



F. No. AUD/26-3(2)/Gov./23<sup>rd</sup>AC/2021

Dated: 13/05/2021

**Forwarding of Minutes of the 23<sup>rd</sup> meeting of the Academic Council, AUD**

Madam/Sir,

Please find enclosed herewith a copy of the Minutes for the 23<sup>rd</sup> meeting of the Academic Council of Dr. B.R. Ambedkar University Delhi (AUD) held on 23.04.2021 at 11:30 AM through online mode for your kind perusal.

Your comments/observations on these Minutes, if any, may please be sent to the undersigned, at the earliest.

  
(Dr. Nitin Malik)  
Registrar

F. No. AUD/26-3(2)/Gov./23<sup>rd</sup>AC/2021

Dated: 13/05/2021

To,

1. Professor S.S. Yadav, Former Dean, Department of Management Studies, Indian Institute of Technology, Hauz Khas, New Delhi 110 016
2. Professor K. Ramachandran, J-45, 3<sup>rd</sup> Floor, Saket, New Delhi 110 017
3. Professor Farida A. Khan, 68 Friends Colony West, 2nd Floor, New Delhi 110065
4. Professor Madhavan K Palat, B-209, Greater Kailash Part-I, New Delhi 110048
5. Professor Ashis Nandy, CSDS, 30 Nizamuddin East, Delhi 110013
6. Professor Geetha Narayanan, Director, Sriшти Institute of Art, Design and Technology, CA Site No. 21, 5<sup>th</sup> Phase, KHB Colony, Yelahanka New Town, Bangalore – 560 064
7. Professor Gopalji Pradhan, Director, Equal Opportunity Office, AUD
8. Professor Rukmini Sen, Director, Centre for Publishing, AUD
9. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters, AUD
10. Professor Anita Ghai, Dean, School of Human Studies, AUD
11. Dr Suresh Babu, Dean, School of Human Ecology, AUD
12. Professor Mohd. Sharique Farooqi, Dean, School of Design, AUD
13. Professor Babu P. Remesh, Dean, School of Development Studies, AUD
14. Professor Bodh Prakash, Dean, School of Undergraduate Studies, AUD
15. Professor Kartik Dave, Dean, SBPPSE, AUD
16. Professor Dharendra Datt Dangwal, Dean, School of Liberal Studies, AUD
17. Shri Deepan Sivaraman, Dean (Offg.) SCCE, AUD
18. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies, AUD
19. Professor Praveen Singh, Dean, School of Global Affairs, AUD
20. Dr Sunita Singh, Associate Professor & Dean (Offg.), SES, AUD
21. Prof. Salil Misra, Dean (Offg.) School of Law, Governance and Citizenship, AUD
22. Dr Kanwal Anil, Associate Professor, SBPPSE, AUD
23. Dr Yogesh Snehi, Assistant Professor, School of Liberal Studies, AUD
24. Registrar, AUD
25. Guard File

  
(Dr. Nitin Malik)  
Registrar



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

**MINUTES**

**of the 23<sup>rd</sup> meeting of  
Academic Council**

**Held on 23.04.2021**

# Dr. B.R. Ambedkar University Delhi

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

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**The 23<sup>rd</sup> Meeting of the Academic Council was held on 23.04.2021 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 Kartik Dave, Dean, School of Business, Public Policy and Social Entrepreneurship
6. Shri Deepan Sivaraman, Dean (Offg.), School of Culture and Creative Expressions
7. Professor Babu P. Remesh, Dean, School of Development Studies
8. Professor Mohd. Sharique Farooqi, Dean, School of Design
9. Dr Sunita Singh, Dean (Offg.), School of Education Studies
10. Professor Praveen Singh, Dean, School of Global Affairs
11. Professor Anita Ghai, Dean, School of Human Studies
12. Professor Satyaketu Sankrit, Proctor & Dean, School of Letters
13. Professor Dhirendra Datt Dangwal, Dean, School of Liberal Studies
14. Professor Sitansu Sekhar Jena, Dean, School of Vocational Studies
15. Professor Bodh Prakash, Dean, School of Undergraduate Studies
16. Professor Rukmini Sen, Nominee of the Vice Chancellor
17. Dr Kanwal Anil, Associate Professor, School of Business, Public Policy and Social Entrepreneurship
18. Dr Nitin Malik, Registrar & Secretary, AC

Professor Madhavan K Palat, Professor Ashis Nandy and Professor Geetha Narayanan nominees of the Government of NCT of Delhi, Dr Suresh Babu, Dean, SHE, Professor Gopalji Pradhan, SOL and Dr Yogesh Snehi, Assistant Professor, SLS nominees of the Vice Chancellor regretted their inability to attend the meeting.

Ms. Bindu Nair, Assistant Registrar (VCO & Governance) assisted the meeting.

At the outset, the Vice Chancellor extended a warm welcome to the Members of the AC.

Vice Chancellor informed the members that the University had its 10<sup>th</sup> Court meeting on March 23, 2021. The meeting was chaired by the Hon'ble Lt. Governor and Chancellor, Dr. B R Ambedkar University Delhi. In the meeting, the Hon'ble Chancellor congratulated and appreciated the University for smooth transition to online mode without any disruption to instructional delivery amid the Covid -19 pandemic.

She further informed the members that the Hon'ble Chancellor had recommended the following in the meeting:

- a. Skill Development Centre be established by the University. The Vice Chancellor informed the members that the proposal regarding setting up of Skill Development Centre is being placed before the Academic Council in today's meeting.
  - b. The University must put in place a policy regarding flexibility in the credits to be taken by its students. The credit transfer from one discipline to another must be explored. The credit transfer scheme should be at par with international standards for its equivalence.
  - c. The new ideas and innovations recommended in the NEP be implemented by the University.
- (ii) The University has recently advertised the Faculty and Non-teaching positions in the leading newspapers. The University has advertised 30 Faculty positions which includes 07 positions of Professor, 07 Associate Professor and 16 Assistant Professor positions in various disciplines. Similarly, there are 24 non-teaching positions which are advertised. These positions include Controller of Finance (Tenurial post), Assistant Registrar (Deputation), Section Officer, Junior System Administrator (IT), Senior Assistant and Junior Assistant direct posts. The last date of applying for these positions is May 01, 2021.
- (iii) The Admission to PhD programme has been announced by the University. There are 97 PhD seats in various disciplines which are on offer in the Academic Session. The last date for applying for PhD admissions is April 28, 2021. The University is preparing for the Second cycle of NAAC Accreditation. The Peer team visit was due during May 11-13, 2021. However, the same has been postponed due to the current COVID- 19 situation across India.
- (iv) The University had planned and conducted a mock visit for NAAC during April 7-8, 2021 to review the Accreditation preparedness. The Mock visit was chaired by Prof Ranbir Singh former Vice Chancellor, National Law University along with 04 other members.
- (v) The university has suspended all the classes from April 22, 2021 due to unprecedented upsurge in the spread of covid19 epidemic. AUD administration stands with all its members in these difficult times and the university shall try to procure few oxygen cylinders and concentrators for emergency use by its members.

The following **resolutions** were passed:

**Agenda 23.1 : To confirm the Minutes of the 22<sup>nd</sup> Meeting of the Academic Council (AC) held on 25.01.2021**

The Minutes of the 22<sup>nd</sup> Meeting of the Academic Council held on 25.01.2021, was circulated on 08.02.2021. As no observations and comments on the same have been

received, the minutes as circulated may please be considered as confirmed by the Academic Council.

No comments received from any of the members.

**The Academic Council confirmed the minutes of its 22<sup>nd</sup> meeting held on 25.01.2021.**

**Agenda 23.2 : To note the Action Taken Report (ATR) on the Minutes of the 22<sup>nd</sup> Meeting of the Academic Council held on January 25, 2021**

Action Taken Report on the decisions taken in the 22<sup>rd</sup> meeting of the Academic Council held on 25.01.2021 was placed before the Academic Council vide (**Appendix-1**).

It was noted by the members that the Resolution 22.5.1 regarding the course titled 'Worlding Cinema' of the minutes of 22<sup>nd</sup> meeting of AC has been implemented. The Dean, SGA informed the members that the course coordinator and Programme Coordinator of BA (SSH) had a detailed discussion on the title of the course 'Worlding Cinema' and after due deliberations the title of course has been changed to 'Global Cinema: A History from India' in place of 'Worlding Cinema'. The proposal has been approved by the Vice chancellor and that the course is already being taught in the current semester (Winter Semester 2021) to sixth semester students of BA programme. The matter shall be reported to the Board of Studies of the School in its next meeting.

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

**Agenda 23.3 : To consider the proposal for establishment of Skill Development Centre (SDC) in AUD**

It was submitted to the Academic Council that the School of Vocational Studies had organised a Consultative Meeting on 13th April 2021 through online mode in which more than 30 experts drawn from the field had participated to finalise the concept note on setting up a Skill Development Centre (SDC). (**Appendix 2**) The Hon'ble Vice Chancellor of AUD had chaired the meeting. Along with the Registrar of the University, the experts from the educational institutions having background on skill development and organising entrepreneurship programmes also participated in this meeting. The industry experts from Sector Skill Councils (SSCs), NSDC, selected industries and representatives from Ministry of Skill Development & Entrepreneurship (MSDE), Govt. of India had also participated in the Consultative Meeting. The minutes of the Consultative Meeting is at **Appendix-3**. The group strongly recommended for setting up of the SDC in AUD.

**Decision : The Council resolved the following:**

- (i) **Setting up a Skill Development Centre is a well-conceived proposal and is a high priority programme of Government of NCT of Delhi.**

- (ii) Collaborate with other ministries to run the Centre in a self-financing mode.
- (iii) Offer vocational courses of appropriate level with credit transfer option.
- (iv) Introduce module to promote entrepreneurial mind sets and competency framework.
- (v) Introduce one vocational course for all its undergraduate students.

In exercise of the powers conferred under the Statute 12 B clause (3) the Academic Council recommended the proposal for establishment of Skill Development Centre (SDC) in AUD to the Board of Management for its consideration.

**Agenda23.4** : Matter arising out of the Standing Committee on Academic Programmes (SCAP) as emanating from its 53<sup>rd</sup> meeting held on 23.03.2021

**Agenda23.4.1** : To consider the recommendations of the Board of Studies of School of Letters for the MA Hindi Programme II<sup>nd</sup> Semester Courses

The recommendations of the Board of Studies of School of Letters for the following Courses of the MA Hindi Programme II<sup>nd</sup> Semester Courses was submitted to the Academic Council (**Appendix-4**) :

- i) अस्मिताविमर्श (4 credit- elective)
- ii) आधुनिकहिंदीकविता (4 credit- core)
- iii) प्रवासीहिंदीसाहित्य (4 credit- elective)
- iv) दिल्ली और साहित्य (4 credit- elective)
- v) सिनेमाऔरहिंदीसाहित्य (4 credit- elective)
- vi) हिंदीकाआधुनिककथा-साहित्य (4 credit- core)

The Council took note of the **Minutes** of the meeting of the **SCAP** held on 23.03.2021 containing the above recommendations alongwith course outlines (**Appendix -5**).

**Decision:** In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council considered and approved the above proposal for starting new Courses in the School of Letters as recommended by the Standing Committee Academic Programmes.

**Agenda23.5** : Matters arising out of the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) as emanating from its 16<sup>th</sup> Meeting held on 16.03.2021

**Agenda23.5.1 : To consider the recommendations of the Board of Studies of School of Vocational Studies**

The following recommendations of the Board of Studies of School of Vocational Studies were submitted to the Academic Council vide **Appendix-6**:

- i. Revised GEC Structure for all BVoc Programmes
- ii. Revised Programme Structure of BVoc Early Childhood Centre Management and Entrepreneurship
- iii. Revised Programme Structure of BVoc Retail Management
- iv. Final Programme structure of BVoc Accounting & Finance
- v. Student Progression and Promotion Rules applicable to BVoc Accounting & Finance
- vi. GEC-Revised EPC-I
- vii. GEC-Revised EPC-II
- viii. GEC-Adopting Environment Issues & Concerns (EIC) of SUS & SGA
- ix. GEC- Revised LCSE (Beginners Level)
- x. 1st year revised Courses of BVoc ECCME
- xi. 1st year revised Courses of BVoc RM

The Council took note of the Minutes of the 16<sup>th</sup> Meeting of SCPVCE held on 16.03.2021, containing the above recommendations. (**Appendix -7**). The Council further noted that the programme structure of the BVoc programmes were revised as the Academic Council had recommended that the programme structure be reviewed after the first batch graduates.

**Decision:**

**The Council resolved to approve the following:**

- (i) **The GEC course on “Hindi for Business Practice (4 Credits) be introduced in the second semester and the course be developed by the School of Letters.**
- (ii) **The course title of two course i.e. “Fundamentals of Business Laws” and “Corporate and other Laws” be revised.**
- (iii) **With the above amendments, In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council approved therecommendations of the Board of Studies of School of Vocational Studies.**

**Matters for Ratification**

**Agenda23.6 : To ratify the decision taken by the Vice Chancellor in approving the MoUs signed between AUD and (i) Retailers Association of India (RAI) (ii) Tourism and Hospitality Skill Council (THSC) (iii) BFSI Sector Skill Council of India, Mumbai**

It was submitted to the Academic Council that the Vice Chancellor has approved the signing of MoUs by the AUD with the following:

### 1. **Retailers Association of India (RAI)**

A Memorandum of Understanding was implemented on 04.08.2020 by the authorized signatories representing of both the parties – AUD and RAI. The MoU is for three years till 03.08.2023. RAI will assist SVS, AUD in identifying Industry experts, helps in the designing of the curriculum, helps in placing students for industry internship and final placement of students on graduating from the BVoc in RM. AUD to pay RAI professional fee for a sum of Rs. 2.50 lakhs each semester for each cohort/batch.

### 2. **Tourism and Hospitality Skill Council (THSC)**

A Memorandum of Understanding was implemented on 21.01.2021 by the authorized signatories representing of both the parties – AUD and THSC. The MoU is for three years till 20.01.2024. SVS, AUD will incorporate the QPs and NOS prescribed by THSC into the curriculum. THSC will assess and certify the skill components of the BVoc students in Tourism and Hospitality. The assessment fee shall be paid by AUD to THSC as per the charges fixed for each student.

### 3. **BFSI Sector Skill Council of India, Mumbai**

A Memorandum of Understanding was implemented on 26.06.2020 by the authorized signatories representing of both the parties – AUD and Banking, Finance and Financial Services (BFSI). The MoU is for three years till 25.06.2023. BFSI will assist SVS, AUD in developing various courses to be offered in AUD. BFSI will also assist in placement of students for industry internship, in conducting assessment and certifying of students and final placement of students on graduating from the BVoc in Accounting and Finance.

The copies of the above MoUs are at **Appendix-8**.

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

## **Reporting Items**

**Agenda23.7 : To note the admission of the students has been made under Foreign Students Category since January 2020 to till date**

The admission of the following students has been made under Foreign Students Category since January 2020 to till date.

### **Academic Session 2019-20\***

<b>S.No</b>	<b>Name of Student</b>	<b>Country</b>	<b>Enrolment No</b>	<b>School/Prog.</b>
1	Ms. QurratulAyen	Bangladesh	S194CDP11	SHS/MPhil



2	Mr. NgawangYoutso	Tibetan	S193B0024	SHE/MAEnvironment and Development
3	Ms. Roshini Grover	Mocabicana	SKG192E0068	SUS/BA English

\*The Admission of Ms. W. Neetha Subhashini Senevirathna (from Shri Lanka) under FS Category has already been reported in 19th & 20th meeting of AC

#### **Academic Session 2020-21**

S.No	Name of Student	Country	Enrolment No	School/Prog.
1	Mr. Jigme Wanchuk	Tibet	2020FRN000000	SOL/MA English

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

**Agenda23.8 : To report the Foreign Student Affiliation of Ms. Tanja Luchsinger, Swiss Citizen**

Ms. Tanja Luchsinger, student of University of Zurich, a Swiss Citizen, under Foreign Students Affiliation, has been issued a certificate dated 10th December 2020 on approval accorded by Vice Chancellor regarding interaction with the faculty in the School of Liberal Studies of Dr. B R Ambedkar University Delhi for undertaking assistance for her PhD thesis on “**Negotiation of moralities and difference within mixed couples**” during the period January – September 2021. She will be mentored by Professor Rukmini Sen, School of Liberal Studies of AUD. There are no financial or other liabilities on the part of AUD during the visit of Ms. Tanja Luchsinger.

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

**Agenda23.9 : To report the registration for membership of Association of Commonwealth Universities (ACU) by AUD**

The Council took note that with effect from January 2021, AUD has become a member of the Association of Commonwealth Universities (ACU). ACU, with members from 500+ countries established over 100 years ago, is the World’s first International University network. As the representative body for higher education in the Commonwealth, ACU’s membership reflects the breadth and diversity of the Commonwealth itself.

The membership of the ACU shall facilitate the university in numerous ways, as outlined in **Appendix-9**. The university has paid £ 1,277.00 as the membership fee. (**Appendix 10**)

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

**Tabled items:**

**Agenda 23.10 :** Matters arising out of the Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE) as emanating from its 17<sup>th</sup> Meeting held on 22.04.2021

**Agenda 23.10.1 :** To consider the proposal for the Rules of Attendance and Assessment for BBA Programme of SBPPSE

The following rules of attendance and assessment for BBA programme of SBPPSE was submitted to the Academic Council:

**Assessment:** Students will be assessed in each course both continuously and comprehensively. Assessment is based on the following 11-point grading system prescribed by the University.

Letter Grade	Grade Point	Qualitative Description of Letter Grade
A+	10	Exceptional: performance beyond expectations
A	9	Excellent: demonstrating mastery of all learning or assessment situations
A-	8	Very good: demonstrating mastery of most learning or assessment situations
B+	7	Demonstrating thorough competence in 3 most situations.
B	6	Demonstrating moderate competence in most situations.
B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
C	3	Not passing but still showing capacity for

		improvement or development.
C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
D	1	Complete lack of engagement or comprehension; also, frequent absence
F and AB	0	F for non-completion of assignments or 'blank' responses on a test. Absence or withdrawal from a course should be indicated by AB

The minimum passing grade in each course is **C+(unless specified)**. If the student fails to obtain the required grade in a course, s/he will be given a second opportunity for a partial repeat for not more than 40 percent weightage to be reassessed as per the University assessment calendar. The partial repeat shall be given to only those students who score a minimum grade of C in the course. Continuous assessment will be based on a minimum of three situations in each course which could be written assignment, case analysis, quizzes, mid-term and end-term assessments. No individual assessment will carry more than 40% weight.

