious practices, and economic transactions. As an institution, caste system has proved to be extremely oppressive and discriminatory in nature, and has resulted in creation of social hierarchy based on ascribed status. In this module, economic dimensions of caste system will be looked into primarily in the context of village India. Needless to mention, given the socio-economic complexities associated with caste system, non-economic attributes will also be discussed to the extent possible.

### Core Readings:

- Jodhka, S., Shah, G. (2010), "Comparative Contexts in Discrimination: Caste and Untouchability in South Asia", *Economic and Political Weekly*, Vol. 45, No. 48
- Ashwini Deshpande, *The Grammar of Caste*, selected chapters, OUP, 2011
- Katherine S Newman & S K Thorat. (2007), "Caste and Economic Discrimination: Causes, Consequences and Remedies", *Economic and Political Weekly*, October 13
- Ramachandran, V, K., Swaminathan, M (eds). (2014), *Dalit Households in Village Economies*, selected chapters

### Supplementary Readings:

- Thorat, S, K. (2002), "Oppression and Denial", *Economic and Political Weekly*, Vol. 37, No. 6.
- Mukhopadhyay, R. (1980), "Role of Caste in Agrarian Relations", *Social Scientist*, Vol. 8, No. 9
- Kumar, R., Kumar, S., Mitra, A. (2009), "Social and Economic Inequalities: Contemporary Significance of Caste in India", *Economic and Political Weekly*, Vol. 44, No. 50
- Vijayabaskar, M., Kalaiyarasan, A. (2014), "Caste as Social Capital", *Economic and Political Weekly*, Vol. 49, No. 10

### Module 3: Women Empowerment & Economic Participation

The process of structural transformation (both in terms of occupational shift as well as urbanization) has profound impact on women's livelihood and wellbeing. There is a significant body of literature which suggests that the impact of the process of development has been rather uneven, and that women are most often excluded in this process which gets manifested in various forms like lack of access to property or lack of access to livelihood opportunities or disproportionate share of household responsibilities or lack of participation in institutions.

The literature that has emerged in recent years suggests to a close link between gender and economic growth, and that persistence of gender disparity aggravates economic inequality which in turn hinders overall economic growth. This module will look into some of the structural features which inhibits women's participation in the overall process of development and structural transformation.

### Core Readings:

- Bhagat, R, B. (2017), "Migration, Gender and Right to the City", *Economic and Political Weekly*, Vol. 52, No. 32

- Neetha, N. (2002), "Flexible Production, Feminization and Disorganization", Economic and Political Weekly, Vol. 37, No. 21
- Bina, Agarwal. (1994), A Field of One's Own: Gender and Land Rights in South Asia, CUP – selected chapters
- Bina, Agarwal. (2010), Gender and Green Governance, OUP - selected chapters

*Supplementary Readings:*

- Haleh Afshar, H., Agarwal, B. (1989), Women, Poverty and Ideology in Asia: Contradictory Pressures, Uneasy Resolutions, Macmillan Press
- Neetha, N. (2006), "Invisibility Continues", Economic and Political Weekly, Vol. 41, No. 32

Module 4: Inequality

Recent global trends indicate to an increase in inequality – both in developed and less developed countries. Apart from philosophical and ethical grounds which necessitates establishment of a just and equal society, various studies have indicated that inequality inhibits economic growth and progress of a society. Inequality can be of different kinds – income, wealth, consumption, access to different amenities, access to different social services. There is a close relation between these different types of inequality, and combination of all these impact the livelihood opportunities of individuals and households in the society.

*This* module will begin with an understanding of different measures of inequality, and briefly touch up on global inequality trends and discussions around them. It will then move into different dimensions of inequality (like caste, gender) in India, and how their persistence impacts livelihood of those adversely affected by it. This module will further look into response of the Indian State in addressing some of the concerns related to inequality.

*Core Readings*

- Roy, Debraj. (1998), Development Economics, Princeton University Press – selected chapters
- Kuznets, S. (1955), "Economic Growth and Income Inequality", American Economic Review
- Ahluwalia, M, S. (2008), "Growth, Distribution & Inclusiveness: Reflections on Indian Experience", in Kaushik Basu & Ravi Kanbur (eds) Arguments for a Better World: Essays in Honor of Amartya Sen, OUP
- Bardhan, Pranab. (2008), "Economic Reforms, Poverty & Inequality in India and China", in in Kaushik Basu & Ravi Kanbur (eds) Arguments for a Better World: Essays in Honor of Amartya Sen, OUP

*Supplementary Readings:*

- Credit Suisse, Global Wealth Report, 2016.
- World Bank, *World Development Report, 2006: Equity and Development*.

Module 5: Poverty

Poverty lies at the heart of the development discourse in much of the developing world. Though officially incidence of poverty has declined significantly in India, close to 300 million people are living below the poverty line which makes India home to the largest number of poor in the world (almost one-fourth of world's poor reside in India). Further, there are certain pockets in the country where poverty has been persistent, particularly among certain social groups. Along with persistence of poverty in certain pockets, composition and distribution of poor are also undergoing changes which are broadly guided by structural transformation that the economy is undergoing – occupational shift, migration, urbanization – just to mention a few. Therefore, in India, poverty alleviation has always been at the center of development agenda, and several poverty alleviation programmes have been initiated by both the Central as well as State governments.

There has been a plethora of research on poverty – both in academic world as well as policy research. Though income or consumption has been widely used as a measure of poverty, several other dimensions have also been looked into in order to understand poverty in its different forms. This module will focus on the major debates on methodological issues around poverty measurement, look into composition and distribution of poverty in India, and will also discuss some major debates around various poverty alleviation programmes.

*Core Readings:*

- Roy, Debraj. (1998), *Development Economics*, Princeton University Press – selected chapters
- Banerjee, A., Duflo, E. (2011), *Poor Economics: Rethinking Poverty and the Ways to End It*, Random House, India
- A S Deaton, A, S., Valerie, K. (2005), *The Great Indian Poverty Debate*, Macmillan India Ltd

*Supplementary Readings:*

- Mehta, A, K et al. (2011), *India Chronic Poverty Report*, IIPA, New Delhi
- Srivastava, R, S. *Anti-poverty Programmes in Uttar Pradesh: An Evaluation*, Report of Planning Commission Research Project, Planning Commission, New Delhi.

**8. Pedagogy:**

- a. Instructional design: Classroom teaching.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Not required.
- c. Expertise in AUD faculty or outside: This course will be offered by AUD faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Not required.

**9. Assessment structure (modes and frequency of assessments):**

30% - Written Assignment based on modules 1 & 2

40% - Written Assignment based on modules 3, 4 & 5

30% - Presentation and policy brief on policy initiative undertaken by the government (Centre or State) and its outcome (any one topic from within the five modules)


**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**

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**Ambedkar University, Delhi**  
**Proposal for Launch of a Course**

**(To be approved by the Board of Studies and the Academic Council)**

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA Programmes
Course title	Food, Culture and Globalisation
Course code	SGA1EL212
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Elective Course
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Adjunct / Visiting; Coordinator (PC BASSH)

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

The elective course is offered as part of the Global Humanities and Literary Humanities thematic in BAGS and BASSH respectively. It thematically connects with other humanities courses within the undergraduate programmes of School of Global Affairs. It also builds on some of the courses in the Foundation baskets – 'Ways of Knowing' and 'South Asia in the World'.

**2. Specific requirements on the part of students who can be admitted to this course:** None.

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

**4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** 3<sup>rd</sup>/4<sup>th</sup> Semester; Semester-long course

**5. Proposed date of launch:** Winter 2021

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

Considering the complex nature of food, its study requires inter/multidisciplinary methodologies, which lies at the core of AUD's vision. The focus on the cultural aspect of food also would contribute to AUD's vision of helping build socially responsible and aware global citizens. The study of food and food cultures, like Global Studies, involves the question of how to see the world at a time of

dynamic change, not to mention the fast changes in the way food is produced and consumed. In many ways, food and the global are intersectional categories and an understanding about cultural aspects of food contributes to the heterogeneity of our understanding regarding the global.

## **7. Course Details:**

### **a. Summary:**

The highly symbolic nature of food makes it an ideal subject for studying it and thereby understanding the larger society. Food is not only a biological necessity for survival but it expresses meanings and values of communities and individuals. While every culture has its own distinct way of understanding and conceptualizing food it is also constantly shaped by new process and practices. The course will bring to the fore the culturally embedded nature of food in the context of flows and movements in an increasingly connected / globalised world. The focus of the course is to unpack the dense cultural codes in everyday food practices that are mediated by the global market and media, Social media being of particular interest.

### **b. Objectives**

- To understand, through the lens of food, the myriad and complex ways in which global processes and events affect our lives;
- To understand how food and dietary habits / cultures travels, and the forces that influence such movements;
- To understand the relationship between food, identity, health, and culture;
- To sensitise students on how to avoid 'ethnocentrism' or stereotyping.

### **c. Expected Learning Outcomes:**

At the end of the course, the student will be able to:

- Critically analyse the many facets of food'
- Critically analyse the complex connections between food, media, technology, identity.

**d. Overall Structure:**

<b>Modules</b>	<b>Duration</b>
Module 1: Global World & Movement of Food	2 weeks
Module 2: Food & Identity	2 weeks
Module 3: Seen, heard and felt; exploring food through experience (field visit)	1 week
Module 4: Media and food (including 1-week workshop)	3 weeks
Module 5: Food, Health & Body	2 weeks
Module 6: Food & Ecology	2 weeks

**e. Contents (brief note on each module; indicative reading list with core and supplementary readings)**

**Module 1: The Global world and movement of food**

As humans migrated many artifacts and practices moved with them. Millets came to the Indian subcontinent via migration from Africa which is said to be as early as 270,000 years ago. The biggest movements of crops in terms has occurred in the 1400 onwards termed the Columbian Exchange. Colonialism brought its own set of food exchange and changing culinary practices. The module will take an overview of these movements of food across the globe through history and make a note of some significant shifts in agricultural practices and culinary cultures.

The contemporary process of globalization, with its telecommunication technologies and new production process, is also about flows and movements of all kinds - people, finance, ideas, images and objects. All of these are having a profound impact on our societies. Not only are there changes in terms of political and economic but cultural as well. Globalisation discussions, while trying to understand the vast array of changes, have seen homogenising tendencies, criss-crossing influences of hybridisation, as well as localisation and particularities. These tendencies are particularly noticeable in various identity articulations and their consumptive expressions and markers; culinary practices lend themselves easily to such expressions. Old notions around food are transformed, reworked and reimagined, mediated as they are by media and market. These various cultural expressions will be examined in detail in subsequent units/rubrics.

**Readings:**

George, Susan and Nigel Paige. 2007. *Food for Beginners*. Orient Blackswan

Fox, Robin. "Food and Eating: An Anthropological Perspective." *Social Issues Research Centre*. Ed. SIRC. SIRC, n.d. Web. 1 Oct. 2014.

<http://www.sirc.org/publik/foxfood.pdf>

Achaya, K.T.2001. *Historical Dictionary of Indian Food*. Oxford University Press

Collingham, L. 2017 *Hungry Empire : How Britain's Quest for Food Shaped the World*. Random House: UK.

Nützenadel, A. and Trentmann, F. eds., 2008. *Food and globalization: consumption, markets and politics in the modern world*. Berg.

#### **Other resources:**

Video - The global food chain:

[https://www.youtube.com/watch?v=AM\\_PSqjIF0o](https://www.youtube.com/watch?v=AM_PSqjIF0o)

Global food exchange :explained through maps (10 min)

<https://in.video.search.yahoo.com/search/video?fr=mcafee&p=globalisation+and+food#id=1&vid=ee621347f9aaef48c4cc8205f1021ecb&action=click>

Globalization of food:

<https://in.video.search.yahoo.com/search/video?fr=mcafee&p=globalisation+and+food#id=8&vid=7e6a75761956105155287ef7e28bc3fb&action=view>

## **Module 2: Food and Identity**

What we eat is often a cultural statement to signify and create boundaries from other groups. Eating brings people together and also creates distinctions between people giving rise to food monikers that stereotype communities: the French are frogs, the Germans Krauts. In India we have such ethno-gastro distinctions too. This module will examine this close connection between food and its symbolic connotation denoting various identity expressions, be it nation, gender, ethnicity, religion, class or self. We enter the discussion by first trying to grasp various anthropological and social analysis of the symbolic aspects of food. What to eat, when to eat, who to eat with and how to eat, not to mention what and how to grow are all cultural acts. Eating is more than mere act for survival; it conveys a range of social and symbolic meanings - of values, belief systems etc. There are definite ideas about good and bad table-manners, right and wrong ways to present dishes, clear understandings about food appropriate to different occasions. Foods themselves can be seen to convey a range of cultural meanings. Culinary practices communicate information in terms not only of occasion but also social status, ethnicity and wealth. And resistance to essentialised notions of identity as well. We try to understand some of these meanings under this theme.

Closely connected to this sense of communitarian identity is one of emotion. Both at subjective levels and in tandem with one's identity to a social category;

nostalgia, feeling of home, mother's love and all such emotions and memories are imbued with food. This module will explore some dominant ways in which food relates to memory: food as an emblem that is historically constructed as identity marker for nation, religion or ethnicity. Food memories as reproduction of social structure especially in the context of women as culture bearers, will also be discussed. The social contexts in which memories are either revoked or subdued and through what forms and metaphors. And who is privileged in the process and what narratives they unfold. These identity expressions are examined in the context of global influences and through the mediation of global economies and use of media technologies.

### **Readings:**

Douglas, Mary. 2003. *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*. New York: Routledge. Chapter 3, "The Abominations of Leviticus", PP. 42-59.

Kothari, Geeta. "If You Are What You Eat, Then What Am I?" *The Kenyon Review* 21.1 (1999): 6-14. *JSTOR*. Web. 2 Oct. 2014.  
<<http://www.jstor.org/stable/4337801>>.

Goody, Jack. 1982. *Cooking, Cuisine and Class: A Study in Comparative Sociology*. Cambridge: Cambridge University Press. Chapter 5, "Industrial Food: Towards the Development of a World Cuisine", PP. 154-174

Baviskar, A. 2018. "Consumer Citizenship: Instant Noodles in India" in the journal *Gastronomica: The Journal of Critical Food Studies*.

Shankar, S. 2020. *Turmeric Nation: A Passage Through India's Tastes*. Speaking Tiger (chapter 1)

Devault, Marjorie. 1991. *Feeding the Family: The Social Organization of Caring as Gendered Work*. Chapter 1 "Doing Family Meals". Chicago: University of Chicago Press. Sutton, David. 2001.

*Remembrance of Repasts: An Anthropology of Food and Memory*. Chapter 1, "Sensory Memory and the Construction of 'Worlds'". New York: Berg, PP. 73-102

### **Module 3: Seen, heard and felt; exploring food through experience**

Food is perhaps the most visceral aspects of culture that engages all our senses - smell, touch, sight, and hearing. It calls in our sensibilities and judgements of aesthetics - what is offence and what is pleasant, what is desirable what is *haute* and low brow.

**Field work:** offensive and pleasant smells and sights (trip to meat and fish market(s) and trip to a mall / food court.

#### **Module 4: Media and food**

As omnivores human beings can eat multitude of things. Hence norms dictating what to eat provides restrictions on eating to certain pattern and ingredients. Social media, with its surfeit of 'all things food' is the new informer of dietary choices, influencing and unfurling a "social imaginary" of eating. One of the chief features of contemporary global condition is the surfeit of media technologies and how it mediates and informs the sociality of many expressions, food being one such prominent expression. In this module we look at various social media platforms like Instagram, food blogs and vlogs to see what is trending and why and what do they tell us about the times we live in, the discourses that seem to circulate with regards to food. Social media is not a single thing, but a constellation of tools and technologies that support peer-to-peer conversation and user-generated content. Thus, social meaning and metaphors of food can directly influence dietary choices and determine what type of food confer social acceptance. Besides, media has brought the very multi-vocal and performative aspects of all things food. Cooking shows, cooking competitions are perhaps the most watched shows on TV, the kitchens have moved from backstage to front stage in homes and in many restaurants; it would be worthwhile to unravel the signs of such performative acts.

#### **Readings:**

Rousseau, S. (2012). *Food and social media: You are what you tweet*. Rowman Altamira.

Holmberg, C., Chaplin, J. E., Hillman, T., & Berg, C. (2016). Adolescents' presentation of food in social media: An explorative study. *Appetite*, 99, 121-129.

Chan, A. (2003). 'La grande bouffe': Cooking Shows as Pornography. *Gastronomica*, 3(4), 46-53. doi:10.1525/gfc.2003.3.4.46

#### Workshop: Exercises and assignment

Signs of domesticity in cooking shows; reading *Evocation of Commensality*, domesticity, authenticity

Vlogs as the new cook books

The instgrammable post

## **Module 5: Food, health, and the body**

'You are what you eat' is a well quoted dictum that draws attention to the integral connection between the food and its embodiment. This corporeal connection to food is varied across cultures. We examine some notions around food in the Indian contexts. And how these conceptions on food, body and health find their place in the context of globalization. The search for alternatives and roots has spurred a new interest in such traditional systems of healing and discourse of food, such as Ayurveda. Along with new-age interests, there are dominant theories around the modern science-based germ theory, which inform many discourses around food. There are corporeal and cosmetic and wellness concerns around body that has given rise to a range of trends around body and food - not only eating disorders such as bulimia, anorexia, but notions of healthy food, new diet fads and so on. The global trade in food and the availability of food across seasons has also had a bearing on health and most importantly the connection between ecology and food, in this module we spell out this relationship and discuss in detail in the following rubric.

### **Readings:**

Lupton, D. (1996). *Food, the Body and the Self*. Sage.

Austin, Reshma. "PENCIL-LIKE THIN ICONS OF FEMINITY IN THE INDIAN MEDIA." *Global Media Journal: Indian Edition* 3, no. 1 (2012)

Patel, R., 2012. *Stuffed and starved: The hidden battle for the world food system*. Melville House Pub.

Siegal, B. R. 2018. *Hungry Nation: Food, Famine, and the Making of Modern India*. Cambridge University Press.

## **Module 6: Food and Ecology**

Under this theme we look at the connection between ecology and food. The agro-climate of region is a chief reason why certain crops and food production happens. However, that connection has been long destabilized with colonial intervention and encounters, and industrial agro-practices. We take a historical overview some of the major shifts in agro-ecological practices and their impact on culinary practices and on ecology. There is an attempt to move towards sustainable agri-practices and many movements are born out of it - organic, vegan, locavore, slow food, to name a few. We try to understand these movements and also unpack some of the cultural expressions, metaphors and tropes used.

## Readings:

Goodman, D. and Redclift, M., 2002. *Refashioning nature: food, ecology and culture*. Routledge.

Harris, Marvin. 1998. *Good to Eat: Riddles of Food and Culture*. Prospect Heights, Ill.: Waveland. [Previously published as *The Sacred Cow and the Abominable Pig*, 1985. Chapter 3, "The Riddle of the Sacred Cow"; Chapter 4, "The Abominable Pig"]

Outram, Alan K. 2007. "Hunter-Gatherers and the First Farmers: The Evolution of Taste in Prehistory." In *Food: The History of Taste*, ed., Paul Freedman. Berkeley and Los Angeles: University of California Press, PP. 35-61.

## 8. Pedagogy:

- a. **Instructional strategies:** This course will use a combination of lectures, discussions, presentations, documentary/film screening, and field visits.
- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Resources for organising field visit and organising food festival.
- c. **Expertise in AUD faculty or outside:** External expertise
- d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): No

## 9. Assessment structure (modes and frequency of assessments):

The course will have three assessment situations as part of continuous assessment policy of AUD:

- First assessment: report on the field visit (15%)
- Second assessment: mid-term examination or take-home assignment (30%)
- Third assessment: group-work - report and presentation on the workshop (20%).
- Fourth assessment: Final exam (35%)

Signature of Course Coordinator(s)

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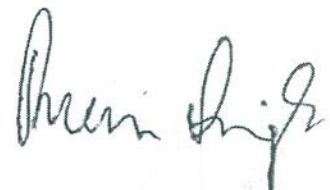


Note:

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

**Recommendation of the School of Studies:**

The proposal was discussed by the Board of Studies in its 4th meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**

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

School / Centre proposing the course	School of Global Affairs
Programme(s)	BA Global Studies (BA-GS)
Course title	Beginners Level (Chinese 6)
Course code	SGA1EL305
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Severin Kuok (Visiting Faculty)

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

This course offered as an elective of the foreign language component of the BA-GS programme.

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

The student must have completed Chinese 1, Chinese 2, Chinese 3, Chinese 4 and Chinese 5.

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

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

**5. Proposed date of launch:** Winter 2020-21

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

This course will be offered to students who have passed Chinese 1, Chinese 2 and Chinese 3, Chinese 4 and Chinese 5 in the first five semesters of BA-GS.

The acquiring of a foreign language is not limited to just the ability to speak another language but also for a greater understanding and insight into the culture and people of the said language. Learning Chinese has become increasingly attractive for non-natives in recent times with China's growing stature as a superpower. In the context of the current global conditions with China's flexing of its muscles and the resistance it is facing from the rest of the world, having the access to the Chinese language provides a greater opportunity for everyone to better understand the reasons for China's actions and reactions.

Chinese, in general, will allow students to access primary materials which otherwise remain inaccessible and help them to understand the tumultuous vicissitudes of the current global context in which China is a key player. This will be in complete tandem with the purpose of the Global Studies program which is aimed at focusing on the global.

## **7. Course Details:**

### **a. Summary**

After the first four semesters as a core course, Chinese 5 and 6 will be offered as elective to students who want to continue in the foreign language in their 5<sup>th</sup> and 6<sup>th</sup> semester. Students who opted for Chinese 5 will continue with Chinese 6. The student who has the ability to hold simple conversations by this stage, will further progress to higher writing and speaking skills such as writing letters, a diary and short essays. The course will also enable the student to read short stories about Chinese culture and society. Thus, listening, speaking, reading and writing skills will be reinforced in a sustained manner.

In this semester, the aim will be to continue to strengthen oral tonal skills and learn new grammatical structures while further augmenting the vocabulary with popular Chinese idioms and phrases apart from words.

Completing another semester of Chinese will enable the student to strengthen skills in the language to appear for the HSK exams [Hanyu Shuiping Kaoshi - The Chinese Proficiency Test (HSK), an international standardized test of Chinese language proficiency, assesses non-native Chinese speakers' abilities in using the Chinese language in their daily, academic and professional lives. HSK consists of six levels, namely HSK (level I), HSK (level II), HSK (level III), HSK (level IV), HSK (level V), and HSK (level VI).] It should be noted here that several Chinese universities offer generous scholarships to foreign students to pursue Master degrees in China and one of the criteria to apply for such scholarships is having HSK level 3 at least. After 6 semesters of Chinese language the student should be able to pass level 4. This proficiency certificate would enable interested students to pursue their graduate education in China.

### b. Objectives

- The most general objectives of the course are to continue to enhance the student's knowledge about China, its language and culture. Specific objectives are to help student develop an informed understanding of Chinese linguistic behaviour, society and culture. Concrete objectives include:
- To provide detailed and nuanced usages of conjunctions, adverbs and adjectives (where sometimes the same word could either be noun or an adjective eg 根本) and synonyms.
- To expand the knowledge of Chinese idioms and proverbs to enrich the language used.
- To allow for greater fluency in speaking and increasing listening ability for everyday use of the language.
- To allow the students to learn about China as a country and a civilization from the vantage points of history, geography, literature, culture, politics, current affairs etc. not limited to the language.

### c. Learning Outcomes:

- The student should be able to read and write over 1000 characters and comprehend more than 1200 words.
- The student will acquire a deeper and comprehensive understanding of the grammar and nuanced usages of certain phrases and words.
- The student will be able to read simple texts like short stories, write short paragraphs describing self and surroundings and hold simple day-to-day conversations.
- Acquire knowledge about China and the skill to analyze notions related to China from a variety of perspectives such as history, economy, politics, cultures, current affairs etc.

### c. Overall structure:

WEEK I	Usage of '终于'. Formation of rhetorical questions. Writing a diary.
WEEK II	Writing a diary. Usage of '下' as a potential complement.

WEEK III	The usage of the conjunction '只有' together with 才. The construction of the '连。。。也' sentence.
WEEK IV	Usage of '不如' to indicate comparison. More usages of '就'.
WEEK V	Usage of '到底'. Usage of interrogative pronoun to indicate particularity Eg '谁'
WEEK VI	Synonym study. Usage of '是。。。的' to express an affirmative and intensive tone.
WEEK VII	Usage of two negatives. Usage of '一切', '一定' and '靠'.
WEEKVIII	Usage of '本来' and '由于'. Chinese punctuations.
WEEK IX	Study of more synonyms and their usages. Usage of '又' to indicate change in tone.
WEEK X	Usage of '以为' and '不论'. Usage of conjunction '反而' and '不但不'.
WEEK XI	More complex usage of '就'. Usage of '总是' and '既然'.
WEEK XII	Short stories.

Prescribed Textbooks:

1) Elementary Chinese Reader (Revised Edition) Part 3 with Audio CDs, published by Sinolingua, Beijing, China

## 8. Pedagogy:

### a. Instructional design

The course will be a combination of lectures, class activities such as role plays, tutorials and oral presentations. The lectures are designed to combine a host of pedagogical approaches to foreign language teaching. Following the prescribed text the class adopts the traditional Grammar-translation method where there is fair degree of analysis of the grammatical elements and extensive use of translation in teaching and practice which helps in laying the basic foundation of knowledge for practical use. The practice involving imitation, repetition, substitution and memorization of the Audio-lingual approach will also be employed to develop fluency. Finally, collaborative learning activities such as group presentations, role-play acting during class, participation in cultural/educational activities held outside the campus will allow better communicative competence.

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

Projector and speakers would be required.

- c. **Expertise in AUD faculty or outside:** VF / AF needed till regular faculty are appointed.

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

Contact with other institutions where Chinese is taught, attending cultural events held by the Chinese embassy in Delhi periodically will be beneficial for students as it would provide a real time Chinese language environment.

9. **Assessment structure** (modes and frequency of assessments)

The course will have the following kinds of assessments.

Dictation (10%)

Class presentation (20%)

Mid semester examination (20%)

Written Assignment (20%)

Oral Assignment (20%)

Final Test (10%)

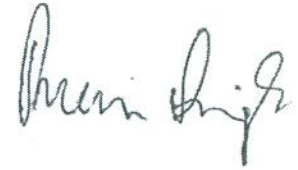
**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**

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

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Global Studies, and BA SSH (Combination 1 & 2)
Course title	French VI
Course code	SGA1EL306
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective for BA GS, and SSH
Level (Predoctoral / MA /PG Diploma / Certificate / UG)	UG
Course coordinator and team	Shubhra Gupta (Visiting Faculty) and Adjunct Faculty

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

This course is offered as an optional subject in continuation to the foreign language component of the BA-GS programme.

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

Must have completed the courses, French I, II, III, IV and V

**3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30-35**

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

**5. Proposed date of launch: Winter 2021**

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

Languages are a window into different cultures around the world. In this globalized world, learning a foreign language opens the mind to the way of life of people in other countries thereby giving students a larger perspective. French



is spoken in Europe as well as Africa and, of course, parts of Asia and Northern America. An insight into French and Francophone culture and history through learning this language would complement the global studies course.

## **7. Course Details:**

### **a. Summary**

Learning a foreign language is not only a practical skill that adds value to any CV but is also useful in discovering and understanding a foreign culture and people. French is amongst the top languages in the world having an official status in many countries. It is also one of the official languages of many international bodies like the United Nations. A language with a rich history, French has influenced art, literature, cinema, philosophy, gastronomy among other fields worldwide. Learning French can lead to a deeper understanding of not just French but also Francophone culture including Canada, parts of Africa, Europe and Asia.

### **b. Objectives**

The following objectives are to be achieved by the end of French VI

- Listening Comprehension – To be able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- Reading Comprehension - To be able to understand texts that consist mainly of high frequency everyday or job-related language. To be able to understand the description of events, feelings and wishes in personal letters.
- Spoken interaction and production - To be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken. To be able to enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- Writing - To be able to write simple connected texts on topics which are familiar or of personal interest. To also be able to write personal letters describing experiences and impressions.

### **c. Expected Learning Outcomes**

- Students will be able to hold conversations or write about diverse topics beyond their immediate concerns or surroundings using general vocabulary.

- To use the language more naturally and coherently by structuring their texts or speech using logical connectors.
- To be able to give their opinions or impressions on various topics with justifications.

**d. Overall structure:**

The course proposes to adopt a task-based and communication-based approach to teaching a foreign language wherein students will learn French through various activities and tasks to be performed in groups or individually. The focus of the classes will be to get students to accomplish various tasks for which grammar and vocabulary will be the tools provided through the book, other documents, songs or videos. Authentic documents shall be exploited in class so that students are aware that their knowledge goes beyond the classroom. The documents will also provide information about French and Francophone culture in order to ensure holistic learning. Of the four skills of reading comprehension, listening comprehension, spoken expression and written expression, the course shall focus more on the first three as one of the ideas behind this course is to enable students to identify French when they see or hear it and use acquired knowledge to understand what it could mean even if they come across a document that is above their language level.

**e. Contents**

One cannot exactly specify the time in which certain concepts will be covered as the response of the students determines the pace and sometimes the direction of teaching. However, by the end of the sixth semester, students will near the B1 level as defined by the Common European Framework for languages (CEFR). The book prescribed as the textbook for the French course at SGA has separate books for each level of the CEFR and there are clear indications regarding the level of each chapter within the books. In this course, students will start on the textbook for the B1 level. Certain concepts have already been covered in the fifth semester, in the last few chapters of the A2 level book and are revised in the first few chapters of this book. As such, we will be able to cover six chapters of the B1 level book which means that we shall complete 1 chapter in 2 weeks. Since the language level is higher, there is a need to invest time in the practical aspects of writing, listening and speaking in class by exploiting supplementary documents from other books, songs, videos and other internet resources.

In the sixth semester, the topics to be covered will be the environment, politics, work, travel and cultural activities. In grammar, the students will learn the connectors to express an opposition as well as expressions related to

establishing an objective which will help them better structure their texts and speech in French and even write arguments in favor or against a topic. They will also learn double pronominalization in French, comparative and superlative words and the active-passive voice. The focus will also be to revisit and clarify the use of different tenses in the past and future through practice.

### **Readings:**

#### Textbook

- Hugot, Catherine et al., *Alter Ego + 3 : méthode de français : B1*, Paris : Hachette, 2012

#### Other books that may be consulted

- Cocton, Marie-Noëlle et al., *Saison 3*, Les éditions Didier, 2014
- Denyer, Monique et al., *Version originale 3*, Editions Maison de Langues, 2010
- Grégoire, Maïa, *Grammaire progressive du français – niveau intermédiaire*, Clé international, 2010
- Miquel, Claire, *Vocabulaire progressif du français – niveau intermédiaire*, Clé international, 2014
- Charliac, Lucile et al., *Phonétique progressive du français – niveau intermédiaire*, Clé international, 2014
- Grand-Clément, Odile, *Civilisation en dialogues – niveau intermédiaire*, Clé international, 2007
- Miquel, Claire, *Grammaire en dialogues – niveau intermédiaire*, Clé international, 2005
- Debyser, Francis and Jean-Marc Caré, *Jeu, langage et créativité : les jeux dans la classe de français*, Hachette, 1992
- Weiss, François, *Jeux et activités communicatives dans la classe de langue*, Hachette, 1989

#### Internet sources

[www.rfi.fr](http://www.rfi.fr) (International French Radio)

[www.tv5monde.fr](http://www.tv5monde.fr) (International French TV channel)

## 8. Pedagogy:

### a. Instructional design

The course will be taught adopting a communicative and task-based approach. Thus, the classes will consist of a combination of activities, role-play dialogues and written expression aimed at providing a context in which students will focus on communicating using the newly learnt vocabulary and grammar. This provides students the opportunity to see how flexible language can be and adapt their language to different situations for efficient communication. There will also be oral presentations that encourage students to read and learn more about France.