**Attendance:** Attendance in 80% of classes held in each course is mandatory. Grade cut will be applied to students who fail to meet the minimum attendance requirement. For every 5% shortfall in attendance, grade cut of one point will be applicable.

**Promotion:** Admission to next year of the programme shall be open to only those who have successfully obtained credits as specified in the table below. If the student fails to secure requisite credits to pass a year, s/he will have to repeat the year of the course (by repaying the tuition fee of the respective year).

Semester	Year	Semester wise Credits	Year wise Credits	Minimum Credits required to Pass the Year	Case of Repeat the courses	Remarks
1	First Year	22 credits	<b>46 credits</b>	35 credits	If a student is able to secure credits between 35 and 46, s/he is required to repeat the courses (in which	Minimum Grade Required overall (for the year) is C+ and the Minimum Passing grade in each course is C+
2		24 credits				

					he/she has failed) in the next academic session	
3	Second Year	24credits	<b>44 credits</b>	33credits	If a student is able to secure credits between 33 and 44, s/he is required to repeat the courses (in which he/she has failed) in the next academic session	Minimum Grade Required overall (for the year) is C+ and the Minimum Passing grade in each course is C+ except in case of SBP1BB028 Field Immersion where student is required to get a minimum passing grade of <b>B</b> ; If a student fails in an elective course, and the same elective is not offered next year, the student will choose another elective (carrying the same number of credits) which will be offered in the next academic year.
4		20credits				
5	Third Year	24credits	<b>44 credits</b>	33credits	If a student is able to secure credits between 33 and 44, s/he is required to repeat the courses (in which he/she has failed) in the next academic session	Minimum Grade Required overall (for the year) is C+ and the Minimum Passing grade in each course is C+ except in case of SBP1BB038 Summer Internship Project where student is required to get a minimum passing grade of <b>B</b> ; If a student fails in

6		20credits				an elective course, and the same elective is not offered next year, the student will choose another elective (carrying the same number of credits) which will be offered in the next academic year.
		<b>134</b>				

**Span Period:** The maximum time period (span period) given to a student for completing the requirements of the BBA programme shall be five years (N+2 years).

**Decision :** **The Council resolved to approve the assessment, promotion and span period rules of the BBA programme. The Council further resolved that the attendance policy of all the professional undergraduate programmes be uniform.**

**Agenda23.10.2 : To consider the proposal for the Rules of Attendance and Assessment for MBA-IEV Programme of SBPPSE**

The following rules of attendance and assessment for MBA- IEV programme of SBPPSE was submitted to the Academic Council:

**Assessment:** Students will be assessed in each course both continuously and comprehensively. Assessment is based on the following 11-point grading system prescribed by the University.

Letter Grade	Grade Point	Qualitative Description of Letter Grade
A+	10	Exceptional: performance beyond expectations
A	9	Excellent: demonstrating mastery of all learning or assessment situations
A-	8	Very good: demonstrating mastery of most learning or assessment situations
B+	7	Demonstrating thorough competence in 3 most

		situations.
B	6	Demonstrating moderate competence in most situations.
B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
C	3	Not passing but still showing capacity for improvement or development.
C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
D	1	Complete lack of engagement or comprehension; also, frequent absence
F and AB	0	F for non-completion of assignments or 'blank' responses on a test. Absence or withdrawal from a course should be indicated by AB

The minimum passing grade in each course is C+. If the student fails to obtain the required grade in a course, s/he will be given a second opportunity for a partial repeat for not more than 40 percent weightage to be reassessed as per the University assessment calendar. The partial repeat shall be given to only those students who score a minimum grade of C in the course. Continuous assessment will be based on a minimum of three situations in each course which could be written assignment, case analysis, quizzes, mid-term and end-term assessments. No individual assessment will carry more than 40% weight.

**Attendance:** Attendance in 80% of classes held in each course is mandatory. Grade cut will be applied to students who fail to meet the minimum attendance requirement. For every 5% shortfall in attendance, grade cut of one point will be applicable.

**Promotion:** Admission to second year of the programme shall be open to only those who have successfully obtained at least 75% of the total credits **30 credits out of 40 credits** to be secured during First Year of the programme (with a minimum of C+ grade), comprising four slots in semesters I & II together. If the student fails to secure 30 credits out of 40 credits, s/he will have to repeat the first year of the course (by repaying the tuition fee of the first year). However if a student is able to obtain not 40 but more than

30 credits in the first year, s/he is required to repeat the courses (in which he/she has failed) in the next academic session.

If the student fails to obtain at least 75% of the total credits (28 credits out of 36 credits) in the second year, s/he will have to repeat the second year of the course (by repaying the tuition fee of the second year). However if a student is able to obtain not 36 but more than 28 credits in the second year, s/he is required to repeat the courses (in which he/she has failed) in the next academic session. If a student fails in an elective course, and the same elective is not offered next year, the student will choose another elective (carrying the same number of credits) which will be offered in the next academic year.

The overall passing grade for a student to get an MBA (IEV) degree is C+. If a student fails to secure an overall passing grade of C+ in all the 4 semesters put together, s/he will not be awarded the degree but will be issued a certificate for courses which s/he would have successfully completed.

**Span Period:** The maximum time period (span period) given to a student for completing the requirements of the MBA (IEV) programme shall be four years (N+2 years).

**Decision:**        **The Council resolved to approve the assessment, promotion and span period rules of the MBA - IEV programme. The Council further resolved that the attendance policy of all the professional postgraduate programmes be uniform.**

**Agenda23.10.3 :To consider the proposal for courses to be offered in second semester MBA –IEV programme**

The recommendations of the Board of Studies of School of Business Public Policy and Social Entrepreneurship for the following Courses of the MBA- IEV Programme II<sup>nd</sup> Semester Courses was submitted to the Academic Council (**Appendix11**):

- (i) Skill Based Programme I (1 Credit)
- (ii) Skill Based Programme II (1 Credit)
- (iii) Entrepreneurial Leadership and Organisation Building ( 2 Credits)
- (iv) Operations and Supply Chain Management (2 Credits)
- (v) Product Design and Development (2 Credits)
- (vi) Skill Based Programme III (2 Credits)
- (vii) Capstone Project III (4 Credits)
- (viii) Action Learning Segment (8 Credits)

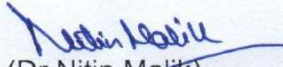
The Council took note of the **Minutes** of the meeting of the **SCPVCE** held on 22.04.2021 containing the above recommendations along with course outlines (**Appendix - 12**).

**Decision:** In exercise of the powers conferred under the University Act 24(1) sub clause (vi) and (xiv) and Statute 12(1) (a) the Academic Council considered and approved the above proposal for starting new Courses in the MBA – IEV programme as recommended by the Standing Committee Professional Vocational and Continuing Education

**Any Other Item:**

- (i) A committee comprising Professor K Ramachandran, member Academic Council as the Chairperson to deliberate and recommend the implementation of NEP at AUD. The Council authorized the Vice Chancellor to nominate the other members of the Committee.
- (ii) The University to aim and propose the Institutional Development Plan for 10 years. The Planning Division be directed to initiate the process.
- (iii) The University to explore the possibility of introducing integrated Masters and PhD programme.

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

  
(Dr Nitin Malik)  
Registrar



**Action Taken Report (ATR) on the Minutes of the 22<sup>nd</sup> Meeting of the Academic Council held on January 25, 2021**

Resol. No.	Decision	Action Taken
22.1	Resolved to confirm the Minutes of the 21 <sup>st</sup> Meeting of the AC held on 11.12.2020	Recorded
22.2	The Council resolved to note the ATR on the decisions taken in its 21 <sup>st</sup> meeting held on 11.12.2020	Recorded
22.3	<p>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.</p> <p>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.</p> <p>The concept note and the core courses to be offered under Three-Month Certificate Programme on “Happiness Programme: Certificate in Transformative Learning”.</p> <p>The council members considered and expressed the following:</p> <ul style="list-style-type: none"> <li>(i) The University to explore the possibility of offering the certificate programme in blended /hybrid mode.</li> <li>(ii) The size of the cohort be big.</li> <li>(iii) As per the UGC guidelines 16 credits is recommended for a certificate programme.</li> </ul>	Recorded and Action initiated.

Resol. No.	Decision	Action Taken
	<p>(iv) The University to explore the possibility of offering one year Diploma programme.</p> <p><b>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:</b></p> <p><b>i. Engaging with Self: Introspection; Beliefs; Assumptions; and Feelings (2 Credits)</b></p> <p><b>ii. Understanding Human Relationships (2 Credits)</b></p> <p><b>iii. Social Contexts of Interaction (2 Credits)</b></p> <p><b>iv. Reflective and Critical Thinking (2 Credits)</b></p> <p><b>v. Integrating with Professional Practice (4 Credits)</b></p>	
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	
22.4.1	<p>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)”.</p> <p>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 AsmitaKabra, SHE and Dr Budhaditya Das, Deputy Convenor (SCR).</p> <p>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.</p> <p>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.</p> <p>The members of the Academic Council considered and recommended the following changes in the PhD Ordinance:</p> <p>(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.</p> <p>(ii) The examiners to whom the thesis are sent for evaluation be given the options for (a) acceptance of the thesis; (b)</p>	Recorded

Resol. No.	Decision	Action Taken
	<p>acceptance with minor changes; (c) acceptance with major revision; and (d) rejection of thesis. Accordingly the regulations clause 15.9 be suitably amended.</p> <p>The draft PhD Ordinance and Regulations incorporating the changes recommended by the Academic Council.</p> <p><b>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.</b></p>	
22.4.2	<p>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:</p> <p><i>“The AC <b>resolved</b> 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.”</i></p> <p>The members noted that the programme has been revised and reconfigured as PhD Programme in Disability Studies.</p> <p>The Council members recommended the following:</p> <ul style="list-style-type: none"> <li>(i) The cohort size of the programme be as per the approved Supervisory capacity available in the School.</li> <li>(ii) The details regarding exemption allowed from coursework be removed from the programme document.</li> <li>(iii) Synopsis presentation and defence be as per the approved PhD regulations of the University.</li> </ul> <p>The programme structure for PhD Programme in Disability Studies incorporating the above changes recommended by the Academic Council.</p> <p><b>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.</b></p>	Recorded and implemented
22.4.3	<p>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.</p>	Recorded and implemented

Resol. No.	Decision	Action Taken
	<p>The course outline for the above two new courses.</p> <p>The council members considered and expressed the following:</p> <ul style="list-style-type: none"> <li>(i) The two credits assigned to the courses are too less. This may be reviewed.</li> <li>(ii) The Indian context is missing in the course “Economics and Financing of Education: Theories and Policies”</li> </ul> <p><b>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.</b></p> <p><b>The Council further resolved that the credits being assigned to the courses be reviewed.</b></p>	
22.4.4	<p>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”.</p> <p>The below policy approved by the Academic Council was noted by the members:</p> <p>“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 hi 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.</p> <p>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 can did ale's thesis in a language other than English In every single case rests with the Si an cling Committee on Research (SCR).</p>	Recorded and action initiated

Resol. No.	Decision	Action Taken
	<p>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.</p> <p>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.”</p> <p>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.</p> <p><b>Decision: The Council resolved to approve the following recommendations of the Standing Committee Research:</b></p> <p>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.</p> <p>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.</p>	
22.4.5	It was submitted to the Academic Council that as per the existing regulations concerning degrees of MPhil and PhD 2017 approved	Recorded

<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."

Resol. No.	Decision	Action Taken									
	<p>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:</p> <p>“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.”</p> <p>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.</p> <p><b>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.</b></p>										
22.4.6	<p>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</p> <table border="1" data-bbox="347 1198 1238 2020"> <thead> <tr> <th data-bbox="347 1198 660 1312">Name of the Students, Programmes and Enrolment No.</th> <th data-bbox="660 1198 847 1312">Date of Registration</th> <th data-bbox="847 1198 1238 1312">Reasons for de-enrolment</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 1312 660 1843">Ms. Minu Mathew MPhil, CLTS S184LCL02</td> <td data-bbox="660 1312 847 1843">20.08.2018</td> <td data-bbox="847 1312 1238 1843">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.</td> </tr> <tr> <td data-bbox="347 1843 660 2020">Ms. DeepanjaliBaisoya MPhil History S184DHS02</td> <td data-bbox="660 1843 847 2020">14.08.2018</td> <td data-bbox="847 1843 1238 2020">DeepanjaliBaisoya (S184DHS02) an MPhil History student who was supervised by Dr.DharitriNarzary for her coursework was unable to successfully complete her coursework and got a failing</td> </tr> </tbody> </table>	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. DeepanjaliBaisoya MPhil History S184DHS02	14.08.2018	DeepanjaliBaisoya (S184DHS02) an MPhil History student who was supervised by Dr.DharitriNarzary for her coursework was unable to successfully complete her coursework and got a failing	Recorded
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Ms. DeepanjaliBaisoya MPhil History S184DHS02	14.08.2018	DeepanjaliBaisoya (S184DHS02) an MPhil History student who was supervised by Dr.DharitriNarzary for her coursework was unable to successfully complete her coursework and got a failing									

Resol. No.	Decision		Action Taken
		<p>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.</p>	
	<p><b>Decision: The Academic Council resolved to approve the de-enrolment of Ms. Minu Mathew MPhil, CLTS and Ms. DeepanjaliBaisoya MPhil History</b></p>		
22.4.7	<p>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:</p> <p><i>“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.</i></p> <p><i>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.”</i></p> <p>Accordingly, RSC proposed that the 20 credit course work requirement be revised to 16 credits.</p> <p><b>Proposed break up:</b></p> <ul style="list-style-type: none"> <li>-One 4-Credit Research Methods (compulsory, no change)</li> <li>-Two 4-credit courses from the programme pool of courses</li> <li>-One 4-credit Guided Reading course OR a 4 credit course from other programmes of the University.</li> </ul> <p><b>Decision: The Council resolved to approve the revised 16 credits course work break-up in the PhD Psychology programme of School of Human Studies.</b></p>		Recorded

Resol. No.	Decision	Action Taken
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	
22.5.1	<p>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 &amp; Humanities (Core Courses) and BA Programmes (Elective Courses):</p> <p><b>a) BA Global Studies : Core Courses</b></p> <ol style="list-style-type: none"> <li>i. Political Economy of Global Commodities</li> <li>ii. Global Environmental Change</li> <li>iii. Global Humans: Imagination, Circulation &amp; Display</li> </ol> <p><b>b) BA Sustainable Urbanism: Core Courses</b></p> <ol style="list-style-type: none"> <li>i. Urban Management and Finance</li> <li>ii. Cities and Climate Change</li> <li>iii. Mapping and Visualization II</li> </ol> <p><b>c) BA Social Sciences &amp; Humanities: Core Courses</b></p> <ol style="list-style-type: none"> <li>i. The City in Literature</li> <li>ii. Sound of Music in a Globalised World</li> <li>iii. Worlding Cinema</li> </ol> <p><b>d) BA Programmes: Elective Courses</b></p> <ol style="list-style-type: none"> <li>i. Economic Challenges in India</li> <li>ii. Food, Culture and Globalisation</li> <li>iii. Beginners Level (Chinese 6)</li> <li>iv. French VI</li> </ol> <p><b>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).</b></p> <p><b>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.</b></p>	Recorded
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	Recorded
22.6.1	<p>It was submitted to the Academic Council that:</p> <ol style="list-style-type: none"> <li>i) The concept of BA/BEEd programme was approved by the</li> </ol>	Recorded



Resol. No.	Decision	Action Taken
	<p>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:</p> <ul style="list-style-type: none"> <li>(a) Bachelor of Arts and Bachelor of Education (Primary) (BABEd (Primary)),</li> <li>(b) Bachelor of Arts and Bachelor of Education (Secondary) (BABEd (Secondary)).</li> </ul> <p>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.</p> <p>ii) To consider the two elective courses to be offered in the MA Education Programme of School of Education Studies</p> <p>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.</p> <ul style="list-style-type: none"> <li>(a) Sociology of Education (4 Credits)</li> <li>(b) Education and Equity (4 Credits)</li> <li>(c) Economics of Education: Issues of Financing and Policy (4 Credits) – Optional/Elective</li> </ul> <p>The broad concept of ITEP and the course outline of the three elective courses alongwith the Board of Studies recommendations of SES are at <b>Appendix-7</b>.</p> <p><b>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):</b></p> <ul style="list-style-type: none"> <li><b>(i) The launch of 4-year Integrated Teacher Education Programmes (ITEPs) at SES; and</b></li> <li><b>(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.</b></li> </ul> <p><b>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,</b></p>	

Resol. No.	Decision	Action Taken
	<p><b>preparatory stage, middle and secondary stage. The proposed curriculum to have a multidisciplinary approach.</b></p> <p><b>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.</b></p>	
22.6.2	<p>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 <b>Appendix-8</b>:</p> <p>a) Core Courses</p> <p>i) Media, Law and Democracy: Revisiting Regulation in the time of social media (4 Credits)</p> <p>ii) Law and Civil Liberties (4 Credits)</p> <p>iii) Critical Theory in India (4 Credits)</p> <p>b) Elective Course</p> <p>i) Policing and Governance (4 Credits)</p> <p><b>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, SLGCs recommended by Standing Committee Professional, Vocational and Continuing Education programmes (SCPVCE).</b></p>	Recorded and implemented
22.7	Matter arising out of the Standing Committee on Student Affairs (SCSA) from its meeting held on 11.03.2020	Recorded
22.7.1	<p>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.</p> <p>The resolution of the Academic Council is reproduced below:</p> <p><i>“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></p> <p>(i) <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).</i></p> <p>(ii) <i>In exceptional circumstances (to be defined by the concerned statutory body of the university) a further extension of one more year may be granted.</i></p>	Recorded

Resol. No.	Decision	Action Taken																																
	<p>(iii) During the extended period the student shall be considered as a private candidate and not be eligible for ranking.”</p> <p>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.</p> <p>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.</p> <table border="1" data-bbox="347 896 1241 2031"> <thead> <tr> <th data-bbox="347 896 422 952">S. 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Resol. No.	Decision				Action Taken																				
			(SUS)	complete 32 credits <b>Recommendation by SCSA: Extension of one year may be granted to complete the BA History programme</b>																					
	8.	Victoria Mayowa	MA Gender Studies (SHS)	Re-enrolment for one semester <b>Recommendation by SCSA: Extension may be given to pay the outstanding fee with extant late fee</b>																					
<p><b>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).</b></p>																									
22.8	<p>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.</p> <p>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:</p> <p><b>KAVITA TIWARI</b></p> <table border="1" data-bbox="347 1424 1235 1863"> <thead> <tr> <th>Compo. Code</th> <th>Lecturer</th> <th>Compo. Title</th> <th>Academic Period</th> <th>ECTS Credits</th> </tr> </thead> <tbody> <tr> <td>ENG 02</td> <td>Tsui, Ho-Kan, M.A.</td> <td>Applied Linguistics-Seminar</td> <td>Summer Semester 2018</td> <td>4.00</td> </tr> <tr> <td>ENG 10</td> <td>Kuuskoski, Alexander, M.A.</td> <td>Language Skills Iva; Film Discussion-Seminar</td> <td>Summer Semester 2018</td> <td>4.00</td> </tr> <tr> <td>ENG 30</td> <td>Tsui, Ho-Kan, M.A.</td> <td>When East meets West: A comparison between Chinese and Western cultures-Seminar</td> <td>Summer Semester 2018</td> <td>4.00</td> </tr> </tbody> </table>				Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ENG 02	Tsui, Ho-Kan, M.A.	Applied Linguistics-Seminar	Summer Semester 2018	4.00	ENG 10	Kuuskoski, Alexander, M.A.	Language Skills Iva; Film Discussion-Seminar	Summer Semester 2018	4.00	ENG 30	Tsui, Ho-Kan, M.A.	When East meets West: A comparison between Chinese and Western cultures-Seminar	Summer Semester 2018	4.00	Recorded
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<p><b>(4X6) +(4X7) +(4X10) +(4X6) +(4X10) =156/20</b>  <b>Grade = A Minus</b>  <b>GPA = 7.8</b></p> <p><b>SRISHTI SHARMA</b></p> <table border="1" data-bbox="336 736 1249 1491"> <thead> <tr> <th>Compo. Code</th> <th>Lecturer</th> <th>Compo. Title</th> <th>Academic Period</th> <th>ECTS Credits</th> </tr> </thead> <tbody> <tr> <td>ENG 10</td> <td>Kuuskoski, Alexander, M.A.</td> <td>Language Skills Iva; Film Discussion-Seminar</td> <td>Summer Semester 2018</td> <td>4.00</td> </tr> <tr> <td>ENG 30</td> <td>Tsui, Ho-Kan, M.A.</td> <td>When East meets West: A comparison between Chinese and Western cultures-Seminar</td> <td>Summer Semester 2018</td> <td>4.00</td> </tr> <tr> <td>ENG 31</td> <td>Hollm, Jan, Dr phil</td> <td>William Shakespeare Hauptseminar</td> <td>Summer Semester 2018</td> <td>4.00</td> </tr> <tr> <td>ENG 12</td> <td>Fenn, Peter, Dr. phil., BA, MA</td> <td>Cultural Studies I/ Introduction to the Culture and Civilisation of the English-Speaking World- Seminar</td> <td>Summer Semester 2018</td> <td>4.00</td> </tr> <tr> <td>INT 03</td> <td>Klein-Rumpf, Marion</td> <td>DaF für Gaststudierende, Unterkurs- Seminar</td> <td>Summer Semester 2018</td> <td>6.00</td> </tr> </tbody> </table>									Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ENG 10	Kuuskoski, Alexander, M.A.	Language Skills Iva; Film Discussion-Seminar	Summer Semester 2018	4.00	ENG 30	Tsui, Ho-Kan, M.A.	When East meets West: A comparison between Chinese and Western cultures-Seminar	Summer Semester 2018	4.00	ENG 31	Hollm, Jan, Dr phil	William Shakespeare Hauptseminar	Summer Semester 2018	4.00	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	INT 03	Klein-Rumpf, Marion	DaF für Gaststudierende, Unterkurs- Seminar	Summer Semester 2018	6.00
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<p><b>(4X10) +(4X10) +(4X10) +(4X6) +(6X10) =204/22</b>  <b>Grade = A Only</b>  <b>GPA = 9.27</b></p> <p><b>GOMATHI KURMAL SANGAMESHWARAN</b></p> <table border="1" data-bbox="336 1673 1249 2036"> <thead> <tr> <th>Compo. Code</th> <th>Lecturer</th> <th>Compo. Title</th> <th>Academic Period</th> <th>ECTS Credits</th> </tr> </thead> <tbody> <tr> <td>ENG 04</td> <td>Hall, Rachel</td> <td>Language Skills IVa: Film Discussion-Seminar</td> <td>Summer Semester 2019</td> <td>4.00</td> </tr> <tr> <td>ENG 14</td> <td>Hollm, Jan, Dr phil</td> <td>Cultural Studies I/ Introduction to the Culture and Civilisation of the English-Speaking World- Seminar</td> <td>Summer Semester 2019</td> <td>4.00</td> </tr> </tbody> </table>									Compo. Code	Lecturer	Compo. Title	Academic Period	ECTS Credits	ENG 04	Hall, Rachel	Language Skills IVa: Film Discussion-Seminar	Summer Semester 2019	4.00	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															
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<p><b>(4X10) +(4X9) +(6X10) =136/14</b>  <b>Grade = A Plus</b>  <b>GPA = 9.71</b></p> <p><b>PARIKSHIT SHARMA</b></p>																																	
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<p><b>(4X10)+(4X10)+(4X10)+(6X10)=180/18</b>  <b>Grade = A Plus</b>  <b>GPA = 10</b></p> <p>On the recommendation of the SEC in its meeting held on 25.08.20 the Vice Chancellor, as the Chairperson of the AC, approved the above recommendations of the SEC.</p> <p>The Minutes of the Meeting of the Standing Equivalence Committee on 25.08.2020, containing the above recommendations along with approved note sheet of the Chair Academic Council are placed before the Academic Council for its reference and records.</p> <p><b>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.</b></p> <p><b>The Council further expressed that the transfer and credit accumulation process be defined and linked with the learning outcome.</b></p>																																	
22.9	It was submitted to the Academic Council that the award of the Fulbright fellowship for the following students:					Recorded																											

Resol. No.	Decision					Action Taken
	Name/ Enrolment No.	Date of Registration	Supervisor	Fellowship date From	Fellowship date to	
	Renu Singh (S165CWG03)	13.01.2016	Prof. Mary E. John	01.03.2021	30.11.2021	
	<b>Decision: The Academic Council ratified the above decision taken by the University.</b>					
22.10	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:					Noted.
	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>		
	<b>Decision: The Academic Council noted the above information.</b>					
22.11	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.					Noted.
	<b>Decision: The Academic Council noted the above information.</b>					
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					Noted.
	<b>Decision: The Academic Council noted the above information.</b>					
22.13	To note the formation of Research Advisory Committee (RAC) of the Scholars					Noted.

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	<b>Decision: The Academic Council noted the above information.</b>																																																																			
22.14	To note the change of RAC member of Mr. Rohan Parashar, MPhil Psychoanalytic Psychotherapy <b>The Item was withdrawn.</b>	Noted.																																																																		
22.15	<p>It was submitted to the Academic Council that the revised composition of Research Studies Committee of SBPPSE, SoL, SDS and SES are as under:</p> <p><b>SBPPSE</b></p> <table border="0"> <tr><td>Prof. Kartik Dave</td><td>Chair</td></tr> <tr><td>Dr. Kanwal Anil</td><td>Member</td></tr> <tr><td>Dr. Anshu Gupta</td><td>Convenor</td></tr> <tr><td>Dr. K Valentina</td><td>Member</td></tr> <tr><td>Dr. Nidhi Kaicker</td><td>Member</td></tr> <tr><td>Dr. Kritika Mathur</td><td>Member</td></tr> <tr><td>Prof. Babu P. Remesh</td><td>Member</td></tr> <tr><td>Prof. Anup Dhar</td><td>Member</td></tr> </table> <p><b>SoL</b></p> <table border="0"> <tr><td>Prof. Satyaketu Sankrit</td><td>Chair</td></tr> <tr><td>Prof. Denys Leighton</td><td>Member</td></tr> <tr><td>Dr. Rachna Chaudhary</td><td>Member</td></tr> <tr><td>Prof. Bodh Prakash</td><td>Member</td></tr> <tr><td>Prof. Gopalji Pradhan</td><td>Member</td></tr> <tr><td>Dr. Shad Naved</td><td>Convener</td></tr> <tr><td>Dr. Amit Singh</td><td>Member (Special Invitee)</td></tr> </table> <p><b>SES</b></p> <p>Dr. Manish Jain has been appointed as RSC Convenor in School of Education Studies (SES) in place of Dr. Monimalika Day.</p> <p><b>SCCE</b></p> <table border="0"> <tr><td>Mr. Deepan Sivaraman, Dean (Offg.)</td><td>Chair</td></tr> <tr><td>Dr. Anita Cherian</td><td>Convenor</td></tr> <tr><td>Prof. Sumanagala Damodaran</td><td>External Member</td></tr> <tr><td>Dr. Rajan Krishnan</td><td>Member</td></tr> <tr><td>Dr. Santhosh. S</td><td>Member</td></tr> <tr><td>Dr. Akhil Katyal</td><td>Member</td></tr> <tr><td>Dr. Vebhuti Duggal</td><td>Member</td></tr> </table> <p><b>SDS</b></p> <table border="0"> <tr><td>Prof. Babu P Ramesh, Dean, SDS</td><td>Chair</td></tr> <tr><td>Prof. Sumangala Damodaran, SDS</td><td>Convenor</td></tr> <tr><td>Dr. Nandini Nayak, SDS</td><td>Member</td></tr> <tr><td>Dr. Ivy Dhar, SDS</td><td>Member</td></tr> <tr><td>Dr. Rinju Rasaily, SLS</td><td>Member</td></tr> <tr><td>Dr. Anirban Sengupta, SDS</td><td>Member</td></tr> <tr><td>Dr. Partha Saha, SGA</td><td>Member</td></tr> <tr><td>Dr. Moggallan Bharti, SDS</td><td>Member</td></tr> </table> <p><b>SLS</b></p> <table border="0"> <tr><td>Prof. Dharendra Dangwal, Dean, SLS</td><td>Chair</td></tr> <tr><td>Dr. Shailaja Menon, SLS</td><td>Member</td></tr> <tr><td>Dr. Pranay Goswami, SLS</td><td>Convenor</td></tr> </table>	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	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)	Mr. Deepan Sivaraman, Dean (Offg.)	Chair	Dr. Anita Cherian	Convenor	Prof. Sumanagala Damodaran	External Member	Dr. Rajan Krishnan	Member	Dr. Santhosh. S	Member	Dr. Akhil Katyal	Member	Dr. Vebhuti Duggal	Member	Prof. Babu P Ramesh, Dean, SDS	Chair	Prof. Sumangala Damodaran, SDS	Convenor	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	Prof. Dharendra Dangwal, Dean, SLS	Chair	Dr. Shailaja Menon, SLS	Member	Dr. Pranay Goswami, SLS	Convenor	Noted.
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Resol. No.	Decision	Action Taken												
	<p style="text-align: right;">w.e.f.26.09.2020</p> <p>Dr Urfat Anjem Mir, SLS Prof. Krishna Menon, SHS Dr Arindam Banerjee, SLS</p> <p style="text-align: right;">Member External Member Member w.e.f. 16.08.2020</p> <p>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.</p> <p><b>Decision: The Academic Council noted the above information.</b></p>													
22.16	<p>It was submitted to the Academic Council that the following research scholars were granted maternity leave (under clause 12 (i) and (v) of RSR):</p> <p>(i) MsZianaRazianreiliuPanmei (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.</p> <p>(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.</p> <p><b>Decision: The Academic Council noted the above information.</b></p>	Noted.												
22.17	<p>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.</p> <p><b>Decision:The Academic Council noted the above information.</b></p>	Noted.												
22.18	<p>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:</p> <table border="1" data-bbox="347 1406 1241 1641"> <thead> <tr> <th>Name</th> <th>Enrolment No.</th> <th>Date of Registration</th> <th>Extension Sought from to</th> </tr> </thead> <tbody> <tr> <td>Mr Gaurav Kumar</td> <td>S184LCL01</td> <td>09.08.2018</td> <td>01.08.2020 to 31.01.2021</td> </tr> <tr> <td>Mr Sunhaib Izhar</td> <td>S184LCL04</td> <td>09.08.2018</td> <td>01.08.2020 to 31.01.2021</td> </tr> </tbody> </table> <p><b>Decision: The Academic Council noted the above information.</b></p>	Name	Enrolment No.	Date of Registration	Extension Sought from to	Mr Gaurav Kumar	S184LCL01	09.08.2018	01.08.2020 to 31.01.2021	Mr Sunhaib Izhar	S184LCL04	09.08.2018	01.08.2020 to 31.01.2021	Noted.
Name	Enrolment No.	Date of Registration	Extension Sought from to											
Mr Gaurav Kumar	S184LCL01	09.08.2018	01.08.2020 to 31.01.2021											
Mr Sunhaib Izhar	S184LCL04	09.08.2018	01.08.2020 to 31.01.2021											
22.19	<p>It was submitted to the Academic Council that the extension cases of the following MPhil/PhD students for completing course work/programme requirement:</p> <p>i) Tarun Vohra (S174CPS155) – MPhil Psychoanalytic Psychotherapy (from 23.02.2021 to 22.08.2021) to complete his MPhil programme</p> <p>ii) Anisha Yadav (S185BED01) – PhD Human Ecology (to complete her course work by 15 January 2021)</p>	Noted.												

Resol. No.	Decision	Action Taken
	<b>Decision: The Academic Council noted the above information.</b>	
22.20	To note the decision regarding constitution of a committee on the matter of alleged academic plagiarism <b>This item was withdrawn.</b>	Noted.
22.21	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. <b>Decision: The Academic Council noted the above information.</b>	Noted.
22.22	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. <b>Decision: The Academic Council noted the above information.</b>	Noted.
22.23	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	Noted.

Resol. No.	Decision	Action Taken
	<p>ii. Ms. Jasleen Arora (PhD WGS scholar of SHS; Date of Registration 03.07.2018; Enrolment No. S185CWG05), School of Human Studies</p> <p><b>Decision: The Academic Council noted the above information.</b></p>	
22.24	<p>It was submitted to the Academic Council that:</p> <p>Six months extension to the following students as per the AUD RSR 2017:</p> <p>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.</p> <p>ii. Tanushri Barman (S184CWG10), MPhil WGS student of SHS from 30.01.2021 to 29.07.2021</p> <p>The following Women PhD students of WGS of SHS from 13.01.2021 to 12.01.2022 (First Extension):</p> <p>i. Aastha Dang (S165CWG04)  ii. Dona Biswas (S165CWG06)  iii. Himani Bajaj (S165CWG01)  iv. Nancy Yadav (S165CWG02)  v. Renu Singh (S165CWG03)  vi. Sudeshna Sengupta (S165CWG05)</p> <p>From 22.01.2021 to 21.01.2022 (Second Extension):</p> <p>i. AanchalDhull (S155CWG02)  ii. Arpita Anand (S155CWG03)</p> <p><b>Decision: The Academic Council noted the above information.</b></p>	Noted.
	Any other item with the permission of the chair	
22.25	<p>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.</p> <p>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.</p>	Action initiated
22.26	<p>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.</p>	Action initiated

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**AMBEDKAR UNIVERSITY DELHI**

**School of Vocational Studies**

**Concept note for establishment of Skill Development Centre (SDC)**

**1. Background**

Education plays an essential role in the overall development of a human being as well as the nation. It is a unique investment in the present and for the future. India, at present, is recognized as one of the youngest countries in the world, with over 50% population under 30 years. It is estimated that by 2025, the country will have 25% of the world's total workforce. To harness the full demographic dividend, India needs a high-quality educational system that is affordable, flexible, and relevant to society's individuals and needs as a whole. Today, the nation faces a demand–supply mismatch as the economy needs a more ‘skilled’ workforce and the managers and entrepreneurs than produced annually. Most contemporary institutions of higher learning remain almost disconnected from the workplace requirements. The higher education system has to incorporate various industries' needs innovatively and flexibly while producing a skilled workforce.

Ambedkar University Delhi (AUD) is guided by Dr. B. R. Ambedkar's vision for combining equality and justice with excellence. The University is committed to promoting higher education, research and extension work in liberal arts, humanities and the social sciences. It strives to analyze the forces contributing to social stability and social disequilibrium and to visualize how societal evolution can lead to a condition in which all sections of the people can achieve their full human potential. Keeping the above as its foundation, AUD strives for excellence in higher education in the social sciences, humanities and allied disciplines. AUD's primary goal is to create sustainable and effective linkages between access to and success in higher education, who are equally empowered to contribute effectively to the nation's socio-economic development.

Within this background, School of Vocational Studies, AUD, is proposing to establish a Skill Development Center (SDC) to bridge the skill gaps in the employable population across India, specifically when the demand and supply of talent are hugely high in the country (Ministry of Skill

and Entrepreneurship, 2020). Further, it has been articulated emphatically through the National Education Policy (2020) that the incubation or skill development centers (SDC) will be set up in higher education institutions in partnership with industries. An SDC will groom and train the workforce by offering short-term skill certificate courses and performing entrepreneurial activities to benefit all the stakeholders. The proposed center would take-up the vocational/skill education to new levels and offer courses beyond Diploma and B.Voc. Degree also and will get adequately aligned with the National Skill Qualification Framework (NSQF) levels. The Centre will also focus on developing entrepreneurship traits. All the courses will be in sync with the ‘Skills India Programme’ (<https://skillindia.nsdcindia.org/>) for imparting knowledge on vital job skills to the students and workforce, thus enabling them to acquire an additional certificate along with their Degree certificates. These add-on courses would supplement the core education practices and take the university benchmark for education to the next level. Students will be able to pursue these certificate programmes along with their regular degree programmes.

## **2. Skill Development: A Status**

### **2.1. Skill Development Scenario in Delhi:**

As of 2020, recent estimates of the economy of the urban area of Delhi have ranged from \$369 billion (PPP metro GDP), and it has \$210 billion as (GDP Nominal) ranking as either the most or second-most productive metro area of India. Delhi is one of the fastest-growing union territories of the country. Under its Department of Social Welfare, the Delhi government has formed the Delhi Skill Development Programme (DSDP) to provide employment-related skills to aspiring candidates.

In Delhi, skill training is imparted in innovative centers by certified training partners approved by the NSDC (National Skill Development Council). According to NSDC, 80% of the trained candidates will be offered employment through networking by the training partners. The skill development goals cover training, specializations and projects to employ its workforce and make aspiring professionals more employable. Delhi is listed among the top 10 cities with high employability among the candidates. Further, it is ranked first in the list of users who own a computer at home. Considering the most valuable communication technology, the internet is a hopeful indicator for India's most vibrant economic hubs. As a result, Delhi also features in the top

10 cities with a high computer literacy ranking, English language and critical thinking skills (Skill Gap Report, 2021).