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

Projector and speakers are a must. A language lab would be ideal to refine the students' language skills.

### c. Expertise in AUD faculty or outside: VF / AF needed till regular faculty are appointed.

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

The French language learning institute, Alliance française de Delhi, is a cultural hub for French and Francophone culture where many plays, concerts, photo exhibitions and various other cultural activities are organized. Linkage with this institute would be beneficial for the students and would provide them access to a francophone environment that is motivating and that promotes language learning by going beyond the classroom.

## 9. Assessment structure (modes and frequency of assessments)

The course will have the following assessments:

- Class participation, attendance and regular homework assignments or worksheets (30%)
- Oral exam towards the end of the course (20%)
- Class presentation (20%)
- Final examination at the end of the course (30%)

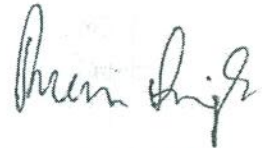
**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 4<sup>th</sup> meeting held on 12 December 2020 and has been approved in the present form.



**Signature of the Dean of the School**



## School of Global Affairs (SGA)

### Minutes of the 4<sup>th</sup> Meeting of the Board of Studies held on 12.12.20

The fourth Meeting of the Board of Studies of SGA was held during 10:30 am – 5:30 pm on 12 December 2020. The meeting was held online through Google Meet due to the prevailing Covid-19 pandemic.

The following was the agenda for the meeting:

1. To note that the Academic Council has approved the minutes of the 3<sup>rd</sup> meeting of the BoS as well as the courses which were presented in, and approved by the BoS.
2. To consider and approve the core courses of BA in Global Studies to be offered in the 6<sup>th</sup> semester (Winter 2021).
3. To consider and approve the core courses of BA in Sustainable Urbanism to be offered in the 6<sup>th</sup> semester (Winter 2021).
4. To consider and approve the core courses of BA in Social Sciences and Humanities to be offered in the 6<sup>th</sup> semester (Winter 2021).
5. To consider and approve the elective courses of BA programme to be offered in the 4<sup>th</sup> and 6<sup>th</sup> semesters (Winter 2021).
6. To discuss the proposal to offer a foundation / compulsory course in Hindi in all BA programmes.
7. To discuss the draft of the proposed programme Master in Public Health (MPH).  
See

The following members of the BoS were present in the meeting:

1. Professor Praveen Singh, Dean & Chairperson
2. Professor Avijit Pathak
3. Professor Partha Mukhopadhyay
4. Professor Nakkeeran N.
5. Professor Mohd. Sharique Farooqi
6. Dr. Rohit Negi
7. Dr. Sunalini Kumar
8. Dr. Partha Saha
9. Dr. Ngoru Nixon
10. Dr. Rachna Mehra
11. Dr. Shad Naved

### Special Invitees

- Professor Manoranjan Mohanty
- Dr. Kiran Bhushi
- Dr. Santhosh S
- Dr. Vibhuti Sharma
- Dr. Kaustav Banerjee
- Dr. Samik Chowdhury
- Dr. Amit Kumar Mishra
- Dr. Pritpal Singh Randhawa
- Dr. Teena Anil
- Dr. Ekta Singh
- Ms. Severin Kuok

Dr. Meenakshi Gopinath, and Mr. Arunava Dasgupta, could not join the meeting. Professor Niraja Gopal Jayal could not attend, but shared her comments on email.

The meeting began with a round of introductions.

The minutes of the 3<sup>rd</sup> meeting of the Board of Studies was ratified. Members had earlier approved the minutes by email.

### **Agenda 1: To consider and approve the core courses of BA in Global Studies to be offered in the 6<sup>th</sup> semester (Winter 2021)**

#### **1. Political Economy of Global Commodities**

This course will engage with 'commodities' by situating them in long historical context because the current contests over primary resources, their acknowledged indispensability for present-day industrial societies, and their global features and reverberations have profound historical echoes. It will provide UG students with a conceptual understanding to the larger rubric of political economy by exploring global commodity frontiers. The following comments were received on the course:

- a. The course has broadened the scope of political-economic lens by bringing in political-economy, history, anthropology and cultural studies. It would be good to include readings from the Frankfurt School.
- b. One could also include how TV news and anchors are being packaged as entertainment or as a commodity.
- c. Cotton and sugar are very similar in terms of the labour regimes and consumption. Would it be possible to include Tea to bring in a different dimension? A suggestion was also made on including Coffee as it connects with the consumption angle, in terms of the identity of the hipster / yuppie, or upwardly mobile in India.



- d. Labour and commodity production are interwoven in particular regimes, but discussion on labour and different commodities are in separate modules in the course. How would deal with this pedagogically?
- e. Some conceptual framework is needed to understand when and under what conditions something becomes a commodity. Also, AI has now transformed from knowledge to a commodity – Is there a conceptual framework to understand these transformations?
- f. Specific suggestions were made to include resources / readings.

Based on the suggestions, the following modifications are made in the course outline:

- a. A reading by Marcuse in Unit 6, and an article by G Ritzer on Macdonaldisation in Unit 7 have been added.
- b. News as commodity has been added in the description of Unit 4. Two readings - one in unit 4 and one in general readings for the course – have been added.
- c. Considering cotton and sugar to be similar is ahistorical. In fact, one of the core ideas and objectives of this course to make learners familiar with the transitions in commodification and to underline the delicate differences between certain commodities which appear to be similar. Further, sugar was much more crucial for expansion of imperial capitalism than tea. Also, the scale of production was wider, more global for sugar. For these reasons, Sugar would be retained. Adding coffee may make the course lengthier. But the example of coffee will be brought in while discussing the cultures of consumption.
- d. On Pedagogy: Considering that the course is offered at UG level, it adopts the following pedagogic style. First a more general narrative about commodities from perspectives of political economy in a historical context will be provided and then certain theoretical concepts, which emanates from these narratives, will be discussed. This will reduce scope of sounding repetitive and confusion.
- e. Suggestion will be looked into in later iterations.
- f. Readings by Luli Callinicos and Leif Wenar have been added.

## 2. Global Environment Change

The course introduces the students to the sophisticated debates, largely from the vantage point of political-economic and political ecology perspectives, on several significant environment issues which are being framed as 'global' challenges.

The following suggestions / comments were made by the Board members:

- a. Will the course discuss the specific question of the carbon budget – how this notion has come about, and how it has influenced negotiations in CoP?
- b. The relationship between the economic and environment should be made more explicit. For instance, how the production and consumption of resources are linked to the technology of production. In similar vein, it was also pointed out

- that the role of global capital in the steering of the environmental change and policy-making should be made more explicit.
- c. Since this course is part of the larger thematic of 'Global Political Economy', it makes sense to elaborate how this course adds / complements to this thematic, and explicates the political-economic perspective.
  - d. Specific suggestions were made for including issues (electronic waste) and readings (Beck, and Doron and Jeffrey)

Based on the suggestions, the following modifications are made in the course outline:

- a. The course will look closely at market/economic based instruments / policies in place to deal with climate change (including carbon budget) as well as other environmental problems, including the limitations of, and politics behind these policies. Module descriptions have been reworked and more readings explicitly discussing these aspects have been added.
- b. The discussion on the changing nature and role of capitalism runs through the course, apart from other underlying causes. This is now clearly described in the course summary and descriptions of some modules.
- c. The connections between the course and 'global political economy' thematic has been further elaborated. It should also be noted that the course goes beyond the limitations of 'political economy' perspective, and introduces political ecology perspective as well as works of sociologists and psychologists, so that it provides to the students a more comprehensive set of lenses to make sense of the problems.
- d. The readings and issues mentioned in (d) above have been included.

### **3. Global Humans: Imaginations, Circulations, and Displays**

The course introduces students to the idea of the global in twentieth century film, martial arts, photography, dance and sport. In particular it brings up questions of circulation and dissemination of art forms – both popular and 'high' – and encourages students to probe questions of power and influence. Through different modules, the course will try to discuss what constitutes the global human in the twentieth century world?

The following suggestions / comments were made by the Board members:

- a. The course looks a bit heavy, both on the number of issues / modules and the readings. It is a difficult course for undergraduate level.
- b. There has to be more explicit attempt to see history of conceptualization of human species, how anthropocene literature has reconstructed, constantly redefining the place of human in larger universe of living and non-living. One could also discuss how experiments in production, art, politics have gone on in small villages and tribal areas, and also ideationally, in Asia-Africa-Latin America. In post-pandemic world, this question will be far more important. It is important to discuss how tribal village is connecting with and making sense of the world. But lack of tools means we do not have means to take note of them or the indigenous knowledge systems.

- c. Module 6 can include discussion on why cricket considered more popular form of sport while other parts in India receptive of other sports.
- d. Is this course about global humans or global humanities? What is being illustrated by bringing them together or what are the connections you are drawing between the two? While the title says 'Humans', you seem to be focusing only on humanities. Are 'Imagination, Circulation and Display' in the title being treated in separate modules or are they a part of each module? the course title may be changed.
- e. If we are thinking of a common human archive, then one has to think of the digital media and manner in which it becomes a shared experience across cultures (e.g. Tiktok). It seems course has lot of humanities but not enough human, because a lot of modules are about performances of human activity, rather than what is seen as practice. Focusing on everyday practice of these things, may bring in the human element.
- f. Specific suggestions were made for including issues and readings.

Based on the suggestions, the following modifications are made in the course outline:

- a. Readings in two modules have been reduced, but since there are only 7 modules overall, it would be difficult to reduce further. At the same time, these are important ideas to be shared as early as possible. Anthropocentric understanding has to be questioned, should be germinated early in students. These ideas will be shared in simple ways with the students. Simpler readings and other audio-visual material will be made available in addition to the existing ones.
- b. These questions have been addressed already in the Braidotti and Devji essays in the readings for the first module, but they would also be foregrounded in teaching. A very recent essay by Donna Haraway has been added, which goes imaginatively and playfully well beyond the grim laments and warnings of Coetzee and Devji, into the already-existing reality of inter-species survival and bonding.
- c. The reading by Asha Kasbekar in module 6 on sports deals with the concern / issue raised.
- d. The title may not be entirely representative. However, apart from the first module, which locates the entire course that follows in the question of the human, the remaining modules are about the productions of the human as much as the productions of the humanities by the human. The title would be retained. However, this point would be underscored in class.
- e. This point is addressed in the response in (b) and (d) above, i.e., that a common digital archive as well as the technology is being shared and experienced across cultures.
- f. Suggested reading added in Module 2.

The Board took note of the revised courses, and approves all the above three courses in their present form. All the three courses may be placed before the Academic Council for its final approval.

**Agenda 2: To consider and approve the core courses of BA in Sustainable Urbanism to be offered in the 6<sup>th</sup> semester (Winter 2021)**

**4. Urban Management and Finance**

This course is aimed at providing a critical perspective on the ways in which cities are managed and financed both in the global and Indian context.

The following suggestions / comments were made by the Board members:

- a. Unit 3, can the issue of the presence of a revenue stream – subsidy and allocation principles - be taken for granted? Probably, it would good to elaborate on this further
- b. The course could be designed as a conversation between the theoretical, constitutional, actual elements of urban finance.
- c. The contextual limitations of urban finance – e.g., how are responses being framed in different kinds of urban spaces (larger and smaller towns) – could be brought in to the discussion.
- d. Last unit may be redesigned and a more comprehensive analysis of case studies could be included. Discussions could include privatisation more generally, and not just PPPs. Examples of Hyderabad or Mumbai Metro, Solid waste management in Gurgaon and NOIDA could be included.
- e. It would useful to include a discussion on how cities are run and financed in other contexts, and then compare these examples with India. One could then try to explain the differences and divergences.

Based on the suggestions, the following modifications are made in the course outline:

- a. This suggestion has been incorporated by redesigning the course as a conversation between institutional policy shifts and their unfolding on the ground. This has been elaborated in the description of the Unit 3.
- b. Same as response 1. Alongside descriptive or factual readings, more critical readings have been added.
- c. Suggestion incorporated in Unit 2, which now compares different urban contexts.
- d. In the light of the comment, Unit 4 has been revised. The Unit has been renamed and also few new readings have been added.
- e. Suggestion has been incorporated in the summary as well as in Unit 1.

## 5. Cities and Climate Change

The course builds students' understanding of a major global issue (climate change), and specifically, its urban imbrications. The course delves into important issues, the concepts through which the relations between climate and cities have been analysed, and the planning instruments that have been developed and operationalised in response to climate concerns.

The following suggestions / comments were made by the Board members:

- a. The course should open up the meanings of 'the city', of spatial delimitation in the time of climate change because it exerts a critique on the way they have been conceptualised.
- b. A comparative perspective may be introduced. Cities have in many contexts emerged as autonomous agents pushing the national/regional climate agenda, while in India they are more secondary agents 'keeping up' with central climate policy shifts.

Based on the suggestions, the following modifications are made in the course outline:

- a. Changed unit two to address some of the issues highlighted. The unit now, before moving to the discussion of the technical aspects of urban intersections with climate change, builds a perspective on the complexities of the urban itself when it comes to climate, and also introduces ideas of justice, so that questions related to access and equity can be asked meaningfully as the course moves through subsequent units.
- b. Additions to reading list based on comments: added ISET's paper on resilience; paper on Just Urban Transitions to unit 2, and another on rethinking the spatiality of the city to unit 2.
- c. The comparative dimension has been highlighted in Unit 5, which deals with planning for climate change.

## 6. Mapping and Visualization II

Mapping, spatial analysis and visualisations have assumed critical importance in fields allied to urban and regional research and practice. From definitive understanding of housing segregation to the provisioning of infrastructures and mapping of disease outbreaks, cartographic tools significantly contribute to urban and regional knowledge and governance. The course will provide practical training in cartography and spatial analysis.

The following suggestions / comments were made by the Board members:

- a. Linkages with other major courses of the semester may be made

Based on the suggestions, the following modifications are made in the course outline:

- b. The students' projects run through the latter half of the course. Students will be encouraged to think about projects based on issue(s) that have piqued their interest in the two other courses—on climate change and urban finance respectively. The same has been noted in the final unit's description.

The Board took note of the revised courses, and approves all the above three courses in their present form. All the three courses may be placed before the Academic Council for its final approval.

**Agenda 3: To consider and approve the core courses of BA in Social Sciences and Humanities to be offered in the 6<sup>th</sup> semester (Winter 2021)**

**7. The City in Literature**

Fictional and non-fictional work on cities have drawn extensively from a wide genre of literature including poetry, drama, prose in the form of short stories, novels, travelogues, biographies, comics, graphic novels etc. Literature represents the subtleties and complexities of human life in an imaginative way. Keeping in mind these contexts and focussing on a cross-section of contemporary urban Indian writing in English as well as Hindi, this course aims to equip students with literary perspectives to interpret our cities.

The following suggestions / comments were made by the Board members:

- a. Explain the rationale for the course with regard to the (a) Programme structure, and (b) How will the course be pedagogically transacted? Will it be in a story telling form or focus on the themes in a constructive way?
- b. What kind of methodology will be adopted or the ways in which students will be educated about literature as an important methodological intervention to comprehend the reality of the city in specific? Will it employ imaginary geography, linguistic analysis, stylistic reading of urbanity etc.?
- c. How will it be different from social science methodology, more importantly how it will contribute to the social science methodology?
- d. How can this course build a rhythmic bridge between sociology/urban studies and literature? The course would demand a couple of thought-provoking lectures/discussions on methodology. Because it needs a shift: from the positivistic duality ('objective' vs. subjective'; 'science; vs, fiction', 'fact' vs. 'imagination') to existential/hermeneutic understanding of social reality. Robert Nisbet wrote a wonderful book: "Sociology as an Art Form", which could be used.
- e. Students should be given liberty to intervene and assessments should evolve with students' participation. They may choose a particular work of fiction

and ponder over it throughout the semester as they go through various themes and submit a final report or review on it.

- f. Include Akhil Katyal's translation of Ravish Kumar's book, 'A City happens in Love'.

Based on the suggestions, the following modifications are made in the course outline:

- a. It is offered as a core course in the Literary Humanities stream of SSH program and fits well with other courses in the same basket. Faculty from the disciplinary training in History, English and Hindi literature will come together to discuss the issues experienced in a city through literary texts and semiotics which foreground them in an empathetic way.
- b. The course aims to equip students with literary perspectives to interpret our cities. Rather than simply treating the city as a text to be examined for its spatial, historical, sociological, and political underpinnings, the course will treat the written text as a vital artefact reflecting all of these in its engagement with experience, lived and imagined. The play of form on content and vice versa will be discussed at length, and the processes of signification as signifiers begin to unravel in concord with referents will also be examined. The course will encourage students to consider experience and aesthetics as the cornerstones of representation, and to explore how writing is also involved in giving shape to the contexts it purports to depict. On the whole, the course will facilitate layered understandings of urbanisation in contemporary India.
- c. In social science studies literature is often used as source material for discussing and analysing certain propositions and hypotheses. In this process literary intricacies are being not discussed at length. This course will take up literature as the social production of its time and society and not just as a source but also as a playing field of contradictions and contending ideas expressed in a particular way. It will look into the contents as well as the forms which emerged in particular time and driving forces behind these processes. Though a wide variety of literature has been urban in its origins or audiences, urban writing as we recognise it today draws crucially from its material and spatial moorings. The changing pace and trend of urbanisation in the wake of industrial imperialism and the juggernaut of modernity have birthed new ways of not simply experiencing but also articulating the city. In India, this transition has been palpable in the evolving contours of what can be said and how, a transformation which has pushed the boundaries of realism and allowed for innovations in form as well as content.
- d. Thematic intersections of nationalism, regionalism, selfhood, and experience will be commented upon in Unit 1. There will be interplay of form and content and students will be oriented towards appreciating literary and textual analyses as essential methodologies in understanding the urban. The Course instructors will go through Robert Nisbet's book to understand the linkages between sociology/urban studies and literature.

## 9. Worlding Cinema

The aim of this course is to provide a perspective on the global history of cinema as a bodying forth of the world. The history of cinema is therefore a crucial site from which we can explore global histories as they intersect in the terrain of culture, technology and modernity. The course is also designed with the premise that cinema could also be studied outside of the discipline like "Film studies"; instead, it could be an essential component in all disciplines as cinema has always been and remains one of the most powerful cultural forms.

The following suggestions / comments were made by the Board members:

- a. Will the course also discuss how the more recent changes in the nature of consumption determines the nature of production in films. Three ways in which nature of consumption has changed over time (i) multiplexes vs single screen e.g. Bhojpuri movies are mostly shown in single screen while certain types of movies are consumed in multiplexes; (ii) rise of internet platforms like Prime, Netflix; (iii) distribution companies entering into production etc.
- b. This is a good and relevant course. It will be really nice if select films from all over the world are shown in the class. And it is important that these young learners watch these films with their own eyes and aesthetic sensibilities - not necessarily through the eyes of some scholars of 'cinema studies' who tend to use heavily ornamental and mystified prose. It will be good if students get an opportunity to read the essays written by some great filmmakers (say, Satyajit Ray, Shyam Benegal and Mrinal Sen).

Based on the suggestions, the following modifications are made in the course outline:

- a. There is no doubt that changes in the logic of viewership and distribution are essential to the transformation of the cinematic experience from its classical grounding (movie theatres, celluloid) to its contemporary disaggregated avatar. This is however a very big topic which may be beyond the scope of this course. Some of the early trends in the disaggregation of cinema will be intimated in the module on the emergence of video. Two supplemental readings which captures this transition have been added.
  - Ravi Vasudevan, Cinema in urban space, Seminar, No. 525, 2013 available at <https://www.india-seminar.com/2003/525/525%20ravi%20vasudevan.htm>
  - Amit Rai, "First Day, First Show": Bollywood Cinemagoing and the New Sensorium, Chapter 1 of *Untimely Bollywood: Globalization and India's New Media Assemblage*



- b. The course will indeed offer an opportunity for students to see good cinema. But the thematic focus of the course is very different from an introduction to film appreciation in which one would go through the canonical texts of world cinema. The concern that film theory and film studies courses tend to kill any joy of the cinematic experience (which is the primary reason we study cinema at all) is well appreciated. This will be kept in mind while transacting the course.

The Board took note of the revised courses, and approves all the above three courses in their present form. All the three courses may be placed before the Academic Council for its final approval.

**Agenda 4: To consider and approve the elective courses of BA programme to be offered in the 4<sup>th</sup> and 6<sup>th</sup> semesters (Winter 2021)**

**10. Economic Challenges in India**

This course will be offered to BA 6<sup>th</sup> semester students and will introduce students to some of the most fundamental and contemporary economic challenges facing the economy. The topics that will be discussed will explore the historical roots of the challenges and try to connect the historical trajectory with contemporary issues.

The following suggestions / comments were made by the Board members:

- a. The modules may be reorganized by moving the module on informality towards the beginning, since it is more an underlying condition rather than a separate theme and may be used to understand latter units.
- b. The intersectional nature of various constraints may be introduced in the beginning
- c. Spatial informality is absent in the discussion on informality. It may be added.
- d. Instead of restricting to occupational categories, a broader view of work may be considered.
- e. Informality and resource endowment are missing in the discussion in Module 1. This may be added.

Based on the suggestions, the following modifications are made in the course outline:

- a. Module 5 has been moved up as Module 1.
- b. Module 1 will now also discuss intersectional nature of various constraints which are structural in nature in the Indian economy.
- c. Spatial informality will now be a part of the discussion on informality in Module 1. The write-up on Module 1 has been revised and appropriate references on Spatial Informality included in the reading list.

- d. The suggestion is accepted in principle, but it cannot be operationalized due to nature of classification in secondary data sources (as analysis of secondary data will be an integral part of this course).
- e. The suggestion is accepted in principle, but it cannot be operationalized in the present course structure as it does not fit well with the narrative.

## 11. Food, Culture and Globalisation

The course will bring to the fore the culturally embedded nature of food in the context of flows and movements in an increasingly connected / globalised world. The focus of the course is to unpack the dense cultural codes in everyday food practices that are mediated by the global market and media, Social media being of particular interest.

The following suggestions / comments were made by the Board members:

- a. A recent publication by Shylashri Shankar titled "Turmeric Nation" may be useful for the course.
- b. How food travels and how markets allow it to travel and the role of social media e.g. how Pizza arrived and was absorbed in India, could be included in some module.
- c. You may like to include a discussion on how removal of import restrictions from food has not only allowed access to global brands but also fresh produce e.g. fruits and vegetables (which are now available throughout the year). So how globalization (trade in particular) has helped transcend the issues of food ecology i.e. weakening the relationship between climate and food.
- d. Another aspect of food choice that could be included is the issue of demand that is generated by social media, and the skills that are developed around this thereby expanding the notion/choice of cuisine (e.g. a place in Hissar that serves pasta and espresso coffee set up by someone who returned from Dubai).
- e. Nature of consumption itself as an act of liberation, aided by social media that is helping transcend the limitations (or self-imposed restrictions) of choice and preference of certain social groups (e.g., Chandra Bhan's works?).
- f. Few Indian readings may be interesting and could be added in the list. A fine book that looks at how India's nation-building project focused on hunger and malnutrition and later food sufficiency, is Benjamin Robert Siegel's Hungry Nation. Another academic who has written engagingly on food is the anthropologist Amita Baviskar (Consumer Citizenship).

Based on the suggestions, the following modifications are made in the course outline:

- a. The suggested book is interesting, but a bit tedious and not very comprehensive for purposes of learning. So only the introductory chapter is being added in the list.
- b. This aspect will be taken up both in the module on globalisation.

- c. Global trade of food definitely is an aspect that has had a huge impact on sustainability of agro-practices, but it also has an impact on health. Therefore, it will be addressed in the module on food and health as well as the module on food and ecology. These aspects will be covered when discussing locivore movement, among others.
- d. The module on Media and Food already mentions the role of media in the food choices we make.
- e. Resistance to essentialised notions of identity, which is part of the module on identity, can address the more specific details such as the one suggested above.
- f. Both these suggested readings have been added to the reading list.

## **12. Beginners Chinese 6**

After the first four semesters as a core course, Chinese 5 and 6 will be offered as elective to students who want to continue in the foreign language in their 5th and 6th semester. Students who opted for Chinese 5 will continue with Chinese 6. The student who has the ability to hold simple conversations by this stage, will further progress to higher writing and speaking skills such as writing letters, a diary and short essays. The course will also enable the student to read short stories about Chinese culture and society. Thus, listening, speaking, reading and writing skills will be reinforced in a sustained manner.

The following suggestions / comments were made by the Board members:

- a. It was suggested that different aspects of Chinese history, culture and economy could be discussed in the classroom to enable a holistic learning about China and Chinese language.

Based on the suggestions, the following modifications are made in the course outline:

- a. The suggestion has been included in the objectives, learning outcome and pedagogy sections.

## **13. French 6**

Of the four skills of reading comprehension, listening comprehension, spoken expression and written expression, the course shall focus more on the first three as one of the ideas behind this course is to enable students to identify French when they see or hear it and use acquired knowledge to understand what it could mean even if they come across a document that is above their language level.

No suggestions were provided on the course.

The Board took note of the revised courses, and approves all the above four courses in their present form. All the three courses may be placed before the Academic Council for its final approval.

**Agenda 5: To discuss the proposal to offer a foundation / compulsory course in Hindi in all BA programmes**

The Board was informed about a recent notification of the University making the teaching of Hindi compulsory in all undergraduate programmes in the University. As per this notification one 4-credit Foundation course has to be introduced. The Schools / programme teams have the flexibility to design courses appropriate to the objectives of the programmes.

The Board was informed about the rationale behind language policy in SGA. The issue at its heart has been how to build student proficiency in English (especially academic reading and writing) as that is the primary language of instruction. Based on this idea, and the experience of offering English language courses in other undergraduate programmes, SGA introduced two foundation courses in English for all students. To not make Hindi a compulsory course was based on our understanding that most students would have adequate proficiency / competency in the language (AUD has 85% seats reserved for NCT region). At the same time, several courses in Hindi are offered as electives in the 1<sup>st</sup> year to help students from Hindi medium schooling to transition from Hindi to English in a more gradual manner. The plan has been to continue to prepare innovative courses in Hindi in the future and offer these even in later semesters.

The members shared concerns about making Hindi compulsory mainly from the following vantage points – (1) a large number of students (at least 15-25%) who may not have adequate exposure to Hindi may face problems; (2) other universities (like DU) have made Hindi optional (students can opt from a basket of courses in other languages); (3) whether the Academic Council of AUD has approved this language policy; (4) that the language debate in India is very old and the University may like to take cognizance of this (especially be sensitive to the politics) while formulating its policies; (5) Delhi State has a three language policy (including Punjabi and Urdu).

The members of the Board offered the following suggestions / recommendations:

1. The BoS explicitly said that the school should have the liberty of adopting the course in a manner that best suits and integrates with the substantive content of the program.
2. A foundation basket may be created with a variety of courses. Students could opt for any one based on their proficiency and interests. This basket could also have an elementary level Hindi language course for those who may not have been exposed to the language so far. The existing courses offered in Hindi may be included in this basket. Other courses (for instance, on language politics and officialization of Hindi, the different 'cultural worlds' of Hindi) reflecting the focus of different programmes may be added.

3. Some of the Hindi courses may bring in skill component which could help the students in their day-to-day activities (dealing with the municipality, legal and official documents, navigating the different aspects of living in a city).
4. Special attention should be paid to pedagogy, especially because in India literature is introduced even before the student learns language which create problems in language proficiency. It was felt that care should be taken in putting together the course material, a lot of audio material should be added (including from Hindi media where a lot of original material is available).

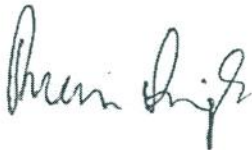
The Board authorized the School faculty to design suitable courses, and make appropriate changes in the programme structure. It was decided that the new proposals will be discussed in the next meeting of the Board.

**Agenda 6: To discuss the draft of the proposed programme Masters in Public Health (MPH)**

The programme team of Public Health made a brief presentation on the draft programme concept note.

The Board took note of the concept note and gave in-principle endorsement to the proposal, and advised the programme team to carry out a series of consultations with experts in the field. A more detailed proposal with course outlines may be brought back to the Board for discussion and approval.

The meeting ended with a vote of thanks



Chairperson

Board of Studies

## SCHOOL OF EDUCATION STUDIES

## Documents for the SCPVCE

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**AMBEDKAR UNIVERSITY DELHI  
SCHOOL OF EDUCATION STUDIES**

**Minutes of the Online Meeting of the Board of Studies held on 07.10.2020**

The 18<sup>th</sup> Meeting of the Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:30 AM on 07.10.2020. Due to the Covid19 pandemic, the meeting was held online via Google Meet. The following members and special invitees attended the meeting:

Dr Sunita Singh Dean (Offg.), SES, AUD	Chairperson
Dr Jayshree Mathur Formerly with Department of Education, University of Delhi	Member
Dr Manish Jain SES, and Director CECED, AUD	Member
Dr Monimalika Day SES, AUD	Member
Professor N. Nakkeeran School of Global Affairs, AUD	Member
Dr Neerja Sharma Formerly with Lady Irwin College, University of Delhi	Member
Dr Rachna Chaudhary School of Human Studies, AUD	Member
Professor Shobha Sinha Head and Dean, Department of Education, University of Delhi	Member
Professor Sitanshu S. Jena Dean, School of Vocational Studies, AUD	Member
Dr Gunjan Sharma SES, AUD	Member & Convenor
Regret: Dr. Parmesh Kumar Sharma Maharshi Valmiki College of Education, University of Delhi	Member
Special Invitees: Dr Manasi Thapliyal Navani, SES, AUD	

Dr Nivedita Sarkar, SES, AUD

Dr Rajshree Chanchal, SES, AUD

Dr Shivani Nag, SES, AUD

### **Agenda for the BoS Meeting**

1. To discuss the launch of 4-year Integrated Teacher Education Programmes (ITEPs) at SES and updates on the application for the programmes to the National Council of Teacher Education (NCTE)
2. To review three proposed new elective courses for the MA Education and MA Education (Early Childhood Care and Education) programmes
  - 2.1. Sociology of Education (4 Credits)
  - 2.2. Education and Equity (4 Credits)
  - 2.2. Economics of Education: Issues of Financing and Policy (4 Credits)

The Chairperson extended a welcome to the Members of the School's BoS and to the Special Invitees. She introduced the agenda and presented the context of the deliberations for the meeting. The following were discussed at the meeting:

### **1. Launch of the 4-year ITEPs (BABEd) at SES and updates on the application for the programmes to the National Council of Teacher Education (NCTE)**

A background of the launch of ITEPs or BABEd programmes at SES was presented. The BABEd programmes would offer AUD-SES a creative space to innovate in teacher education and an opportunity for a unique positioning in Delhi-NCR as no other institution in the region offers such programmes. The concept of BABEd was approved by the University's Academic Council in its 9<sup>th</sup> meeting held on 31 January 2017. In 2019, NCTE notified the revised Regulations for ITEPs and invited applications for the same. SES has applied for the following two ITEPs through proper channel in July 2019: a) Bachelor of Arts and Bachelor of Education (Primary) (BABEd (Primary)), and b) Bachelor of Arts and Bachelor of Education (Secondary) (BABEd (Secondary)). The School is now waiting for the approval while preparing for the launch. NCTE has announced in its Regulations a prescribed model curriculum for these programmes with the institutions having the flexibility to modify up to 30 percent of the curriculum as per the local requirements and context (Annexure 1).