## **2.2. India as a Skill Capital:**

India is paving the way towards becoming the Skill Capital of the world. With one of the youngest populations globally, India can realize its demographic dividend through a workforce trained in ‘employable’ skills and is industry-ready. With a young population (~65 percent below 35 years, share of working age (15-59 years) population set to grow from 62 percent currently to 68 percent by 2030), India has an opportunity that can be leveraged to create a high-quality skilled workforce for the rest of the world. Especially for countries and regions with ageing or declining national populations, such as Europe and Japan. Countries with mature migration systems like the US, Australia, Canada, Singapore also have an ageing population and have been engaging migrants into their workforce to boost their economy. It is a win-win situation for the migrant population and the countries wherein such a workforce gets migrated.

## **2.3. Skill Gaps Identified during Covid-19 pandemic**

The recent Covid-19 pandemic has opened up opportunities for a skilled workforce in certain areas. The maximum skill gap that emerged during the Covid-19 pandemic was in the areas of data sciences, artificial intelligence, and natural language processing. These are the emerging areas that require a constant push to seal India’s position in the global market as a significant player in shaping the future.

Skills and knowledge are the driving forces of any economic growth and social development of a country. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. The level of employment, composition, and growth in employment opportunities are critical indicators of development in any economy. Countries with higher and better-skilled human resources adjust more effectively to the challenges and opportunities of globalization.

According to the data estimates, the youth employability stood at 45.9%, consisting of highly employable resources. This is significantly lower than the previous year. The emergence of a skill gap is why youth employability reduced to 45.9% from last year’s 46.2%. The skill gap that emerged

with the COVID-19 pandemic has given rise to computer courses, language classes, and online skill assessments. Local businesses have emerged with online stores and numerous social organizations aimed at connecting businesses with technology. The International Labour Organization (ILO) also emphasizes developing a robust system to recognize the skilled workforce outside the formal training set-ups by giving adequate recognition to prior learning. Through this, the formal system's dropouts will be reintegrated by aligning their practical experience with the framework's appropriate level. The credit-based framework will also facilitate mobility across 'general' and vocational education, developing a certification mechanism through Recognition of Prior Learning (RPL).

## **2.4 Reskilling India's workforce**

According to a Future of Jobs Report (2018), more than 50% of India's workforce will need to be reskilled to meet the evolving employability landscape demands by 2022. The fourth industrial revolution requires hands to carry the vision of a fast-growing economy forward. The report also found that talent availability is the determinant of job locations for international businesses in India. In hubs like Bangalore, Delhi, Hyderabad and Mumbai, the increased foreign investment is cheap labour and qualified resources. An estimated 67% of businesses are expected to outsource their core functions by 2022 (National Skill Development Corporation (NSDC), 2019).

Recognizing this fact, the National Policy on Education (2020) emphasizes integrating vocational education and skill training in the educational offerings of ITIs, polytechnics, local industry, etc., including the schools, colleges and universities in a broader spectrum. Emphasis has also been made for setting-skill labs in the educational institutions, such as- schools, colleges and universities, in a hub and spoke model, which may lead to more collaborations and co-operation. It has also been strongly recommended that higher education institutions offer vocational education and skill development courses either on their own or in partnership with industries and NGOs.

## **2.5. Generating skilled workforce in the higher education system: Vision of the National Policy on Education (2020)**

### **2.5.1. High percentage of young population in India**

The 12th Five-Year Plan (2012–2017) estimated that only a tiny percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education. Whereas in countries such as the USA the number is 52%, in Germany 75%, and in South Korea as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

### **2.5.1. Integration of Vocational Education for bridging the skill gap in India**

The NEP-2020 recognizes vocational education and skill development programmes into mainstream education in all education institutions have become essential. It recommends that beginning with vocational exposure at early ages in middle and secondary school, quality vocational education needs to be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more in subsequent years based on NSQF levels.

### **2.5.3. Skill Exposure to Learners**

The NEP-2020 advocates that by 2025, at least 50% of learners through the school and higher education system shall have vocational education exposure. A clear action plan with targets and timelines needs to be developed. This aligns with Sustainable Development Goal 4.4 and will help realize the full potential of India's demographic dividend.

## **2.6. Skill Gap Analysis in Delhi**

The Skill Gap Report (2021), gives an overview of skill gaps in India in general and Delhi. Following graphic presentation and tables is testimony to such skill gaps as identified by different organizations.



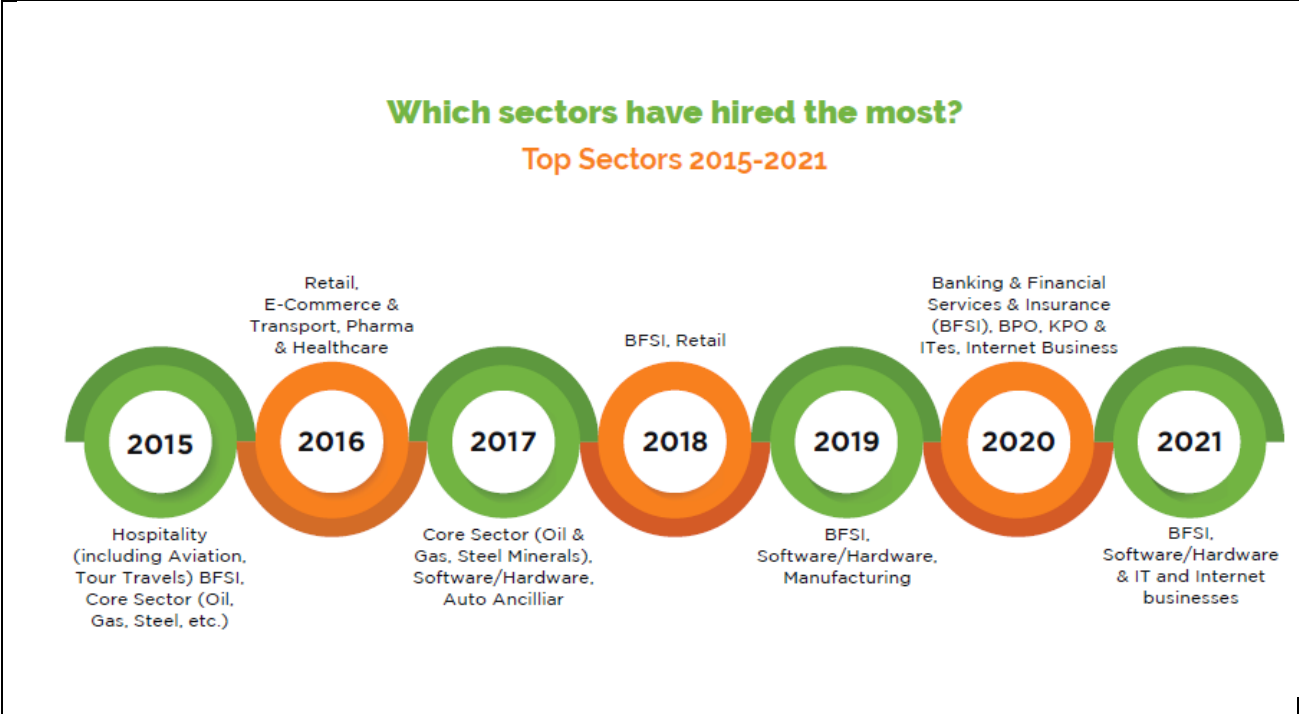


Figure-1

Source: Skill Gap report,2021

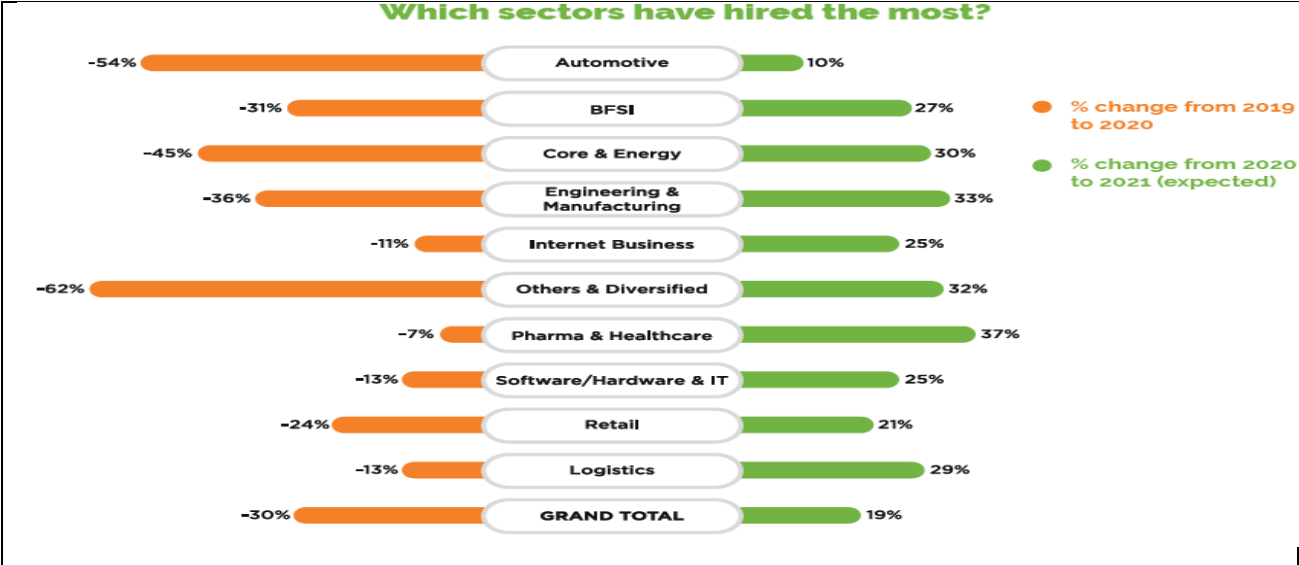


Figure-2

Source: Skill Gap Report,2021

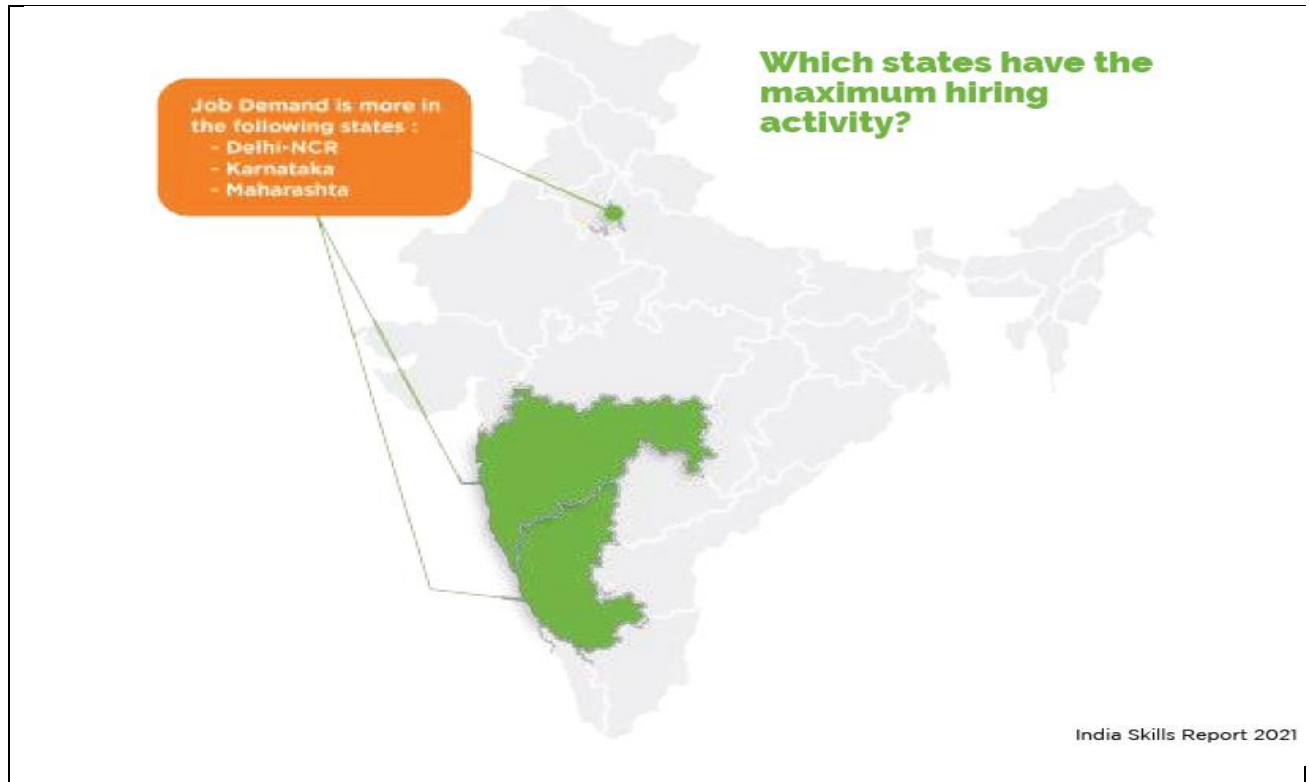


Figure-3

Source: India Skills Repoer,2021

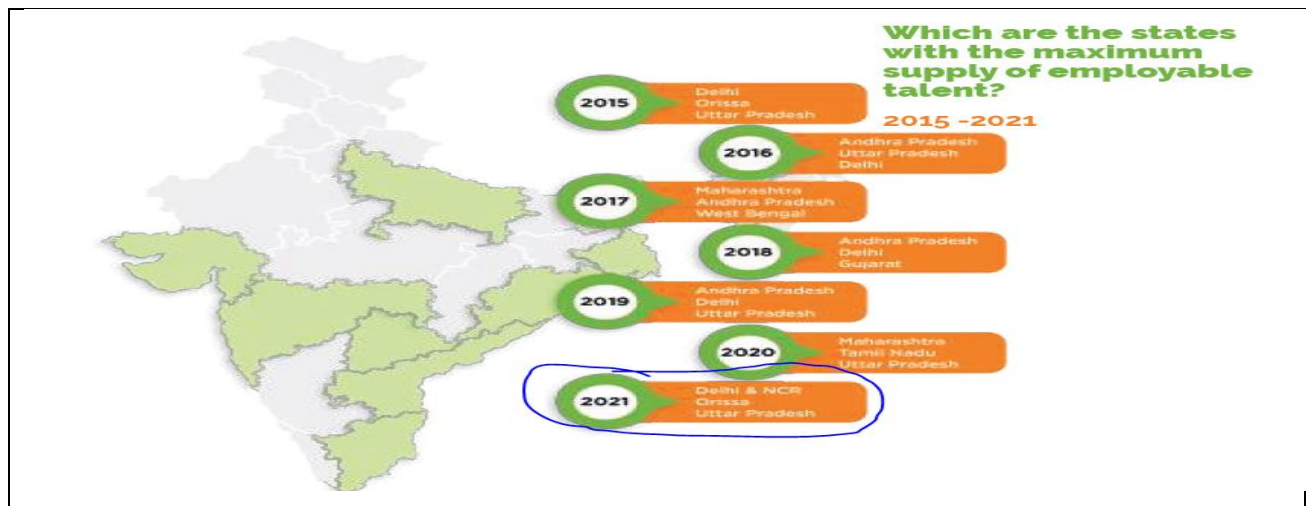


Figure-4

Source: Annual Report, NITI Ayog,2020

<b>Top 10 States with Available Skills in Numerical</b>	Maharashtra Madhya Pradesh Tamil Nadu Karnataka Andhra Pradesh Uttar Pradesh Rajasthan Telangana Kerala Gujrat
<b>Top 10 States with Available Skills in Critical Thinking</b>	Rajasthan Madhya Pradesh Karnataka Telangana Maharashtra Kerala Uttar Pradesh Tamil Nadu Delhi Gujarat
<b>Top 10 States with Available Skills in Computer Skills</b>	Rajasthan West Bengal Kerala Delhi Maharashtra Uttar Pradesh Karnataka Tamil Nadu Telangana Madhya Pradesh

Figure-5



Figure-6

Source: National Policy for Skill Development and Entrepreneurship.

**Break Up of Incremental Human Resource Requirement across 24 Sectors (Ministry of Skill and Entrepreneurship:**

**(Estimates in millions)**

Sl. No	Sector	Human Resource Requirement Estimates		Incremental Human Resource Requirement (2017-2022)
		2017	2022	
1	Agriculture	229	215.5	-13.5
2	Building Construction & Real Estate	60.4	91	30.6
3	Retail	45.3	56	10.7
4	Logistics, Transportation & Warehousing	23	31.2	8.2
5	Textile & Clothing	18.3	25	6.7
6	Education & Skill Development	14.8	18.1	3.3
7	Handloom & Handicraft	14.1	18.8	4.7
8	Auto & Auto Components	12.8	15	2.2
9	Construction Material & Building Hardware	9.7	12.4	2.7
10	Private Security Services	8.9	12	3.1
11	Food Processing	8.8	11.6	2.8
12	Tourism, Hospitality & Travel	9.7	14.6	4.9
13	Domestic Help	7.8	11.1	3.3
14	Gems & Jewellery	6.1	9.4	3.3
15	Electronics & IT Hardware	6.2	9.6	3.4
16	Beauty and Wellness	7.4	15.6	8.2
17	Furniture & Furnishing	6.5	12.2	5.7
18	Healthcare	4.6	7.4	2.8
19	Leather & Leather Goods	4.4	7.1	2.7
20	IT & ITeS	3.8	5.3	1.5
21	Banking, Financial Services & Insurance	3.2	4.4	1.2
22	Telecommunication	2.9	5.7	2.8
23	Pharmaceuticals	2.6	4	1.4
24	Media and Entertainment	0.7	1.3	0.6
	<b>Total</b>	<b>510.8</b>	<b>614.2</b>	<b>103.4</b>

**Table-1**

**Incremental Training Need across 34 Sectors (2017 to 2022) (in lakhs)**

Sl. No.	Sector	Incremental Human Resource Requirement and Training Need
1	Agriculture	24.5
2	Animal Husbandry	18
3	Fertilizer	1
4	Textile Handloom and Handicraft	60
5	Automotive, Auto Components & Capital Goods	41*
6	Gems & Jewelry	35
7	Food Processing	33.7
8	Leather	25
9	Pharmaceuticals	14
10	Chemicals & Petrochemicals	12
11	Steel	7.5 (by 2025)
12	Rubber Manufacturing	6.7
13	Road Transport & Highways	62.2**
14	Ports & Maritime	25
15	Aviation & Aerospace	14.2
16	Railways	0.12 (by 2018)
17	Power	15.2
18	Oil & Gas	7.3
19	Renewable Energy	6
20	Coal & Mining	2.6
21	Construction	320**
22	Furniture & Fittings	52.6
23	Paints & Coatings	9
24	Electronics and IT-ITeS	69 #
25	Telecom	38.6
26	Retail	107**
27	Beauty & Wellness	82
28	Media & Entertainment	13
29	Tourism & Hospitality	49
30	Banking, Financial Services and Insurance (BFSI)	12
31	Logistics	42.9**
32	Healthcare	32 (by 2025)
33	Security	31
34	Media & Entertainment	13

**Table-2**

### Human Resource Requirement at State level

Sl.No.	State	Incremental HR Requirements
1	Andhra Pradesh	108.71
2	Arunachal Pradesh	1.47
3	Assam	12.34
4	Chhattisgarh	30.43
5	Delhi	63.41
6	Goa	2.27
7	Gujarat	57.57
8	Haryana	34.84
9	Haryana	0.93
10	Himachal	12.06
11	Jammu and Kashmir	11.22
12	Jharkhand	44.52
13	Karnataka	84.77
14	Kerala	29.57
15	Madhya Pradesh	78.16
16	Maharashtra	155.22
17	Manipur	2.33
18	Meghalaya	2.49
19	Mizoram	1.40

### 3. Skill Development Centre in AUD:

In recognition of these factual positions, it has been proposed to establish a Skill Development Centre (SDC) within the broader framework of the AUD under **Statute 12 B** of the University. The detail about the SDC is presented as below:

#### 3.1 Mission:

The mission of the AUD SDC is to train and empower students of AUD and other stakeholders with the required skill set for meaningful employment as per demands of the industries and to become entrepreneurs in generating job opportunities.