The broad concept and proposed implementation of the programme were discussed in the meeting. The following suggestions were made by the members:

- The flexibility of adapting 30 percent of the model curriculum based on the context of the programme should be creatively interpreted and utilised by SES. The programme concept as approved by AUD's AC in 2017 (that was based on the BA programmes offered at AUD) should be compared with the NCTE model curriculum. The 30 percent flexibility may be utilised to bridge the gap between these two designs.
- The BA component of the NCTE's model curriculum has much higher credits than AUD's BA programme norms. This difference should be studied carefully for equivalence of content.
- The flexibility provided in the model curriculum may also be utilised to build a greater focus on inclusive education as the current teacher education programmes are limited in this respect.



- A critical engagement with the contemporary developments, such as online teaching, may also be included in the programme contents to prepare teachers for the challenges of the times.
- The National Policy on Education (NPE) 2020 has recommended a curricular restructuring of the school education in a 5 + 3 + 3 + 4 model. This model integrates 3 years of early childhood care and education (ECCE) within the fold of school education. Teacher education programmes would also need to be adapted accordingly. This offers a unique advantage to SES as the School already offers MA programme with specialisation in ECCE. This advantage should be leveraged while planning for the BABEd curriculum to develop a unique strength for SES. One challenge that may be considered is that of finding faculty members for teaching ECCE component of the programmes who meet the NCTE norms for faculty qualifications.
- The experience of the BEIEd programme may be studied to understand the programme model, how has the idea of integration been implemented in terms of faculty sharing between different departments, and the challenges of offering an integrated programme.
- The notified curriculum may be discussed in more detail in the BoS when the draft is complete.

The BoS agreed to in-principle recommend initiating the work on curricular planning for the ITEP programmes as per the above suggestions. It was **resolved** to recommend the same for consideration in the next meeting of AUD's Academic Council.

## **2. Three proposed new elective courses for the MA Education and MA Education (ECCE) programmes**

SES has been offering the MA Education and MA Education (ECCE) programmes from 2012 and 2014, respectively. The first two semesters of both the programmes comprise of compulsory core courses. Elective courses are offered in the third and fourth semesters of the programmes. Three new courses are being proposed as electives. Two of these courses (2.2 and 2.3) are modified versions of the courses that are also being introduced as 2 credit electives in the PhD programme of the School.

### **2.1. Sociology of Education (4 Credits)**

The outline of the course *Sociology of Education* was presented by Dr Rajshree Chanchal. The course is intended to introduce the students to the ideas, concepts, and theoretical frameworks in the field of sociology of education. The following recommendations were made by the BoS:

- The phrasing of the sentence "It is difficult to ascertain the 'founding father' of sociology education" may be reconsidered.
- The rationale for sequencing of Units 1 and 2 may be stated and further thought through.
- The alignment between the course description, organisation of modules, objectives and outcomes may be re-checked.
- Unit 3 of the course may be designed as being more application oriented rather than focussing only on literature. An engagement with the contemporary concerns of aspirations, identity, and intersectionality of different social axes such as gender, disability, religion, caste, class, urban poverty and migration could be considered.
- Readings from the Indian context on culture and caste may be included.
- The scope of the course and the volume of the readings could be examined in the light of the time available for transacting the course.

The BoS **resolved** to recommend the course for the consideration of AUD's Academic Council after incorporating the suggestions.

## **2.2. Proposal for the course Education and Equity (4 Credits)**

The outline of the course *Education and Equity* was presented by Dr Rajshree Chanchal. The course intends to focus on the question of education and equity from the perspective of sociology of education. The following recommendations were made by the members:

- The course is quite packed, and it may be difficult to sufficiently engage with all dimensions of marginality within the semester time.
- The course description needs to be tightened and made more engaging from the students' point of view.
- While the aim of the course is to locate the question of education and equity in a broader socio-political context, the description focuses primarily on neoliberal pressures on equity. This aspect needs to be thought further thought about.
- The connection between affirmative action and neoliberal politics is not very neat. This link may be revisited especially in Unit 3. A critical engagement with the concept of State is also needed in this Unit.
- Caste may be engaged with as a broader socio-political structure and not only in terms of affirmative action.
- The reason for bringing together India, USA and Malaysia in Unit 3 of the course needs to be thought through and stated. Comparative engagement with the three contexts would be an additional dimension in an already dense course and thus may be reconsidered.
- The course may begin with a discussion on equity, access, and quality in education as organically connected issues.
- Rather than only focussing on literature, practical engagement with education policy initiatives to map how these have engaged with equity and social justice may be integrated in the course.
- The course has a heavy reading expectation from the students. The number of core readings may be reduced. Some lighter readings, such as literary works and fiction, may be included as replacements for some of the current readings.
- In Unit 1, the term "physical disability" may be revisited and replaced by "disability".

The BoS **resolved** to recommend the course for the consideration of AUD's Academic Council after incorporating the suggestions.


## **2.3. Economics of Education: Issues of Financing and Policy (4 Credits)**

The outline of the course *Economics of Education: Issues of Financing and Policy* was presented by Dr Nivedita Sarkar. The course aims to introduce the students to the key theories and concerns in economics of education as well as recent policy debates on these concerns, both globally and in India. The following recommendations were made by the members:

- The rationale for focussing only on higher education and not on school education may be engaged with further. Privatisation in preschool and school education is also a major contemporary concern that may be considered for inclusion in the course.
- A discussion on intersectoral relations and concerns between different levels of education may be considered.
- Some of the suggested readings in the course appear to be more interesting from the students' point of view. Some of these may be interchanged with the core readings.
- The assessment plan appears to be heavy and may be revisited.

The BoS **resolved** to recommend the course for the consideration of AUD's Academic Council after incorporating the suggestions.

The meeting ended with a vote of thanks to the members and special invitees.

BoS Convener 



BoS Chairperson  
Dean (O) SES

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## **1. Launch of the 4-year ITEPs (BABEd) at SES and updates on the application for the programmes to the National Council of Teacher Education (NCTE)**

Ambedkar University Delhi (AUD) established its School of Education Studies (SES) in 2011. The stated aim of the School was to foster greater convergences between the study of education as a social phenomenon and the preparation of professional educators. In pursuance of this aim, the School started its activities with the launch of MA Education programme in 2012, MA Education (Early Childhood Care and Development) programme in 2014, and Continuing Professional Development Courses for Educators and PhD (Education) programme in 2019. The conceptualisation of teacher education programmes (TEPs) began in 2014 when the new Regulations of the NCTE came into effect. These activities were further concretised in 2015 – 16 with planning for a phased launch of BABEd, BEd, MEd, BEd-MEd and Continuous Professional Development/in-service programmes. To begin with, during 2016 – 17, SES engaged in the conceptualisation for an innovative four-year integrated TEP, BABEd, with two trajectories: 1) pre-primary to primary, and 2) upper primary to secondary. The programme was conceptualised to integrate liberal UG studies with professional preparation of teachers learning from the experiences of the existing four-year programme models. BABEd programme with its two trajectories was seen as offering AUD-SES a creative space to innovate in teacher education and an opportunity for a unique positioning in Delhi-NCR as no other institution in the region offered such a programme. The concept of the programme was approved by the University's Academic Council in its 9<sup>th</sup> meeting held on 31 January 2017. AUD was allocated the Lodhi Road Campus in 2017 by the Government of NCT of Delhi, and 58 faculty positions and 51 staff positions (in 2018) for the launch of the various TEPs.

In 2018-2019, NCTE notified the revised Regulations for four-year Integrated TEPs (ITEPs) and opened application for the same. SES has applied for two ITEPs (BABEd pre-primary to primary, and BABEd upper primary to secondary) through proper channel in July 2019 and is now waiting for the approval while preparing for the launch. NCTE announced in its Regulations a prescribed model curriculum for these ITEPs with the institutions having the flexibility to modify up to 30% of the curriculum as per the local requirements and context. Before beginning the work on the design of specific courses, the broad concept and structure of the programme are outlined below for discussion in the BoS.

The concept of ITEP as stated in the NCTE curriculum documents is to blend subject matter preparation and teacher preparation by offering coursework in both areas concurrently and in an integrated manner at the undergraduate level. ITEP proposes to integrate general studies comprising social science or humanities or science, and professional studies (comprising foundations of education, pedagogy of school subjects, practicum related to the tasks and functions of a school teacher) while maintaining a balance between theory and practice. It will prepare two sets of teachers separately through two different programmes with the following nomenclatures:

1. Bachelor of Arts and Bachelor of Education (Primary) or Bachelor of Science and Bachelor of Education (Primary) [BABEd (Primary) or BScBEd (Primary)]
2. Bachelor of Arts and Bachelor of Education (Secondary) or Bachelor of Science and Bachelor of Education (Secondary) [BABEd (Secondary) or BScBEd (Secondary)].

Being a social sciences and humanities university, at present SES has only applied for BABEd programmes for both the trajectories/school levels.

Along with preparing teachers for different levels, the aim of ITEP is to ensure both a) rigorous disciplinary grounding in specific subject areas to enable the graduates to pursue general/liberal higher studies (MA or MSc) in those areas, and b) thorough foundation of education to facilitate the graduates to pursue higher professional studies in education (MEd or MA Education). The idea is to offer two levels of vertical mobility to the graduates.

The NCTE's model curriculum prescribes the following structure with 136 credits for the BA component and 86 credits for BEd component with a total of 222 credits. The different components of the ITEPs include:

- Discipline Specific Core Courses (DC) (90 credits)
- Disciplinary Elective Courses (DE) (18 credits)
- Ability Enhancement Courses (AE) (15 credits)
- Skill Enhancement Courses (SE) (9 credits)
- Professional Education Core Courses (EC) (40 credits)
- Generic Courses (GC) (4 credits)
- Pedagogic Courses (PC) (18 credits)
- Engagement with School and Community (ESC) (21 credits)
- Choice Based Courses (CBC) (4 credits: add on course)

ITEP Regulations (Annexure 1: <https://ncte.gov.in/Website/regulation.aspx>) have specified the faculty requirements and qualifications for the various components of the programme. For each trajectory and a single unit of students, a minimum of 09 full-time permanent and 03 part-time faculty members are required. SES will thus need at least 18 full-time permanent and 06 part-time faculty members to offer both the programmes. The qualifications mandate that all the faculty members should minimally have one teacher education degree (see Annexure 1, p. 18 for detailed qualifications).

In this regard, it is proposed to discuss the process ahead for adopting the model curriculum of the NCTE keeping in mind the credit load of the new ITEPs.



Convener  
BoS Chairperson  
Dean (O) SES



BoS

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## Ambedkar University Delhi

**Proposal for Launch of a Course**

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	M.A Education and MA Education (Early Childhood Care and Education)
Course title	<b>Sociology of Education</b>
Course code	SES202212
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	M.A
Proposed date of launch	2021
Course coordinator and team	Dr. Rajshree Chanchal

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The course is going to be offered at Masters' level. It fits into the M.A Education, M.A Education (ECCE) and M.A Sociology programmes. It is linked with the other courses offered at School of Education Studies such as State, Society and Education, History of Education in Modern India. However, the course is unique in terms of its theoretical grounding in the larger discipline of Sociology. The main aim of the course is to introduce students with the basic concepts, ideas and theoretical frameworks in sociology as applied to the study of field of education. The course provides a sociological lens to understand the processes of education.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): The usual cohort size
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester Long ( 4 credits)
5. How does the course link with the vision of AUD?  
Given the interdisciplinary nature of courses offered at AUD, the course aptly fits as a sub-discipline of sociology. It builds on the critical sociological knowledge to understand the educational process and school-society relationship. It highlights the social embeddedness of educational process and interlinkages between schools and social institutions such as family. There is an increasing research interest to study the role of education in defining the life chances people belonging to different social strata would have. Education has become the prime site to promote and contest certain ideologies in the larger cultural milieu of the country. The course attempts to bring sociological approach to understand the process of education.

6. How does the course link with the specific programme(s) where it is being offered?  
The course is connected to the M.A Education, M.A Education (ECCE) and M.A Sociology programme. The course will attempt to provide students with an understanding of educational process through the lens of discipline of sociology. It tries to equip students with the concepts, ideas and theories in the field of sociology and helps them to understand their operationalisation in education.

7. **Course Details:**

a. Summary:

The course is conceptualised to introduce students to the ideas, concepts and theoretical framework in the field of sociology of education. The course is divided into three units. The first unit discusses the theoretical perspectives in the sociology of education and maps its emergence and growth in India. Apple (1996, p.125) argues, "What counts as sociology of education is a construction". Given this context the second unit of the course discusses the contribution of sociologists such as Durkheim, Dewey, Bernstein, and Bourdieu who have set milestones in the study of education and society and in shaping of the discipline. Themes such as socialisation, social structure, social class and culture in the context of education will be discussed. The third unit attempts to generate the spirit of enquiry and critical thinking amongst the students and exposes them to the contemporary debates and issues in the field of sociology of education which includes themes such as globalisation, state, market and education, and how various forces influence access to education with particular reference to caste, class and gender. The emerging issues of digital education and schooling are also discussed.

b. Objectives:

1. Provide an understanding of the theoretical perspectives and frameworks that have emerged in the field of sociology of education
2. Map the development of sociology of education in India
3. Provide a conceptual understanding of major themes and debates that have emerged in the discipline.
4. Expose students to the contemporary educational issues and concerns at national as well as international levels.

Expected learning outcomes:

1. The students would be able to elaborate on various theoretical perspectives and frameworks that have emerged in the field of sociology of education
2. Map the growth and development of sociology of education in India
3. Discuss and debate on the contemporary educational issues and concerns

c. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three Units

**Unit One: Sociology of Education: Introduction**

**(No. of Classes 6)**

This unit introduces theories and perspectives in sociology of education, as Ball (2004, p. 1) points out, "sociology of education is made up of a set of dynamic and located constructions." This unit tries to situate the discipline in a socio-historical context and gives an overview of disciplinary orientation and theoretical trajectory. It also maps the emergence of sociology of education as field of inquiry in India and its growth

**Essential Readings:**

- Apple M, Ball J, and Gandin J (2010) Mapping the Sociology of Education: Social Context, Power and Knowledge in Michael W. Apple, Stephen J. Ball and Luis Armando Gandin (eds.) *The Routledge International handbook of Sociology of Education*, Oxon: Routledge
- Ball, S (2004) *The Routledge Falmer Reader in Sociology of Education*. London and New York: Routledge Falmer, Introduction
- Ballantine JH and Hammack FM (2012) *The Sociology of Education: A Systematic Analysis*, 7th ed. Upper Saddle River, NJ: Pearson/Prentice Hall
- Blackledge, D and Hunt, B (1985) *Sociological Interpretations of Education*, London: Croom Helm Halsey et. al. (2002). *Education, Culture, Economy Society*, Oxford University Press.
- Blackledge, D and Hunt, B. (1985). *Sociological Interpretations of Education*, London: CromHelm.
- Giroux H (1983) Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis, *Harvard Educational Review*, 53(3), 257-93
- Gore, M., Desai I, and Chitins Suma (1968) *Papers in sociology of Education in India*, New Delhi: NCERT
- Nambissan, G.B and Roa S (2013) *Sociology of Education in India: Changing Contours and Emerging Concerns*. New Delhi: Oxford University Press, Introduction
- Lauder, H., Browun, P. and Halsey, A.H., (2009) Sociology of Education: A Critical History and Prospects for the Future, *Oxford Review of Education*, 35(4):569-585

**Suggested reading**

- Ball S (2008) *The Education Debate*. Bristol: Policy Press
- Berger, Peter (1963) *Invitation to Sociology*, New York: Anchor Books
- Das, V (2004) *Handbook of Indian Sociology*, New Delhi: Oxford University Press
- Giddens, A (1990) *Sociology*, Cambridge: Polity Press, Ch.14
- Ottaway A.K.C. (1960). *Education and Society- An Introduction to Sociology of Education*, Routledge
- Sieber, S and Wilder, D (1973) *The School in Society: Studies in Sociology of Education*, New York: The Free Press
- Sadovanik, A.R. and Coughlan, R. (2010). *Sociology of Education: A Critical Reader*. Routledge
- Torres CA and Antikainen A (eds) (2003) *The International Handbook on the Sociology of Education*. Lanham, MD: Rowman and Littlefield

**Unit Two: Education and Sociology****(No. of classes 8)**

This unit focuses on the contributions of Emile Durkheim, Dewey, Bernstein, and Bourdieu in the study of society and education. Themes such as socialisation, social structure, social class and culture in the context of education will be discussed. Dewey's ideas on education and democracy, Bernstein's contribution to the study of classroom process and its relationship with the social class, and Bourdieu's work on the role of education in social reproduction will be the primary focus.

**Essential readings:**

- Dewey, J (2004). *Democracy and Education: An Introduction to the Philosophy of Education*. Delhi: Aakar Books
- Durkheim, E (1956) *Education and Society*, New York: Free Press



- Beck, Ulrich (1992) *Risk Society: Towards a New Modernity*. New Delhi: Sage.
- Bernstein B (1975) *Class, Codes and Control*, London: Routledge and Kegan Paul, Introduction
- Bernstein, B (2004) Social Class and Pedagogic Practice in Stephen J. Ball (ed) *The Routledge Falmer Reader in Sociology of Education*. London and New York: Routledge Falmer
- Bourdieu, P and Passeron, J (1990) *Reproduction in Education, Society and Culture*. London: Sage Publications Ltd
- Bourdieu, P (2004) Forms of Capital in Ball J Stephen (Ed.) *The Routledge Falmer Reader in Sociology of Education*. London and New York: Routledge Falmer ,pp 15-29
- Karabel, J and Halsey, H (1977) *Power and Ideology in Education*, OUP
- Parsons, T. (1961) "The School Class as a Social Systems" in A.H. Halsey et. al. (Ed.) *Education Economy and Society: A Reader in the Sociology of Education*. New York: The Free Press.
- Woods P (1983) *Sociology and the School*, London: Routledge and Kegan Paul, Introduction

### Suggested readings

- Apple M (2003) *Official Knowledge: Democratic Education in a Conservative Age*, 2nd ed. New York: Routledge
- Brown, R (1973) Knowledge, Education and Cultural Change: Papers in Sociology of Education, London: Tavistock, PP.249-253, pp.297-315
- Dale R and Robertson S (2008) Researching Education in a Globalising Era: Beyond Methodological Nationalism, Methodological Statism, Methodological Educationism and Spatial fetishism. In: Resnik J (ed.) *The Production of Educational Knowledge in the Global Era*. Rotterdam: Sense Publishers
- Durkheim, E. (1982) *Rules of Sociological Method*, New York: The Free Press
- Ottaway, A K C (1955) The Educational Sociology of Emile Durkheim, *The British Journal of Sociology* 6:213-217
- Young, Michael (1971) *Knowledge and Control*, London: Collier-MacMillan

### Unit Three- Education and Society Contemporary Debates and Issues (No. of classes 10)

This unit focuses on the contemporary debates and issues in the field of sociology of education. The following themes will be discussed: effects of neoliberalism on the state and markets in education, issue of social class, race, privilege, caste and gender, and intersections of inequalities in education in India with reference to SC, ST and minorities. Given the increasing effect of communication and technology in education, questions of digital education and schooling will also be discussed.

### Essential Readings:

- Apple, M (2001) *Educating the 'Right' Way: Markets, Standards, God, and Inequality* (2nd edn). New York: Routledge. Introduction
- Ball, S (2003) *Class Strategies and the Education Market: The Middle Classes and Social Advantage*. London: Routledge Falmer, Introduction
- Ball, S (2018) Global Education Policy: Reform and Profit, *Revista de Estudios Teóricos y Epistemológicos en Política Educativa*, Vol 3, 1-15
- Coleman, J. S. (1968). The Concept of Equality of Educational Opportunity. *Harvard Educational Review*, 38(1): 7-22.
- Beteill, A (1991) The Reproduction of Inequality: Occupation, Caste, Family. *Contributions to Indian Sociology*, 25(1), 3-28
- Chanan, K (2001) Hinduism and Female Sexuality: Social Control and Education of Girls in

- India, *Sociological Bulletin*, Vol 5, (1) pp.297-315
- Gewirtz, S., Ball, S. & Bowe, R (1994) Parents, Privilege and the Education Market, *Research Papers in Education*, Vol 9 (1):3-29
- Green A (1997) *Education, Globalisation and the Nation State*. London: Macmillan.
- Brown, P and Lauder, H (2010) Economic Globalisation, Skill Formation and the Consequences for Higher Education in Michael W. Apple, Stephen J. Ball and Luis Armando Gandin (eds.) *The Routledge International handbook of Sociology of Education*, Oxon: Routledge pp. 241-252
- Gewirtz, S., Ball, S. and Bow, R., (1994) Parents, Privilege and the Education Market Place, *Research Papers in Education*, 9(1), 3-29
- Nambissan G (1994) Language and Schooling of Tribal Children-Issues Related to the Medium of Instruction, *Economic and Political Weekly*, Oct.15
- Nambissan G (2012) Low-Cost Private Schools for the Poor in India Some Reflections. *India Infrastructure Report*
- Rao, S. Srinivasa (2002). Equality in Higher Education: Impact of Affirmative Action Policies in India, in E.F. Beckham (eds.) *Global Collaborations: The Role of Higher Education in Diverse Democracies*, Washington D C., Association of American Colleges and Universities, 41-62
- Rao, S. Srinivasa (2008) India's Language Debates and Education of Linguistic Minorities *Economic & Political Weekly*, 43 (36) 63-69
- Sachar Committee Report (2006) [http://www.minorityaffairs.gov.in/sites/default/files/Sachar-Committee-Status\\_0.pdf](http://www.minorityaffairs.gov.in/sites/default/files/Sachar-Committee-Status_0.pdf)
- Selvyn, Neil (2010) 'The 'New' Connectives of Digital Education' in Michael W. Apple, Stephen J. Ball and Luis Armando Gandin (eds.) *The Routledge International handbook of Sociology of Education*, Oxon: Routledge, pp.90-98
- Selvyn, Neil (2011) *Schools and Schooling in Digital Age: A Critical Analysis*, Oxon: Routledge , ch. 1,4
- Velaskar, P (1990) Unequal Schooling as a Factor in Reproduction of Social Inequality in India, *Sociological Bulletin* Vol 39 (1&2) pp. 131-145

#### **Suggested readings:**

- Apple, M (1996) Power, Meaning and Identity: Critical Sociology of Education in United State, *British Journal of Sociology of Education*, 17 (2): 125-44.
- Ball, S (2013) Foucault, Power and Education, New York: Routledge
- Balagopalan S (2012) Does 'Gender' Exhaust a Feminist Engagement with Elementary Education. *Contemporary Education Dialogue*, 9(2) 319-325
- Biddell, Bruce (2001) *Social Class Poverty and Education Policy and Practice*. London Routledge Falmer
- Bhatty K (1998) Educational Deprivation in India—A Survey of field Investigations, Parts I and II, *Economic and Political Weekly*, 22 (27-28), 1731-40 and 1858-69
- Harma, J (2011) Low Cost private Schooling in India: Is it Pro Poor and Equitable? *International Journal of Educational Development*, 31, 350-356
- McLaren, P and Giroux, H. (1995) Radical Pedagogy as Cultural politics: Beyond the Discourse of Critique and Anit-utopianism, in P. McLaren (Ed), *Critical Pedagogy and Predatory Culture: Oppositional Politics in a Postmodern Era*, London: Routledge, pp.29-57
- Majumdar M and Mooij J (2011) *Education and Inequality in India A classroom View*. Oxon: Routledge
- Kamat, A R (1985) *Education and Social Change in India*. Bombay: Popular Publications
- Mehrotra S and Buckland P (2001) *Managing School Teacher Costs for Access and Quality*

in Developing Countries: A comparative analysis. *Economic and Political Weekly* 36(49): 4567-79

Nawani D (2012) Girls' Education: A Sociological Perspective. *Contemporary Education Dialogue*, 9 (2), 293-298

Pathak, Avijit (2002). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Delhi: Rainbow

Kumar, K. (2002) *Prejudice and Pride*, New Delhi: Viking

Ray, R. (1988). The Contested Terrain of Reproduction: Class and Gender in schooling in India. *British Journal of Sociology of Education*, Vol. 9 (4), 387-40

Reay D and Ball S (1997) 'Spoilt for Choice': The working Classes and Educational Markets. *Oxford Review of education*, Vol 23(1), 89-101

Rao, S. Srinivasa (2002). Dalits in Education and Work Force, *Economic and Political Weekly*, 37 (29), 2998-3000

Spring J (2009) *Globalization of Education: An Introduction*. New York: Routledge.

Thapan, M. (1991) *Life at School*. New Delhi: Oxford

Somekh, B and Lewin C, (2009) Transforming Students' Learning: How Digital Technologies could be used to Change the Social Practices of Schools in Rune

Krumsvik (ed) *Leaning in the Network Society and the Digitized School*, New York: Nova Science Publishers, pp.1-20

**(ii) Assessment Plan (weight, mode, scheduling) for the course:**

Attendance and Class Participation	10%
Class Test	20%
Term paper and Presentation	30%
End Term Examination	40%

**8. Pedagogy:**

a. Instructional strategies:

The course will operate in an interactive manner where there will be group discussions, students are expected to read the material provided or asked and have discussion with the instructor. Peer discussions are also strongly encouraged. Students will also be encouraged to attend seminar and conferences in other eminent institutions which are relevant to the topic

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

Classroom, projector

c. Expertise in AUD faculty or outside

As and when required experts from AUD and outside can be invited to give lectures/seminar,

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

Students will have ample opportunity to pursue field based work and interact with the community

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

*Sumit Singh*

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## Ambedkar University Delhi

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

School/Centre proposing the course	School of Education Studies
Programme(s)	MA Education and MA Education (Early Childhood Care and Education)
Course title	<b>Education and Equity</b>
Course code	SES202213
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	M.A
Proposed date of launch	2021
Course coordinator and team	Rajshree Chanchal

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course is connected to the various post graduate programmes such as M.A Education, M.A Education (ECCE), M.A Sociology and M.A Development Studies offered across various schools at Ambedkar University. It is linked with courses such as State, Society and Education, History of Education in Modern India offered at School of Education Studies and builds on the understanding of the question of education and equity from the perspective of sociology of education.
- Specific requirements on the part of students who can be admitted to this course:  
(Pre-requisites; prior knowledge level; any others – please specify): None
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): The usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester Long (4 credits)
- How does the course link with the vision of AUD?  
Given the interdisciplinary nature of courses offered at AUD, the course draws on the discipline of sociology of education to understand the question of education and equity. It will attempt to provide students with an understanding of education and equity from the lens of discipline of sociology of education. It tries to equip students with concepts, ideas and debates on the issues of education and equity. Further, it dwells on the assumptions, rationale and beliefs behind affirmative action policies. It also presents a comparative analysis of affirmative action policies in different countries as step forward to establish an egalitarian society with the overarching question of how these are being diluted in the present neoliberal regime.
- How does the course link with the specific programme(s) where it is being offered?

The course will be offered at the Masters' level. It would be relevant for students from M.A Education, M.A Education (ECCE), M.A Sociology and M.A Development Studies programmes. The course tries to equip students with the conceptual understanding of questions of education and equity. It discusses why it is essential to redistribute resources to ensure participation of diverse social groups in the democratic form of government. It focuses on the question of positive discrimination in the present neoliberal era and why the effects of such policies remain limited.

#### 7. Course Details:

##### a. Summary:

The course attempts to locate the question of education and equity in the socio-political context. Under the neoliberal pressure, equity and social justice appear to have formed a cliché which makes it obligatory to discuss in policy discourses. Although the concept of social justice is plural and contested, many researchers in the field of sociology of education tend to equate social justice with equity. On the one hand Lingard, Sellar and Savage (2014, p.23) argue that, "stronger conceptions of social justice as equality of opportunity in an equal society have given way to weaker conceptions of equity as fairness in a meritocratic society". On the other, scholars such as Gewirtz (1998, p. 472) argue that the, "dominant notions of distributive justice have tended to fall within two categories. There is traditional 'weak' liberal definition of justice as *equality of opportunity* and the more radical 'strong' liberal versions of justice as equality of outcome." It can be said that the question of equity and social justice are intertwined. Given this backdrop the first unit provides knowledge about the fundamental ideas of social justice and equity and associated debates in the field of education. The second unit provides a critical perspective on inequitable structures of the society and social stigma attached with certain marginalised communities and barriers to education. The third unit discusses the issues of affirmative action policies and contemporary debates. Governments across different countries have put in place affirmative action policies to overcome the accumulated effects of discrimination based on caste, race ethnicity, religion, language, and gender in the field of education and employment. This unit will discuss the assumptions, rationale, and beliefs about affirmative action policies in a comparative manner. The last part of unit three discusses how neoliberal forces tend to divert and weaken the educational policies directed to ameliorate social inequalities and pursue social justice/equity.

##### b. Objectives:

1. To provide an understanding of the theoretical perspectives and debates on issues of education and equity
2. To provide a socio-historical perspective on the issues of marginalisation and quest for equity
3. To expose students to the contemporary debates on affirmative action policies in a comparative perspective

##### Expected learning outcomes:

1. Critically examine the theoretical perspectives and debates on the issues of equity and education in the contemporary society
2. Analyse the socio-historical trajectory of diverse social groups (in the Indian context) to access the education system
3. Discuss and debate the contemporary affirmative action policies implemented in India, US and Malaysia

- c. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is divided into three units

### **Unit One- Education and Equity**

**(16 hours)**

This unit critically looks at the issues of social justice and equity and how education comes into play. It discusses the plural conception of justice and how scholars tend to locate question of distributive justice in terms of equality of opportunity vs. equality of outcome. In 1980s the idea of equity started gaining currency. It emphasised equality of learner's outcome rather than equality of opportunity. This unit also introduces students to the equality and equity debate, global factors influencing the provision of education, right to education and debates on the issues of equality and quality of education.

#### **Essential readings:**

- Béteille, A. (1998) *Equality and Universality: Essays in Social and Political Theory*, New Delhi: Oxford University Press, Chapter 4, 6
- Bull, B. (2008) *Social Justice in Education An Introduction*, Hampshire: Palgrave Macmillan, Chapter 1, 2, 6
- Espinoza, O (2007) Solving the Equity-equality Conceptual Dilemma: A New Model for Analysis of the Educational Process, *Educational Research* Vol 49 (4):343-363
- Gewirtz, S. (1998) Conceptualising Social Justice in Education Mapping the Territory, *Journal of Education Policy*, 13(4): 469-484
- GoI (2010) Right to Education Act
- Keddie, A. (2012) Schooling and Social Justice through the lenses of Nancy Fraser, *Critical Studies in Education*, 53(3) 263-279
- Naik, J.P (1975) *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*, New Delhi: Allied Publishers
- Ramachandran, V. (2009) Systemic Issues in Framing Equity in Rashmi Sharma, Vimala Ramachandran (Eds.) *The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*, New Delhi: Routledge pp.251-292
- Power, S. & Taylor C. (2013) Social Justice and Education in Public and Private Spheres, *Oxford Review of Education*, 39 (4), 464-479
- Rampal, A. (2009) Reaffirming the Vision for Quality and Equality in Education, New Delhi: NUEPA
- Vincent, C. (2003) *Social Justice, Education and Identity*, London RoutledgeFlamer Introduction, pp1-15

#### **Suggested reading**

- Drèze J. and Sen, A. (1995) *India Economic Development and Social Opportunity*, Oxford: Oxford University Press
- Jha, P. (2005) 'Withering Commitments and Weakening Progress: State and Education in the Era of Neoliberal reforms in India', *Economic and Political Weekly* 40(33), 3677-84, 13 August
- Sen, A (2010) *Idea of Justice*, New Delhi: Penguin Books, Introduction
- Thorat, S and Dubey, A (2012) Has Growth Been Socially Inclusive during 1993-94-2009-10? *Economic and Political Weekly*, Vol. XLVII (10), 43-53
- Watkins, K. (2001) *Economic Growth with Equity: Lessons from East Asia*, Oxford, Oxfam

## Unit Two- Education and Equal Opportunity

(16 hours)

There is a need to establish an Education system that fosters respect for and recognition of diverse social and cultural identities. Education is the site which can transform the circumstance of disadvantage and 'overcome' barriers to learning. At the same time, it can also promote processes of marginalization in overt as well as covert ways. This unit discusses the experiences of marginalised communities in the education system which can promote or demote the equal opportunity of learning owing to hierarchical inherent nature of the system. Ways by which other societies have attempted to provide equal opportunity in education to diverse ethnic and underprivileged communities will be discussed. The unit also focuses on understanding the educational needs of diverse social groups in India, how issues of caste, class and gender, disability intersect in the educational process. Students will be encouraged to reflect on their own cultural beliefs and educational experiences to think of the idea of equity and social justice and how they can contribute in making educational institutions more democratic and just.

### Essential Readings:

- Ambedkar, B.R. (1987c) Untouchable or the Children of India's Ghetto, in *Dr. Babsaheb Ambedkar Writings and Speeches Vol.5* edited by V. Moon, Bombay: Education Department, Government of Maharashtra
- Chanana, K. (1993) Accessing Higher Education: The Dilemma of Schooling women, minorities, schedule castes and scheduled tribes in Contemporary India. *Higher Education* 26 (1), 69-92
- Constable, P. (2000) Sitting on the School Verandah: The Ideology and Practice of 'Untouchable' Educational protest in Late Nineteenth-Century Western India, *The Indian Economic and Social Review*, 37 (2), 393-422
- Deep Chand and Karre, S. (2019) Equal Opportunity in Education: A Perspective from Below, *Contemporary Voice of Dalit*, 1-7
- Hanson, K and Pazavery M (2000) Valuing Diversity in Schools: Transforming Education through Humanistic Policy, Pedagogy and Practice in Mal Leicester, Celia Modgil and Sohan Modgil (eds) *Institutional Issues: Pupils, Schools and Teacher Education*, London: Falmer Press, pp.180-196
- Mosse, D. (2018) Caste and Development: Contemporary Perspectives on a Structure of Discrimination and Advantage, *World Development* 110(2018) 422-436
- Nambissan, G.B (2020) Caste and the Politics of Early 'Public' in Schooling: Dalit Struggle for an Equitable Education, *Contemporary Education Dialogue*, 17 (2), 126-154
- NECRT (2005) National Focus Group on Problems of Schedule Caste and Scheduled Tribe Children, Position Paper
- NCERT (2017) Minority Education Polices, Programmes and Schemes Frequently Asked Questions
- Pawde, K (1994) the Story of My 'Sanskrit' in Arjun Dangle (ed.) *A Corpse in the Wall* Translations From Modern Marathi Dalit Autobiographies, Bombay: Orient Longman Limited
- Reay, D. (2001) Finding or Losing Yourself? Working -class Relationships to Education, *Journal of Education Policy*, 16 (4), 333-346
- Ovichegan, S. (2014) Social Exclusion, Social Inclusion and 'Passing' the Experience of Dalit Students at One Elite Indian University, *International Journal of Inclusive Education*, 18(4), 359-378
- Velaskar, P (2012) Education for Liberation: Ambedkar's Thought and Dalit Women's Perspectives, *Contemporary Education Dialogue*, 9 (2), 245-271
- Wankhede, G (2012) Caste and Social Discrimination: Nature, Forms and Consequences in



Education, in Geetha, B. Nambissan and S. Srinivasa Rao (eds.) *Sociology of Education in India: Changing Contours and Emerging Concerns*, New Delhi: Oxford University Press

### Suggested readings

- Bandyopadhyay, M. and Subrahmanian (2008) Gender Equity in Education: A Review of Trends and Factors, CREATE PATHWAYS TO ACCESS, Research Monograph No.18
- Bandyopadhyay, M. (2006) Education of Marginalised Groups in India: From the Perspective of Social Justice, *Social Change* Vol. 36 (2), 98-113
- Chanan, K. (2014) Inclusive Secondary Education in India: Challenges and Future Directions, *Journal of International Cooperation in Education*, Vol.16 (2), 121-138
- Guru, G. (2000) Dalits from Margin to Margin, *India International Centre Quarterly*, Vol. 27(2), 111-116
- Krishnaji, N. (2001) 'Poverty, Gender and Schooling: A Study of Two Districts in Andhra Pradesh' in A. Vaidyanathan and P.R.G. Nair (eds.), *Elementary Education in Rural India: A Grassroots View*. New Delhi: Sage Publications, pp 131-65
- Madan, A. (2020) Caste and Class in Higher Education Enrolments: Challenges in Conceptualising Social Inequality, *Economic and Political Weekly*, Vol. LV (30), 40-47
- Majumdar, M. and Mooij, J. (2011) *Education and Inequality in India A classroom View*. Oxon: Routledge
- Majumdar, M. (2001) 'Educational Opportunities in Rajasthan and Tamil Nadu: Despair and hope' A. Vaidyanathan and P.R.G. Nair (eds.), *Elementary Education in Rural India: A Grassroots View*. New Delhi: Sage Publications, pp 320-94
- Nambissan, G. B (1996) Equity in Education? Schooling of Dalit Children in India, *Economic and Political Weekly*, Vol.31 (16/17): 1011-1024
- Nambissan, G. (2000) Dealing with Deprivation, Seminar 493, September
- Nawani, D (2012) Girls' Education: A Sociological Perspective. *Contemporary Education Dialogue*, 9 (2), 293-298
- Nambissan, G.B (2010) 'Exclusion and Discrimination in Schools: Experiences of Dalit Children' in Sukhdeo Thorat and Katherine S. Newman (eds.), *Blocked by Caste: Discrimination in Modern India*, New Delhi: Oxford University Press, pp253-86
- NCERT (2005) Adaptation of the Training Modules for Masters Trainers for Enhancing quality of Education in Schools at Elementary Stage in Scheduled Castes Concentrated Areas of Hindi Speaking States.
- Jeffery, C., Jeffery, R., & Jeffery, P. (2004). Degrees Without Freedom: The Impact of Formal Education on Dalit Young Men in North India. *Development and Change*, Vol 35,(5),963-986
- Jenkins, R and Barr, E. (2006) *Social Exclusion of Schedule Caste Children from Primary education in India*, New Delhi: UNICEF
- Jha, J and Dhir, J. (2002) *Elementary Education for the Poorest and other Deprived Groups*. New Delhi: Centre for Policy Research
- Joseph, M. (2004) Performance of Northern States: A Comparative Analysis, *Economic and Political Weekly* 39(6), 564-79
- Krishna Anirudh (2006) 'Pathways out of and Into Poverty in 36 Villages of Andhra Pradesh', *World Development* 34 (2), 271-58
- Ramachandran, V. (2004) *Gender and Social Equity in Primary Education: Hierarchies of Access* (ed.), New Delhi, Sage Publications
- Ramachandran, V. and Naorem, T (2013) What It means to be a Dalit or Tribal Child in Our

- Schools: A synthesis of Six-State Qualitative Study, *Economic and Political Weekly*, Vol. XLVIII(44), 43-52
- Reay, D. (2004) 'Mostly Roughts and Toughs': Social Class, Race, and Representation in Inner City Schooling, *Sociology* 38(5):1005-1023
- Sidwal, M. & Kamat S. (2008) Education and Social Equity: With Special focus on Schedule caste and Schedule Tribe in Elementary education. *CREATE*
- Subrahmanian, R. (2005) Gender equality in Education: Definitions and Measurements, *International Journal of Educational Development*, 25, 395-407
- Sriprakash, A., Jing Qi and Singh, M. (2016) The Uses of Equality in an Elite School in India: Enterprise and Merit, *British Journal of Sociology of Education*
- Wankhede, G (1999) Social and Educational Problems of Scheduled Castes: Some Critical Insights, *Indian Journal of Social Work*, Vol.16 (3): 399-418

**Unit Three- Affirmative Action Policies: Contemporary Issues (16 Hours)**

This unit locates the issues of affirmative action policies in the socio-political context. Affirmative action policies are adopted in many countries of the world to mitigate the effects of discrimination based on race, ethnicity, religion, disability, and language depending upon the social composition and diversity of the society. To create a level playing field and remedy the inherent inequalities (social, cultural and political) a policy of positive discrimination is put in place in public sector educational and employment institutions to insure democratic participation and representation of all the social groups. The course also discusses how socio-cultural assumptions, rationale, beliefs, state ideology, and the present neoliberal agenda tend to dilute the idea of social justice and equity. This unit encourages students to engage in a comparative analysis of affirmative action policies of India, US and Malaysia. The effects of increasing privatization in the field of education as well as shrinking employment opportunities in the public sector related to provisions of affirmative action policies across the world will also be discussed.

**Essential Readings:**

- Deshpande, A (2005) Affirmative Action in India and United States, World Development Report 2006, Background Papers
- Deshpande, A (2013) Social Justice through Affirmative Action in India, Working paper Series No.314, PERI <https://www.peri.umass.edu/publication/item/516-social-justice-through-affirmative-action-in-india-thomas-weisskopf-festschrift-conference-paper#>
- Gerrard, J (2015) Public Education in Neoliberal Times: Memory and Desire, *Journal of Education Policy*, 1-14
- Jodhka, S. and Newman, K. (2010) In the Name of Globalisation: Meritocracy, Productivity and the Hidden Language of Caste in Sukhdeo Thorat & Katherine S. Newman (eds) *Blocked by Caste: Discrimination in Modern India*, New Delhi: Oxford University Press pp.52-87
- Kumar, D. (1992) The Affirmative Action Debate in India, *Asian Survey*, Vol.XXXII (3), 290-302
- Rai, S. (2002) Social and Conceptual Background to the Policy of Reservation, *Economic and Political Weekly*, 4310-4318
- Rao, Srinivasa (2000) Equality in Higher Education: Impact of Affirmative Action Policies in India in Edgar Beckham F (ed.) *The Role of Higher Education in Diverse Democracies*. Washington, DC: Association of American Colleges and Universities
- Sowell, T. (2004) *Affirmative Action Around the World: An Empirical Study*, New Haven & London: Yale University Press

**Suggested Readings:**

- Jeffrey, C, Jeffery, P. and Jeffery, R (2005) When Schooling Fails: Young Men, Education and Low-caste Politics in Rural north India *Contribution to Indian Sociology*, 39(1),1-38
- Sharma, M.C (2000) Affirmative Action Policies in Higher Education: The Indian Experience in Edgar Beckham F (ed) *The Role of Higher Education in Diverse Democracies*. Washington, DC: Association of American Colleges and Universities
- Nayyar, D (2011) Discrimination and Justice: Beyond Affirmative Action, *Economic and Political Weekly*, Vol. XLVI (42), 52-59
- Naudet, J. (2008) 'Paying back to Society': Upward Social Mobility Among Dalits, *Contributions to Indian Sociology*, 42(3), 413-41
- Rao, Srinivasa (2002) Dalits in Education and Workforce, *Economic and Political Weekly*, 2998-3000
- Upadhya, C. (2016) Engineering Equality? Education and Im/mobility in Costal Andhra Pradesh, India, *Contemporary South Asia*, 24 (3):242-256
- Sarin, A., Dongre A., Khanghta, P., Vrashney, N., Gaur, A., Sengai, G., (2018) Implementation of Section 12 (1) (c) of the Right to Education Act, *Economic and Political Weekly*, Vol, LIII No.8
- Singh, M (2016) Reservations Amidst the Din of 'Development' *Economic and Political Weekly*, Vol. LI (38), 65-69
- Subramanian, A (2019) *The Caste of Merit Engineering Education in India*, Delhi: Harvard University Press
- Weisskopf, T (2006) Is Positive Discrimination a Good Way to Aid Disadvantaged Ethnic Communities? *Economic and Political Weekly*, February 25

**(ii) Assessment Plan (weight, mode, scheduling) for the course:**

Attendance and Class Participation	10%
Review of Articles	30%
Class Test	20%
End term Submission and Presentation	40%

**8. Pedagogy:****a. Instructional strategies:**

The course will operate in an interactive manner where there will be group discussions, students are expected to read the material provided or asked and have discussion with the instructor. Peer discussions and debates are strongly encouraged. Students will also be encouraged to attend seminar and conferences in other eminent institutions which are relevant to the topic

**b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):**  
Classroom, projector**c. Expertise in AUD faculty or outside**

As and when required experts from AUD and outside can be invited to give lectures/seminar,

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

Students will have ample opportunity to pursue field based work and interact with the community

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

*Sumit Singh*

## Ambedkar University Delhi

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

School/Centre proposing the course	School of Education Studies
Programme(s)	MA Education/MA Education Early Childhood Care and Education (ECCE)
Course title	<b>Economics of Education: Issues of Financing and Policy</b>
Course code	SES202214
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Optional/Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	2021
Course coordinator and team	Nivedita Sarkar

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
The course does not overlap with any other course
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): No
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long mode
- How does the course link with the vision of AUD?  
This course is firmly tied with the vision of AUD and this programme, to develop scholars whose research is grounded in issues of education with a strong theoretical basis. It will also give an opportunity to students to develop an understanding of various facets of education from economic perspective, along with the idea of equity and justice.
- How does the course link with the specific programme(s) where it is being offered?  
Education, a multi-disciplinary field of inquiry, entails the students to understand, examine and unravel various issues of education through inter-disciplinary lens. Over past two decades, economic concerns have become central to an understanding of educational policy and practices; as some of the major policy issues in education round the world are either driven by or refer directly to economic matters. The issues such as privatization, educational access, equity and quality are strongly guided by economic principles. Thus, this course aims to equip students with a critical bent of mind to study education from the perspective of economic theory.

## 7. Course Details:

### 8. Summary:

The principal aim of the course is to develop an understanding of various facets of education from an economic perspective. 'Economics of Education', as a separate area of study, rose to prominence in the 1950s and 1960s with the works of Theodore Schultz, Gary S. Becker and Jacob Mincer. Human capital theory – the basic cornerstone of Economics of Education – was conceptualised during this time and this resulted in a proliferation of empirical studies. Later the link between education and economic growth was explored (Denison, 1962; Lucas, 1988). Thereafter, research in economics of education challenged the mainstream view giving rise to several debates on the meaning and purpose of education. Nevertheless, it is beyond doubt that the basic knowledge of economics of education is essential for an understanding of the profound shifts that are taking place in education around the world. Thus, the course will introduce students with economic issues related to education and seeks to build the theoretical foundation related to this area of study; familiarise them to the academic literature and debates around a few key topics in economics of education. Topics will include discussion on human capital theory, association between education and individual earnings and why the relationship has changed over time, in addition to financing of education, access and equity issues in education, political economy of higher education in India etc. While the theories discussed in the course are applicable to all levels of education, this course takes higher education as a case in point while deliberating on policies and debates around them.

#### a. Objectives:

The main objective of the course is to introduce students with the key theories and topics in the area of economics of education as well as recent policy debates on these topics, both globally and in India. The course will help students to investigate and analyse various issues in education through the lens of economics. Further, the course will engage in the understanding the economic and non-economic values of education, including the private and social returns to education and their implications for policy planning at macro and micro levels.

#### b. Expected learning outcomes:

- To examine the economic principles/ rationale behind various issues of education.
- To understand how economic theory and empirical methods are applied to questions of human capital, public investment in education, demand for education, educational finance and issues of access and equity.
- Read, interpret, and synthesize findings of empirical research in the economics of education.
- To understand debates and policies in the realm of education.

#### c. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course is divided into four thematic units.

### **Unit 1. Introduction to Economics of Education**

The unit will begin with an introduction to some basic concepts and fundamental theories of Economics of Education. After providing an overview this unit will also introduce to the students a critique of neo-classical approach to economics of education (the way the subject was developed in neo-classical tradition), keeping in mind the role and relevance of education

in developing country and specificities of education as compared to other services provided in an economy. The topics will include:

- Basic concepts of economics of education
- Human capital theory, Taxonomy of educational benefits
- Rates of Return approach: Concepts, Calculation of rate of return, Critique of rate of return approach
- Critique of human capital theory: Job- competition, Screening, and Signalling hypothesis
- Private and Social returns of education, Concept of public good, Private good and merit good,
- Concept of education market and market failure; Role of Government in education

### **Essential Readings**

- Belfield, Clive (2000): *Economic Principles for Education*. Edward Elgar. (Ch-3 pp. 48-70)
- Chattopadhyay, S. (2012). Education and economics: Disciplinary evolution and policy discourse. India: Oxford University Press. (Chapter-2, pp.17-55; Chapter-5, pp -118-15; Chapter-7, pp 186-214)
- Cohn, Elchanan and T. Geske (1990): *Economics of Education*. Pergamon. (Chapter- 1 pp. 33; Chapter-2 pp. 34-68; Chapter 6 pp.134-158)
- Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to investment in education: a decennial review of the global literature. *Education Economics*, 1-14.
- Tilak, Jandhyala B. G. (2006): Economics of Human Capital in India, *Indian Economic Journal (89th IEA Annual Conference Volume)*: 3-20.

### **Suggested readings**

- Becker, Gary S (1964): Human Capital. *NBER: New York*.
- Psacharopoulos, G and M. Woodhall (1985): *Education for Development: An Analysis of Investment Choices*. New York: Oxford.
- Psacharopoulos, George (ed.) (1987): *Economics of Education, Research and studies*, Pargamon Press.
- Schultz, T.W. (1961): Investment in Human Capital, *American Economic Review*.

## **Unit 2. Demand for Education and Implication on Growth**

This unit attempts to provide a focused view of the theoretical basis of policy planning in education and the role of education on economic growth and development. The unit further seeks to highlight the debates on human capital theory vs. capability approach and critically examine the interlinkages. The topics will include:

- Demand for Education; Theoretical basis for policy planning in education, viz. social demand, manpower planning and rate of return approaches to planning for educational development
- Education, economic growth and Inequality
- Education and poverty
- Education, capability theory and human development

### **Essential Readings**

- Alkire, S. (2005). Why the capability approach? *Journal of human development*, 6(1), 115-135.
- Bowles, S. (1972). Schooling and inequality from generation to generation. *Journal of Political Economy*, 80(3, Part 2), S219-S251.
- Nambissan, G. B (1996) Equity in Education? Schooling of Dalit Children in India,

- Economic & Political Weekly, Vol 31 (16/17)
- Sen, A. (2001). *Development as freedom*. Oxford Paperbacks. (Introduction)
- Tilak, Jandhyala B. G (1977): "Approaches to Educational Planning and their Applications in India", *Indian Economic Journal*, 24 (3).
- Tilak, Jandhyala B. G. (2008). Education, Growth and Development, Keynote Address. *Indian Economic Journal (91st IEA Annual Conference Volume)*: 705-719.
- Tilak, Jandhyala B. G (2018). Education poverty in India. In *Education and Development in India* (pp. 87-162). Palgrave Macmillan, Singapore.

### **Suggested readings**

- Drèze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- Thorat, S., & Neuman, K. S. (2012). *Blocked by caste: economic discrimination in modern India*. Oxford University Press.
- Britto, P. R. (2012). Key to Equality: Early Childhood Development.  
[http://www.aserpakistan.org/document/learning\\_resources/2014/Early\\_Childhood\\_Education/Consultative%20Group%20on%20ECCD%20Findings.pdf](http://www.aserpakistan.org/document/learning_resources/2014/Early_Childhood_Education/Consultative%20Group%20on%20ECCD%20Findings.pdf)
- Tilak, J. B. (2007). Post-elementary education, poverty and development in India. *International Journal of Educational Development*, 27(4), 435-445.

### **Unit 3. Cost and Financing of Education**

This unit will introduce the concept of cost in education and calculation of unit cost and its implication. It would further delve in understanding the trends, types, sources and patterns of financing at various levels of education; and the economic rationale behind the same. Finally, the issue of privatisation and its implication will be discussed in the light of current neoliberal ideology. The topics will include:

- Cost of education; Unit cost analysis
- Sources of funding – Public (Taxes – General, Earmarked; Grants, Fees, Vouchers , student loads ); Private and Household expenditure (affordability/ opportunity cost); External aid; Internationalisation and trade in education
- Public expenditure on education in India (Centre-state relations in financing ; Distribution of public spending on education (tracing the intersectoral relationship in context of public financing); Importance of public expenditure on education – its impact on development )
- Role of state and markets in education; Privatization of education
- Financing higher education: a critique of neo-liberal ideology; equity efficiency trade-off

### **Essential Readings**

- Coombs P.H. & J. Hallak (1988). *Cost Analysis in Education*. John Hopkins University Press, pp. 13-35.
- Chattopadhyay, S. (2009). The market in higher education: concern for equity and quality. *Economic and Political Weekly*, pp. 53-61.
- Chattopadhyay, S. (2007). Exploring alternative sources of financing higher education. *Economic and Political Weekly*, pp. 4251-4259.
- Chandrasekhar, S., Rani, P. G., & Sahoo, S. (2016). *Household Expenditure on Higher Education in India: What do we know & What do recent data have to say?* (No. 2016-030). Indira Gandhi Institute of Development Research, Mumbai, India.
- Tilak, J. B.G. (2004). Public Subsidies in the Education Sector in India, *Economic and Political Weekly*, 39 (4) (24-30 January): 343-59.
- Tilak, J.B.G. (1988): Foreign aid for education. *International Review of Education*, 34(3),



313-335.

- Tilak, J. B. (2011). *Trade in higher education: The role of the General Agreement on Trade in Services (GATS)*. UNESCO.
- Verger, A. (2013). The constitution of a new global regime: higher education in the GATS/WTO framework: Antoni Verger. In *World Yearbook of Education 2008* (pp. 130-146). Routledge.

### **Suggested readings**

- Tilak, J. B. (1996). How free is 'free' primary education in India?. *Economic and Political weekly*, 355-366.
- Tilak J. B.G.(2002). Determinants of Household Expenditure on Education in Rural India. Working Paper No. 88. New Delhi: National Council of Applied Economic Research.
- Tilak, J. B.G. (ed.) (2003). *Financing Education in India*. New Delhi: Ravi Books.
- UGC (1993): UGC Funding of Institutions of Higher Education, Report of Justice K Punnayya Committee (1992-93), New Delhi: University Grants Commission.
- World Bank (1986): *Financing Education in Developing Countries*. Washington DC

### **Unit 4. Indian Higher Education System: Challenges and Policy Initiative**

Contemporary policy issues will be introduced and link between education and development will be brought into the fore to address broader question of access, equity, social justice. The students are expected to understand and develop economic perspective to deal with various issues of education, (e.g., Reservation in higher education, political economy behind the ranking of universities, proposed bills and recent policies in the realm of Indian higher education.) The topics will include:

- Characterising Indian education market; Massification and privatisation of higher education in India
- Issues on access, equity and inequality; Reservation policy in Higher education
- Ranking in Higher education
- Policy measures under consideration: The Bills, committee reports, NEP 2020

### **Essential Readings**

- Altbach, P. G. (2010). University ranking season is here. *Economic and Political Weekly*, 14-17.
- Ambani, M & Birla, K (2000). Report on A Policy Frame Work for Reforms in Education, <https://ispepune.org.in/PDF%20ISSUE/2003/JISPE403/2038DOCU-3.PDF>
- Anandakrishnan, M. (2007). Critique of knowledge commission. *Economic and Political Weekly*, 557-560.
- Basant, R., & Sen, G. (2014). Access to higher education in India: an exploration of its Antecedents. *Economic and Political Weekly*, 38-45.
- Deshpande, S. (2006). Exclusive inequalities: Merit, caste and discrimination in Indian higher education today. *Economic and Political Weekly*, 2438-2444.
- Deshpande, A. (2007). Overlapping identities under liberalization: Gender and caste in India. *Economic Development and Cultural Change*, 55(4), 735-760.
- Joseph, T. (2007). Commission versus Commission in Higher Education. *Economic and Political Weekly*, 20-23.
- Patnaik, P. (2007). Alternative perspectives on higher education. *Social Scientist*, 3-14.
- Pusser, B., & Marginson, S. (2013). University rankings in critical perspective. *The Journal of Higher Education*, 84(4), 544-568.
- Thorat, S., & Neuman, K. S. (2012). *Blocked by caste: Economic discrimination in modern*

*India*. Oxford University Press.(Chapter-1 & 9)  
 Tilak, J. B. (2012). Higher education policy in India in transition. *Economic and Political Weekly*, 36-40.

**Suggested readings**

Chattopadhyay, S. (2012). Education and economics: Disciplinary evolution and policy discourse. India: Oxford University Press. (Chapter-9, pp 267-305)  
 Deshpande, A., & Ramachandran, R. (2017). Dominant or backward? Political economy of demand for quotas by Jats, Patels, and Marathas. *Economic and Political Weekly*, 52(19), 81-92.  
 Majumdar, T. (1998). Economics of Indian Education for the next Century. *Indian Economic Journal*, 45(4) 39-45.  
 Kingdon, G., & Muzammil, M. (2009). A political economy of education in India: The case of Uttar Pradesh. *Oxford Development Studies*, 37(2), 123-144.  
 Tilak, J. B. (2009). Private sector in higher education: A few stylized facts. *Social Change*, 39(1), 1-28.  
 Tilak, J. B. (2018). Equitable Access to Education and Privatisation of Higher Education. In *Education and Development in India* (pp. 239-252). Palgrave Macmillan, Singapore.  
 Varghese, N. V. (2015). Challenges of massification of higher education in India. *National University of Educational Planning and Administration, New Delhi-India*.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Book review	25%
Term paper	25%
End term examination (Submission and Presentation)	(20%+20%)= 40%
Class Participation	10%

**9. Pedagogy:**

- a. Instructional strategies: Lectures and Article Reviews
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):  
Classroom with LCD projector and speaker facilities
- c. Expertise in AUD faculty or outside  
Internal
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
None

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

*Sunit Singh*

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

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	BA (law and politics)
Course title	<b>Media, Law and Democracy: Revisiting Regulation in the time of social media</b>
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Lawrence Liang

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

The 6<sup>th</sup> semester students have already been exposed to a range of courses in constitutional law in which they have encountered the legal and political history of freedom of speech and expression. In this course they will be exposed to a critique of the limitations of “free speech” as a framework to address the complexities of contemporary media regulation. In keeping with the interdisciplinary spirit of the program, the course demonstrates the critical importance of staging a conversation between media theory and legal studies.

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

No requirement

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

As per AUD rules

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

Semester-long course

**2. Proposed date of launch:**

Winter 2021

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

The overall aim of the masters is to equip students with a critical perspective on law and political processes, and within the larger vision of AUD to provide students with fresh perspectives on the world as well as in their own lives. If there is one phenomenon which is common to students across the spectrum it is their immersion in various forms of media. The current generation has been termed as “digital natives”, or people who are born within an ecology of digital media. This course offers a critical perspective on media and the specific legal challenges that it poses in relation to other rights and political values. It challenges assumptions that students already have through previous courses on the value of free speech and takes them into a space that challenges these assumptions in light of the realities of contemporary media.

**Course Details:**

**a. Summary**

There is no aspect of contemporary social and political life in India which has not been radically altered by the pervasive media ecology that we inhabit. With over 100,000 registered newspapers, 900 television channels and a vast population active on social media, our media landscape is drastically different from as late as the 1990s in which we had only one state-run television channel. This seismic shift in infrastructure and access has also been accompanied by a transformation in our understanding of what media does and how it ought to be regulated. The traditional premise of the role of media is grounded on a “democratisation hypothesis” that argues the press and media are an essential part of democracy and the protection of their freedom of speech and expression and independence is a necessary condition for truth and accountability in democratic governance. This premise, grounded in liberalism, further suggests that in a healthy democracy the toleration of difference and unpalatable opinions is a virtue that deepens a democratic ethos. This was certainly an important premise in a country where most governments as well as members of different communities were trigger-happy to use censorship laws. At the same time this premise appears a little romantic and encounters its limits and in light of the transformed media landscape.

The contemporary grammar of the public sphere is characterised by ordinary references to “fake news”, “going viral”, “deep fake”, “trial by media” and a ubiquitous atmosphere of disinformation where democratic institutions and procedures find themselves seriously challenged by the instantaneity of media. This has in turn created an immense trust deficit in many democratic institutions, forcing them very often to resort to, and mimic the

strategies of media, to remain relevant. "Media, Law and Democracy" explores the complicated relationship between free speech, media regulation and democracy. It asks whether the existing framework of free speech is adequate in addressing not just the democratic but the antidemocratic tendency of media? How can we imagine media regulation that does not end up reinforcing state censorship? What principles may guide future judicial, legislative, and cultural policy of new media. How do we distinguish between the Democratic underpinning of free speech as articulated as the right of an individual versus its appropriation by corporate media? Is the traditional imagination of the media regulation which is based on a vertical relationship between state and citizen adequate to addressing the challenges of new media and social media which has a much more rhizomatic and diffused architecture?

**b. Objectives**

- i. To develop a political economy understanding of media and power especially with respect to social media and the radical transformations that it brings about in the domain of the legal, political and social.
- ii. To understand the paradoxes of liberalism that arises from the dominance of free speech as the only normative basis of looking at media.
- iii. Understanding the necessity of balancing between freedom of speech and other constitutional values including equality and dignity
- iv. Developing an understanding of regulation which is cognizant of the importance of free speech even as it is aware of the potential of "evil media".

**c. Expected Learning Outcomes**

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

1. Critically engage with media and media events from a socio-legal and a techno-legal perspective
2. Identify and evaluate the specific tensions that arise between genuine free speech claims and their rhetorical avatars

**d. Overall structure**

**Module 1: Media & democracy: Classical conceptions and contemporary realities  
(Weeks 1-2)**

In this module we begin by exploring the normative basis of freedom of speech especially as it pertains to media. We examine the various traditions within liberalism that defend free speech and look at which of them have been preferred by courts in India. In particular we will focus on the relationship between democracy and "*the marketplace of ideas*" and investigate the limitations of a market-driven conception of democracy and participation and contrast it with thicker ideas of participatory democracy as a model of communication. The module will then locate the neoliberal transformation of media to understand the limits of existing frameworks of

free speech to deal with the political economy of media. Highlighting the dangers of ventriloquizing individualized free speech to extremely powerful media corporations, the module lays the ground for understanding the necessity of a more nuanced approach to law, media and democracy.

### Readings

- Eric Barendt, Four Arguments for a Free Speech Principle in Freedom of Speech, OUP, pp. 6-36
- Laura Stein, *Introduction and Chapter 1, Rethinking Speech Rights in Speech Rights in America: The First Amendment, Democracy, and the Media*
- Vanita Kohli-Khandekar, Chapter 1 and 2, *The Indian Media Business*, Sage India, 2017.

### Supplemental Readings

- R. Cohen-Almagor, *Harm Principle, Offence Principle, and Hate Speech* in Speech, Media and Ethics: The Limits of Free Expression, Routledge, 2001.
- Rahul Bhatia, *Fast and Furious: The turbulent reign of Arnab Goswami*, Caravan, December 2012
- Atul Dev and Prvin Donthi, *Our man in the studio: Rajat Sharma's path to becoming India's most powerful editor-entrepreneur*, <https://caravanmagazine.in/reportage/man-studio-rajat-sharma-india-tv>

## Module 2: Overview of Media Policy and Regulation in India Week 3 & 4

In this module we turn to the history of media regulation in India. Examining key historical and technological moments, the module looks at the troubled relationship between the state, media and suspicion. We will focus specifically on the political and religious abuse of censorship laws, as well as the manner in which laws (for instance hate speech) that seek to curb free speech in the interest of other values such as democracy, equality and diversity end up being used in ways which are anathema to the purported values that they seek to promote

### Readings

- Victoria L. Farmer, Introduction and chapter 1, *Media policy through India's first half-century of independence*, Phd These, 2003.
- Gautam Bhatia, Hate Speech from *Offend, Shock, or Disturb: Free Speech Under the Indian Constitution*, OUP 2016.
- Joseph Bain D'souza v. State of Maharashtra, 1995 CriLJ 1316
- Summary of the Cricket Association Board Case and the models of regulations that exist in different countries.