### **3.2 Objectives:**

The proposed centre will have the following objectives:

- Undertake skill gap analyses across identified sectors and prioritize them for skill training of the students of AUD and other stakeholders as per the requirement of industries.
- Development of training curriculum, content and learning materials for skill development in various sectors linking NSQF levels.
- Undertake skill training programmes to upgrade intellectual and skills capabilities of AUD students and workforce engaged in different industries.
- Set-up institutional laboratories within AUD as well as collaborate with industries and NGOs for skill training.
- Undertake placement of activities of students of the AUD and trainees after successful completion of skill training.
- Organize third-party assessment of students and other stakeholders for certification on skill training.
- Assess workers engaged in informal sectors under the Recognition of Prior Learning (RPL) framework and certify them based on NSQF levels.
- Undertake extension activities related to skill training in NCT of Delhi, including programmes related to entrepreneurship development.
- Undertake research in the areas related to skill development strategies, entrepreneurship, employability, labour market and current trends etc.
- Disseminating best practices in the field of skill training and entrepreneurship development programme.
- Networking and collaborating with various skill development organizations (both public and private), including industries.

### **3.3. Suggested areas of academic programmes by the Centres:**

As per the latest skill gap report (2021), emphasis has been given on the industries which required skilled workforce. These are:

- Logistics
- Agriculture
- IT & ITeS

- Retail
- Tourism
- Hospitality
- Mobile Technology
- Financial Services
- Food Processing

Furthermore, three areas have been identified during the pandemic phase that requires skilled workforce. These are:

- Data Science
- Artificial Intelligence
- Natural Language Processing

**Note:** All these sectors have already been identified by the skills recognized by the DDU Kaushal Kendra Scheme and the Community colleges scheme by University Grants Commission.

**3.3.1. Target Groups:** The target group for the skill training under the SDC will be 18-45 years. Preference will be given to the AUD students.

**3.3.2. Short-term training programmes:** The SDC will plan, design, develop and implement Short-Term Training programmes based on the local industries located in Delhi across different social groups. The skill training programme will be organized based on the Qualification Packs (QPs) as defined under the National Occupational Standards (NOSs) by the industry bodies such as different Sector Skill Councils (SSCs). The SDC will develop a special skill training programme in a project mode that is not defined under the available Qualification Packs (QPs) / National Occupational Standards (NOSs). The programme duration could vary from 15 days to six months. While organizing the training programme apprenticeship model could also be used, including industry internships for the trainees based on the nature of the QPs. The short-term training shall have provision for both fresh skilling for trainees, who are first-time learners and re-skilling for the existing workforce, who have already undergone formal/informal skilling and need additional skill sets.



Besides providing training according to the National Skills Qualification Framework (NSQF), additional training shall also be imparted in English, Employability & Entrepreneurship (EEE) modules. This will enhance the potential for international employment of the youths as well. The duration of the training shall vary as per the job role.

**3.3.3. Executive training programmes:** The SDC will organize such skill training programmes in the self-financing model to promote fee-based skill training courses to the working groups engaged in different industries/ corporates as per NSQF level 3 and above. The SDC will identify such areas and design skill training courses by introducing such fees in popular terms with higher industry demand and average wages. The SDC will review from time to time while introducing such executive training programmes based on the industry/corporate needs. The SDC will coordinate with the NSDC and SSC to identify skill gap areas to determine the workforce requirements in the economy's various sectors and the skill-sets required for the respective job roles.

**3.3.4 Certification through Recognition of Prior Learning (RPL):** Recognition of Prior Learning (RPL) is a platform to recognize informal learning to get equal acceptance as the formal levels of education. It aims to appreciate prior knowledge irrespective of the medium of achieving it. In short, RPL is a process of assessment of an individual's prior learning to give due importance to learning as an outcome rather than learning as a process. The proposed centre will follow the guidelines as per the National Skill Development Corporation in terms of Recognition of Prior Learning (RPL) which will help align the competencies of the un-recognized workers of the NCR region with the standardized NSQF framework to provide recognition and enhancing their career/employability opportunities.

**3.3.4. Researching Skill Development:** The proposed SDC will also be working on the research aspect of skill development in India. It will serve as a think tank for inputs on research related to skill development and evolve as a credible research centre in skill development. Its task will be to serve as an authentic, qualitative and accessible think tank for research related to India's skill development. The SDC will work in collaboration with National Skill Development Agency (NSDA), National Skill Development Council (NSDC), National

Council for Vocational Education and Training(NCVET), Delhi Skill Development Programme, Directorate of Skill Training Centre of GNCTD etc. to bring together policymakers, social partners, researchers and practitioners to share their ideas on ways to improve skill education and training policies.

**3.4. Skill Training Design:** The curriculum of these skill courses will be comprehensive and interdisciplinary in learning various skill sets and will be designed to support a wide range of career paths, especially involving 21st-century skills. A blended approach could be used on the delivery of the training programmes. The theory portion may be delivered through digital/online mode, and the practical part will be delivered at the SDC/ industry set-ups using the physical training infrastructure.

The SDC will follow the below-mentioned strategies while designing skill training programmes:

- i. Job Roles that have been approved by industry bodies and are compliant with NSQF.
- ii. Job Roles that are preferably NSQF level 2-5 are to be considered by the NSDC. Other NSQF level job roles may be regarded based on the industry requirement on a case to case basis.
- iii. Preference will be given to such Job Roles aligned with the identified skill gaps captured in the skill gap study.
- iv. Job Roles having the potential of employment.
- v. The training hours will be as per the approved hours of NCVET.
- vi. The model curriculum and content for the respective Qualification Packs (QPs) should be in place and preferably developed by awarding bodies (including SSCs).
- vii. Add-on bridge courses and language courses for making skill training compatible internationally so as to provide international employment opportunities to the youth.

**3.5. Training of Trainers:**

Skill training primarily is conceptualised to create scope and opportunities for the employee by developing his talent and enhancing his skills and know-how. The emphasis of skill training is to provide proper training that will support and guide the employees in their chosen field. Therefore training of master trainers is an essential component in any skill training programme. Training and development of master trainers is an instrument to meet the twin challenges of

continuous improvement and demands of change. There is an ever-emerging challenge of capacity-building of trainers. Thus, it is necessary to recognize the crucial role of the master trainer from being a provider to enabler, facilitator and change-agent where learner is in the focus. Training of master trainers programme is designed to provide opportunities to the master trainers for the development skills to facilitate, create and manage a learner based environment. The master training programme of SDC, therefore should focus on developing the skills in areas such as- technology skills, strong communication skills, organisational and adaptability skills, ability to assess stakeholders and organising research skills. For this, the training of master trainers has to provide advanced facilitation skills towards the end training as per the qualification pack for ‘Lead Trainer’. Therefore the SDC in collaboration with the NSDC could organise training and development of Master Trainers in the skill eco-system through its programme designed in collaboration with Management Sector Skill Council (MEPSC), especially on enhancing training delivery skills.

**3.6. Assessment and Certification:** AUD follows a continuous assessment system that includes assessing the students throughout their learning cycle. Certifications will be done in alignment with the relevant guidelines of the sector skill council. The assessment and certification process will conform with the industry bodies and NCVET. Apart from the SDC undertaking assessment of learners, the skill assessment will be the prime responsibility of the SSC / Awarding Bodies and will be conducted by a third-party organization called Assessment Agency (AA). It is also proposed that an online assessment system and proctored assessment will be prioritized for theoretical and practical evaluation (wherever possible). The trainees will be given a 2nd chance to unsuccessful candidates who have > 70% attendance. The 3rd party assessment will be conducted for the certifications in collaboration with the relevant sector skill council to assess the student based on the various NSQF levels.

#### **4. Organisational Structure of SDC**

##### **4.1. Advisory Committee (AC) of the SDC:**

The Advisory Committee of SDC will consist of:

- |  |             |
|--|-------------|
| 1. Vice-Chancellor/ Pro-Vice-Chancellor, AUD                   | Chairperson |
| 2. Dean School of Vocational Studies (ex-officio)              | Member      |
| 3. One Dean of the School of studies to be nominated by the VC | Members     |

4. One Director of the Centres of AUD to be nominated by the VC	Member
5. Not less than two experts in skill development sector from Academic institutions outside the AUD to be nominated by the VC	Members
6. Two industry experts to be nominated by the VC	Member
7. Two CEOs from Sector Skill Council on rotation basis to be Nominated by the VC	Members
8. Director of the SDC (ex-officio)	Convener

**Note:** The nominated members will have membership for the Advisory Committee for a period of three years and all nominations are to be approved by the BOM of the University.

The Advisory Committee will meet at least two times in a financial year.

#### **4.2. Programme Implementation Committee at the SDC**

i. Director SDC	Chairperson
ii. One Professor/Associate Professor from SVS (to be nominated by the VC)	Member
iii. One Professor/ Associate Professor from one of the Schools outside SVS	Members
iv. Two members of the AC of SDC (to be nominated by the EB)	Members
v. All faculties associated with the SDC	Members
vi. Asstt. Professor (Programme Planning)	Convenor

#### **4.3. Staffing of the SDC**

Proposed staffing will be from the regular faculty of AUD having alignment and competencies related to the skill education and training. The Centre will have the following minimum staff deployment amongst the academic, trainers and staff. All academics and trainers deployed with the centre will ensure some teaching/skill training commitment in the schools of studies depending on their area of specialisations.

1. Director- (at the level of Professor)	01
2. Associate Professor, SDC	01
3. Assistant Professors, SDC (One each in Programme Planning, Curriculum Design and Assessment)	03

4. Training Instructors (one instructor as per the verticals activated)	04
5. Research Associate	01
6. Administrative Officer (at the level of Section Office)	01
7. Office Executive/Assistant	01
8. Multi-Tasking Staff	02

(All staff from serial no. 4-8 will be on contract basis. The Centre may engage Laboratory Assistants as per the need also on contract basis).

5. **Sources of Funding:** Seed money can be taken from the university initially. Later on, various agencies such as the Ministry of Skill and Entrepreneurship and UGC can be approached for the corpus funds. Furthermore, University may collaborate with multiple schemes such as the Pradhan Mantri Kaushal Kendra scheme under NSDC and PMKVY and Skill India Mission under the aegis of NSDC. In addition to above the SDC could explore to get funding support from DDUGKY, Project Roshini under MoRD, Ministry of Minority Development, Ministry of SC/ST Development Corporation etc. It can also raise funds from PSU and corporates under corporate social responsibility (CSR) programme for skill training.
6. **Collaborations:** The Centre will collaborate with different Schools of Studies and Centres within the AUD such as-SBPPSE, SoD, SCCE, SES, SHE, AIC, ACIIE, CECED, CCK, CELE etc. as well as outside the University system such as NSDA, NSDC Sector Skill Councils (SSCs), CII, FICCI, different ministries of government of India, skill training centres under government and private bodies, NGOs and professional bodies devoted for skill development both in government and private sectors. The collaboration will basically focus on planning, designing and implementation of skill development programmes, including research to be initiated by the SDC.

#### **7. Financial Implication for the SDC:**

It has been thought to run this proposed SDC in a self-finance model. However, at the initial stage following non-recurring and recurring cost for establishment of the SDC is proposed for the first three financial years (2021-22, 2022-23 and 2023-24)

**A. Non-Recurring (Capital )Expenses:**

- a. Civil work for setting up of Laboratories/Training Rooms: Rs.1,00,00,000.00
- b. Laboratory equipment (as per the verticals): Rs. 1,00,00,000.00

**B. Recurring Expenses (for first THREE years):**

- a. Salary of core staff: Rs. 1,00,00,000.00
- b. Office expenses: Rs.50,00,000.00
- c. Curriculum design and material development: Rs.50.00.000.00
- d. Assessment of trainees (third party): Rs.25,00,000.00
- e. Capacity building activities: Rrs.10,00,000.00
- f. Misc. expenses: Rs.15,00,000.00
- Total** **Rs.4,50,00,000.00**

The Director and the faculty will be the regular employees of the University for which their salary component will come from the University. Since the SDC is conceptualised as self-financing centre, all expenses after three years will be raised by the Centre from the fees, corporate programmes, grants/donations for skill development programmes. The University need to grant decentralisation of power to the Centre Director for which a standard operating procedure (SOP) will be developed and provided by the University for the day-to-day functioning of the SDC.

**AMBEDKAR UNIVERSITY DELHI**  
**School of Vocational Studies**

**Minutes of the Consultative Meeting of the AUD Skill Development Centre (SDC) held on 13 April 2021 at 11AM through Zoom Meeting**

The Consultative Meeting for setting up of the AUD - Skill Development Centre (SDC) was organized by the School of Vocational Studies, Ambedkar University Delhi under the leadership of the Honourable Vice Chancellor on 13 April 2021 over online zoom meeting from 11AM to 2.00PM. The following industry experts and faculty members of AUD were present:

***AUD Faculty:***

1. Prof. Anu Singh Lather, Vice Chancellor, Ambedkar University Delhi
2. Prof. Sitansu S Jena, Dean, School of Vocational Studies
3. Dr. Nitin Malik, Registrar, Ambedkar University Delhi
4. Dr. Kartik Dave, Dean, School of Business Policy and Entrepreneurship, Ambedkar University, Delhi
5. Dr. Amol Padwad, Director, CELE, Ambedkar University Delhi
6. Mr. G. Srinivas, CEO, AIC, AUD
7. Dr. Dinesh Taneja, Director, IT Services, Ambedkar University Delhi
8. Mr. Nikhil Singh Charak, Assistant Professor, School of Vocational Studies
9. Mr. Ankush Rathor, Assistant Professor, School of Vocational Studies
10. Ms. Fariha Siddiqui, Assistant Professor, School of Vocational Studies

**External Experts:**

1. Prof. Sudhir K Jain, Former VC and Professor Emeritus, NSUT, Delhi
2. Prof. Rajesh Kambayat, Joint Director, PSSCIVE, Bhopal
3. Prof. Vinay Swarup Mehrotra, Professor, PSSCIVE, Bhopal
4. Ms. Sudha Chandra, Former General Manager, ITDC
5. Dr. RK Bhandari, Banarsidas Chandiwala Institute of Hotel Management & Catering Technology, New Delhi
6. Mr. Jan Ebben, Senior Head Apprenticeship Division, Consultant Industry Engagement, NSDC, New Delhi
7. Ms. Monica Bhel, CEO, Beauty & Wellness SSC, Gurgaon
8. Mr. Sunil Marwah, CEO, SSC, Food Processing
9. Ms. Anita Srivastava, Director (I/C), Ministry of Skill Development and Entrepreneurship, Govt of India
10. Mr. Lawrence Fernandes, Director, Retailers Association of India
11. Mr. Mohit Sharma, Head (Operations), Delhi Skills & Entrepreneurship University

12. Mr. Sudhir Kant, Chairman, ACIIE & Director, Forum Synergies Pvt Equity
13. Mr. Chiranjiv Guha, National Skill Development Corporation
14. Ms. Nika Gupta, RASCI, Mumbai
15. Mr. Sundeep Chhabra, THSC, New Delhi
16. Ms. Srijita Dutta, Manager- Education, SSC Food Processing, New Delhi
17. Capt. T.S. Ramanujam, CEO, SSC Logistics
18. Mr. Soumya Rajan, CEO BFSI SSC, Mumbai
19. Mr. Shwet Pandey, RAI, Mumbai

Ms. Simranjeet Kaur, Research Assistant, SVS provided academic assistance in organising the Meeting.

The meeting was chaired by Prof. Anu Singh Lather, Hon'ble Vice Chancellor, AUD.

The following were deliberated in the Consultative Meeting:

1. At the outset, Prof. Sitansu S Jena, Dean, SVS welcomed the Honourable Vice Chancellor Prof. Anu Singh Lather and the esteemed experts both from the industries and academic institutions. Each expert made brief introductory remark about themselves and the activities they have been associated with in the field of skill development and training.
2. The Honourable Vice Chancellor introduced the nomenclature of vocation using the terms '*hunar*', '*kaushal*' and '*kala*'. She emphasised that the Skill Development Centre should focus on developing '*hunar*' or talent of young population and facilitate for culminating same to '*Kaushal*' and further into '*kala*' which will make them a best human resource for the country. She also emphasised the importance of making the university graduates making them ready not only for industries but also develop such entrepreneurship skills for effectively contributing to the economy of the country, which has consistently been advocated through the National Education Policy (NEP), 2020.
3. Thereafter, Prof. Jena made a brief presentation emphasising on the need to have skill development centre highlighting the demographics structure as has been highlighted in India Skill Report, 2021 and the recommendations for skill development as highlighted in the National Education Policy (2020) under the higher education space in the country. He explained the vision, mission and objectives of the SDC and briefed the participants about the organisational structure, curriculum planning and design, skill training pedagogy , assessment and certification process, which are detailed out in the concept note.
4. Mr. Jan Ebben from NSDC while appreciating the AUD's initiative to set-up a SDC, made a brief presentation on 'NSDC's involvement with degree apprenticeship' programme, which has been rolled out by many higher education institutions in the country. He focussed his presentation into three areas- the first part describing the history of apprenticeship in India followed by a brief introduction into degree apprenticeship



program and the way forward which emphasised on the cooperation between universities and skill organisations. Following his presentation, Prof. Lather suggested that NSDC need to develop an action plan on having post- doctoral internship programme and researches commissioning to the Skill Development Centre, which happens to be a relatively new field in the country. She highlighted that the University will be looking forward to working along these lines in the near future as well.