### Supplemental Readings

- Bhagwati Prasad & Amitabh Kumar, *Tinker Solder Tap*: Graphic Novel portraying the history of media in India

## Week 5 & 6 : Political economy of media: Revisiting free speech and ownership of media

Given the judicial intolerance towards restrictions on speech per se, the government through the sixties sought to keep the press under a tight leash through various restrictions (regulation of advertisements, limitation a number of pages etc) that did not necessarily curb speech but created institutional conditions which made a free press difficult. At the same time these regulations were designed to check the burgeoning trend towards media monopolies, and were meant to encourage and facilitate the growth of smaller independent media. In the larger story of free speech in India this is a relatively ignored chapter and these cases have largely been celebrated for their advancement of Free speech jurisprudence, but the focus on free speech has also meant neglecting the underlying regulatory philosophy behind these laws. In this module we revisit the question of law and its relationship to the political economy of media and infrastructure. We ask what it means to revisit the question of regulation and ownership of media at a time in which we see a vertical consolidation of media alongside the emergence of small independent media houses.

### Readings

- Edward S. Herman & Noam Chomsky, Introduction and chapter 1 of *Manufacturing Consent: The Political Economy of the Mass Media*,
- Sakal Papers (P) Ltd. v. Union of India, AIR 1962 SC 305
- Bennett Coleman and Company v. Union of India, AIR 1973 SC 106
- Indian Express Newspapers (Bombay) Pvt. Ltd. v. Union of India, AIR 1986 SC 515
- Gautam Bhatia, *The Meaning of 'Freedom': Free Speech and Economic Structure in Offend, Shock, or Disturb: Free Speech Under the Indian Constitution*, OUP 2016.

## Week 7 to 8 : Contemporary Media and Democratic rights

In this module we turn away from the heroic accounts that exist of media and its upholding of democracy to an uglier aspects of media and the ways in which media itself emerges as one of the greatest threats to freedom of speech and expression, civil liberties and democratic rights. We focus particularly on the conflicts between freedom of the press on the one hand and the right to a fair trial on the other. Using contemporary case studies from India, the module will pose the question of whether a balance between free speech and other democratic values can be maintained.

### Readings

- John Jervis, Introduction, Chapter 2, 7, *Sensational Subjects: The Dramatization of Experience in the Modern World*, Bloomsbury 2015.
- Nandita Haksar, *Tried by the Media: The SAR Geelani Trial*, Sarai Reader 04: Crisis Media, 159
- 200<sup>th</sup> Law Commission Report on *Trial by Media*, available at <http://lawcommissionofindia.nic.in/reports/rep200.pdf>



- Trial by Error: The Aarushi Files, <http://www.arre.co.in/series/aarushi/>
- Avirook Sen, Extracts from *Aarushi*, Penguin 2015
- Joyojeet Pal et al, *Anatomy of a Rumour: Social media and the suicide of Sushant Singh Rajput*, <https://arxiv.org/pdf/2009.11744.pdf>

## **Week 9 to 12: Social Media & Media Regulation Theory**

Using examples and case studies from India of the use of particular social media including WhatsApp, Twitter and Instagram, in the last module we turn to the contemporary challenges of the rise of disinformation in a post truth era and the significant impact that it has on conceptions and practices of democracy. This module will focus on concepts and ideas that attempt to move the debate beyond the conundrum of liberalism and provide fresh perspectives on theories of democratic communication as well as different models of the regulation of media including the vexed question of self-regulation.

The module will be divided into the following themes.

- A. Social and Anti-Social Media in India
- B. Regulation and the response to Disinformation
- C. Rethinking Media: Towards a theory of Freedom and Evil

### **Readings**

#### **A. Social and Anti-Social Media in India**

- Amber Sinha, *The Networked Public : How Social Media is Changing Democracy*, Rupa 2019., pp.1-70
- Shekh Moinuddin, *Mapping Political Re/Tweets in India from The Political Twittersphere in India*
- Pallavi Paul, *Objects as Exhibits: Performance of the Forensic*, Sarai 2015, <http://sarai.net/objects-as-exhibits-performance-of-the-forensic>
- Cass R. Sunstein, Chapter 1 and 2, *#Republic: Divided Democracy in the Age of Social Media*
- Nina Schick, Introduction to Deepfakes: The Coming Infocalypse, Twelve 2020

#### **B. Regulation and the response to Disinformation**

- Philip M. Napoli, Introduction, *Social Media and the Public Interest: Media Regulation in the Disinformation Age*
- Tony D. Sampson, Introduction & Chapter 1 *Virality: Contagion Theory in the Age of Networks*
- Angela Condello, Chapter 1 *After the ordeal: Law and the age of post-truth* in Angela Condello & Tiziana Andina, *Post-Truth, Philosophy and Law*,
- Robert N. Spicer, Introduction and Chapter 3 : *Free Speech and False Speech: Political Deception and Its Legal Limits (Or Lack Thereof)*,

### C. Rethinking Media: Towards a theory of Freedom and Evil

- Alexander R. Galloway & Eugene Thacker & McKenzie Wark, Introduction and Chapter 1 *Excommunication: Three Inquiries in Media and Mediation (TRIOS)*
- John Durham Peters, *Courting the Abyss: Free Speech and the Liberal Tradition*, pp.1-45

### 5. Pedagogy:

- a. Instructional design  
The course will be a combination of lectures, case studies, thematic discussions, Case Law discussions and presentations.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)  
None
- c. Expertise in AUD faculty or outside  
The faculty members at SLGC with training in both law and media theory are well equipped to teach the course
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
None

#### 1. Assessment structure (modes and frequency of assessments)

Individual presentation	10
Short Written Responses 2 x 20	40
End term Essay	40
Class participation	10

**Signature of Course Coordinator(s)**

Note:

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

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

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 7<sup>th</sup> meeting on 28<sup>th</sup> November 2020 and has been approved in the present form.

  
Signature of the Dean of the School

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

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	BA (law and politics)
Course title	<b>Law and Civil Liberties</b>
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Anushka Singh

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

The course builds on other courses on Indian Constitution offered to students in previous semesters. This course will take some of the discussions forward through the specific lens of civil liberties and its relationship with the democratic state and the constitutional regime in India

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

No requirement

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

As per AUD rules

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

Semester-long course, Semester Six

**2. Proposed date of launch:**

Winter 2021

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

The course takes up the question of rights and liberties of the citizens and juxtaposes the framework of civil liberties with constitutional guarantees and democratic state in India. In line with AUD's vision, the transaction of this course aims to revisit questions of justice, accountability, democracy and constitutionalism, and in the process establish a conversation between history and the present as well as the legal-constitutional regime in India and other liberal democracies.

**4. Course Details:**

**a. Summary**

In 1936, as part of the anticolonial struggle in India Ram Manohar Lohia wrote 'The Struggle for Civil Liberties' arguing that "the concept of civil liberties is an outcome of the struggle that the citizen has eternally waged against the State". This idea of eternity that Lohia introduced and documented in the wake of liberation movements across the world, is substantially problematized in the face of constitutional states elected on the basis of popular sovereignty claiming democratic legitimacy to create centralizing discourse of governance. This course attempts to relocate the civil liberties debate in context of a democratic state enjoying overwhelming electoral support. The legitimization discourse of popularly elected political authorities and the subsequent delegitimization of the politics of dissidence needs to be reviewed in context of the civil liberties movement. In doing so the course will ground the idea of civil liberty within the doctrine of constitutionalism which calls for limits to be imposed on the arbitrary exercise of state power. The course will probe the relationship between a democratic state and civil liberties and will seek to answer how law mediates this relationship to what ends. Though it is a course with committed focus on the civil liberties in India, a course of this kind can best be attempted in a comparative frame where historical and contemporary accounts from other democratic countries construct analogous frames.

A parallel discussion would run through the modules with regard to a critical engagement with the category of civil liberty itself probing into the consequences of its deeply liberal ontological character, alternate traditions of its articulation and whether the category of civil liberties creates its own exclusionary frame. Against this background, the contiguous idioms of democratic rights, human rights, constitutional rights, etc. would be discussed to mark the overlaps as well as the distinctions. Since the attempt is to situate civil liberties at the cusp of law and politics, the course would largely borrow from scholarships on people's movements and organizations and their interface with the legal discourse. Bringing together genres of literature offering a legal perspective along with political history and practice, the course would place legal texts in their wider socio-political contexts. Instead of looking at the interface between law and civil liberties in India in terms of a historical survey account, the course chooses to work with themes such as speech, association, and personal liberties. within which key historical moments

would be placed. One of the critical points of focus would be to look at the intersections between different kinds of civil liberties and the continuity of meanings therein.

#### **b. Objectives**

To probe the relationship between a democratic state and civil liberties and to examine how law mediates this relationship to what ends.

#### **c. Expected Learning Outcomes**

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

- Demonstrate an understanding of the concept of civil liberties and its relationship with constitutional rights in India
- Demonstrate knowledge of the civil liberties tradition in India
- Equip themselves with an awareness of the key concerns related to rights and justice through the lens of civil guarantees in India
- Understand the civil liberties perspective in a cross country framework

#### **d. Overall structure**

### **Module 1-**

#### **Law and civil liberties- a conceptual interface (2 weeks)**

The philosophical moorings of the concept of civil liberty in the philosophy of liberalism works with the presumption of the neutrality of law. The legal guarantee of civil liberties on the one hand safeguards the rights of the individuals, on the other hand law imposes restrictions on the state power. This legal encircling of civil liberty while offering protection also limits its conception within the imaginations of law. The expanse of civil liberty becomes the threshold of legality. Against this background, this module will look at the relationship between civil liberty and the constitutional-legal framework. It would study the symbiotic relationship between the two- constitutional liberties situated within the larger framework of civil liberties lineage (say anti-colonial struggle), in turn, constitutional framework of fundamental freedoms guaranteeing civil liberties. This discussion would encompass a brief overview of some of the most notable civil liberties texts- The United States Bill of Rights (the first 10 Amendments), The Magna Carta, the English Bill of Rights (1689), Chapter Two- Bill of Rights in South African Constitution, while touching about conceptual distinctions between civil liberties, civil rights, human rights and democratic rights.

Another concern of the interface between civil liberty, law and state involves the question of both legal and extra-legal violence. A civil libertarian perspective on violence is

critical to the understanding of the claim of law to be a protection against state arbitrariness. This calls for a study of a civil libertarian account of what can be constructed as legal violence for instance death penalty. It is also crucial to revisit how the civil liberties movement upholds its autonomy in the face of political violence by non-state actors in response to state excesses.

### Readings:

1. Civil Liberties Database, compiled by *Indian Constitutional Law and Philosophy*, available at <https://indconlawphil.wordpress.com/comparative-constitutional-law-database/>
2. Primary texts: The United States Bill of Rights (the first 10 Amendments), The Magna Carta (1215), the English Bill of Rights (1689), Chapter Two- Bill of Rights in South African Constitution
3. R M Lohia, 1936, *The Struggle for Civil Liberties*, Published by AICC, Allahabad
4. G. Sartori, 1962. Constitutionalism: a preliminary discussion. *American Political Science Review*, Vol 56, pp. 853-864.
5. Peter Linebaugh, 2008 Magna Carta and the US Constitution, in *The Magna Carta Manifesto, Liberties and Commons for All*, University of California Press.

### Module 2-

#### **Anti-colonialism, civil liberties and the Indian Constitution- understanding the legacy (2.5 weeks)**

This module will trace the emergence of the language of civil liberties in India against the use of arbitrary police powers by the colonial executive as well as the enactment of repressive colonial legislations. It would try to examine whether or not the anti-colonial movement and the subsequent envisioning of a post-colonial constitution had enough space for civil liberties. The empirical realities such as the formation of Indian Civil Liberties Union in 1936, the idioms of 'civil disobedience' and 'non-cooperation' had carved out the space for the recognition of civil liberties as the right to oppose political authority. Against this background, the module would try to engage with the seeming contradiction between an anti-colonial legacy of resistance against an undemocratic state and the construction of a post-colonial state with centralizing tendencies resulting in shrinking space for civil liberties post-independence. One of the critical tropes to understand this contradiction is the idea of the 'ordinary' and the 'extraordinary' contexts which help situate the problematic as 'liberty versus security' debate. Besides laying down the foundation on which the civil liberties discourse was constructed, the module would also engage in a brief survey of the civil liberty movement in India taking up questions like who the actors were, the organizational structure, the method of working

etc. Since the course adheres to situate the civil liberty discourse in India within a larger comparative frame, this module would try to create an analogous frame juxtaposing the organizational basis of civil liberty movement in India with that of the American Civil Liberties Union for its long consistent history as well as the interest it has generated for researchers in the area.

### **Readings:**

1. Ajay Gudavarthy, 2009, Human Rights Movement(s) in India: State, Civil Society and Beyond, in Singh ed *Human Rights, and Peace; Ideas, Laws, Institutions and Movements*, OUP
2. Amit Upadhyay and Sasheej Hedge, 2017, Always Already Political? 'Civil Liberties' in India, School of Public Policy and Governance, *Faculty Working Paper*, TISS, Hyderabad.
3. Bipan Chandra, 1992, The Fight for Civil Liberties, in *The Epic Struggle*, Orient Longman
4. Manoranjan Mohanty, 2011, Citizen's Civil Liberties, in Mohanty et eds *Weapon of the Oppressed*, CSD, Daanish Books
5. S G Vaze, 1949, *Civil Liberty under the New Constitution*, Being Papers submitted to Indian Civil Liberties Conference, Madars, July 1949. Text available with the Cornell University Library
6. Ujjwal Kumar Singh, 2003, Democratic Dilemmas, *Economic and Political Weekly*, Vol. 38, Issue No. 05

### **Additional reading:**

1. Samuel Walker, 1990, *In Defence of the American Civil Liberties Union*, OUP (book review by Jeremy Rabkin in *Constitutional Commentary*. 481.)
2. Randhir Singh, 2009, Terrorism, State Terrorism and Democratic Rights, in Singh ed, *Human Rights and Peace: Ideas, Laws, Institutions and Movements*, OUP

## **Module 3-**

### **Speech (2 weeks)**

This module will conceptually engage with the question of speech as a constitutive idea of civil liberties. Tracing the origin of the right to speech both as a form of civic action and activism, while engaging with the distinction between the two, the module would build the discussions to situate the fundamental right to expression in India and the limitations imposed on the same. The centrality of speech related debates within the framework of civil liberties stems from both a vertical defence of speech viz. the right to speech against the state as well as a horizontal defence with regard to the claims of social tolerance of various kinds of speech. Since the course is oriented towards understanding the relationship between civil liberty and state, the module would largely focus on the



vertical defence while simultaneously touching upon the horizontal concerns. Freedom of Press in the Indian context is of particular importance by virtue of press freedom being the first target of colonial legislations casting a chilling effect of free speech to restrict the power of the press to create and mould public opinion. The pattern found newer expressions in the early years after independence and perhaps is mostly timely situated for a debate in today's context of increasing attacks on journalists and media houses, as well as political control over the content of broadcasting. Through both kinds of intervention either the media's power to mobilize public opinion is restricted or the media is used to construct a certain kind of public. The idea of free speech through media freedom thus becomes a casualty. The third kind of debate that the module would focus on concerns the constitutional right of the accused against self-incrimination. Reading silence as a form of speech, this module would traverse the stories of police confessions in custody.

Some of the key themes to be discussed in this module are

- Political speech and its 'preferred position'
- Freedom of press and the construction of the 'public'
- Speech versus silence- the right against self-incrimination

#### **Readings:**

1. Abhinav Sekhri, 2016, *The Right against Self-Incrimination and its Discontents*, *Indian Constitutional Law and Philosophy*, available at <https://indconlawphil.wordpress.com/2016/02/24/guest-post-the-right-against-self-incrimination-and-its-discontents/>
2. *Anuradha Bhasin vs Union Of India* on 10 January, 2020
3. Arudra Burra, 2017, *Civil Liberties in the Early Constitution: the Cross Roads and Organiser cases*, [https://www.researchgate.net/publication/331817658\\_Civil\\_Liberties\\_in\\_the\\_Early\\_Constitution\\_the\\_CrossRoads\\_and\\_Organiser\\_cases](https://www.researchgate.net/publication/331817658_Civil_Liberties_in_the_Early_Constitution_the_CrossRoads_and_Organiser_cases)
4. Gautam Bhatia, 2016, *Subversive Speech*, in *Offend, Shock or Disturb*, New Delhi, OUP
5. Lawrence Liang, 2016, *Free Speech and Expression*, in Sujit Choudhry et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP

#### **Module 4-**

##### **Association (2.5 weeks)**

This module would primarily engage with the concerns of the right to assemble and organize as modes of active politics emanating from the right to expression yet establishing itself as a distinct sphere of civic action. The module will look at association both as a political and a socio-economic category often forging class alliances and creating space for group politics and community identities to emerge in a manner that right to speech doesn't. Besides dwelling on case laws on freedom of association the discussions would focus on trade union politics as one of the explicit illustrations of the

fundamental freedom of association. The module would then focus on the politics of proscription and its rationale within democratic contexts starting from Criminal Law Amendment 1908 which provided for banning of organizations to the working of the Unlawful Activities Prevention Act in contemporary times. It would also discuss the thin yet fine line of divide between passive and active association and how the offence of political conspiracy is legally constructed out of associational politics. Key themes of emphasis:

- Organizational politics and unionism
- Laws related to banning
- Crimes of conspiracy

#### Readings:

1. Eric Barendt, 1985, Freedom of Association, in *Freedom of Speech*, Oxford: Clarendon Press, 1985.
2. K G Kannabiran, 2008, Conspiracies of Associations: Associational Offences, Associational Freedoms and the Rule of Law, in Kannabiran and Singh (ed), *Challenging the Rule(s) of Law*, Sage
3. Reports published by Civil Liberties and Democratic Rights organizations.
4. *Romila Thappar vs Union of India*, Writ Petition (Criminal) No. 260 Of 2018
5. S G Vaze, 1949, Freedom of Association, in *Civil Liberty under the New Constitution*, Being Papers submitted to Indian Civil Liberties Conference, Madars, July 1949. Text available with the Cornell University Library
6. Sharanya Shivaraman, 2018, The UAPA – some interpretive issues, *Indian Constitutional Law and Philosophy*, available at <https://indconlawphil.wordpress.com/2018/09/24/guest-post-the-uapa-some-interpretive-issues/>

#### Module 5-

##### Personal liberties (3 weeks)

Much more than any other category of rights within the broader framework of civil liberties, the right to personal liberties including life, invites endless and inconclusive debates around its normative concerns and substantive content. The module hence chooses to work with specific themes which unfortunately and inevitable create a hierarchy of rights within personal liberties but allows for a narrow focus on its substance. The themes have been chosen in order to help unravel the conceptual meaning that personal liberty acquires as a form of civil liberty. They are- preventive detention, custodial torture and privacy. The module will begin by constructing a debate between Fifth and Fourteenth Amendments to the US constitution with regard to the Due process clause and Draft Articles 15 and 15A in the Constituent Assembly of India (Article 21 and 22 in the final Constitution) to locate the legal position on personal liberties in India which can be taken away through 'procedures established by law'. The module would

proceed by way of a historical engagement with the jurisprudence on personal liberty in independent India starting with the first constitutional challenge to the Preventive Detention Act in 1950 to the most recent with regard to the use of Public Safety Act in J&K from 2018 onwards. Besides the question of preventive detention, the module would focus on the protections of an accused whilst in the custody of the state and the rights of the individuals to privacy especially in the wake of the increasing surveillance techniques.

- Preventive detention
- Custodial violence
- Concerns of privacy and the regimes of surveillance

### Readings:

1. Abhinav Sekhri, 2019, Article 22- Calling Time on Preventive Detention", 9 *Indian Journal of Constitutional Law* 173, available at SSRN: <https://ssrn.com/abstract=3455821> or <http://dx.doi.org/10.2139/ssrn.3455821>.
2. *AK Gopalan vs The State Of Madras* (AIR 1950 SC 27)
3. Anup Surendranath, 2016, Life and Personal Liberty, in Sujit Choudhry *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP
4. Constituent Assembly Debate on Article 15 and 15-A, September 15 and 16, 1949, CAD, Volume IX
5. Gautam Bhatia, 2017, The Supreme Court's Right to Privacy Judgment, *Indian Constitutional Law and Philosophy*, available at <https://indconlawphil.wordpress.com/2017/09/10/the-supreme-courts-right-to-privacy-judgment-round-up/>
6. Jinee Lokaneeta, 2011, *Transnational Torture: Law, Violence, and State Power in the United States and India*, NYU Press (selected extracts from Ch 1 and Ch 4)
7. K G Kannabiran, 2004, Personal Liberty After Independence, in *Wages of Impunity, Power, Justice and Human Rights*, Orient Longman.

### Additional readings:

1. Anjum Zamarud Habib, 2015, *Prisoner No.100: An Account of My Nights and Days in an Indian Prison*, Zubaan

### 5. Pedagogy:

- a. Instructional design

The course will be a combination of lectures, case studies, thematic discussions, Case Law discussions and presentations.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)  
None
- c. Expertise in AUD faculty or outside  
The faculty members at SLGC with training in both law and media theory are well equipped to teach the course
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)  
None

**1. Assessment structure (modes and frequency of assessments)**

Response essay and Oral presentations	20
Mid term Essay/Exam	30
End term Exam	40
Class participation	10

**Signature of Course Coordinator(s)**

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 7th meeting on 28<sup>th</sup> November 2020 and has been approved in the present form.

  
**Signature of the Dean of the School**

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SLGC
Programme(s)	
Course title	<b>Critical Theory in India</b>
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Ngoru Nixon

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

'Critical Theory in India' course is offered as a core paper to 6<sup>th</sup> semester students of B.A. law and politics. It serves more or less as a culmination of the politics stream of the programme in terms of the thematic and the critical trajectory. The course will take the students through certain evolving terms of debate animated around the question of the West and the non-west. Both the core courses ('Introduction to Political Theory', 'Modern Indian Political Thought', 'Western Political Thought', and 'Themes in Indian Politics') and non-core courses (such as 'Nationalism in India,' 'Anti-colonialism and Post-colonial Futures,' 'Reading Gandhi,' and 'Reading Ambedkar') of the politics stream taught across the previous semesters have laid a suitable platform for the 'Critical Theory in India' course to build on and engage.

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

No Requirement

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

As per AUD rules

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

Semester-long course

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5. Proposed date of launch: Winter Semester 2021
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The normative values of equality and social justice are implicated in the larger postcolonial contestation on the question of conceiving the non-western reality through the western/modern categories. In examining the debate pertaining to the West and the non-west, the course aims to foreground the critical impetus underpinning the articulation of such values.

7. Course Details:

**a. Summary:**

This course introduces and familiarizes students to the constituted modes of criticism, conceptualization, and contestation pertaining to and propelled by (borrowing David Scott's words), "the demand for the decolonization of representation; the decolonization of the West's theory of the non-west". The project of decolonization centres on undoing the perceived Eurocentrism underpinning the theoretical framework/narrative and knowledge structure composed by the universal narrative of modernity. In seeking to disentangle the non-west from the hegemonic narrative of the West/modernity, the project also underlines a departure from the dominant nationalist thought. The latter is conceived as committed to asserting the subjectivity of the East (India) but within the epistemological framework instituted by colonial discourse. It is the enduring hegemonic narrative of the West/modernity and its instituted knowledge structure even after the formal end of colonialism that postcolonial criticism is directed against. Much of the criticism revolves around the concepts of history, knowledge, rationality, and violence.

To the extent that the critique of the centrality of the West/modernity remains powerfully articulated in India, it has generated varied forms of formulations and contestations. Such engagement is marked by the contention over the attempt to homogenise the colonized and the different or contrasting experiences in non-west. The persistent debate on secularism and the issues of subordination and marginalization in the non-west are few of the significant examples. In such contestation, the engagement is directed towards the power configuration within the space of the non-west.

**b. Objectives**

The course intends to examine the mode of postcolonial critique and the evolving debate around it.

**c. Expected Learning Outcomes:**

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

- Determine the nature of the complicity between modernity and colonialism.
- Delineate and describe the approach of postcolonial critique.
- Explain the contestations surrounding postcolonial critique in India.
- Draw why the question of modernity continues to inform critical engagements in India.

**d. Overall structure:**

**Module 1: Modernity, Colonialism, and Critique: Mapping a Trajectory (3.5 weeks)**

This module seeks to formulate the trajectory which would structure the terms of the unfolding engagement envisaged in the course. It does so by specifying the foundational tenets of modernity which have incited the scrutiny of postcolonial critique and further, by underlining the accompanying justificatory explanation for undertaking such task. In the scheme of postcolonial critique, modernity is less a disinterested phenomenon borne out of the 18<sup>th</sup> century European Enlightenment than one which is intimately connected with colonialism. While explicating the intersection between colonialism and modernity, the course would also discuss how modern law is constitutive of colonial discourse.

Compulsory Readings:

- Banerjee, Prathama, Aditya Nigam, Rakesh Pandey. "The Work of Theory: Thinking Across Traditions." *EPW*, vol. LI, No. 37 (September 10, 2016). Pp. 42-50.
- Cohn, Bernard S. *Colonialism and Its Form of Knowledge: The British in India*. Princeton University Press, 1996. (Chapter three- Law and Colonial State in India. Pp. 57-75)
- Hall, Stuart and Bram Gieben. Eds. *Formations of Modernity*. The Open University, 1992. Pp. 17-45.
- Mills, Sara. *Michel Foucault*. Routledge, 2003. (Chapter 4- power/knowledge, pp. 67-80).
- Quijano, Anibal. "Coloniality and Modernity/Rationality." *Cultural Studies*, Vol. 21, No. 2-3 (2007). Pp. 168-178.
- Said, Edward W. *Orientalism*. Vintage Books, 1979. pp. 1-28.
- Solomon, R.C. *Continental Philosophy since 1750: The Rise and the Fall of the Self*. Oxford University Press, 1988. pp. 8-15.

Supplementary Readings:

- Carey, Daniel and Lynn Festa. Eds. *Postcolonial Enlightenment: Eighteenth-Century Colonialism and Postcolonial Theory*. Oxford University Press, 2009.
- Foucault, Michel. "What is Enlightenment?." In *Foucault Reader*, edited by Paul Rabinow. Pantheon Books, 1984. Pp. 32-50.
- Kant, Immanuel. "An Answer to the Question: 'What is Enlightenment?'" In *Kant: Political Writings*, edited by H.S. Reiss. Cambridge University Press, 1991. Pp. 54-60.
- Loomba, Ania. *Colonialism/Postcolonialism*. Routledge, 2005.

**Module 2: Decentering the West (2 weeks)**

In this module, we will examine the significance assigned to the task of decentering the West in postcolonial critique. What does it mean to decenter the West? What is the nature of the decentering that is being proposed in postcolonial critique? And how is it differentiated from other contending modes? In examining these questions, it is instructive to elucidate the constituted categories of 'the West' and 'the non-west/East' in line with the related discussion in Module 1.

Compulsory Readings:

- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press, 2000. (Introduction: The Idea of Provincializing Europe- Pp. 1-11).
- Chatterjee, Partha. "Transferring a Political Theory: Early Nationalist Thought in India." *Economic and Political Weekly*, Vol, 21, No. 3 (January 18, 1986). Pp. 120-128.
- Lazarus, Neil. 'The Fetish of "the West" in postcolonial Theory.' In *Marxism, Modernity and Postcolonial Studies*, edited by Crystal Bartolovich and Neil Lazarus. Cambridge University Press, 2004. Pp. 43-64.
- Sarkar, Sumit. *Beyond the Nationalist Frames: Postmodernism, Hindu Fundamentalism, History*. Permanent Black, 2002. (Selections).

Supplementary Readings:

- Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Zed Books, 1986.



- Kaviraj, Sudipto. "An Outline of the Revisionist Theory of Modernity." *European Journal of Sociology*, vol. 46, No. 3 (2005). Pp. 497-526.
- Kaviraj, Sudipto. *The Imaginary Institution of India: Politics and Ideas*. Permanent Black, 2010. (Chapter 3- On the Structure of Nationalist Discourse.).
- Mukherjee, Mithi. *India in the Shadow of Empire: A Legal and Political History, 1774-1950*. Oxford University Press, 2010.

### Module 3 – Beyond the West (3.5 weeks)

The project of decolonization involves an insistence on the limitation of the universal narrative of the West/modernity. The limitation is commonly expressed in terms of (i) the 'historical difference' between the West and the non-west (ii) the incommensurability between the Western emanated/determined categories and the life-world/practices in the non-west. What ensues from these stipulations is to understand or theorise the non-west in its own term without having to validate it according to the yardsticks conceived by the West. The contemporary time has also witnessed increasingly assertive articulations on the return to tradition and samaj which is often legitimized by invoking the enduring hegemony of the colonial/western knowledge system. The module discusses these varied forms of conceptualizations in India.

#### Compulsory Readings:

- Chatterjee, Partha. "Community in the East." *Economic and Political Weekly*, vol. 33, No. 6 (Feb. 7-13, 1998). Pp. 277-282.
- Devy, G.N. *A Nomad Called Thief: Reflections on Adivasi Silence*. Orient Longman, 2006.
- Gandhi, M.K. *Hind Swaraj and other Writings*, edited by Anthony J. Parel. Cambridge University Press, 1997.
- Nandy, Ashis. "Anti-Secular Manifesto." *India International Centre Quarterly*, Vol. 22, No. 1 (September, 1995). Pp. 35-65.
- Skaria, Ajay. *Unconditional Equality: Gandhi's Religion of Resistance*. University of Minnesota Press, 2016. (Introduction: Surrender without Subordination, pp. 1-30).

#### Supplementary Readings:

- Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Zed Books, 1986. (Chapter 4- The Moment of Manoeuvre: Gandhi and the Critique of Civil Society). Pp. 85-130.
- Bhargava, Rajeev. Ed. *Secularism and its Critics*. Oxford University Press, 1998.
- Nandy, Ashis. *Intimate Enemy: Loss and Recovery of Self under Colonialism*. Oxford University Press, 1983.

#### **Module 4- Between the West and the non-west (3 Weeks)**

There exists a broad convergence among the critics across the spectrum in terms of the recognition of the debilitating idea of the singular narrative of modernity. But this convergence does not translate into identical way of conceiving the relation between the West/modernity and the non-west. This module will consider a form of engagement which relates to a 'negotiated' approach vis-à-vis the West. This mode of engagement is seen as being determined by the contextual exigency borne out of the conflicting imaginations within the space of the non-west (India) than by the acute desire to imitate the West.

#### Compulsory Readings:

- Bilgrami, Akeel. "Secularism, Nationalism, Modernity." In *Secularism and its Critics*, edited by Rajeev Bhargava. Oxford University Press, 1998.
- Geetha, V, and S.V. Rajadurai. *Towards a Non-Brahmin Millennium: Lyothee Thass to Periyar*. Samya, 1998.
- Guru, Gopal. "The idea of India: Derivative, Desi, and Beyond." *Economic and Political Weekly*, vol. XLVI, no. 37 (September 10, 2011). Pp. 36-42.
- Sinha, Mrinal. *Specters of Mother India: The Global Restructuring of an Empire*. Duke University Press, 2006.

#### Supplementary Readings:

- Ambedkar, B.R. *Annihilation of Caste*. Rupa Publications, 2018.
- Bhargava, Rajeev. Ed. *Secularism and its Critics*. Oxford University Press, 1998.
- Bhargava, Rajeev. "Overcoming the Epistemic Injustices of Colonialism." *Global Policy*, vol.1, Issue 4 (November, 2013). Pp. 413-417.

- Gopal, Guru. "Dalits in Pursuit of Modernity." In *India: Another Millennium?*, edited by Romila Thapar. Penguin Books, 2000. Pp. 123-136.