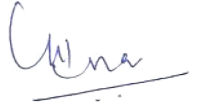
5. Ms. Anita Srivastava from Ministry of Skill Development & Entrepreneurship (MSDE), Govt. of India lauded the University to take up such initiative and highlighted on a brief history of the Government's initiatives with regard to skill development and entrepreneurship programmes in India from the policy perspective. She explained the Ministry's vision with regard to skill development and the schemes envisioned by the Government. Building on Mr. Ebben's presentation, Ms. Srivastava urged that the SDC should take into account the model and recommendations of the apprenticeship scheme of the Government of India and translated into action by the UGC. She flagged off an important concern that the certification issued by the universities should be at par with that of national standard and as per the NSQF levels to ensure professional mobility in the later stages and acceptable by the industries. She concluded her presentation by extending her support to the AUD in possible way for carrying forward the task on skill development and training in the University.
6. Building further on Ms. Srivastava's presentation, Ms. Nika Gupta from RASCI highlighted on a three-year apprenticeship program that has already been rolled out by RASCI initially with 10 academic institutions, which was later scaled up in other universities across the country. She emphasised that the SDC can become a destination centre for drop-outs, professionals working in the informal sector and the youth to hone their skills for the professional market.
7. Mr. Chiranjiv Guha while congratulating the AUD to set-up a Skill Development Centre made suggestions to offer vertical mobility for the students from schools to university. This will provide an impetus for further growth of the centre. He also suggested that converting the centre of excellence into a incubation centre which can be done by taking help from the industry. Lastly, he emphasised on the training of the trainers at the SDC for which the NSDC has already rolled out a programme and the proposed AUD-SDC could take advantage of the same through NSDC.
8. Prof. Vinay S. Mehrotra from PSSCIVE, Bhopal presenting on the 'Training Design for SDC' highlighted the importance of interdisciplinary approach in providing training through SDC and that should include aspects from fields of psychology, critical thinking, logical thinking, discovery learning, problem solving and high order thinking skills etc. The proposed SDC should also work for developing soft skills of the graduates of AUD through its short-term credit based programmes, so that they could effectively be placed in the industries after their course work. He also placed threshold on development 360 degree evaluation and feedback system. He appreciated the blended

approach which has been visualised at the SDC and suggested that web classes need to plan for which host of learning resources are to be prepared for the trainees. He also emphasised on developing 'Hub and Spoke Model' and fostering the initiation for developing e-portfolios for students which can be accessed by the trainer remotely.

9. Prof. Rajesh P Khambayat, Jt. Director, PSSCIVE, Bhopal congratulated the University for such initiative and highlighted that there cannot be one standalone approach for skill development initiative as students may follow different professional routes like-entrepreneurs, wage employment as possible trajectories after graduating from the program. He also stated that few courses may also have a shorter run than others. Hence, program evaluation should be a regular featured at the SDC. Further, teacher training and technology enabled learning can bring about positive changes in the overall working of the SDC.
10. Mr. Sudhir Kant while making brief presentation on 'Financing Skill Development Centre' focused on possible mobilisation of financial resources for the SDC, which is very critical for sustainability of the centre, can be either drawn from the Government or the Industry which can be in the form of sponsorship, donation, or even as CSR activities for skill training. However, in order to get funding, it is important to understand the industry demands and supplementing to their human resource interests. He suggested on planning programs in a way that they are profitable and self-sustaining. For this to happen, we need to incorporate the 'ASK' approach in curriculum design which includes development of attitude, skills and knowledge of the stakeholders.
11. In the open session, Ms. Srijita Dutta from SSC, Food Processing highlighted on the opportunities in the food processing industry, particularly in place like Delhi. She also extended her support in setting up programs in this area at the SDC. Ms. Sudha Chandra advocated that there are about 17 ministries in Govt. of India who have been engaged with skill development activities though their different programmes and they will be very much willing to provide financial support in project mode for the skill training by the proposed SDC.
12. Prof. Lather sought suggestions regarding the Industry's inclination towards Skill Development Centres in a university space like AUD which is primarily devoted to social sciences and liberal arts. Ms. Monica Behl CEO of SSC Beauty and Wellness suggested that the University should reach out through its different advocacy programmes regarding importance of skill development of graduates in priority sectors, including organising regular counselling for parents as well as students as a step in this direction.
13. The Vice Chancellor in her concluding remark informed that though the University will make its best effort to place minimum seed money for the centre at initial stage, but the SDC has to function in a self-sustained mode. She also proposed to initiate action to start the apprenticeship degree programme as suggested by the NSDC through the SVS.

14. The group unanimously resolved to support the university's action to set-up a Skill Development Centre within the University's space and to translate the action as recommended under the NEP 2020 and committed to extend all possible help to the University for this Cause. It was also appraised to the experts that the University will make all its effort to operationalise the SDC during the next academic session.

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



**(Sitansu S. Jena)**  
**Dean, SVS**

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

School/Centre proposing the course	SOL
Programme(s)	MA
Course title	सिनेमा और हिंदी साहित्य
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	ELECTIVE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PG
Proposed date of launch	JULY 2020
Course coordinator and team	Hindi Faculty

- Does the course connect to, build on or overlap with any other courses offered in AUD?  
इस कोर्स का सम्बन्ध स्नातक स्तर पर फाउंडेशन कोर्स हिंदी (FH-3) और हिंदी के ही अन्य कोर्सेस से है | वहां हम साहित्य के साथ सिनेमा की भी बात करते हैं लेकिन यहाँ विस्तार पूर्वक साहित्य और सिनेमा के गहरे संबंधों की पड़ताल की जाएगी | इसके अतिरिक्त स्कूल ऑफ कल्चर एंड क्रिएटिव एक्सप्रेशन (SCCE) के साहित्यिक कलाओं में परास्नातक के तहत पढ़ाए जाने वाले विभिन्न प्रश्नपत्रों से इसका घनिष्ठ सह-सम्बंध है।
- 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):  
40-45
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
- How does the course link with the vision of AUD?  
इस कोर्स का सम्बन्ध स्नातक स्तर पर फाउंडेशन कोर्स हिंदी (FH-3) और हिंदी के ही अन्य कोर्सेस से है | वहां हम साहित्य के साथ सिनेमा की भी बात करते हैं लेकिन यहाँ विस्तार पूर्वक साहित्य और सिनेमा के गहरे संबंधों की पड़ताल की जाएगी | इसके अतिरिक्त स्कूल ऑफ कल्चर एंड क्रिएटिव एक्सप्रेशन (SCCE) के साहित्यिक कलाओं में परास्नातक के तहत पढ़ाए जाने वाले विभिन्न प्रश्नपत्रों से इसका घनिष्ठ सह-सम्बंध है।
- How does the course link with the specific programme(s) where it is being offered?

साहित्य समाज का दर्पण माना जाता है जो भी कुछ समाज में घट रहा है उसे साहित्य में स्थान मिलता है साहित्य अपने पाठकों को अपने परिवेश के प्रति संवेदनशील बनाता है | सिनेमा एक

प्रभावशाली माध्यम है | सिनेमा भी अपने दर्शक को जागरूक करता है | उसकी यही जागरूकता समाज और उसमें व्याप्त रुचियों को परिष्कृत करता है जो समाज के विकास में सहायक है | ऐसे में यह कोर्स विद्यार्थियों में साहित्य और सिनेमा के प्रति एक समझ विकसित करने का कार्य करेगा |

## 7. Course Details:

### a. Summary:

यह एक एम् ए का इलेक्टिव कोर्स है | जिसे एक सेमेस्टर में पढ़ाया जाएगा तो इसमें विस्तारपूर्वक अध्ययन करवाया जाना अपेक्षित है | इस कोर्स के माध्यम से सिनेमा और साहित्य के अंतर्संबंधों को समझाने का प्रयास किया जाएगा | भारत एक बहुसांस्कृतिक, बहुभाषिक देश है इसलिए यहाँ सिनेमा एक महत्वपूर्ण कड़ी का काम करता दिखाई पड़ता है | फिर चाहे सिनेमा का मूल चरित्र मनोरंजनप्रधान हो यह अपनी लोकप्रियता के कारण समाज परिवर्तन, जागरूकता में अहम् भूमिका निभाता है, यही नहीं साहित्यकारों ने भी सिनेमा लेखन में एक अहम् भूमिका निभायी है, इसलिए साहित्य आधारित सिनेमा कौन कौन सा है उसपर भी बात की जाएगी | और क्या साहित्य आधारित सिनेमा उतना ही प्रभावशाली रहा जितना के वो साहित्य में था इसे भी देखने का प्रयास किया जाएगा जिसके केंद्र में साहित्य आधारित सिनेमा को ही रखा जाएगा | सिनेमा की समाज में अहम् भूमिका है | इसमें उन फिल्मों को भी केंद्र में रखा जाएगा जो साहित्य की किसी कृति पर आधारित नहीं है लेकिन समाज के बदलते स्वरूप को दिखाने में सक्षम है | इसी लोकप्रिय सिनेमा के माध्यम से बदलते हुए समाज को सूक्ष्मता से देखा जा सकता है | फिल्मों और साहित्य के केंद्र में धार्मिक सद्भाव, अहिंसा, गरीबों के प्रति सहानुभूति जैसे महत्वपूर्ण भावों और मुद्दों की अभिव्यक्ति होती है | साथ ही साहित्य और सिनेमा पर जिन विचारधाराओं का प्रभाव लक्षित हुआ है उनके प्रति भी विद्यार्थी की समझ विकसित करना इस कोर्स का लक्ष्य होगा | इसके अतिरिक्त सिनेमा और साहित्य में भारतीय संस्कृति को किस प्रकार व्यक्त किया गया है जो मिली-जुली संस्कृति को परिभाषित करती है उसको भी समझने का प्रयास इस कोर्स के जरिये किया जाएगा |

### b. Objectives.

- विद्यार्थी को समाज और उसकी संरचना से रू-बा-रू ।
- विद्यार्थियों को साहित्य और सिनेमा के संबंधों से अवगत कराना
- साहित्य और सिनेमा की ताकत से परिचय कराना |
- समाज की आवश्यकताओं के अनुरूप सम्वेदनशीलता विकसित करना तथा सामुदायिक स्तर पर लोगों की स्थिति में बेहतरी की कोशिशों में शामिल है।

### b. Expected learning outcomes:

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

### माइयूल-1:

#### सिनेमा: एक सशक्त जनमाध्यम

सिनेमा जनसंचार का एक प्रभावशाली माध्यम है। मूक होने से सवाक् होने तक की इसकी यात्रा महत्वपूर्ण रही है। शुरुआती दौर में सिनेमा भारतीय मिथकों से प्रभावित रहा लेकिन धीरे धीरे समाज की समस्याओं को भी सशक्त प्रभावी ढंग से दिखलाने में महत्वपूर्ण भूमिका अदा करता दिखाई पड़ता है। सिनेमा की यही विशेषता है कि वह अपने समय को लेकर संवाद करता है समस्याओं के प्रति जागरूक करता है। इसके बढ़ते दायरे के कारण यह एक लोकप्रिय माध्यम भी बनता चला गया। सिनेमा जीवन के यथार्थ के प्रति समझ पैदा करता, यह समझ फिल्मों में दिखाए जाने वाले छोटे छोटे दृश्यों से पैदा होती है। यह भी सत्य है कि फिल्मों को देखकर जरूरी नहीं कि सभी दर्शकों पर एक ही जैसा प्रभाव पड़े बल्कि वह हर दर्शक के लिए नये पाठ का निर्माण करने में भी सक्षम दिखाई पड़ता है। किसी के लिए कोई फिल्म मात्र मनोरंजन का जरिया है तो किसी के लिए समाज की सोच परिवर्तन करने का सशक्त माध्यम है। जनमाध्यम के इस रूप ने समाज में पनप रही बीमार मानसिकताओं, अंधविश्वास, विद्रूपताओं, खोखले मूल्यों को तोड़ने और नये मूल्य बनाने में अहम भूमिका निभाई है। मुख्य रूप से इस मोड्यूल में इन बिन्दुओं पर बात की जाएगी।

सिनेमा को पढ़ने का तरीका क्या हो सकता है, उसकी तकनीक भाषा आदि पर भी बात करके सिनेमा के स्वरूप को समझा जा सकता है।

1. सामाजिक, राजनीतिक समस्याओं के प्रति जागरूकता।
2. भारतीय संस्कृति से रूबरू कराता है।
3. नये मूल्यों की स्थापना।

### माइयूल -2

#### साहित्य और सिनेमा का अंतर्संबंध

सिनेमा और साहित्य के संबंधों की लम्बी परम्परा रही। जो मूक फिल्मों के दौर से लेकर अब तक बनी हुई है। कई साहित्यिक कृतियों पर सफल- असफल फिल्में बनी हुई हैं। सफल और असफल का सवाल इसलिए खड़ा होता है क्योंकि कई बार साहित्यिक कृति पाठक पर इतना गहरा प्रभाव छोड़ती है कि जब वह सिनेमा के रूप में चित्रित होती है तो वह वह उसके साथ तादात्म्य स्थापित नहीं कर पाता इसलिए उसकी नजर में वह फिल्म जो साहित्यिक आधारित थी उसे असफल घोषित कर देता है। इसका कारण यही है कि सिनेमा और साहित्य अभिव्यक्ति के दो अलग अलग माध्यम हैं। जिसमें एक शब्दों के जरिये अपने पात्रों को पाठक के सामने रखता है तो दूसरा चित्रों के द्वारा अपने दर्शक के सामने आता है। इसलिए कुछ बिन्दुओं को ध्यान में रखते हुए इनके संबंधों को समझना होगा।

• जैसे किसी कृति को पढ़ते समय हम ठहर- ठहर कर उसके शब्दों के भावों को समझ सकने की प्रक्रिया से गुजरते हैं जबकि फ़िल्म देखते समय एक साथ इतने चित्र सामने होते हैं तो कुछ चित्र आँखों से ओझल से हो जाते हैं |

• साहित्यिक कृति को पढ़ते समय कल्पना शक्ति के सहारे अपने पात्र, स्थान, खुद ही गढ़ लेते हैं किन्तु सिनेमा हमारी सामने मूर्त रूप में पात्रों आदि से रूबरू करवा देता है | इस माड्यूल में उन साहित्यिक कृतियों का अध्ययन अपेक्षित है जिन पर फिल्मे भी बनाई गयीं हैं |

निर्धारित पाठ

1. सद्गति
2. तीसरी कसम
3. यही सच है
4. निर्मला

### माड्यूल -3

#### साहित्य के फिल्मांतर और समस्याएं

साहित्य की भाषा और सिनेमा का तकनीकी पक्ष वास्तव में जब किसी कृति पर सिनेमा बनता है तो निर्देशक सिर्फ कहानी या उपन्यास के मूल भाव का अनुकरण मात्र करता इसलिए कई बार साहित्य पर आधारित जो भी सिनेमा बनता है वह साहित्य की की बारीकियों को पकड़ने में सक्षम होता है तो कई बार वह भावों की वैसी अभिव्यक्ति नहीं कर पाता | साहित्य में जितने विस्तार रूप से पढ़ सकते हैं सिनेमा में वह कथानक समयावधि में सीमित हो जाता है इसीलिए उसका संक्षिप्त रूप ही सामने आ पाता है, और कथानक का विस्तार न होने के कारण भावों का वैसा प्रभाव निकल कर नहीं आता जैसा साहित्य में होता है |

• साहित्य की भाषा की अपनी महत्ता है, वो सिनेमा में आकर कुछ बोझिल हो जाती है, सिनेमा परिवर्तन के साथ-साथ मनोरंजन का भी सशक्त माध्यम है | इसलिए सिनेमा की भाषा ऐसी रखने का प्रयास रहता है जो सभी की समझ में आ सके | कई बार तो सिनेमा में साहित्य की भाषा को सरल बना कर प्रस्तुत किए जाने की मजबूरी भी होती है | क्योंकि साहित्य शिक्षित वर्ग तक सीमित रहता है, जहाँ भाषा की जटिलता पाठक के सामने समस्या नहीं बनती | | जबकि सिनेमा का दर्शक किसी भी आयु, वर्ग और श्रेणी का हो सकता है | इसलिए भाषा को इस अंदाज के साथ प्रस्तुत किया जाता है कि दर्शक के सामने उसे न समझने का प्रश्न न खड़ा हो सके |

• भाषा अभिव्यक्ति का महत्वपूर्ण माध्यम है | जिस साहित्य की भाषा जितनी मजबूत होगी उसका साहित्य भी उतना ही अधिक प्रभावशाली होगा | इसी तरह सिनेमा की भी अपनी भाषा होती है जो विभिन्न संकेत, प्रतीक आदि सिनेमा को समझने में सहायता करते हैं | इसलिए इस माड्यूल में इन पक्षों से भी रू-ब-रू करवाया जाएगा |

इस मोड्यूल में यह देखने का प्रयास होगा के सिनेमाकार जब अपनी सृजनात्मक दृष्टि को व्यक्त करता है या साहित्य की किसी कृति पर फ़िल्म बनाता है तो वह अपने हिसाब से उसे मनोरंजक बनाने के लिए कुछ छूट ले जाता है | तो क्या साहित्य का प्रभाव वैसा ही रह जाता है या वह निर्देशक की एक स्वतंत्र फ़िल्म हो जाती है |

इस दृष्टि से भी उन फ़िल्मों का अध्ययन किया जा सकता है जिनकी कहानी पौराणिक ,मिथकीय पात्रों से मिलती है लेकिन उनकी समस्याएं आधुनिक युग की समस्याओं के रूप में सामने आती है | यही नहीं भारतीय संस्कृति से ओत-प्रोत सिनेमा भी किस प्रकार युवा पीढ़ी की दिशा निर्धारित करता है उसे भी देखने का प्रयास किया जा सकता है |