8. Pedagogy:

- a. Instructional design: combination of lectures, participation and presentations.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
- c. Expertise in AUD faculty or outside
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

9. Assessment structure (modes and frequency of assessments)

Rough Break-up:

Mid-semester: 20%

End semester: 40%

Class participation: 10%

Assignment: 30%

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 7<sup>th</sup> meeting held on 28<sup>th</sup> November 2020 and has been approved in the present form.

*Shun*  
Signature of the Dean of the School

**Ambedkar University Delhi**  
**Proposal for Launch of a Course**  
**( For Approval by the Board of Studies and the Academic Council)**

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	Law, Politics and Society
Course title	<b>Policing and Governance</b>
Course code	SLGC
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Pooja Satyogi

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

The course sits adjacent to the core courses on constitutional debates and themes and legal history offered by the school. The focus of this course will be on the manner in which scholars have theorized policing and social control as well as the practice and the institution of policing. It is an interdisciplinary course that will equip the students to understand the place of policing in the systems governance and administration .

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

None.

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

As per AUD norms

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

Semester-long course/seminar mode

**5. Proposed date of launch:**

Winter 2021

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

The course takes up the question of governance and administration through policing and attempts to engage the questions of citizens' rights in the context of greater demands for securitization by the state.

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## 7. Course Details:

### a. Summary

How might we think of war, neo-imperialism, police's sexism, racism, casteism, tribalism, impunity, use of extraordinary laws, illegal detentions and custodial deaths and torture that seem legacies of our times in the light of the expansive nature and routinised police work like traffic control, licensing, VIP route management, patrolling, operating telephone lines, to name a few, that do not index to violence in any straightforward way? For what purposes do we think of policing as one of the ordinary forms of governance as opposed to agential violence of the state, with which it is routinely identified? Is it possible to imagine policing as spanning a range of practices, some of which might even upset its understanding as being the fountainhead of state violence? The contemporary seems marked by a global intensification in racialised police violence and states today are ridden with anxieties about insufficient security and order. This anxiety sits adjacent to forms of surveillance that have increased manifold, in which the public participates wholeheartedly. We only need to think of how acceptable it has become to use CCTVs as markers of security. Are we all police officials then? Or is it possible to now imagine a scenario where technologized solutions might even replace ordinary patrolling police officials? If so, do we need to think of policing as a much more expansive idea that permeates our lives today and exceeds policing institutions?

On a different note, what kind of work is policing? In a postcolonial society like India, the development of policing is intrinsically tied to colonial capitalism. Modelled on the Irish constabulary, it is worth asking for what purposes we might think of Indian policing as continuing this Irish model and whether there are discontinuities in the postcolonial context. Is it possible to imagine that post-independence Indian policing might have developed its own maladies? If so, what might they be? With attention to these questions, this course will principally be concerned with (i) how the ideas of policing and surveillance have been productive for thinking the legitimacy and rationality of state's governance and (ii) how policing, both as an institution and a bureaucracy, has developed over time. These two points are related, even as works that deal with the former do not always refer to actual works on the policing institution. Through these two themes, this course attempts to understand the development of policing in India and the challenges with respect to reforming policing institutions. The course will pay attention to how the police themselves are conditioned into their mandate of keeping order and security, what meanings order and security have for them and the conditions under which these have to be achieved.

The course has five modules. **Module 1** examines scholarly work on policing that characterises policing as a profession and raises questions about whether policing is an adequate thematic to think the nature of states. **Module 2** foregrounds the development of police and its bureaucratic practices in colonial India and thinks whether the argument of colonial continuity is an appropriate thematic to think postcolonial policing. The focus of **Module 3** is on post-independence policing in India. It examines how issues related to policing have been articulated in independent India. These include questions of police labour, police politicization, police as a state and union subject, police and technology, police and security, to name a few. **Module 4** is focussed on the enduring question of police reforms in India. **Module 5** delineates new modalities and tools of policing and open up the question of whether it is possible to imagine policing without police personnel.

### b. Objectives

The course intends to understand and questions contemporary issues about governance by placing them within the needs for greater securitization.

c. **Course Outcome:** At the end of this course, the students will be able to

- To understand the development of police in India and to understand the issue of police reforms
- To understand how policing as a philosophical concern has been mobilized to understand state power
- To understand the logic of anthropological interventions in the study of policing institutions and the questions anthropology throws for studying police.
- To read some contemporary anthropological works on policing from varying contexts
- To understand the evolution of global policing and securitization in the world

### d. Overall structure:

**Module 1:** The first module of the course opens up the question about thinking policing as both a form of description of what policing is on the ground and a normative aspiration about how it ought to be. These questions sit at the heart of policing in so far as they tie into normative accounts of government, law and moral obligation and considerations raised particularly by the social contractualists: Hobbes, Locke and Rousseau. The concerns about moral rights allows the course to ask whether it is adequate to theorise policing in terms of law enforcement, or protection of the State, or keeping peace. It is, for instance, possible for all these three conditions to be satisfied also in the context of extreme authoritarianism. Protection of rights enshrined in law, where law reflects the will of the people, become the conditions under which we will delineate the relationship between goals of policing and ensuring the protection of justifiably enforceable moral rights.

### Weeks 1-2

1. Bierschenk, Thomas. "Police and State". In Ben Bradford, Beatrice Jauregui, Ian Loader and Jonny Steinberg (eds.) *Sage Handbook of Global Policing*. Sage Publications, (2016): 155-178
2. Bittner, Egon. "The capacity to use force as the core of the police role". In Frederick Elliston & Michael Feldberg (eds.), *Moral Issues in Police Work*. Rowman & Allanheld. (1985): 15-25
3. Jacobs, Jonathan. "Police, the Rule of Law, And Civil Society: A Philosophical Perspective". In Ben Bradford, Beatrice Jauregui, Ian Loader and Jonny Steinberg (eds.) *Sage Handbook of Global Policing*. Sage Publications, (2016): 82:102
4. Miller, Seumas. "Political Theory, Institutional Purpose and Policing". In Ben Bradford, Beatrice Jauregui, Ian Loader and Jonny Steinberg (eds.) *Sage Handbook of Global Policing*. Sage Publications, (2016): 13-28
5. Skurski, Julie and Fernando Coronil. "Introduction: States of Violence and the Violence of States". In Fernando Coronil and Julie Skurski (eds.) *States of Violence*. Ann Arbor: University of Michigan Press, (2006): 1-31.

**Module 2:** The focus of the second module is on colonial policing and seeks to delineate how in various social and political circumstances, colonial police forces played a vital role in the maintenance of authority of the colonial state, and in upholding law and order during the process of disengaging and transferring power to the new rulers. It charts how colonial policing gradually changed from a local to a metropolitan concern as the legitimacy of the colonial rule came under increasing challenge amidst growing political instability. It is in the latter stages of coloniality that we see a diversification and expansion in the role of the police, which continues into postcolonial conditions: frontline work to suppress the nationalist movements, surveillance, intelligence, setting up of specialised branches, to name a few. The post first world war period also provides generative conditions for the policing question to be posed as a labour question from the constabulary that often threatens to go on strike, creating panic within the colonial powers about the loss of control over the institution that had become vital to suppress nationalist struggles. Policing as labour only intermittently occupies public space in the post-colonial period and this module raises questions about why this might have been the case.

#### Weeks 3-4

6. Arnold, David. "The Armed Police and Colonial Rule in South India, 1914—1947." *Modern Asian Studies* 11.1 (1977): 101-125.
7. Arnold, David. "Police Power and the demise of British rule in India, 1930-47". In David M. Anderson and David Killingray (eds.), *Policing and Decolonisation: Politics, Nationalism and the Police, 1917-65*. Manchester University Press (1992): 42-61
8. Brogden, Mike. "The Emergence of the Police – the Colonial Dimension". *British Journal of Criminology*. 27(1), (1987): 4-14.
9. Das, Dilip K., and Arvind Verma. "The armed police in the British colonial tradition." *Policing: An International Journal of Police Strategies & Management* (1998)
10. Sekhri, Abhinav. "From 'Bully Boys' to 'Willing Servants': Police, the Third Degree, and Indian Courts: 1861-1961." *Available at SSRN 3174042* (2018)
11. Shil, Partha Pratim. "The 'Threatened' 'Constabulary Strikes of Early Twentieth-Century Bengal." *South Asian Studies* 33, no. 2 (2017): 165-179.
12. Sardar Patel's Speech on Guarantees to Services:  
<https://archive.pib.gov.in/ektadiwas/oldRelease.aspx>

**Module 3:** This module focusses on policing in post-colonial India. Since police falls in the state list, this module will examine questions of policing as tied to state and local politics. The range of questions that policing throws are, however, generalisable: policing and the question of casteism, policing and securing internal peace, policing and riots, policing and sexual violence, policing and the women's security, to name a few. The readings in this module are a combination of some recent ethnographies on Indian policing and literature that has emerged out of civil rights activism. Students will be encouraged to think targeted violence that the police are capable of deploying at the behest of politicisation and, also, the expansive nature of policing that does not index to violence in any straightforward way.

#### Weeks 5-7



13. Ayyub, Rana. *Gujarat Files: Anatomy of a Cover Up*. (e-copy, selections)
14. Balagopal, K. "People's War and the Government: Did the Police Have the Last Laugh?" *Economic and Political Weekly*(2003): 513-519.
15. Balagopal, K. "Terrorism of the police kind." *A combat law Anthology, writings on human rights, law and society in India, selections from combat law (2002-2010)* (2011): 88-90.
16. Fazili, Gowher. "Police Subjectivity in Occupied Kashmir: Reflections on an Account of a Police Officer." *Resisting Occupation in Kashmir* (2018): 184-2-6
17. Geetha, V. "Whom and why do the police kill? Thinking Violence with K. Balagopal". <http://www.socialsciencecollective.org/telling-the-truth-part-3/>
18. Jauregui, Beatrice. "Cultures of legitimacy and postcolonial policing: Guest editor introduction." *Law & Social Inquiry* 38, no. 3 (2013): 547-552.
19. Jauregui, Beatrice. "Orderly Ethics". In *Provisional authority: Police, order, and security in India*. University of Chicago Press, 2016: 60-82
20. Kazi, Seema. "Rape, impunity and justice in Kashmir." *Socio-Legal Review*. 10 (2014): 14-22
21. Natarajan, Mangai. *Women police in a changing society: Back door to equality*. Routledge, 2016: 1-32
22. Subramanian, Kadayam Suryanarayanan. "State-sponsored Violence against the Muslims in Gujarat, 2002: A Case Study in Police Partisanship". In *Political violence and the police in India*. SAGE Publications India, (2007): 170-191.
23. SJ, Ambrose Pinto. "Atrocities on Dalits in Gulbarga: Upper Caste Hold on Police." *Economic and Political Weekly* (1994): 897-899.

#### Additional Readings:

24. *Navendra Kumar v. Union of India*, available at (2013)  
<https://indiankanoon.org/doc/133280611/>
25. *Ram Manohar Lohia v. State of Bihar* (1965)  
<https://indiankanoon.org/doc/1733535/>

**Module 4:** The question of police reforms in India goes back to colonial period that saw strikes by police officials in the 1920s. The period after independence saw police strikes in the 1940s, 1960s, 1970s and 1980s. These were moments of political mobilizations from within the police aimed at addressing work related conditions. The National Police Commissions set up in the 1970s and 80s did little to implement that work conditions for police officials. Over time, the questions of police reform has got tied to politicisation of the institution, legal immunities enjoyed by the police which hinder their prosecution, violation of procedure and use of indiscriminate violence. The tension that inheres here is in thinking policing as a profession and police being the coercive arm of the state that increasingly uses violence upon its own people. The module on reforms addresses both these questions and argues for the inseparability of these two modalities of reform.

#### Weeks 8-10

26. Bayley, David H. "The Police and Political Order in India." *Asian Survey* 23.4 (1983): 484-496.

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27. Chaturvedi, Anviti. *Police Reforms in India*. Available on <http://www.prsindia.org/administrator/uploads/general/1517552577~Police%20Reforms%20in%20India.pdf>, 2017
28. Desai, Mihir. "Red Herring in Police Reforms." *Economic and Political Weekly* (2009): 8-11.
29. *Prakash Singh and Others v. Union of India* (Supreme Court Judgment on Police Reforms), 2006 <https://indiankanoon.org/doc/1090328/>
30. *Status of Policing in India Report 2018: A Study of Performance and Perceptions, Common Cause and the Centre for the Study of Developing Societies* <https://www.commoncause.in/pdf/SPIR-2018-c-v.pdf>
31. *Status of Policing in India Report 2019: Police Adequacy and Working Conditions*, Centre for the Study of Developing Societies, [https://www.csdsonline.org/uploads/custom\\_files/1566973059\\_Status\\_of\\_Policing\\_in\\_India\\_Report\\_2019\\_by\\_Common\\_Cause\\_and\\_CSDS.pdf](https://www.csdsonline.org/uploads/custom_files/1566973059_Status_of_Policing_in_India_Report_2019_by_Common_Cause_and_CSDS.pdf)
32. Verma, Arvind. "India: Nature of Police Corruption and its Remedies". In Kempe Ronald Hope, Sr. (ed. ) *Police Corruption and Police Reforms in Developing Societies*. CRC Press, Taylor and Francis Group, (2016): 157-178

**Module 5:** Taking the contemporary as a moment to think emerging policing practices, this module asks students to ponder over what policing without police personnel would like. From focussing on tools of police that make policing more managerial and technology driven, how might the question of violence be posed especially with respect to impunity, which begins to acquire a more dispersed form. And, yet, technologies index to social profiles or, rather, create profiles, leading to a more complicated rendering of senses of violation, culpability and privacy. The increasing technologization of policing sits adjacent to calls for abolishing policing. How do calls for defunding the police sit with policing in the sub-continent? Some of these issues are addressed in this last module, which opens up more questions about thinking the place of policing in the present moment.

#### Weeks 11-12

33. Zia, Ather. "Blinding Kashmiris: The Right to Maim and the Indian Military Occupation in Kashmir." *Interventions* 21, no. 6 (2019): 773-786.
34. Davis, Oliver. "Theorizing the advent of weaponized drones as techniques of domestic paramilitary policing." *Security Dialogue* 50, no. 4 (2019): 344-360.
35. Fussey, Pete, Bethan Davies, and Martin Innes. "'Assisted' Facial Recognition and the Reinvention of Suspicion and Discretion in Digital Policing." *The British Journal of Criminology* (2020).
36. Joh, Elizabeth E. "The new surveillance discretion: Automated suspicion, big data, and policing." *Harvard Law & Policy Review*. 10 (2016): 15.
37. Maguire, Mark. "The Birth of Biometric Security". *Anthropology Today* 25(2), (2009): 9-14.
38. Rios, Jodi. *Black Lives and Spatial Matters: Policing Blackness and Practicing Freedom in Suburban St. Louis*. (Ithaca and London: Cornell University Press, 2020) (Introduction: Dancing with Death; Chapter 3: Racial States and Local Governance; (e-book is free at the Cornell University Press)

Additional Reading

39. Lamparello, Adam, and Charles E. MacLeon. "Riley v. California: Privacy Still Matters, but How Much and in What Contexts." *Regent UL Rev.* 27 (2014): 25-41

#### 8. Pedagogy:

- a. Instructional design: combination of lectures, participation and presentations.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space, any other- please specify)
- c. Expertise in AUD faculty or outside
- d. Linkages with external agencies (e. g., with field-based organizations, hospital; any others)

#### 9. Assessment structure (modes and frequency of assessments)

##### **Course Transaction and Evaluation**

Each week of class will consist of a lecture that will introduce the students to the readings, explicate the arguments of the authors and will show them the implications of their analysis. The lectures will be interspersed with discussions so as to allow students to air any doubts. The discussion classes will consist of a student presentation, which will enable them to take the discussions along the lines of enquiry, that they want to pursue.

The grade in the class will be based on the following:

- Attendance and Class Participation (15%)
- Fieldwork/ Interview (15%)
- Midterm Exam (40%)
- Final Paper (30%)

##### **Fieldwork/ Interview (15%)**

As part of this course, you are required to initiate a conversation with a police official in your area. This could be about traffic, community policing, problems in policing, policing and work, or an area of interest that you would want to address. This non-recorded and anonymised conversation has to be written down and presented in class. If you are unable to get an interview/conversation, write about the difficulty that you experienced in approaching the official or in having the conversation.

##### **Mid-Term Examination (40%)**

The mid-term exam will consist of essay questions where you will have the opportunity to cover materials from class lectures, discussions/debates, and reading.

##### **Final Paper (30%)**

The final paper will be a 12-page research paper, responding to a prompt that you and I will individually create towards the end of the first module. It will require you to synthesize one broad theme from the class readings and apply it towards articulating a contemporary policing problematic.

**Attendance (15%)**

This grade will be based on both class attendance and on the quality of your participation. Every unauthorized absence will result in a one-point deduction from this grade. If you know you will be absent for a class, please notify me ahead of time.

**Signature of Course Coordinator(s)**

**Note:**

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

**Recommendation of the School of Studies:**

Approved by BoS in its 7<sup>th</sup> meeting on 28<sup>th</sup> Nov 2020

*Shun*

**Minutes of the 7th Board of Studies Meeting  
School of Law, Governance, & Citizenship  
Ambedkar University Delhi**

Dated: 28 November 2020

**Members present:** Prof Salil Misra (chair), Dr. Usha Ramanathan, Prof Ujjwal Kumar Singh, Prof Praveen Singh, Prof Rukmini Sen, Dr Rohit Negi, Prof Lawrence Liang, Dr Pooja Satyogi, Dr Anushka Singh, Dr Ngoru Nixon, Dr Javed Iqbal Wani, Mr. S R Prabakaran

Regrets: Dr. Ravi Sundaram

The 7th meeting of the BOS for SLGC took place on 28 November 2020 to discuss the BA courses for the Winter semester 2021. The BoS also discussed the introduction of a Hindi Foundation course as part of BA LP.

Core courses:

- a) Media, Law and Democracy
- b) Law and Civil Liberties
- c) Critical Theory in India

Elective course

- a) Policing and Governance

**1. Course 1- Media, Law and Democracy, designed by Prof. Lawrence Liang**

Dr. Usha Ramanathan suggested changes in the module titles. She stated that they appear judgmental at the moment. When one thinks of social media, it is not merely disinformation. She gave an example of titles of sections such as 'Contemporary media and assault on democratic rights'. She stated that terms like 'assault' could be avoided and make the title straightforward by talking about democratic rights only. The discussion of 'assault' could come in while transacting the course. She added that a lot of learning nowadays takes place in binaries. The world does not necessarily always exist or operate in binaries. Students should be taught in ways that move away from rigid boundaries. Prof Salil Misra agreed with Dr. Ramanathan and stated that templates should be as far as possible impartial in nature; should not give away the thrust of the discussion in advance.

Prof Ujjwal Singh was also of the same view and stated that he would like the course to be an open ended one. He added that reading material from magazines like

CARAVAN etc. could be part of supplementary reading. Furthermore, he emphasized that when we talk about regulatory mechanisms from the EU & US, it appears interesting to the students and provides an overview of what is happening in other parts of the world too. It will be useful if Institutions like the Press Council of India, its strengths and failures, are also discussed in the course. He emphasized that the Parliament attack or the Geelani case had a very clear cut lines of reporting. If there are resources available which blur the lines of reporting such cases, they would be useful.

Dr. Usha Ramanathan suggested cases such as Dhanajay Chaterjee's case of 2004, Prabhat Dutt case etc. The kind of documentation and reportage these cases involved is interesting to study. In the sense that the policy has been made, informed and implemented. Lot of the narrative around such cases was driven by the press. Prof Rukmini Sen added December 16 Gangrape as one of the examples. She suggested that there exists a Bengali film on Dhananjay Chaterjee which takes into account the way the hanging was presented in TV channels. She echoed what was said about the titles of some modules in the course. She emphasized that it is important to take into account the institutions responsible for regulations and how they work. She suggested Ratna Kapur's 1996 article 'who draws the line'. Dr. Usha Ramanathan suggested that the idea of self regulation is an important element in the discussion on regulation. Dr. Ramanathan added that she is concerned more about the idea of 'self regulation' being corporatised. Self-regulation is becoming used across many areas of corporate activity, labour and environmental legislation, for instance. So, teaching self-regulation in the context of the media would also help understand the emerging area of self-regulation in other domains too.

Regarding self regulations, Prof. Liang responded that it is a contested area. It thrives on a binary. Media organizations also have been saying precisely this. Do not regulate us, we will regulate ourselves. All the recent cases concerning Facebook, the Delhi riots, and the involvement of the policy head of Facebook in partisan political matters becomes questionable. In contrast, in the EU, state regulation has emerged as an important mode to contest unhinged media power. The effort in the course is also to imagine a regulatory framework which does not operate merely within the framework of regulatory institutions. As of now the legal imagination perceives it as something which is impossible to do. In the EU, there is an increase in the use of 'Civil regulation' including damages and competition law, and that is the only thing that seems to be where 'compensation' comes in. And money seems to be the only thing for media companies. He added that one of the great challenges of media regulation lies in the temporal dimension of social media. The law always seems too late and any model of regulation will have to take this into account.

Prof Praveen Singh alerted the course designers to keep in mind the general requirement in section 6 of the course design where it is required to state the connection between the thrust of the courses and the vision of the University. How this course builds upon other courses that have been taught? How does it fit into the larger objective of the programme?

**Response from the course instructor:** Changes to the titles of the models have been made in accordance with the suggestions made by the BOS, and made more neutral. A Reading on the Cricket Association Board case has been added to illustrate the regulatory models that were considered in India with the advent of satellite

## 2. Course II- Law and Civil Liberties, designed by Dr. Anushka Singh

Prof Ujjwal Singh asked the question as to why 'law and civil liberties', the course could very well be called 'state and civil liberties' too. The link between law and civil liberties will have to be explained during the course. Constituent Assembly Debates onwards, the formidable argument has been that unity and integrity should be given primacy over civil liberties. This could be emphasized more. In Module II, the Ram Manohar Lohia piece is a crucial and lucid text which deals with civil liberties during colonial times. A reading by Bipan Chandra on the same may be more helpful. Ujjwal Singh's reading could be removed and replaced with Randhir Singh's piece on terrorism.

Dr. Ramanathan gave an example of Article 21- dealing with the right to liberty and life. She emphasized that in such provisions what has been attributed to life gets attributed to liberty. The language of 'the procedure established by law' is almost generally taken for granted during discussions everywhere. This course can bring in the distinctions through class discussions if possible. For colonial history, the Jallianwala case should be brought up for discussion. It could be read from four perspectives using the Hunter Commission report, the Congress Committee report, The trial of General Dyer and the two chapters on the incident by Michael o'Dwyer, the then Governor of Punjab. Such a variation of material could be utilized to make sense of an instance providing perspective from different vantage points. She also suggested MK Nambiar's work on 'Preventive Detention', VG Ramachandran's book on criminal law where there is a foreword by Nambiar that could be helpful for the

concerning module. Rowlatt Act could be another example. She suggested Dr Anushka to see if she could find any use for such material in her course.

Prof Rukmini Sen suggested taking a look at the 'Verma Committee Report', although it might not be directly related to the thrust of the course. But it does use the language of Bill of Rights in a specific way. She further suggested the autobiography of Anjum Habib which could be potentially used as a different kind of reading material for the students.

In the context of the section on 'Associations', Dr. Ramanathan suggested that the Indian constitution itself has a lot of prohibitions on association such as Armed forces, Government officials etc. A discourse around secrecy; whoever knows something must not speak. This element could make the discussion interesting. Prof Ujjwal Singh suggested that the course could speak about 'reasonable restrictions' and how law creates the framework for placing limits on civil liberties. Civil liberties are bound by a discourse. Maybe, that can also be brought in while teaching the course.

**Response from the course instructor:** The relations between law and civil liberties is crucial in the context of the legal restrictions imposed on the civil liberties which makes the focus of the course a little more specific than state and civil liberties which is of course the wider framework within which the course has been designed. The unity versus liberty debate is part of the second module and finds its way into the module description, it will be emphasized as suggested. All other suggestions on readings will be incorporated and will be used for class discussions.

### 3. Course III- Critical Theory in India, designed by Dr. Ngoru Nixon

Prof Ujjwal Singh brought attention to the fact that there have been paradigmatic shifts in the themes the course engages with and the course should address that too. Decolonisation, Anti-colonialism etc., are important but the discourse has moved ahead. Tradition is back in a forceful way. He was curious if a module can be created around this development. The issue of Samaaj can also be looked at from different perspectives, similarly the discussion on identity or identities. He suggested that it would be more meaningful if one or two new concepts could be brought in to make the course an updated one.

Dr. Ramanathan emphasized that when we examine concepts and categories like modern and modernity, law as a category is important. For example, Criminal law is



considered modern, but has emerged from a colonial context. In this light, what is the idea of 'rule of law' itself? The way we look at the 'Forest' now is so confused and ill-informed. May be the focus could shift from categories of East and West, and engage with some countries having been colonizers and others the colonized. It might be useful to prepare students for a conversation that we need to have. In this process/ discussion, what emerges is the way we are constituted over time. Prof Rukmini Sen also made some suggestions which she left for the course designer to decide on where to fit or not- V Geetha and Rajadurrai - Towards a Brahmin Millenium, Mrinalini Sinha- Specters of Mother India, GN Devy- The Nomad called Thief/ Countering Violence.

Prof Ujjwal Singh made further suggestions as something to think about. He suggested that concepts and categories like violence, rationality, knowledge, History, as categories are worth investigating in the light of the thrust of the course (then and now). These could be incorporated irrespective of the ideological viewpoints.

**Response from the course instructor:** The course will incorporate the suggestion given by Prof. Ujjwal Singh concerning the 'return of the tradition' in the contemporary time. In fact, the course is an engagement with the contestations around the decolonization debate and not necessarily to remain confined to the said discourse. Therefore it is an attempt at complicating the binary conceived between West and non-west. In a way, one often encounters that 'return to tradition' is legitimized by invoking the need to undo the enduring hegemony of the colonial knowledge system.

Acknowledging Dr. Usha Ramanathan's comment on the centrality of relation between the colonizer and colonized, it is clarified that the course seeks to underscore that centrality through the explication of the categories of 'West' and 'non-west'. More than a matter of spatial locations, the categories are associated with values. In fact, the intimate connection between modernity and colonialism mentioned in Module 1 would also unpack the question of the colonizer and the colonized. Dr. Ramanathan's suggestion relating to the issue of the staging of law as modern will be addressed in the course.

The reading suggestions made by Prof. Rukmini Sen will be incorporated under relevant sections. The nature of the course depends hugely on the pedagogy and the suggestion on the concepts and categories like violence, rationality, history, knowledge will definitely be taken up in the classroom lectures/discussions.

#### 4. Course IV- Policing & Governance, designed by Dr. Pooja Satyogi

Dr. Ramanathan expressed that it is useful to have a course on policing, but it might be helpful to index the expansive set of activities that are entailed in policing function. The description of the modules need to accommodate the range in policing practices and not conflate policing itself with criminality. It might be helpful to think about how police practices like imposition of Section 144 comes to be, for instance. Similarly Section 188 makes disobedience of a police officer an offense. What are the specific histories of these provisions that give police its power? In the module on technology, it would be helpful to take CCTV cameras as a form of technology that contemporary policing works with. A discussion of 'law and order' and 'public order' could also be useful. In this light, the Rammanohar Lohia case becomes important. She also added that the issue of Women policing and policing women could be an important discussion in the course. Similarly, Bureau of Police Research And Training's journal could be utilized to see how the police themselves examine policing practices. Some other ideas that could be accommodated in the course could be discussions about various policing institutions. What does it mean, for instance, to have an inquiry led by the CBI as opposed to state police? What does this indicate about the skepticism that inheres within state institutions about police's capabilities? She also suggested to look at the decision of the Asam High Court case in Navendra Kumar v. Union (2013) regarding the legality of the CBI. Meanwhile, Riley's cse from the US context about privacy and mobile phone might be helpful as well in thinking surveillance and policing more generally.

Prof Ujjwal Singh highlighted that there is another side of policing: non-coercive policing. For example, when you have Mahila Police stations, it is supposed to be non-coercive but is it actually the case? Another example he gave was in the context of Riots. There are instances where during riots police could be coercive (Delhi riots), but in other instances it could be opposite too (Bhagalpur riots & BSF). Discussion on scientific policing such as truth serum, facial recognition is important in this regard and Jinee Lokaneeta's work could be relied on here to think whether science erases torture or leads to new formations of violence. He added that in terms of the services as apparatus, Patel's speech on the 'services' is useful for it provides an entry point into why such services continued into the postcolonial period. The continuation of the Irish Constabulary style police model in Independent India becomes important. This discussion could happen in the early sections of the course. Right now what appears front he course is - Policing as a paradigm of governance. But, governance is much broader, where policing is a part of the paradigm of governance. Parts of the policing report brought out by Common Cause and CSDS could be helpful. This course is more about structure and agencies in a simpler form. Prakash Singh' petition can be added to the discussion in the course.

Prof Rukmini Sen stated that while module 2 is looking into the colonial context bringing in the concept of labour, Module 3 where the postcolonial context is looked at primarily becomes focused on violence. Labour seems to be missing there. If it is there through the readings then the description of the modules could be expanded to make this missing connection. On the side, she suggested looking at the issue of suicides in the police force. A connection between service conditions and suicide emerges. Maybe some issues like this can come in during the transaction of the course.

**Response from the course instructor:** The description of the modules will be changed to accommodate the expansive nature of policing. The discussion on Section 144 and 188 might not be feasible in the context of this course for it requires research by the instructor and may be more amenable to a stand-alone research project. Although the course already has facial recognition as a form of new policing tool, supplementary readings on CCTV and policing will be added to the module. Lohia's case, material of women police and material from BPRD will be added to the course as both essential and supplementary reading. A section from Lokaneeta's work will be added to address the technology-torture dynamic. Patel's speech and the Assam High Court case discussing the CBI's locus standi will be made part of the course. Prakash Singh and CSDS survey are already part of the course.

To think policing as a form of governance is not to convey that policing is all there is to governance, but to indicate the work that policing does for governance. The course title will remain the same. The question of labour continues into modules 2, 3, and 4 and Fazilli and Jauregui's texts explain this. More literature is needed to substantiate correlation between police work and suicides, which is not available at the moment. However, class lectures will accommodate this instance.

**The BOS expressed approval of all the four courses subject to the incorporation of suggestions.**

5. After the discussion on courses, the meeting discussed the recent University direction to introduce Hindi as one of the foundation courses at the BA level. Faculty members stated that there are many students in the current cohorts who come from the non-Hindi belt and introducing a foundation course in Hindi must address the challenges that these students would face. The following suggestions were made:

- Prof Salil Misra suggested that Foundation basket 1 (F1) can be reimagined as part of the language basket accommodating the requirement for both English and Hindi. The Hindi FC need not be a language proficiency course but can address thematics that speak to the vision of the programme. Otherwise, there is always the option of resorting to the model that the BA courses in Kashmere Gate Campus follow which would mean replicating the English FC model also practiced in Karampura programmes.
- Prof. Ujjwal Singh suggested having thematic courses such as 'Know your Constitution' to be taught in Hindi having clauses from the Constitution and some speeches from the Assembly Debates. Dr. Usha Ramanathan made suggestions regarding a course on 'law and Hindi Literature', the transaction can be in Hindi but assessments should accommodate students' preference to write in English as well. Prof Rukmini Sen was also of the opinion that 'literature' seems more accessible as a non-Hindi speaking person. She added that assessment for such a course will have to be more on the oral side and there can be creative ways of thinking about it. Prof. Liang made suggestions along the same line about having courses on language and Constitution/Law.
- Prof Praveen Singh stated that there is already a FC basket which offers courses in Hindi and more courses can be added to that basket by SLGC. Dr. Anushka Singh added that this would mean advanced courses for those who know the language but for those students who haven't done Hindi till 8th Std or have done the course but still face serious challenges on account of reading and writing in Hindi, will have to be offered a more elementary course such as language proficiency.
- The BoS explicitly said that the school should have the liberty of adopting the course in a manner that best suits and integrates with the substantive content of the program.

The meeting concluded with the faculty members of SLGC thanking the BOS members for their guidance and advice over the past three years in creatively imagining, drafting and improving the various courses of the BA LP and MA LPS programmes.

*Salil*  
(SALIL MISRA)

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Ambedkar University Delhi

## Standing Committee on Equivalence

Minutes of the first meeting held via Google Meet on August 25, 2020

The following members were present:

Professor Salil Misra, Pro-Vice Chancellor -II, Chair  
Professor Dharendra Datt Dangawal, Dean, School of Liberal Studies, Member  
Professor Satyaketu Sankrit, Proctor & Dean, School of Letters, Member  
Dr. Santosh Kumar Singh, Dean, Student Services, Member  
Dr. Teena Anil, School of Global Affairs, Member

Special Invitees:

Dr. Sunita Singh, Dean (Offg.), School of Education Studies (SES)  
Dr. Anandini Dar, Programme Coordinator, MA Education, SES  
Dr. Shivani Nag, Programme Coordinator, MA Education (Early Childhood Care and Education), SES  
Dr. Manish Jain, OSD, Lodhi Road Campus, SES

Dr. Sunita Tyagi, Assistant Registrar (PVCO & Coordination) assisted the meeting.

**Agenda: Credit transfer/equivalence for SES students who participated in an international exchange programme (ERASMUS +) with Ludwigsburg University of Education, Germany.**

At the outset, Dean(offg.) SES apprised the Committee about the courses, credit equivalence and change of schedule in the semester for ERASMUS+ project and BWS+ project with the Ludwigsburg University of Education (LUE), Germany and subsequently process done by the university, which are as following:

1. The School of Education Studies signed an Inter-institutional agreement with the University of Ludwigsburg for the ERASMUS + programme in 2017. The programme involved mobility of students, faculty and staff from the two institutions to collaboratively develop and offer workshops/seminars and courses. As part of this mobility, four SES students took courses at LUE.
2. The implementation of the mobility (for the four students) involved the following considerations:
  - a. **Semester timings:** The semester timings of the two institutions do not overlap—hence, AUD students visited LUE during the term April-July because the term from October-February disrupts two semesters. SES faculty made arrangements for the student/s to complete the courses in time to travel to LUE in April.
  - b. **Credit equivalence:** LUE has the European Credit Transfer System (ECTS) in place as in all other institutions in the European Higher Education Area. All four students were required to take a minimum of 30 ECTS at LUE as a part of ERASMUS+ requirements. After examining the credit systems in ECTS and AUD, students were allowed to substitute a maximum of 8 credits worth of elective course credits at AUD in semesters 3 and 4 accumulated from courses in LUE (30 ECTS). Students were still required to take all the

core courses and field-based components at SES, AUD as per requirements of the two respective programmes.

- c. The details of the implementation were deliberated and approved at the SES Board of Studies (November 2017), Standing Committee of Academic Programmes and the 16<sup>th</sup> Academic Council meeting.

**3. Student Exchange:**

- a. In 2018, two students from SES visited LUE—Srishti Sharma (Enrolment No. S17HEC36), MA Education (Early Childhood Care and Education) and Kavita Tiwari (Enrolment No. S173H0010), MA Education. After completing one semester at LUE for 30 ECTS, the two students deregistered from AUD from August 2018 to April 2019 to spend an additional year at LUE. They received a transcript for the additional courses during this year from LUE. For the purposes of equivalence, AUD will count only 8 credits for the time period of the exchange from April-July, 2018.
- b. In 2019, two more students from SES visited LUE for a semester—S. Gomathi (Enrolment No. S183HEC21) MA Education (Early Childhood Care and Education) and Parikshit Sharma (Enrolment No. S183H0025).

4. **Credit Transfer/Equivalence:** After all four students returned to AUD from LUE in 2019, a proposal (File no. AUD/SES/62/LUE2018-19, September 3, 2019) was sent to the Assessment, Evaluation and Student Progression (AES) division for accepting 8 credits in lieu of the 30 ECTS earned by the students at LUE so that the four students could take a waiver of 8 credits in semesters 3 and 4. The 8 credits from LUE needs to be reflected in the student transcript and indicate a total of 70 credits for the MA programme.

In view of the above, committee deliberated upon the equivalence Letter grade and Grade point proposed by the AES Division which are as following:

**PROPOSED GRADE EQUIVALENCE**

LUE	AUD (Letter grade)	Grade Point	Remarks
A	A Plus	10	Exceptional: performance beyond expectations
B	A Only and A Minus	9*	Excellent: demonstrating mastery of all learning or assessment situations
C	B Plus	7	Demonstrating thorough competence in most situations
D	B Only and B Minus	6*	Demonstrating moderate competence in most situations
E	C Plus	4	Minimally acceptable: demonstrating minimal competence in most situation while showing scope for improvement
FX	C Only and C Minus	3	Not passing and showing considerable scope for improvement or development
F	F Only	0	Non-participation or invalid/blank answer

\*Higher grade point has been considered

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Committee observed that 3 ECTS credits for 1 AUD credit was considered as equivalence and approved by the BoS and AC of the university. Accordingly, the credit earned by the students at LUE should be considered as a part of their MA programme at AUD and be included in the student's transcripts. It was also noted that the exchange programme has not involved any relaxation of the total duration of the MA programme or credit requirements.

After due deliberation for credit equivalence, the Equivalence Committee considered the Letter grade and Grade point for the students as per the following details and recommended for further approval:

#### KAVITA TIWARI

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 02	Tsui, Ho-Kan, M.A.	Applied Linguistics-Seminar	Summer Semester 2018	4.00	D Satisfactory	B Only	6
ENG 10	Kuuskoski, Alexander, M.A.	Language Skills Iva; Film Discussion-Seminar	Summer Semester 2018	4.00	C Good	B Plus	7
ENG 30	Tsui, Ho-Kan, M.A.	When East meets West: A comparison between Chinese and Western cultures- Seminar	Summer Semester 2018	4.00	A Excellent	A Plus	10
ENG 12	Fenn, Peter, Dr. phil., BA, MA	Cultural Studies I/ Introduction to the Culture and Civilisation of the English- Speaking World- Seminar	Summer Semester 2018	4.00	D Satisfactory	B Only	6
INT 03	Klein-Rumpf, Marion	DaF fur Gaststudierende, Unterkurs-Seminar	Summer Semester 2018	4.00	A Excellent	A Plus	10

$$(4 \times 6) + (4 \times 7) + (4 \times 10) + (4 \times 6) + (4 \times 10) = 156/20$$

Grade = A Minus  
GPA = 7.8

#### SRISHTI SHARMA

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 10	Kuuskoski, Alexander, M.A.	Language Skills Iva; Film Discussion-Seminar	Summer Semester 2018	4.00	A Excellent	A Plus	10
ENG 30	Tsui, Ho-	When East meets	Summer	4.00	A		

	Kan, M.A.	West: A comparison between Chinese and Western cultures- Seminar	Semester 2018		Excellent	A Plus	10
ENG 31	Hollm, jan, Dr phil	William Shakespeare Hauptseminar	Summer Semester 2018	4.00	A Excellent	A Plus	10
ENG 12	Fenn, Peter, Dr. phil., BA, MA	Cultural Studies I/ Introduction to the Culture and Civilisation of the English- Speaking World- Seminar	Summer Semester 2018	4.00	D Satisfactory	B Only	6
INT 03	Klein-Rumpf, Marion	DaF fur Gaststudierende, Unterkurs-Seminar	Summer Semester 2018	6.00	A Excellent	A Plus	10

$$(4 \times 10) + (4 \times 10) + (4 \times 10) + (4 \times 6) + (6 \times 10) = 204/22$$

Grade = A Only

GPA = 9.27

#### GOMATHI KURMAL SANGAMESHWARAN

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 04	Hall, Rachel	Language Skills IVa: Film Discussion-Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10
ENG 14	Hollm, jan, Dr phil	Cultural Studies I/ Introduction to the Culture and Civilisation of the English- Speaking World- Seminar	Summer Semester 2019	4.00	B Very good	A Only	9
INT 03	Klein-Rumpf, Marion	DaF fur Gaststudierende, Unterkurs-Seminar	Summer Semester 2019	6.00	A Excellent	A Plus	10

$$(4 \times 10) + (4 \times 9) + (6 \times 10) = 136/14$$

Grade = A Plus

GPA = 9.71

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## PARIKSHIT SHARMA

Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ECTS grade	AUD Letter Grade	Grade Point
ENG 14	Hollm, jan, Dr phil	Cultural Studies I/ Introduction to the Culture and Civilisation of the English- Speaking World- Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10
ENG 40	Hall Rachel	Hero or Villan? History Discussion Course Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10
ENG 04	Hall, Rachel	Language Skills IVa: Film Discussion- Seminar	Summer Semester 2019	4.00	A Excellent	A Plus	10
INT 03	Klein- Rumpf, Marion	DaF fur Gaststudierende, Unterkurs- Seminar	Summer Semester 2019	6.00	A Excellent	A Plus	10

$(4 \times 10) + (4 \times 10) + (4 \times 10) + (6 \times 10) = 180/18$

Grade = A Plus

GPA = 10

*S Misra*  
(Sali Misra)

Chairperson, SEC

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(contd.)

This is with reference to the File AUD/SES/62/LUE/2018-19 with the subject "Credits for Students who spent a semester at the Ludwigsburg University of Education (LUE), Germany under the ERASMUS Plus programme to be considered at AUD".

Student	Programme at AUD	Time at LUE	Funding
1. <b>Srishti Sharma</b> (Enrolment No. S17HEC36)	MA Education (Early Childhood Care and Education)	April 2018 to July 2018; -----	ERASMUS+
		August 2018 to March 2019	LUE and personal expenses
2. <b>Kavita Tiwari</b> (Enrolment No. S173H0010)	MA Education	April 2018 to July 2018; -----	ERASMUS+
		October 2018 to March 2019	LUE and personal expenses

This is with specific reference to Ms. Kavita Tiwari and Ms. Srishti Sharma—the two students who stated at Ludwigsburg University of Education, Germany till March 31, 2019.

The two students have responded via email that all international students were provided with a valid residency permit that enabled them to stay in Germany till March 31, 2019.

We also asked for documents from the two other students who returned after four month (April-July, 2019) (Ms. S. Gomathi and Mr. Parikshit Sharma). These two students also were provided with the 'residency permit' with a validity date of March 31, 2020. None of the students worked during the period of the ERASMUS Plus exchange programme. The students were unable to provide more details on this residency. A document available on the internet is attached that provides some explanation of the same.

The following documents are attached for reference:

- |   |               |
|---|---------------|
| 1. Residence permit for Ms. Kavita Tiwari   | Page 90       |
| 2. Visa page of Ms. Kavita Tiwari's passport  | Page 91-92    |
| 3. Residence permit for Ms. Srishti Sharma  | Page 93       |
| 4. Visa page of Ms. Srishti Sharma's passport   | Pages 94-95   |
| 5. Email explanation by Ms. Kavita and Srishti  | Page 96       |
| 6. Residence permit and visa of Ms. S. Gomathi  | Pages 97-98   |
| 7. Residence permit and visa of Mr. Parikshit Sharma  | Pages 99-100  |
| 8. German Resident permit   | Pages 101-105 |
| 9. Transcript of Ms. Kavita Tiwari from April 2, 2018-March 27, 2019                        | Page 28       |
| 10. Transcript of Ms. Srishti Sharma from April 2, 2018-March 27, 2019                      | Page 27       |
| 11. Official permission from Ludwigsburg University of Education                            | Page 20       |
| 12. NOC from Dean SS, AUD for Ms. Srishti Sharma  | Page 19       |
| 13. Application to Dean SS for registration upon returning to AUD from LUE (Srishti Sharma) | Page 18       |
| 14. NOC from Dean SS, AUD for Ms. Kavita Tiwari   | Page 6        |

15. Application to Dean SS for registration upon returning to AUD from LUE (Kavita Tiwari) page 5

All four students have completed 62 credits at AUD. The MA programme is 70 credits.

For the two students, the 8 credits of exchange has not been added yet.

We have taken approvals from Dean Student Services and Dean AES for de-registration and re-registration when the students left the country and when they returned. All documents have also been shared with Dean IA.

Kindly guide further so that the students are able to receive their transcripts.

Submitted for Approval.

Sunita Singh  
Sunita Singh  
Dean (Officiating), SES

- 1. One time approval of these students accorded.
- 2. All the files pertaining to foreign exchanges / visit abroad be routed through the office of the Deans (IA).
- 3. A prior approval of the Vice chancellor be sought in every case of student foreign visits / exchanges.
- 4. No such extension for over stay be given in future.
- 5. An undertaking be taken from all students visiting abroad for return back on the date of completion of the programme for which university had given the approval.

Office of the Vice Chancellor  
 Dy. No. 694  
 Date 26/10/2020

Dean (o)  
SES  
&  
Dean (IA)  
The copy of this file be sent to Deans (IA) please

Anu Singh  
20.10.2020

N/23

with reference to previous page, it may be noted that the VC has approved the credit transfer of all four students. Students may be issued the final transcript with 70 credits (See page # 84).

SES/2019  
28/10/2020

Sumit Singh  
October 28, 2020

Dean AES:  02/11/2020

Assistant, AES.

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**School of Business Public Policy and Social Entrepreneurship  
Six Monthly Progress Report**

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student : Diwakar Singh
3. Enrolment Number: S185f0001
4. Date of Registration: 08 Aug 2018
5. Programme : PhD in Management
6. Semester: IV
7. Is synopsis approved – (Tick  here) No  
If yes, Title of the synopsis .....  
Date of synopsis approval .....
8. Member of Research Advisory Committee:  
Supervisor Member (1) Dr Richa Awasthy  
Co-supervisor (if any) .....  
Member (2) Dr Rajen K Gupta  
Member (3) Dr Nidhi Kaicker
9. Date of presentation 03 Jun 2020
10. Date of RAC Meeting 03 Jun 2020
11. Brief description of work presented by the student (Filled by any one of the RAC members):

He presented his paper titled, "Understanding the organizational culture of social enterprises: An ethnographic study." There are two broad objectives. First, to gather in-depth information about the construct organizational culture (OC) in social enterprises (SEs). Second, to explore the role of OC in resolving various tensions faced by SEs to remain sustainable. There are abundant scholarly articles that talk about tensions in SEs. However, there is a lack of empirical works, mainly using OC as a lens to suggest how SEs achieve their dual goals. Using three theoretical frameworks- Schein's model of OC, Martin's three perspective approach to understanding OC, and Camron and Quinn's competing values framework and it's modified version to suit Indian context by Awasthy & Gupta as guiding lens, his study will explore the role of OC in SEs in India. The paradigm is interpretivism and the methodology is organizational ethnography. His findings might contribute to developing the existing body of knowledge and organizational theory on SEs and OC. It will inform the practitioners about the implications of different types of OC in SEs. Further, It

will also guide policymakers about the role of OC grassroots innovations and assist them in framing ethical guidelines for SEs.

12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

Before the lockdown period started in March 2020, he used to visit the AUD campus regularly and discuss the various aspects of his proposal. During that period, he also connected with a few faculty members from AUD to discuss his research questions and get their feedback (Assistant Prof Anirban Sengupta from School of Development Studies, Associate Prof Surajit Sarkar from Centre for Community Knowledge, Mr. Imran from Centre for Development Practices). As the research questions were narrowing down, it became evident that ethnography is the suitable methodology of research inquiry for his study. Therefore, I took him to Dr. Santosh Singh (School of Liberal Studies AUD), a renowned figure in the ethnography methodology, and discussed its implications. Few changes were also implemented in the research proposal on his recommendations. He was also in contact with few faculty members from outside AUD who were having considerable expertise in a similar field (Assistant Professor Subhanjan Sengupta from BIMTECH, Assistant Professor Mir Shahid Satar from Kashmir University) and took their feedback. He was also in touch with Professor Rajen Gupta (RAC member) and regularly received his guidance and feedback. Once the lockdown was imposed, I had regular telephonic and google meet conversation with him to discuss the proposal and clarify his doubts. I also suggested a few reading lists regularly on a range of issues under study.

He also attended four workshops, one international conference, and a few webinars during this period. Two workshops- what it takes to be an entrepreneur? (17-18 Dec 2019) and opportunity assessment (11 Jan 2020) were conducted by the AUD incubation center. He also participated in 'Crafting a Theory Linked Case' (29 Feb 2020, BIMTECH) and 'High-Quality Publishing' workshop (24-27 Apr 2020, IIM Ahmedabad) (online mode). He also participated in the Indian Academy of

13. Student's progress: Has exceeded expectations

Has met expectations

Is below expectations

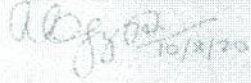
Is unsatisfactory

14. Any other information : .....

15. It is certified that Diwakar Singh has  has-not  made satisfactory progress during the period Jan 2020 to June 2020 towards completion of the requirements for the degree of PhD in Management of School of Business Public Policy and Social Entrepreneurship.

RAC ( Member -1)  
Name: Dr Rajen K Gupta

Signature:

  
10/8/20

RAC (Member -2)  
Name: Dr Nidhi Kaicker

Signature:



Co-Supervisor (if any)

Name:

Signature:

Date

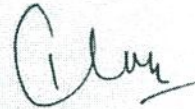
Supervisor

Name: Dr Richa Awasthy

Signature:

16. This six monthly progress report for the period from Jan 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of PhD in Management

One copy is provided to the student and other copy of this is added to the student's file in the school office for his academic records.



Dean of School

Name: Prof. Kartik Dave

Signature:

School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

Date: August 13, 2020

School of Business Public Policy & Social Entrepreneurship

Six Monthly Progress Report

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student: Neha Malhotra
3. Enrolment Number: S185f0002
4. Date of Registration: 6<sup>th</sup> Aug 2018
5. Programme: PhD Management
6. Semester: 4
7. Is synopsis approved - No (Tick : here) **Yet to be approved.**  
If yes, Title of the synopsis .....

Date of synopsis approval:

8. Member of Research Advisory Committee:  
Supervisor Member (1): **Dr. Kartik Dave**  
Co-supervisor (if any)  
Member (2): **Dr. Priyasha Kaul**  
Member (3): **Dr. Kritika Mathur**

9. Date of presentation: 3<sup>rd</sup> June 2020
10. Date of RAC Meeting: 3<sup>rd</sup> June 2020

11. Brief description of work presented by the student (Filled by any one of the RAC members):

Preliminary considerations for the research have been undertaken. Literature has been reviewed to define the scope of the study. Senior research from both within AUD and outside have been consulted for their feedback on the proposed research. Framework for the research has been drafted.

Other than the PhD research work, the student has also undertaken a study on the hospitality and tourism industry taking medical tourism as a case. One of her papers has been refereed and accepted for publication in the special issue of an ABDC listed Inderscience journal. The other paper was presented and awarded at the recent health management conference held at IIM Ahmedabad.

*(Signature)*



12 Summary of Research Advisory Committee- comments, suggestions and actions (Filled by Supervisor)

Neha has been consistent in her work and progress of the work has been found satisfactory. She has published & presented 2 papers at Indusconna & IIMD. Also she has done almost all necessary coursework for her synopsis and A-B now in the final stage.

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

✓ Satisfactory

14 Any other information

15 It is certified that **Neha Mathotra** has  has not  adequate satisfactory progress during the period **Jan 2020 - June 2020** towards completion of the requirements for the degree of MPhil/PhD in **Management of School of SBPPSE**

RAC (Member -1)  
Name **Dr. Priyasha Kaul**  
Signature

RAC (Member -2)  
Name **Dr. Kritika Mathur**  
Signature

Co-Supervisor (if any)  
Name  
Signature

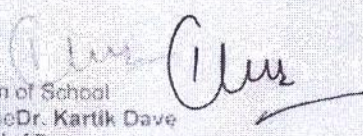
Supervisor  
Name **Dr. Kartik Dave**  
Signature

Date: **10/08/2020**

*[Handwritten Signature]*

18 This six monthly progress report for the period from Jan 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of MPhil/PhD in **Management**

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records

  
Dean of School  
Dr. Kartik Dave  
School of Business, Public Policy  
& Social Responsibility  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi - 110003

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**School of Business, Public Policy and Social Entrepreneurship  
Six Monthly Progress Report**

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student : Dr. Preeti Dabar
3. Enrolment Number: S185F0003
4. Date of Registration: 13.08.2020
5. Programme : PhD in Management
6. Semester: 4
7. Is synopsis approved – **No** (Tick  $\checkmark$  here)  
If yes, Title of the synopsis .....  
Date of synopsis approval .....
8. Member of Research Advisory Committee:  
Supervisor Member (1) Dr. Kancharla Valentina  
Co-supervisor (if any)  
Member (2) Dr. Kanwal Anil  
Member (3) Dr. Dipa Sinha
9. Date of presentation June 3, 2020.....
10. Date of RAC Meeting June 3, 2020.....
11. Brief description of work presented by the student (Filled by any one of the RAC members):

As the RAC member of Ms Preeti i am deeply concerned for Preeti's research progress as the candidate has not even once met me or sent me any of her research updates. This is despite reminders given to her and an undertaking taken by her Supervisor Dr Valentina in order to motivate her to become sincere towards her research work. Preeti has not been in touch at all nor has she shown any basic research output till now. She was even counselled in her last Progress presentation held in June 2020 after which still she has not got in touch to update on the research work she wants to pursue. Therefore in my view this is not acceptable and her work is highly unsatisfactory. This matter may be duly reported to the SCR.

Thanks & Regards,  
Dr. Kanwal Anil

12. Summary of Research Advisory Committee- comments, suggestions and actions (Filled by Supervisor):

Preeti Dabur is not been working on her research topic and despite several advices, not serious with her work. She has been not communicating with the supervisor for the past several months

Her work is highly unsatisfactory.  
Dr. K. Valentina  
Research Supervisor

13. Student's progress: Has exceeded expectations

Has met expectations

Is below expectations

Is unsatisfactory

14. Any other information: NA.....

15. It is certified that (Dr. Preeti Dabar) has not made satisfactory progress during the period **Jan 2020 – June 2020** towards completion of the requirements for the degree of **MPhil/PhD Management of School of Business, Public Policy and Social Entrepreneurship.**

RAC ( Member -1)

Name: Dr. Kanwal Anil

Signature:

Co-Supervisor (if any)

Name:

Signature:

Date: August 12, 2020

RAC (Member -2)

Name: Dr. Dipa Sinha

Signature:

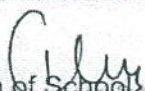
Supervisor

Name:

Signature:

16. This six monthly progress report for the period from **Jan 2020 to June 2020** of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of **MPhil/PhD in Management**

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.

  
Dean of School  
School of Business, Public Policy  
Name: Prof. Kartik Dave  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi - 110006  
Signature  
Date: August 13, 2020

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School of Business, Public Policy and Social Entrepreneurship

Six Monthly Progress Report

1. Time Frame: Monsoon Semester (July 20..... to December 20.....)  
Winter Semester (January 2020 to June 2020.)
2. Name of the Student : Richa Kathuria Karthikeyan
3. Enrolment Number: S185F0005
4. Date of Registration: 6<sup>th</sup> August 2018
5. Programme: PhD in Management
6. Semester: IV
7. Is synopsis approved – No (Tick  here)  
If yes, Title of the synopsis .....Yet to be approved.  
Date of synopsis approval
8. Member of Research Advisory Committee:  
Supervisor Member (1) Dr. Richa Awasthy.....  
Co-supervisor (if any) NA.....  
Member (2) Dr. Nidhi Kaicker.....  
Member (3) Dr. Tanuja Sharma.....
9. Date of presentation 3<sup>rd</sup> June 2020.....
10. Date of RAC Meeting 3<sup>rd</sup> June 2020.....
11. Brief description of work presented by the student (Filled by any one of the RAC members):

Richa Kathuria has been an extremely diligent researcher. Her presentation is relevant and timely. Topic of study is very difficult and critical topic. She has covered a lot of ground, though some improvements as discussed need to be incorporated. In addition, some critical observations include,

- 1-Possibly not to write in first person if it is not experimental or action research.
- 2-English needs attention.
- 3-writing style needs improvement.
4. Scale building steps need a relook.

In all, a good body of work.  
Wishing the best.  
Tanuja

12. Summary of Research Advisory Committee- comments, suggestions and actions (Filled by Supervisor):

Richa Kathuria has made a satisfactory progress in the last semester. She has been in regular touch with me. Meetings during lockdown were also conducted regularly using online platforms like Google Meet and Zoom. Communication over development of synopsis and papers were done on regular basis via email. Following activities were undertaken by her in the last semester:

- Synopsis completion, titled: "*Conceptualization of Spiritual Intelligence in the Indian context*".
- Paper presented at INDAM 2020, The 6th Biennial Indian Academy of Management Conference, IIM Trichy, Spiritual Intelligence (SI) as in Nichiren Buddhism.
- Paper presented at International Conference on Ancient Wisdom, Civilizational Antiquities and the Contemporary Universe, Gautam Buddh University, Gr. Noida, Spiritual Intelligence in the teachings of Swami Vivekananda.
- Paper presented at 4<sup>th</sup> Doctoral Consortium 2020, IIT Bombay, Spiritual Intelligence (SI) as in *Bhagwat Gita* (BG) and Bible.

Along with that she has taken part in many webinars and workshops related to research are attended, e.g. a recent one was "Scale development- using EFA and CFA". Now we are writing a transcript targeting a good journal.

Further she suggested to incorporate RAC and faculty feedback in her research proposal and continue with submission.

13. Student's progress: Has exceeded expectations

Has met expectations


Is below expectations

Is unsatisfactory

14. Any other information: .....

15. It is certified that (Richa Kathuria Karthikeyan) has made satisfactory progress during the period January 2020 to June 2020 towards completion of the requirements for the degree of MPhil/PhD in Management of School of Business, Public Policy and Social Entrepreneurship.

RAC (Member -1)  
Name: Nidhi Kaicker

Signature: 

Co-Supervisor (if any)  
Name:  
Signature:

RAC (Member -2)  
Name: TANUJA SHARMA

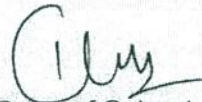
Signature:   
10.08.2020

Supervisor  
Name: Richa Awasthy

Signature:  
Date: 8 Aug 2020

16. This six monthly progress report for the period from January 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of MPhil/PhD in Management.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.



Dean of School  
School of  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi - 110006

Date: August 13, 2020

## School of Business, Public Policy & Social Entrepreneurship

### Six Monthly Progress Report

1. Time Frame: Monsoon Semester ( July 20..... to December 20.....)  
i. Winter Semester (January 2020..... to June 2020.....)

2. Name of the Student :Shilpy Malhotra

3. Enrolment Number:S185F0006

4. Date of Registration: 9<sup>th</sup> August, 2018

5. Programme :PhD Programme in Management

6. Semester: IV

7. Is synopsis approved – No (Tick  here) – No  
If yes, Title of the synopsis .....

Date of synopsis approval

8. Member of Research Advisory Committee:

Supervisor Member (1) .....Dr Kanwal Anil.....

Co-supervisor (if any) .....

Member (2) .....Dr Valentina...Kancharla.....

Member (3) .....Dr Babu P. Remesh....

Member (3) .....

9. Date of presentation .....3<sup>rd</sup> June, 2020.....

10. Date of RAC Meeting .....

11. Brief description of work presented by the student (Filled by any one of the RAC members):

Main area of focus has been social entrepreneurship and research papers, articles, reports have been studied to identify the research gaps and build upon the topic of research for the study. Social entrepreneurial ecosystem has been identified as the area in which a lot of research is yet to be carried out.

The main observations made related to research are:

Social entrepreneurship is being considered as an opportunity of growth for the countries, especially for the emerging economies. It is more so because social entrepreneurship is able to provide innovative solutions to various problems like unemployment, low literacy levels in the emerging economies which are imperative for the growth. For social enterprises to function effectively, what is important is the kind of a framework and interaction that exists between the various stakeholders and the kind of environment being provided by the regulatory authorities of the country for such social enterprises to flourish. Such a framework is known as the entrepreneurial ecosystem. For a country like India, where social entrepreneurship is slowly gaining momentum, there is very less research on the social entrepreneurial ecosystem. In the study, the focus is on studying the social entrepreneurial ecosystem of India and how it is influencing the decision of people to take forward the idea of setting up a social enterprise.

Therefore, the study intended to be carried out is based on the above observations.



12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

1. Research Supervisor:

Shilpy's work for the semester in question has been satisfactory. She has been in touch continuously and has met the deadline set for her to submit her Research synopsis. She has continuously written and rewritten her research synopsis as per the guidance and advice received from me as well as both her RAC Members and is now ready with her final cut of the research synopsis ready for submission. She has been advised to also concentrate on presenting and publishing her work at related conferences and well ranked publications.

2. RAC Member 1: Prof Babu P Remesh

The candidate had made good progress and revised the synopsis, duly incorporating the comments given to her on the draft-synopsis. With this she can proceed to the next stages of the doctoral research.

3. RAC Member 2: Dr Valentina Kancharla

The progress work of Shilpy is been satisfactory and synopsis is ready for presentation.

13. Student's progress: Has exceeded expectations

Has met expectations

Is below expectations

Is unsatisfactory

14. Any other information: .....NA.....

15. It is certified that **Shilpy Malhotra** has made satisfactory progress during the period ...Jan -June 2020. towards completion of the requirements for the degree of MPhil/PhD in School of ...SBPPSE.....

1. RAC ( Member -1) Prof Babu P Remesh

2.RAC (Member -2) Dr Valentina Kancharla

Name:

Signature:

Co-Supervisor (if any)

Name:

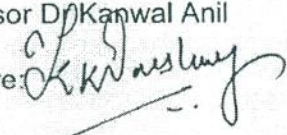
Signature:

Name:

Signature:

Supervisor Dr Kanwal Anil

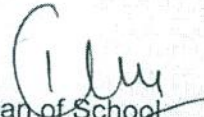
Name:

Signature: 

Date

16. This six monthly progress report for the period from..... to ..... of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of MPhil/PhD in .....

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.



Dean of School  
School of Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi - 110023

Date: August 13, 2020

**School of Business, Public Policy and Social Entrepreneurship**

**Six Monthly Progress Report**

1. Time Frame: Winter Semester (January 2020 to June 2020)

2. Name of the Student : VARUN SHARMA

3. Enrolment Number: S185F0007

4. Date of Registration: 9<sup>th</sup> August, 2018

5. Programme: Ph. D. Management

6. Semester: 4<sup>th</sup> Semester

7. Is synopsis approved – No (Tick  here)   
If yes, Title of the synopsis .....

Date of synopsis approval

8. Member of Research Advisory Committee:

Supervisor Member	Dr. Kanwal Anil
RAC Member 1	Prof. Mohammad Sharique Farooqi
RAC Member 2	Dr. Saibal Paul

9. Date of presentation: 3<sup>rd</sup> June 2020

10. Date of RAC Meeting .....

11. Brief description of work presented by the student (Filled by any one of the RAC members):

Past 6 months have been extremely important and productive in shaping up the synopsis & aligning the plan for future research. The past months allowed finding of research area which inclined to both personal and professional goals and completion of research proposal.