इस प्रकार निर्देशक की सर्जनात्मकता ही पुराने विषयों को नये रूपों में दर्शक के सामने लाने का प्रयास करती है | इस मोड्यूल में हम ऐसे सिनेमा को स्थान दे सकते हैं जिसका सम्बन्ध साहित्य से हो लेकिन हर बार वो नये रूप में सामने आ रहा हो | जैसे की देवदास फिल्म कई बार बनी लेकिन हर बार कुछ न कुछ निर्देशक ने अपनी सर्जनात्मकता को बनाए रखते हुए समय के हिसाब से बदलाव किए |

#### माड्यूल - 4

##### सिनेमा का अध्ययन

फ़िल्म माध्यम से निर्देशक जीवन की विभिन्न स्थितियों,व्यक्तियों,दृश्यों के बीच जाकर दर्शक तक अपनी पहुच बनाने का प्रयास करता है | उसकी पूरी कोशिश रहती है के वो फ़िल्म के जरिये उस समाज को इस तरह प्रस्तुत करे कि दर्शक उस फ़िल्म से खुद को जुड़ा महसूस करे और अपने जीवन के यथार्थ को फ़िल्म के जरिये महसूस भी कर सके | इसलिए इस मोड्यूल में सिर्फ साहित्य आधारित फ़िल्मों का अध्ययन किया जायेगा | साहित्यिक कृतियों और उस पर आधारित सिनेमा ने जिन मुद्दों को उठाया है उनको आज के सन्दर्भ में भी देखने का प्रयास होगा | कुछ चर्चा हिंदी भाषा से अलग विभिन्न भाषाओं के साहित्य को भी देखने का प्रयास रहेगा जिस पर सिनेमा भी बनाया गया है |

- किन्ही दो साहित्य आधारित फ़िल्मों का अध्ययन

##### निर्धारित सिनेमा

- 1.तमस
- 2.निशांत
- 3.चरणदास चोर
- 4.सूरज का सातवां घोड़ा
- 5.आक्रोश
- 6.नौकर की कमीज



d. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	सिनेमा जनमाध्यम के रूप - स्वरूप से परिचय कराना	शुरुआती समय से जनमाध्यम के रूप में सिनेमा की क्या भूमिका रही ऐसे सवालों को केंद्र में रखा जायेगा	1.संचार माध्यम और पूंजीवादी समाज ,मुरली मनोहर प्रसाद ,ग्रन्थ शिल्पी,2006 पेज-1 2.सिनेमा पढने के तरीके ,विष्णु खरे,आनंद प्रकाशन,2010	1.जनमाध्यम और मास कल्चर ,जगदीश्वर चतुर्वेदी ,सारांश प्रकाशन,1995,पेज-104 2.जनमाध्यमों का मायालोक ,नॉम चाम्सकी ,ग्रन्थ शिल्पी 2000	
2	सिनेमा की इतिहास यात्रा पर चर्चा		1.भारतीय सिनेमा का अंतःकरण,विनोददास,मेधा बुक्स, 2.सिनेमा के बारे में,कबीर नसरीन मुन्नी राजकमल प्रकाशन., 3.हिंदी सिनेमा का इतिहास ,संजीव श्रीवास्तव ,प्रकाशन विभाग,2004		30 प्रतिशत असाइनमेंट
3	साहित्य और सिनेमा के संबंधों पर चर्चा	आपस में दोनों के अंतर्संबंधों की पड़ताल की कोशिश साथ ही हिंदीसाहित्य की कृतियाँ जिन पर फ़िल्में भी बनी हैं उन फिल्मों की स्क्रीनिंग आदि	1.सिनेमा और संस्कृति ,राही मासूम रजा,वाणी प्रकाशन 2.हिंदी सिनेमा का समाजशास्त्र ,जवरीमल्ल पारेख ,ग्रन्थ शिल्पी ,2006	सिनेमा की संस्कृति को समझने के लिए लेखको, निर्देशकों के साक्षात्कारोंको आधार बनाना ।	40 प्रतिशत का टेस्ट या तुलनात्मक अध्ययन करते हुए 3 हजार शब्दों में लेख ।
4	कोर्स में लगी	साथ ही उन पर बनी फिल्मों पर बातचीत,उन	1लोकप्रिय सिनेमा और सामजिक	कोर्स में लगी रचनाओं के साथ	

	रचनाओं पर बातचीत	दोनों के प्रस्तुतीकरण पर चर्चा आदि	यथार्थ,जवरीमल्ल पारख ,अनामिका पब्लिशर्स	साथ अन्य रचनाओं पर भी बातचीत	
5	साहित्यिक कृतियाँ के प्रस्तुतीकरण की समस्याओं की चर्चा	फ़िल्म स्क्रीनिंग और पाठ को आधार बनाकर			
6	सद्गति कहानी और फिल्म रूपांतर की समस्या पर चर्चा	फिल्मोंमेंदिखाएं गए पात्रो और कहानी में विद्यमान पात्रों का तुलनात्मक अध्ययन	सद्गति,(कहानी)प्रेमचंद		
7	यही सच है कहानी और इसी पर बनी फिल्म पर चर्चा		यही सच है (कहानी)मन्नू भंडारी		
8	तमस,सूरज का सातवां घोडा -- साहित्यिक दृष्टि से अध्ययन				
9	सामानांतर सिनेमा और पापुलर सिनेमा पर बातचीत	दोनों के बीच के सूक्ष्म अंतर को समझा जायेगा	1. ,भारतीय चित्रपट, महेन्द्र मित्तल ,अलंकार प्रकाशन,1975	1.कथाकार कमलेश्वर और हिंदी सिनेमा,उज्ज्वल अग्रवाल ,राजकमल प्रकाशन 2012	
10	सिनेमा में आये नये बदलावों को आज की फिल्मों के	इसमें कुछ फ़िल्में ली जा सकती है जो अस्मिता (दलित ,स्त्री,आदि )के प्रश्नों से रु-बा-रु करवा सके	सिनेमा;कल आज और कल ,विनोद भारद्वाज,वाणी प्रकाशन,2005		30 प्रतिशत प्रस्तुतिकरण

	माध्यम से समझना				
11	हिंदी भाषा से इतर अन्य भाषाओं विशेषकर बांग्ला भाषा की कृतियों (अनुवादित)का अध्ययन	साथ ही विभिन्न साहित्य आधारित फिल्मों का अध्ययन(देवदासपरिणीता आदि )	1.समय और सिनेमा , विनोद भरद्वाज ,वाणी प्रकाशन 1994,		
12	मनोरंजन सिनेमा ; साहित्यक सिनेमा	दोनों के उद्देश्यों ,दोनों के अंतर को समझना	1हिंदी सिनेमा बीसवीं से इक्कीसवीं सदी तक,.प्रहलाद अग्रवाल ,साहित्य भण्डार ,2009 2.सिनेमा और हिंदी सिनेमा ,अरुणकुमार,राजस्थान पीपुल्स पब्लिशिंग हाउस,2007		

#### 8. Pedagogy:

- Instructional strategies:
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
- Expertise in AUD faculty or outside
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

#### Signature of Course Coordinator(s)

Note:

- Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- 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	SOL
Programme(s)	MA Hindi
Course title	अस्मिता विमर्श
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	July 2020
Course coordinator and team	Prof. Satyaketu Sankrit, Prof. Gopal Pradhan

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

इस पाठ्यक्रम का सम्बंध स्नातक में हिंदी इलेक्टिव 'स्वाधीनता आंदोलन का वैचारिक जगत और हिंदी साहित्य' से तथा एम फ़िल हिंदी के कोर्स वर्क में 'साहित्य और विचारधारा' नामक प्रश्नपत्र से तथा स्कूल ऑफ़ कल्चर एंड क्रिएटिव एक्सप्रेसन के अनेक पाठ्यक्रमों से है।

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

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

None

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

45

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

2<sup>st</sup> Semester

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

अम्बेडकर विश्वविद्यालय दिल्ली की मूल संकल्पना विद्यार्थियों को सामाजिक रूप से सम्वेदनशील बनाने की है जिसके साथ यह पाठ्यक्रम विभिन्न अस्मिताओं के उदय और उनकी अभिव्यक्ति के प्रति समझदार भागीदार बनाकर विद्यार्थियों को आस-पास के माहौल को सम्वेदनशील रूप से समझने तथा साहित्य की परम्परा के साथ जीवंत सम्ववाद बनाकर इस लक्ष्य की पूर्ति करता है।

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

हिंदी साहित्य के भीतर लगभग पिछले तीस वर्षों से स्त्री और दलित लेखन गम्भीर चर्चा का विषय रहे हैं। हाल के दिनों में इनके साथ ही अल्पसंख्यक, आदिवादी, विकलांग, थर्ड जेंडर सम्बंधी साहित्य भी प्रकाश में आना शुरू हुआ है। ये साहित्यिक अभिव्यक्तियाँ सम्बंधित अस्मिताओं के निर्माण की अभिव्यक्ति हैं और उसमें मदद भी करती हैं। इस तरह हिंदी के स्नातकोत्तर पाठ्यक्रम के विद्यार्थियों के लिए यह पाठ्यक्रम आधुनिक हिंदी साहित्य और समाज के कुछ हद तक सबसे महत्वपूर्ण पहलू की समझ निर्मित करने के जरिये उसमें योगदान देता है।

7. Course Details:

a. Summary:

1990 के दशक में सोवियत संघ के पराभव के बाद नव उदारवादी आर्थिकी और वैचारिकी की प्रधानता दिखायी पड़ी। इसने पारंपरिक सामाजिक संरचना में व्यापक तोड़-फोड़ की। ऐसी हालत में पुरानी अस्मिताओं का पुनर्गठन हुआ। इस पुनर्गठन को 1960 दशक के उत्तरार्द्ध में पैदा नव सामाजिक आंदोलनों से भी प्रेरणा मिली थी। स्वाभाविक रूप से इस नये माहौल की अपनी सैद्धांतिकी भी निर्मित हुई जिसमें उत्तरआधुनिकता, उत्तर संरचनावाद, विखंडनवाद आदि प्रमुख हैं। इन अस्मिताओं में एक तरह की पारस्परिकता देखने में आती है जिसमें सहकार और प्रतिद्वंद्विता दोनों के पहलू उजागर होते हैं। नये समय में दावेदारी के लिए इन अस्मिताओं ने साहित्य को अपना प्रमुख माध्यम बनाया।

b. Objectives:

- स्नातकोत्तर हिंदी के विद्यार्थी को आधुनिक समय के एक प्रमुख साहित्यिक-सांस्कृतिक विमर्श की जानकारी देना।
- हाशिये की आवाजों के साथ कक्षा का जीवंत सम्वाद स्थापित करना।
- साहित्य, संस्कृति और समाज की पारस्परिकता तथा उनके अंतरलयन को स्पष्ट करना।

### c. Expected learning outcomes:

1. उदारीकरण के बाद बने संसार के बारे में समझ पैदा करना।
2. समाज में विभिन्न अस्मिताओं की पहचान की समझ निर्मित करना।
3. इन पहचानों को निर्मित करने वाली सैद्धांतिकी से परिचित कराना।
4. अस्मिता विमर्श से उत्पन्न साहित्यिक अभिव्यक्ति का बोध विकसित करना।

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

#### माड्यूल 1:

#### अस्मिता विमर्श की पृष्ठभूमि

1990 का दशक समूचे संसार में कुछेक बुनियादी परिवर्तनों के लिए मशहूर है। वस्तुतः 1989 का साल दुनिया के इतिहास में निर्णायक मोड़ वाले कुछ एक सालों में से एक था। इसने द्वितीय विश्वयुद्ध के बाद बने हुए विश्व भूगोल को तो बदल ही दिया साथ ही शीत युद्ध से निर्मित मानसिक जगत को भी गंभीर झटका दिया। नये समय में निजीकरण और उदारीकरण ने संपत्ति के संकेन्द्रण को बढ़ावा देने के साथ ही मध्यवर्ग का भी विस्तार किया। इस मध्यवर्ग में समाज के विभिन्न समुदायों के लोग शामिल थे जिन्होंने अपने समुदायों की सामूहिक आकांक्षाओं की अभिव्यक्ति के लिए अस्मिताओं की दावेदारी करनी शुरू की। इस नये माहौल ने 60 के दशक में सामने आए नव सामाजिक आंदोलनों की विरासत से भी बहुत कुछ ग्रहण किया। इस माड्यूल में एतद्विषयक प्रश्नों से विद्यार्थियों को परिचित कराया जायेगा।

#### निर्धारित पाठ:

दलित और अश्वेत साहित्य कुछ विचार: चमनलाल, आईआईएस शिमला, 2001

अफ्रो-अमेरिकन साहित्य, विजय शर्मा, वाणी प्रकाशन, 2014

#### माड्यूल 2:

## अस्मिता विमर्श की सैद्धांतिकी

योरपीय देशों में 60 के दशक के नव सामाजिक आंदोलनों ने नये तरह के विचारकों और विचारों को प्रतिष्ठा प्रदान की। खासकर उत्तर संरचनावादी विचारों के प्रवर्तक मिशेल फूको और विखंडनवाद के पुरस्कर्ता याक देरिदा का नाम अस्मिता विमर्श की सैद्धांतिकी से जोड़ा जाता है। साथ ही नारीवाद और अश्वेत साहित्य संस्कृति की दावेदारी से पैदा हुआ बहुसंस्कृतिवाद भी अस्मिताविमर्श की सैद्धांतिकी का महत्वपूर्ण अंग है। इन सब अवधारणाओं, विचारों और विचारकों से विद्यार्थी परिचित होंगे।

निर्धारित पाठ :

उत्तर आधुनिक साहित्यिक विमर्श: सुधीश पचौरी, वाणी प्रकाशन, 2005

साहित्य और स्वतंत्रता प्रश्न प्रतिप्रश्न: देवेन्द्र इस्सर, भारतीय ज्ञानपीठ, 2005

उत्तर औपनिवेशिकता के स्रोत और हिंदी साहित्य, प्रणय कृष्ण, लोकभारती, 2008

माड्यूल 3:

अस्मिताओं की पारस्परिकता

इन विभिन्न अस्मिताओं में पारस्परिक सहकार इस अर्थ में था कि ये बहुकेन्द्रीयता की पक्षधर होने से ही अपने लिए अवकाश पैदा कर सकती थीं। लेकिन साथ ही साथ इन अस्मिताओं के बीच एक तरह की प्रतिद्वंद्विता भी दिखायी पड़ती है। यह प्रतिद्वंद्विता पश्चिमी जगत में जिस तरह अश्वेत, स्त्री और यूरोपेतर प्रवासी समुदायों के बीच नजर आयी थी, उसी तरह हिंदी में भी दलित विमर्श और स्त्री विमर्श के बीच भी प्रतिद्वंद्विता दिखायी पड़ी। स्त्री-पुरुष की स्पष्ट कोटियों के परे भी अन्य लैंगिक अस्मिताओं के उभार ने साहित्य के लोकतंत्र को विस्तारित करने की चुनौती पेश की है। इस माँड्यूल में विद्यार्थी इस वैविध्य से परिचित होंगे।

निर्धारित पाठ :

भारतीयसाहित्यमेंदलितऔरस्त्री, चमनलाल, सारांशप्रकाशन, 1997

समकालीनहिंदीदलितसाहित्यएकविचारविमर्श, सूरजपालचौहान, वाणीप्रकाशन, 2017

माड्यूल 4:

अस्मिता विमर्श और साहित्य (दलित, स्त्री, आदिवासी और एलजीबीटीक्यू) व विकलांग विमर्श  
अस्मिताओं ने अपनी दावेदारी की अभिव्यक्ति के लिए साहित्य को महत्वपूर्ण उपकरण के रूप में प्रयुक्त किया। इसके चलते ही दलित साहित्य, स्त्री साहित्यकी नयी कोटियां सामने आयीं। इसके अतिरिक्त इन



विमर्शकारों ने इतिहास पर भी अपना दावा ठोका और हिंदी साहित्य की मुख्यधारा की एकांगिता को उजागर कर दिया। अस्मिता विमर्श के साहित्यिक हस्तक्षेप का बहुत ही महत्वपूर्ण पहलू अतीत की पुनर्व्याख्या है। यहां तक कि आत्मकथा को अभिव्यक्ति का प्रधान रूप बनाकर इन विमर्शों ने ज्ञान और अनुभव की चली आ रही पुरानी बहस में नये सिरे से हस्तक्षेप किया।

निर्धारित पाठ :

ज्ञानकास्त्रीवादीपाठ, सुधासिंह, ग्रंथशिल्पीप्रकाशन, 2008

दलितसाहित्यकासौंदर्यशास्त्र, डॉ. शरणकुमारलिंबाले, वाणीप्रकाशन, 2000

दलितसाहित्यएकअंतर्यात्रा, बजरंगबिहारीतिवारी, नवारुणप्रकाशन, 2015

दलित साहित्य का सौन्दर्यशास्त्र: ओमप्रकाश वाल्मीकि, राधाकृष्णप्रकाशन, 2008

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	अस्मिता विमर्श की पृष्ठभूमि	1989 में पैदा होने वाले वैचारिक मोड़ की समझ।	दलित और अश्वेत साहित्य कुछ विचार: चमनलाल		
2	अस्मिता विमर्श की पृष्ठभूमि	निजीकरण और उदारीकरण से होने वाले मध्यवर्ग के रूपांतरण की पड़ताल।	दलित और अश्वेत साहित्य कुछ विचार: चमनलाल		
3	अस्मिता विमर्श की पृष्ठभूमि	नए समय के माहौल से नाव सामाजिक आंदोलनों का सम्बंध।	अफ्रो-अमेरिकन साहित्य, विजय शर्मा		25%, टेक होम असाइनमेंट

4	अस्मिता विमर्श की सैद्धांतिकी: ल्योतार	उत्तर आधुनिकता की स्थिति स्पष्ट करना।	उत्तर आधुनिक साहित्यिक विमर्श: सुधीश पचौरी		
5	अस्मिता विमर्श की सैद्धांतिकी: फूको	उत्तर संरचनावादी विचारों की समझ विकसित करना।	साहित्य और स्वतंत्रता प्रश्न प्रतिप्रश्न: देवेन्द्र इस्सर		
6	अस्मिता विमर्श की सैद्धांतिकी: देरिदा	विखंडनवाद की सैद्धांतिकी को स्पष्ट करना।	उत्तर औपनिवेशिकता के स्रोत और हिंदी साहित्य, प्रणय कृष्ण		25%, क्लास सेमिनार
7	दलित विमर्श	साहित्य बोध के विस्तार और गहराई समझाना।	भारतीय साहित्य में दलित और स्त्री, चमनलाल		
8	स्त्री विमर्श	साहित्य बोध के भीतर लैंगिक चेताना की पहचान।	समकालीन हिंदी दलित साहित्य एक विचार विमर्श, सूरजपाल चौहान		
9	हाशिये की अन्य अस्मिताएँ	विमर्श और साहित्य के लेन-देन को स्पष्ट करना।	समकालीन हिंदी दलित साहित्य एक विचार विमर्श, सूरजपाल चौहान		25%, क्लास टेस्ट
10	दलित साहित्य	दलित साहित्यिक अभिव्यक्तियों से परिचय कराना।	दलित साहित्य का सौन्दर्यशास्त्र: ओमप्रकाश वाल्मीकि		