Activities undertaken

- Regular mentorship in form of weekly update meeting, fortnightly review meetings and consistent handholding by research supervisor.
- Interaction with social entrepreneurs, thought leaders in the field.
- Review, analysis and discussion with supervisor about on latest research work and publications in the focussed area of research.
- Workshops on Writing a Successful Research Paper on Udemy and Writing Effective Business Research Paper by Future Learn was also undertaken.
- A Paper presentation at South Asia Conference on Social Enterprises – Values and Processes at TISS, Mumbai was also undertaken in the period
- Paper selected for publication by MDI, Murshidabad (Publication Information Awaited)

12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

Research Supervisor –

Varun's work for the semester in question has been satisfactory. He has been in touch continuously with me and has met all the deadlines set for him to submit his Research synopsis. He has continuously written and rewritten his research synopsis as per the guidance and advice received from me as well as both his RAC Members and is now ready with his final research synopsis for submission.

Varun has presented one of his research papers at a conference on Social Entrepreneurship held in TISS Mumbai in January 2020.

He has been advised to now concentrate on publishing his work in well ranked journals .

RAC member 1 – Prof Sharique Farooqui

I have found the overall progress of Varun's work to be satisfactory during the concerned semester. He held regular interactions that led to interesting deliberations useful in context of his selected area of research. Varun has also been sincere in fulfilling the necessary deadlines with regards to submitting his research synopsis. Varun's research synopsis is now ready for submission and includes various inputs and observations raised from time to time.

Varun has invested considerable time and effort in understanding the challenges and struggles of practising social entrepreneurs through personal interactions and at appropriate forums. This has added to the intensity and depth of his research and helped in crystalizing meaningful directions for the next phase.

RAC member 2 - Dr Saibal Paul

"With the progression, Varun's study is having very clear objectives with aligned research methodology."

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

Candidate has met expectations.

14. Any other information : .....

15. It is certified that (Varun Sharma) has made satisfactory progress during the period ..... towards completion of the requirements for the degree of MPhil/PhD in ..... of School of .....

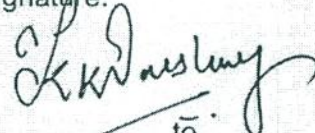
RAC ( Member -1)  
Name: Prof. Mohammad Sharique Farooqi  
Signature:

Co-Supervisor (if any)  
Name:  
Signature:

Date

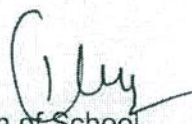
RAC (Member -2)  
Name: Dr. Saibal Paul  
Signature:

Supervisor  
Name: Dr Kanwal Anil  
Signature:



16. This six monthly progress report for the period from ..... to ..... of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of MPhil/PhD in .....

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.



Dean of School  
Name: Prof. Kartik Dave  
Signature  
School of Entrepreneurship  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

Date

330

373

School of Business, Public Policy and Social Entrepreneurship

**Six Monthly Progress Report**

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student: **Hemant Kumar**
3. Enrolment Number: S195F0001
4. Date of Registration: 9<sup>th</sup> August, 2019
5. Programme: Ph.D. in Management
6. Semester: 2
7. Is synopsis approved – No
8. Member of Research Advisory Committee:  
Supervisor Member (1) **Dr. Kritika Mathur**  
Co-supervisor (if any) NA  
Member (2) RAC yet to be notified  
Member (3)  
Member (3)
9. Date of presentation: 4<sup>th</sup> June, 2020
10. Date of RAC Meeting: RAC yet to be notified
11. Brief description of work presented by the student (Filled by any one of the RAC members):

Hemant Kumar successfully completed his courses – Research Methodology II and Supervised study during January '20 – June '20. On 4<sup>th</sup> June 2020, he presented the learnings of courses, workshops, as well as conferences and paper presentations during the period. A short summary of work presented by Hemant Kumar is as follows: -

**A. Subjects as a part of Course work**

**Research Methodology II:** It helped him in understanding the Quantitative & Qualitative approaches of research, data analysis tools, hands-on experience of working in the field while completing his assignments etc.

**Supervised Study Course:** As part of the supervised study course under my supervision, Hemant worked on two studies entitled – “Behavioural Shift in Unorganised retail sector through mobile payment system” and “Impact of COVID-19 on day ahead

Electricity Trading in India". As part of the Supervised Study Course, he presented his findings on Behavioural Shift in Unorganised retail sector through mobile payment system in the presentation where, Prof. DPS Verma and Prof. Madhu Vij were the Invited experts.

He presented the two studies in an International and National Conference, respectively.

He also sat through the classes of Multi Dimensional Analysis.

#### **B. Workshops/ FDP/Webinars**

Below are some of the workshops/webinars attended by Hemant during the period:

- a. Three days International level FDP on "**Research Methodology**" organised by DGETD and Junior College of Arts, Commerce and Science and IAA-Thane Branch on 24<sup>th</sup>, 25<sup>th</sup>, and 26<sup>th</sup> May 2020
- b. National Level Webinar Series on "**Research Methodology**" on 12<sup>th</sup> and 13<sup>th</sup> June 2020 organised by Loyola College, Chennai.
- c. Webinar on "**Basics of Planning Your Research Article Writing**" co-organised by AUD and Elsevier on 29<sup>th</sup> June 2020.

#### **C. Online Courses**

- a. One-week online course on "**Research methodology for Social Science**" organised by Indian Academic Researcher's Association (IARA) from 6<sup>th</sup> April to 12<sup>th</sup> April 2020.
- b. Five days online course on "**Community University Engagement: Moving Towards Engaged Teaching, Research and Service**" from 18<sup>th</sup> May to 22<sup>nd</sup> May 2020, organised by Participatory Research in Asia (PRIA) International Academy, a global centre for participatory research & training since 1982.

#### **D. Conferences and Paper Presentations**

- a. Paper entitled "Behavioural Shift in Unorganised retail sector through mobile payment system, was presented in International Conference on "Business Transformation in Global Digital Era: Re-Innovative, Re-Strategize, Re-Model" organised by Symbiosis Centre for Management Studies, Noida held on 21<sup>st</sup> Feb and 22<sup>nd</sup> Feb 2020.
- b. Paper entitled "Impact of COVID-19 on day ahead Electricity Trading in India" was presented at Online National Webinar "Coronavirus and its impact on Indian economy: A road ahead", organised by Faculty of Management Studies, Mohanlal Sukhdev University, Udaipur on 14<sup>th</sup> April 2020.
- c. Paper entitled "Impact of SBI Merger on shareholders' wealth - Event Study" presented as co-author with Ms. Sarita Singh and Dr. Kritika Mathur in International Conference on "Survive, Sustain & Grow: Managing Business & Professional Excellence in 21<sup>st</sup> Century" organised by Madan Mohan Malviya University of Technology, Gorakhpur, Uttar Pradesh, India in collaboration with IEEE India council held on 21<sup>st</sup> and 22<sup>nd</sup> June 2020.

#### **E. Publications**

- a. Paper entitled as "Behavioural Shift in Unorganised retail sector through mobile payment system" published as book chapter in editorial book titled as "Global Digital Era" published by Bloomsbury.

12. Summary of Research Advisory Committee - comments, suggestions and actions  
(Filled by Supervisor):

Suggestions: It is commendable that Hemant has been able to manage his course work along with making contributions towards research in the period. He has also participated and helped in organising events at the School Level. He is in the process of finalizing his area of research for his Doctoral Journey and is advised to work on his synopsis in the coming few months.

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

14. Any other information: .....

15. It is certified that Hemant Kumar has made satisfactory progress during the period Jan 2020 to June 2020 towards completion of the requirements for the degree of PhD in Management of School of Business, Public Policy and Social Entrepreneurship.

RAC (Member -1)

Name:

Signature:

Co-Supervisor (if any)

Name:

Signature:

RAC (Member -2)

Name:

Signature:

Supervisor

Name: Kritika Mathur

Signature:

*Kritika*

(DIGITALLY SIGNED)

Date: 10.08.2020

16. This six-monthly progress report for the period from Jan 2020 to June 2020 of Hemant Kumar is submitted for consideration by the SCR towards the completion of the requirements for the degree of PhD in Management.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his academic records.

*Kartik Dave*  
Dean of School

Name: Prof. Kartik Dave

Signature

Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

Date: August 13, 2020



**School of Business, Public Policy and Social Entrepreneurship  
Six Monthly Progress Report**

1. Time Frame: Winter Semester (January 2020 to June 2020 )
2. Name of the Student : Jaspreet Kaur
3. Enrolment Number: S195F0002
4. Date of Registration: 09/08/2019
5. Programme : Ph.D. Management
6. Semester: 2nd
7. Is synopsis approved – (Tick  here)    No  
    If yes, Title of the synopsis .....  
    Date of synopsis approval .....
8. Member of Research Advisory Committee:  
    Supervisor Member (1) Prof. Dr. Anu Singh Lather (Proposed)  
    Co-supervisor (if any) .....
- Member (2) .....
- Member (3) .....
9. Date of presentation: 4th June, 2020.
10. Date of RAC Meeting: RAC yet to be notified.
11. Brief description of work presented by the student (Filled by any one of the RAC members):

The scholar presented her key take aways from the coursework. The contents of the coursework along with workshops have been instrumental for her to enhance her reasoning ability and critical thinking, leading to bring about a clarity towards deciding the research topic. The varied courses and workshops related to research methodology, data analytical tools and techniques, and writing and publishing, have all been attended by her. She has attended workshops held at and conducted by, BIMTECH Noida, SIMS Noida, presented and published as a book chapter and a case study paper on Environmental Cost Management, at SIMS Noida. The framework of work, proposed for the next semester was also discussed.

12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

The scholar has been asked to get complete clarity of research methodology and focus on enhancing her weak areas. Certain books and texts have been recommended to be read along with, which would be helpful during the course of this journey. The proposed research area has been discussed, and she is working on review of papers in the same context, with the intent of finalizing a precise research topic.

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

14. Any other information : .....

15. It is certified that Jaspreet Kaur has made satisfactory progress during the period January, 2020 to June, 2020, towards completion of the requirements for the degree of PhD in Management, of School of Business, Public Policy and Social Entrepreneurship.

RAC ( Member -1)

Name:

Signature:

RAC (Member -2)

Name:

Signature:

Co-Supervisor (if any)

Name:

Signature:

Supervisor

Name:

Signature:

Programme Coordinator

Name: Dr. Anshu Gupta

Signature: (Signed digitally)

Date: August 10, 2020

16. This six monthly progress report for the period from January, 2020 to June, 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of MPhil/PhD in Management.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.

Dean of School  
Name: Prof. Kartik Dave  
Signature  
School of Business,  
Public Policy and Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006  
Date: August 13, 2020

## School of Business, Public Policy and Social Entrepreneurship

### Six Monthly Progress Report

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student: Ruchika Bal
3. Enrolment Number: S195F0003
4. Date of Registration: 9<sup>th</sup> August 2019
5. Programme: Ph. D. (Management)
6. Semester: 2<sup>nd</sup> semester (coursework)
7. Is synopsis approved – yet to be submitted (due in December 2021)

Date of synopsis approval

8. Member of Research Advisory Committee:
  - Supervisor Member (1) Dr. Kanwal Anil
  - Co-supervisor (if any) Dr Valentina Kancharla
  - Member (2) .....
  - Member (3) .....
  - Member (3) .....

9. Date of presentation: 4<sup>th</sup> June 2020
10. Date of RAC Meeting: Yet to be notified

11. Brief description of work presented by the student (Filled by any one of the RAC members):

In second semester of her coursework, Ruchika has completed assignments given to her in her Core paper: Research Methodology II.

She has done her research, titled "The impact of Microfinance on Socio-economic Status of Women Entrepreneurs in Developing Countries: A Sentiment Analysis" under her elective independent course. In this research she did a descriptive study through a structured literature review and sentiment analysis. Through Sentiment analysis she highlighted the sentiments and emotions attached with microfinance which were extracted from the selected literature. Also, from in depth review of secondary data (research papers), she highlighted the reasons for such sentiments and emotions that were extracted. During this whole period, she has done adequately well.

During this semester she also authored and co-authored two research papers published as edited book chapters by Bloomsbury. The list of these book chapters is given under:

Author	Co-author	Type of publication	Year	Title	Title of Book/Journal/Magazine etc.	Book Editor(s)	Page numbers	Publisher
Kanwal Anil	Misra, A., Bal, R.	Book chapter	2020	Women and the space of Social Entrepreneurship	Global digital Era: Re-innovate, re-strategize, Remodel	Anubha Vashisht, Bharti Wadhwa, Rinku Sanjeev, Nidhi Natrajan	182-186	Blomsbury India
Ruchika Bal	Dr. Kanwal Anil	Book chapter	2020	Impact of Micro Finance on the social economic status of women entrepreneurs in Developing countries	Global digital Era: Re-innovate, re-strategize, Remodel	Anubha Vashisht, Bharti Wadhwa, Rinku Sanjeev, Nidhi Natrajan	136-140	Blomsbury India

Out of which she was able to bag "Best paper award" for one of the research work, titled "Impact of Microfinance on Socio-economic status of Women Entrepreneurs in developing countries", at INCONSYM 2020 (International Conference) on "Business Transformation in Global Digital Era: Re-Innovative, Re-Strategize, Re-Model", conducted by Symbiosis Centre for Management Studies, Noida., held at Symbiosis Centre for Management Studies NOIDA in association with Aston India Centre for Applied Research, Aston University, UK.

Ruchika has successfully completed a two weeks online Faculty Development Programme on "Managing Online Classes and Co-Creating MOOCs", organized by Teaching Learning Centre, Ramanujan College (University of Delhi).

She has also successfully completed the 7-day online FDP on "Open Source Tools for Research", organised by Teaching Learning Centre & Research Development and Services Cell, Ramanujan College (University of Delhi).

She has the zeal to learn and has actively participated in and attended various workshops/ programs/ conference which has helped her to establish a better foundation to pursue her research journey further. The list of these workshops/programs is given under:

- Regional Webinar on "Commodity Derivatives", organised by School of Business, Public Policy and Social entrepreneurship, Ambedkar University Delhi in collaboration with (Securities and Exchange Board (SEBI) and Multi Commodity Exchange (MCX).
- Online Workshop on "SAHAJAYOGA Meditation", organised by IQAC and Atman, Shri Ram College of Commerce, University of Delhi

- Webinar on "Rethinking ideas of management research post covid-19: Focusing on Business, Public Policy and Social Entrepreneurship" (SBPPSE, AUD)
- 7-day online FDP on "Open Source Tools for Research", organised by Teaching Learning Centre & Research Development and Services Cell, Ramanujan College (University of Delhi).
- Taylor & Francis webinar on "How to access T&F journals", organized by Taylor & Francis Group.
- Webinar on Artificial Neural Network", organized by Statcraft.
- Proquest Webinar: How to Use ProQuest During Lockdown Period
- online two weeks Faculty Development Programme on "Managing Online Classes and Co-Creating MOOCs", organized by Teaching Learning Centre, Ramanujan College (University of Delhi)
- INCONSYM 2020 (International Conference) on "Business Transformation in Global Digital Era: Re-Innovative, Re-Strategize, Re-Model", conducted by Symbiosis Centre for Management Studies, Noida.), held at Symbiosis Centre for Management Studies NOIDA in association with Aston India Centre for Applied Research, Aston University, UK.
- 1st BIMTECH Case Master Development Workshop, organised by Centre for Management Case Development and Centre, Birla Institute of Management Technology, Greater Noida.
- Workshop titled "Introduction to Research Writing" organised by SAGE School of Publishing.
- Industrial Trip (SBPPSE, AUD)
- Workshop on Ethnography (RM-II, Dr. Santosh Singh)
- Workshop on Meditation (RM-II, Mr. Pradeep Solanki)
- NVIVO workshop
- Library session on Remote Access (Ms. Alka Rai )
- Researchers in the Field (Shodhotsav, AUD)
- Mental Health and Research (Shodhotsav, AUD)

12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

The Student has completed the coursework and is advised to start working on research proposal.

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

14. Any other information: .....

15. It is certified that Ruchika Bai has made satisfactory progress during the period January 2020-June 2020 towards completion of the requirements for the degree of PhD in Management of School of Business, Public Policy and Social Entrepreneurship.

RAC (Member -1) (RAC yet to be notified)

Name:

Signature:

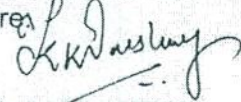
RAC (Member -2)

Name:

Signature:

Co-Supervisor  
Name: Dr. Valentina  
Signature:

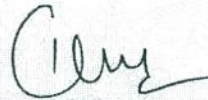
Supervisor  
Name: Dr. Kanwal Anil  
Signature:



Date: 8<sup>th</sup> August 2020

16. This six monthly progress report for the period from January 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of PhD in Management.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.



Dean of School

Name: Prof. Kartik Dave

Dean  
School of Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi - 110035

Signature:

Date : August 11, 2020

School of Business, Public policy and Social entrepreneurship (SBPPSE)

Six Monthly Progress Report

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student: **Sarita Singh**
3. Enrolment Number: S195F0004
4. Date of Registration: 9<sup>th</sup> August 2019
5. Programme : Ph.D. in Management
6. Semester: Second Semester
7. Is synopsis approved – No
8. Member of Research Advisory Committee:  
Supervisor Member (1) Dr. Kritika Mathur  
Co-supervisor (if any) NA  
Member (2) RAC yet to be notified  
Member (3)

9. Date of presentation - 4<sup>th</sup> June 2020
10. Date of RAC Meeting – Yet to be notified

11. Brief description of work presented by the student (Filled by any one of the RAC members):

She presented the learnings of courses, workshops, as well as conferences and paper presentations during the period. A short summary of work presented by Sarita Singh is as follows: -

**A. Subjects as a part of Course work**

Sarita Singh successfully completed her courses – Research Methodology II and Multivariate Data Analysis during January '20 – June '20.

**B. Workshops/ FDP/Webinars**

Below are some of the workshops/webinars attended by Sarita during the period:

- a. She attended 3 days online FDP on "Research Methodology" by Dhyan Ganga Educational trust's Degree and Junior College of Arts, Commerce and Science and Indian Accounting Association (TB).
- b. She attended the webinar "Building Self Reliant India in Post Covid Regime" organized by Shivaji College University of Delhi.
- c. She Attended the webinar titled " Comparative Evaluation of Old Tax Rates Regime Vs New Tax Rates Regime for FY 2020 - 21 " organized by IQAC, Bharati College, University of Delhi.

#### C. Conferences and Paper Presentations

- a. Participated and presented a paper entitled "The Indian Alternative Finance Market: A Case Analysis", with Dr. Kanwal Anil in International Conference on "Business Transformation in Global Digital Era: Re-Innovative, Re-Strategize, Re-Model" organised by Symbiosis Centre for Management Studies, Noida held on 21<sup>st</sup> Feb and 22<sup>nd</sup> Feb 2020.
- b. Paper entitled "Impact of SBI Merger on shareholders' wealth - Event Study" presented as co-author with Mr. Hemant Kumar and Dr. Kritika Mathur in International Conference on "Survive, Sustain & Grow: Managing Business & Professional Excellence in 21<sup>st</sup> Century" organised by Madan Mohan Malviya University of Technology, Gorakhpur, Uttar Pradesh, India in collaboration with IEEE India council held on 21<sup>st</sup> and 22<sup>nd</sup> June 2020.

#### D. Publications

- a. Paper entitled as "The Indian Alternative Finance Market: A Case Analysis" published as book chapter in editorial book titled as "Global Digital Era" published by Bloomsbury.

12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

The Student has completed the coursework and is advised to start working on research proposal.



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

14. Any other information : .....

15. It is certified that Sarita Singh has made satisfactory progress during the period January 2020 to June 2020 towards completion of the requirements for the degree of PhD in Management of School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

RAC ( Member -1)

Name:

Signature:

Co-Supervisor (if any)

Name:

Signature:

RAC (Member -2)

Name:

Signature:

Supervisor

Name: Dr. Kritika Mathur

Signature:

*Kritika*

(Digitally signed)

Date- 10-8-2020

16. This six monthly progress report for the period from January 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of PhD in Management.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.

*[Signature]*

Dean of School

Name: Prof. Kartik Dave

School of Business, Public Policy  
& Social Entrepreneurship

Ambedkar University Delhi

Lethian Road, Kashmere Gate

Delhi - 110006

Date: August 13, 2020

School of Business, Public policy and Social entrepreneurship (SBPPSE)

Six Monthly Progress Report

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student: Sheetal Tanwar
3. Enrolment Number: S195F0005
4. Date of Registration: 9<sup>th</sup> August 2019
5. Programme: PHD-Management
6. Semester: Second Semester
7. Is synopsis approved -- No
8. Member of Research Advisory Committee:  
Supervisor Member (1) Dr. Kartik Dave  
Co-supervisor (if any) .....  
Member (2) .....  
Member (3) .....  
Member (3) .....
9. Date of presentation - 4<sup>th</sup> June 2020
10. Date of RAC Meeting .....
11. Brief description of work presented by the student (Filled by any one of the RAC members):

The presentation started with the learning from the coursework and the status of coursework. Various other activities performed during January 2020 to June 2020 -

- ▶ ARPIT - Refresher course in Commerce (Dec'2019-Feb'2020)
- ▶ Webinar on "Covid-19 and Logistics: Issues, Impact and Challenges" (April'2020)
- ▶ Seven Day National Online Workshop on "Research Methods and Techniques" (May'2020)
- ▶ Three Days International Level FDP on "Research Methodology" (May'2020)
- ▶ Webinar on "Building Self-Reliant India in Post Covid Regime" (May'2020)

Plan of work for next six months-

- ▶ Working on a Research paper on "Antecedents of Anti-Consumption".
- ▶ To come out with a research problem in her interest area.
- ▶ Attending the Webinar on "International Business and Consumerism: The lessons for India" by IIFT (9<sup>th</sup> June 2020)
- ▶ To complete the online courses on Academic Writing on Swayam portal (July'2020-Oct'2020) and Marketing Research and Analysis on Swayam portal (Aug'2020-Oct'2020)

*(Handwritten signature)*

12. Summary of Research Advisory Committee- comments, suggestions and actions (Filled by Supervisor):

Ms Sheetal has completed her course work. Progress has been satisfactory. She has proposed to work on a research paper. She has already prepared a draft of the same.

13. Student's progress: Has exceeded expectations

Has met expectations

Is below expectations

Is unsatisfactory

Satisfactory

14. Any other information: .....

15. It is certified that (Sheetal Tanwar) has  has not  made satisfactory progress during the period January 2020 to June 2020 towards completion of the requirements for the degree of PhD in Management of School of Business, Public policy and Social entrepreneurship (SBPPSE)

RAC (Member -1)

Name:

Signature:

Co-Supervisor (if any)

Name:

Signature:

RAC (Member -2)

Name:

Signature:

Supervisor

Name:


Signature:

*Sheetal Tanwar*  
*Sheetal Tanwar*

Date

16. This six monthly progress report for the period from January 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of PhD in Management.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.

  
Dean of School

Name

Signature

Date

Dean

School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

## School of Business, Public Policy and Social Entrepreneurship

### Six Monthly Progress Report

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student : Shelly Agarwal
3. Enrolment Number: S195F0006
4. Date of Registration: July 2019
5. Programme : PhD Management
6. Semester: II
7. Is synopsis approved – No
8. Member of Research Advisory Committee:  
Supervisor Member (1) Nidhi Kaicker  
Co-supervisor (if any) .....  
Member (2) RAC yet to be notified  
Member (3) .....  
Member (3) .....
9. Date of presentation: June 4, 2020
10. Date of RAC Meeting: RAC yet to be notified
11. Brief description of work presented by the student: (Filled by any one of the RAC members):

- The student has completed her required coursework and presented the key learnings from each course in the presentation.
  - Ms. Aggarwal also published an article with co-author Dr. Kanwal Anil titled as "Analysing financial position of Socially Responsible stocks in India" published in book titled as Global Digital Era Re-innovate, Re-strategize, Re-model by Bloomsbury.
  - She also attended one online FDP on the topic "Learning, Pedagogy and Effective use of Case Methodology" organised by ASMA and ASM Group of Institutions where she was appraised about the new emerging concepts of teaching like blended learning where all the teaching is taking outside the class room via videos and students and teachers are meeting in class to discuss the doubts and queries and to perform various activities, quizzes, case study simulation and live projects.

12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

The Student has completed the coursework and is advised to start working on research proposal. She is also advised to familiarize herself with advanced econometrics particularly time series analysis as well as develop proficiency in one statistical software to analyze financial data (like EViews, Stata). She is advised to enroll in online courses at AUD or elsewhere to develop expertise and proficiency in this areas.

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

14. Any other information: .....

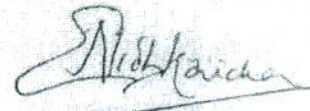
15. It is certified that Shelly Aggarwal has made satisfactory progress during the period January – June 2020 towards completion of the requirements for the degree of PhD in Management at School of Business, Public Policy and Social Entrepreneurship.

RAC ( Member -1)  
Name:  
Signature:

RAC (Member -2)  
Name:  
Signature:

Co-Supervisor (if any)  
Name:  
Signature:

Supervisor  
Name: Nidhi Kaicker  
Signature:



Date: August 10, 2020

16. This six monthly progress report for the period from January 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of PhD in Management at, SBPPSE.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.



Dean of School  
School of Business, Public Policy  
& Social Entrepreneurship  
Ambedkar University Delhi  
Lothian Road, Kashmere Gate  
Delhi -110006

Date: August 13, 2020

## School of Business, Public Policy and Social Entrepreneurship

### Six Monthly Progress Report

1. Time Frame: Winter Semester (January 2020 to June 2020)
2. Name of the Student : Simran Gahlot
3. Enrolment Number: S195F0007
4. Date of Registration: August 14, 2019
5. Programme : PhD in Management
6. Semester: II
7. Is synopsis approved – Yet to be submitted, due on December 2021.
8. Member of Research Advisory Committee:

Supervisor Member (1)	Dr. Kalindi Maheshwari
Co-supervisor (if any)	NA.....
Member (2)	RAC to be notified
Member (3)	.....
9. Date of presentation: held on June 4, 2020
10. Date of RAC Meeting: NA
11. Brief description of work presented by the student (Filled by any one of the RAC members):

Simran completed her core course of Research Methodology II and her Independent study course between January 2020 to June 2020. She shared her learnings of quantitative and qualitative approaches of research, data analysis tools, hands-on experience of working in the field while completing her assignments etc. In her Independent Study course, Simran chose to conduct an in-depth literature review on the concept of Aesthetic Leadership and made a case for its enduring and renewed relevance for the organisation. The paper described the concept of Aesthetics in some depth from an interdisciplinary perspective by also referring to historical texts across cultures. Thereafter it described the relevance and application of aesthetic leadership especially in the context of technological advancements.

Simran has also been actively participating in online courses and FDP during the lockdown period of the semester. Details of which are as follows:

- 18th – 22nd May 2020: Completed one-week online Course on, "Community University Engagement: Moving towards Engaged Teaching, Research and Service", conducted in collaboration by The Association of Indian Universities, New Delhi, with PRIA International Academy (PIA).
- 20th April - 6th May 2020: Completed the online two-week Faculty Development Programme on "Managing Online Classes and Co-Creating MOOCs", organized by Teaching Learning Centre, Ramanujan College (University of Delhi)

She has also presented one paper, details are as follows:

- 21st - 22nd February 2020: Presented paper titled "Literature Review on Online Music Streaming" in INCONSYM 2020 (5th International Conference), held at Symbiosis Centre for Management Studies, Noida in association with Aston India Centre for Applied Research, Aston University, UK.

12. Summary of Research Advisory Committee - comments, suggestions and actions (Filled by Supervisor):

Simran has completed the coursework and is advised to start working on research proposal for her thesis. Based on her independent study course, the committee suggested that the literature on leadership theories needed to be better covered, reviewed and articulated. The proposed methodology and outcomes for conducting an in-depth review should also be more clearly presented. If the paper is chosen to be extended as the topic of her PhD thesis, it needs to be better thought of especially from the perspective of data collection. Both data collection and its subsequent well triangulated analysis are potential challenges.

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

14. Any other information: ...NA.....

15. It is certified that Simran Gahlot has  has not made satisfactory progress during the period January- June 2020 towards completion of the requirements for the degree of MPhil/PhD in Mangement at School of Business, Public Policy and Social Entrepreneurship.



RAC ( Member -1)  
Name:  
Signature:

RAC (Member -2)  
Name:  
Signature:

Co-Supervisor (if any)  
Name:  
Signature:

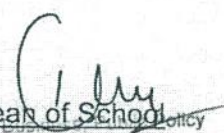
Supervisor  
Name: KALINDI MAHESHWARI  
Signature:



Date: August 7, 2020

16. This six monthly progress report for the period from January 2020 to June 2020 of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of MPhil/PhD in Management at, SBPPSE.

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.



Dean  
School of Business Policy  
& Social Science  
Ambedkar University Delhi  
Lothian Road, Kashmir Gate  
Delhi - 110006  
Name: Prof. Kartik Dave  
Signature:

Date: August 13, 2020

School of .....Liberal Studies.....

**Six Monthly Progress Report**

1. Time Frame: Monsoon Semester ( July 20..... to December 20.....)
  - i. Winter Semester (January 2020..... to June 2020.....)
2. Name of the Student : Arun Krishnan
3. Enrolment Number: S184DHS01
4. Date of Registration: 14.08.2018
5. Programme : MPhil History
6. Semester: 4th
7. Is synopsis approved – No (Tick  here)
 

If yes, Title of the synopsis ..... Shamanism in Muthapan Theyyam: A Study in 20<sup>th</sup> Century Kannur District-Kerala

.....

Date of synopsis approval

8. Member of Research Advisory Committee:
 

Supervisor Member (1)	...Dr. Shailaja Menon.....
Co-supervisor (if any)	.....
Member (2)	..... Prof Tanuja Kothiyal.....
Member (3)	..... Dr. Santhosh S.....
Member (3)	.....
9. Date of presentation .....
10. Date of RAC Meeting ..... 12/10/2020.....
11. Brief description of work presented by the student (Filled by any one of the RAC members):

The student presented a draft of his first chapter and also reported that he is working on his 2<sup>nd</sup> chapter. He needs to complete 2 chapters which are based on the fieldwork data, especially the use of ethnographic data. The experts raised questions as to how the student will be incorporating the data so that the arguments become more lucid. They were also worried as too little time is left before the completion of the thesis.

12. Summary of Research Advisory Committee- comments, suggestions and actions (Filled by Supervisor):

Arun presented his work before the RAC Committee who raised questions on his methodology especially as the fieldwork chapters are yet to be written. The submission deadline is December 2020 and they insisted that he should submit the entire draft by October 31 to his supervisor so that there is ample time for revisions.

1<sup>st</sup> Chapter- the draft needs to bring out clearly the space-time framework of the study.

How the ethnographic data will be incorporated in the fieldwork chapter.

The RAC expressed willingness to read and comment on his drafts provided he sticks to a deadline and completes the work on time.

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

14. Any other information : .....

15. It is certified that (Arun Krishnan) has  has not  made satisfactory progress during the period .....July to December 2020..... towards completion of the requirements for the degree of MPhil/PhD in ..... of School of .....Liberal Studies.....

RAC ( Member -1)  
Name: Santhosh S.



Signature:

RAC (Member -2) *Tanu*  
Name: Tanuja Kothiyal

Signature:

Co-Supervisor (if any)

Name:

Signature:

Date

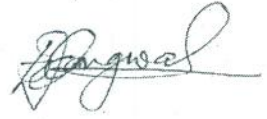
Supervisor

Name: Dr. Shailaja Menon

Signature: 

16. This six monthly progress report for the period from July..... to ...December 2020..... of student is submitted for consideration by the SCR towards the completion of the requirements for the degree of MPhil/PhD in ...SLS.....

One copy is provided to the student and other copy of this is added to the student's file in the school office for his/her academic records.



Dean of School

डीन/DEAN

स्कूल ऑफ लिबरल स्टडीज

School of Liberal Studies

डॉ. बी. आर. अम्बेडकर विश्वविद्यालय

Dr. B. R. Ambedkar University Delhi

लोथियान रोड, कश्मीरी गेट, दिल्ली-110006

Lothian Road, Kashmere Gate, Delhi-110006

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