11	स्त्री लेखन	स्त्री साहित्यिक अभिव्यक्तियों से परिचय कराना।	ज्ञान का स्त्रीवादी पाठ, सुधा सिंह		
12	आदिवासी व एलजीबीटीक्यू साहित्य	आदिवासी व एलजीबीटीक्यू साहित्यिक अभिव्यक्तियों से परिचय कराना।	आदिवासी साहित्य यात्रा, रमणिका गुप्त		25%, क्लास टेस्ट

## 8. Pedagogy:

### a. Instructional strategies:

माड्यूलस में शामिल पाठों का अध्यापन करते हुए आनुषांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के साथ बहस-मुबाहिसा संचालित किया जाएगा। इन पाठों की अंतरअनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे। दिल्ली के दलित, स्त्री व अन्य लेखकों के व्याख्यान भी कराए जा सकते हैं।

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

Class room and Library

### c. Expertise in AUD faculty or outside AUD faculty

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

None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee

(SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	आधुनिक हिंदी कविता
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other - please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	July 2020
Course coordinator and team	Prof. Satyaketu Sankrit, Prof. Gopal Pradhan

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

बीए स्तर पर पढ़ाए जाने वाले हिंदी आधार पाठ्यक्रम [इलेक्टिव] और भारतीय व विश्व साहित्य [इलेक्टिव] शीर्षक कोर्सों से यह कोर्स कुछ हद तक जुड़ा हुआ है। एमए में प्रस्तावित यह कोर्स विद्यार्थियों को आधुनिक हिंदी कविता की गहन समझ विकसित करेगा।

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):

45

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

2<sup>st</sup> Semester

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

आधुनिक हिंदी कविता का जन्म उपनिवेशवाद विरोधी संघर्ष के दौर में हुआ। यह कविता अपने आरम्भ से ही मानव मुक्ति, लोकतंत्र, सौंदर्य चेतना, न्यायपूर्ण समाज की आकांक्षा अपने भीतर समेटे रही है। इस कोर्स के अध्ययन के जरिये विद्यार्थी इन्हीं मानवीय मूल्यों से अवगत होंगे और उन्हें आत्मसात कर सकेंगे।

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

एमए हिंदी प्रोग्राम की मुकम्मल तस्वीर आधुनिक हिंदी कविता के बिना नहीं बन सकती इसलिए आधुनिक हिंदी कविता के अध्यापन के जरिये एमए हिंदी पाठ्यक्रम का न सिर्फ पूरा स्वरूप निर्मित होगा बल्कि यह विद्यार्थियों को नए किस्म के काव्य बोध प्रदान करेगा।

7. Course Details:

a. Summary:

यह पाठ्यक्रम हिंदी कविता में आधुनिकता के उदय की पृष्ठभूमि की चर्चा करने के साथ-साथ अवधारणा के रूप में आधुनिकता पर भी चर्चा करेगा। हिंदी साहित्य में आधुनिकता के उदय के समय के बारे में बहसें रही हैं। इस पाठ्यक्रम में कविताओं के जरिये ही आधुनिकता संबंधी इस बहस की यथासमय चर्चा की जायेगी। आधुनिक हिंदी के आरंभिक चरण की कविताओं और राष्ट्र की संकल्पना के अंतर्संबंधों का ज्ञान भी विद्यार्थियों को कराया जायेगा। हिंदी साहित्य के इतिहास में हम जैसे-जैसे समकालीनता की तरफ बढ़ते हैं काल विभाजनों की अवधि छोटी होती जाती है। भारतेंदु और द्विवेदी युग की कविताओं के राष्ट्रवादी स्वर के ठीक बाद हिंदी कविता में छायावाद एक निर्णायक मोड़ की तरह आता है। छायावादी कविताओं की स्वीकार्यता और अस्वीकार्यता की बहसों के बीच इस दौर के कवियों ने स्वयं भी अपनी कविताओं के पक्ष के आलोचनात्मक हस्तक्षेप किये। उत्तर-छायावादी काव्य का दौर राष्ट्रवाद की प्रखरता और 'मौज-मस्ती' के काव्य का दौर है। छायावाद के गर्भ से ही प्रगतिवाद की कविता के अंकुर फूटने लगे थे। भारत के उपनिवेशवाद विरोधी संघर्ष और वैश्विक परिदृश्य के बीच 1936 में प्रगतिशील लेखक संघ की स्थापना में प्रगतिवाद को आधिकारिक तौर पर स्थापित कर दिया। इसी दौर में हिंदी कविता में 'व्यक्ति' और 'समाज' के बीच के अंतस्संबंधों और अंतर्विरोधों के बारे में भी बहस उठ खड़ी हुई। प्रयोगवाद ने स्वयं को 'राहों के अन्वेषण' की कविता कहा। यह पाठ्यक्रम विद्यार्थियों को आधुनिक हिंदी कविता के इन विविध काव्यात्मक पड़ावों की प्रतिनिधि कविताओं के जरिये इनके बीच की सैद्धांतिक बहसों की भी बानगी देगा।

b. Objectives:

आधुनिक हिंदी कविता राष्ट्रवाद से अपनी यात्रा शुरू करके विभिन्न अस्मिताओं तक की आवाज़ों से बनी है। इस दौर में अनेक साहित्यिक आंदोलन उभरे जो मूलतः काव्य आंदोलन थे। इस पाठ्यक्रम के अध्यापन के जरिये विद्यार्थियों में आधुनिक कविता के विभिन्न

स्वरों की पहचान करने, मानवीय गरिमा व मानव मूल्यों के प्रति संवेदनशील रुख विकसित करने का प्रयत्न होगा।

c. Expected learning outcomes:

1. हिंदी आधुनिकता की काव्यात्मक अभिव्यक्ति के विश्लेषण में सक्षम बनाना।
2. काव्यात्मक सांस्कृतिक परम्परा का बोध पैदा करना और उसके विश्लेषण के औज़ार विकसित करना।
3. आधुनिक हिंदी कविता के घटक तत्वों का बोध कराना।
4. आधुनिक काव्यबोध के निर्मिति की प्रक्रिया का बोध कराना।

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

Module One: आरंभिक आधुनिक हिंदी (1850-1918)

हिंदी की आरम्भिक कविता को भारतेन्दु युगीन काव्य और द्विवेदी युगीन कविता में विभाजित किया जाता है। ब्रज भाषा से अलग आधुनिकता का वहन करने वाली काव्यभाषा की खोज से शुरू हुआ हिंदी का आधुनिक काल एक तरफ तो रीतिकाल से आधुनिकता में संक्रमण का गवाह है, दूसरी तरफ वह नये राष्ट्र के निर्माण और परंपरा के पुनर्मूल्यांकन के काम को भी हाथ में लिए हुए है। इस मॉड्यूल में विद्यार्थी भारतेन्दु की विभिन्न किस्म की कविताओं के जरिये कविता के आधुनिकता में संक्रमण को समझ सकेंगे। साथ ही प्रिय प्रवास और भारत भारती के चुनिंदा अंशों के माध्यम से वे खड़ी बोली के काव्यभाषा के रूप में कदलने की छटपटाहट को भी चिन्हित कर पायेंगे। भारत भारती औपनिवेशिक राज के खिलाफ राष्ट्रीयता के उभार का महत्वपूर्ण काव्यात्मक दस्तावेज है, इस मॉड्यूल में विद्यार्थी इस काव्य के विश्लेषण के औजार विकसित कर सकेंगे।

पाठ:

भारतेन्दु हरिश्चंद्र (कवित्त, मुकरियां और गजलें), हरिऔध (प्रिय प्रवास के चुनिंदा अंश), मैथिली शरण गुप्त (भारत भारती से चुनिंदा अंश)

Module Two: छायावाद और उसका विस्तार (1918-1936)

बीसवीं शताब्दी का दूसरा दशक बीतते-बीतते काव्यभाषा के रूप में खड़ी बोली का स्वरूप स्थिर हो चुका था। छायावाद के आगमन ने काव्यभाषा के बतौर हिंदी की सामर्थ्य को स्थापित कर दिया। छायावादी काव्य के पश्चिम के रोमांटिक काव्य से लेकर बांग्ला के रहस्यवाद से प्रभावित होने की बात पर आलोचकों में बहस होती रही है। इसके अलावा छायावादी काव्य को स्वाधीनता के काव्य से लेकर आत्मकेन्द्रित काव्य तक की परस्पर विरोधी कोटियों में व्याख्यायित किया जात रहा है। छायावादी काव्य का बहुत गहरा कविता की भारतीय परंपरा

और इतिहास से भी है। इस मॉड्यूल में छायावाद के प्रतिनिधि कवियों (जयशंकर प्रसाद, निराला, सुमित्रानंदन पंत और महादेवी) की कविताओं के अध्ययन के जरिये विद्यार्थी छायावादी काव्य के वैशिष्ट्य से परिचित हो सकेंगे। छायावाद के आखिरी पड़ाव के आस-पास ही रामधारी सिंह दिनकर और हरिवंश राय बच्चन की कवितायें प्रकाशित होती हैं। ये कवितायें अपने मिजाज में छायावाद से अलग तेवर की हैं लेकिन उनका भावबोध छायावाद से बहुत कुछ साझा भी करता है। इस मॉड्यूल में विद्यार्थी रामधारी सिंह दिनकर और बच्चन की चुनिंदा कविताओं के जरिये छायावादोत्तर काव्य से परिचित हो सकेंगे।

पाठ:

जयशंकर प्रसाद (कामायनी श्रद्धा सर्ग), निराला (राम की शक्तिपूजा, सरोज स्मृति व चुनिन्दा गीत), सुमित्रानंदन पंत (चुनिंदा कवितायें), महादेवी वर्मा (चुनिंदा कवितायें), रामधारी सिंह दिनकर (रश्मिरथी) और हरिवंशराय बच्चन (मधुशाला से चुनिंदा रुबाइयां), सुभद्रा कुमारी चौहान (चुनिन्दा कवितायें)

Module Three: प्रगतिवाद और प्रयोगवाद (1936-53)

छायावाद के कवियों विशेषकर, निराला और पंत की कविताओं में प्रगतिवादी कविता के सूत्र देखे जा सकते हैं। प्रगतिवाद की कविता ने हिंदी कविता का मुंह गांव के उस हिस्से की ओर मोड़ दिया जो अभी तक हिंदी कविता में केवल अपने रूमानी स्वरूप में ही मौजूद था। जाहिर है इससे कविता की भाषा भी बड़े बदलावों से गुजरी। प्रगतिवाद के सभी कवि अपनी विशिष्टता में एक दूसरे से भिन्न हैं किन्तु उनके भावबोध में आपसी संगति है। इस मॉड्यूल में विद्यार्थी प्रगतिवाद के प्रतिनिधि कवियों की कविताओं के अध्ययन के क्रम में विद्यार्थी प्रगतिवादी काव्य की व्यापकता और इसकी बहुस्वरीयता से परिचित हो सकेंगे। सामाजिकता और वैयक्तिकता के अंतर्संबंधों के नुक्ते से प्रयोगवादी कविता लगातार प्रगतिशील कविता से बहस करती हुई दिखायी पड़ती है। इस मॉड्यूल में प्रयोगवादी कविताओं के अध्ययन के जरिये विद्यार्थी इन बहसों से परिचित होने के साथ-साथ प्रयोगवादी कवियों के काव्य प्रयोगों से भी परिचित होंगे।

पाठ:

त्रिलोचन (नगई महारा), नागार्जुन (हरिजन गाथा, प्रेत का बयान), केदारनाथ अग्रवाल (हे मेरी तुम, ), शमशेर (टूटी हुई बिखरी हुई, लेकर सीधा नारा), मुक्तिबोध (अंधेरे में, ब्रह्मराक्षस), अज्ञेय (असाध्य वीणा, कलगी बाजरे की)

Module Four: नयी कविता और उसके बाद (1953-1975)

प्रगतिवादी कविता के भीतर से ही नयी कविता का उभार हुआ। नयी कविता ने मूल्यांकन के पुराने प्रतिमानों को नकारने के साथ नये प्रतिमानों की मांग रखी। कविता में लघु मानव को प्रतिष्ठित करने के प्रयास इसी दौर में तेज हुए। नई कविता के बाद की कविता में स्वरों की इतनी विविधता और कवियों की सैद्धांतिक धारणाओं में इतनी भिन्नता है कि इन्हें किसी एक कोटि के भीतर नहीं रखा जा सका। आपातकाल, जयप्रकाश नारायण का आंदोलन और



नक्सलबाड़ी आंदोलन की छाप इस दौर की कविताओं पर बहुत स्पष्ट मौजूद है। इस मॉड्यूल में विद्यार्थी इस दौर के कवियों की कविताओं का अध्ययन करने के क्रम में उनकी वैचारिक प्रतिबद्धताओं और इन प्रतिबद्धताओं के उनकी कविताओं में प्रतिफलन को समझ सकेंगे।

पाठ:

श्रीकांत वर्मा (मगध), रघुवीर सहाय (आत्महत्या के विरुद्ध, आपकी हंसी), सर्वेश्वर दयाल सक्सेना (कुआनो नदी और भेडिया श्रृंखला की कवितायें), राजकमल चौधरी (मुक्ति प्रसंग), भवानी प्रसाद मिश्र (सतपुड़ा के जंगल, गीत फरोश), शकुन्त माथुर (चुनिन्दा कवितायें)

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	भारतेंदु हरिश्चंद्र	हिंदी-ब्रज कविता के दोआबे की समझ विकसित करना।	कवित्त, मुकरियां और गज़लें	भारतेंदु समग्र, सम्पादक: हेमंत शर्मा	
2	अयोध्या सिंह उपाध्याय हरिऔध	आधुनिक हिंदी खड़ी बोली के महाकाव्यात्मक प्रयास का परिचय।	प्रिय प्रवास के चुनिन्दा अंश	प्रिय प्रवास, अयोध्या सिंह उपाध्याय हरिऔध	
3	मैथिलीशरण गुप्त	राष्ट्र के सवाल और कविता से उसके सम्बंध की पड़ताल।	भारत भारती से चुनिन्दा अंश	भारत भारती, मैथिलीशरण गुप्त	25%, टेक होम असाइनमेंट
4	जयशंकर प्रसाद, निराला	सभ्यता समीक्षा और व्यक्तिवत्ता का उदय	कामायनी श्रद्धा सर्ग, राम की शक्तिपूजा, सरोज स्मृति व चुनिन्दा गीत	कामायनी, जयशंकर प्रसाद, राग विराग, सम्पादक: राम विलास शर्मा	
5	सुमित्रानंदन पंत, महादेवी वर्मा	छायावादी रुमान और	परिवर्तन, नौका विहार, जाग तुझको	पंत सहचर, सम्पादक: अशोक वाजपेयी व अपूर्वानंद, महादेवी	

		रहस्यवाद का परिचय।	दूर जाना, कौन तम के पार	संचयिता, सम्पादक: अशोक वाजपेयी व निर्मला जैन	
6	रामधारी सिंह दिनकर, हरिवंशराय बच्चन, व सुभद्रा कुमारी चौहान	अतीत का मूल्यांकन, जीवन की मस्ती और काव्य में राष्ट्रीय चेतना की पड़ताल।	रश्मिरथी के चुनिंदा अंश, मधुशाला से पाँच छंद व जलियाँवाला बाग में बसंत और समर्पण	मधुशाला, हरिवंश राय बच्चन, रश्मिरथी, रामधारी सिंह दिनकर, त्रिधारा, सुभद्रा कुमारी चौहान	25%, क्लास सेमिनार
7	त्रिलोचन, नागार्जुन	कविता में मेहनतकश की धमक और सत्ता की आलोचना के काव्यात्मक रूपों की पड़ताल।	नगई महारा, हरिजन गाथा, प्रेत का बयान	प्रतिनिधि कविताएँ, त्रिलोचन, प्रतिनिधि कविताएँ, नागार्जुन	
8	केदारनाथ अग्रवाल व शमशेर बहादुर सिंह	दाम्पत्य प्रेम व ऐंद्रियता की समझ विकसित करना।	हे मेरी तुम, टूटी हुई बिखरी हुई, लेकर सीधा नारा	केदारनाथ अग्रवाल रचना संचयन, सम्पादक: ज्योतिष जोशी, प्रतिनिधि कविताएँ, शमशेर बहादुर सिंह	
9	मुक्तिबोध व अज्ञेय	मध्यवर्ग की काव्यात्मक अवस्थिति, आत्मालोचन, व्यक्ति व समाज के समाज के सम्बंध की पड़ताल।	अंधेरे में, ब्रहमराक्षस, असाध्य वीणा, कलगी बाजरे की	प्रतिनिधि कविताएँ, मुक्तिबोध, प्रतिनिधि कविताएँ, अज्ञेय	25%, क्लास टेस्ट
10	श्रीकांत वर्मा, रघुवीर सहाय	लोकतंत्र और उसपर खतरों की शिनाख्त।	मगध, आत्महत्या के विरुद्ध, आपकी हँसी	प्रतिनिधि कविताएँ, श्रीकांत वर्मा, प्रतिनिधि कविताएँ, रघुवीर सहाय	

11	सर्वेश्वर दयाल सक्सेना, राजकमल चौधरी	मोहभंग और विद्रोह की काव्यात्मक अभिव्यक्ति की समझ विकसित करना।	कुवानो नदी, भेड़िया, मुक्ति प्रसंग	प्रतिनिधि कविताएँ, सर्वेश्वर, मुक्ति प्रसंग, राजकमल चौधरी	
12	भवानी प्रसाद मिश्र, शकुंत माथुर	सरलता का सौंदर्य और स्त्री स्वर की काव्यात्मक अभिव्यक्ति की समझ विकसित करना।	सतपुड़ा के जंगल, गीत फ़रोश, दोपहरी, इतनी रात गए	प्रतिनिधि कविताएँ, भवानी प्रसाद मिश्र, दूसरा सप्तक, संपादक: अज्ञेय	25%, क्लास टेस्ट

## 8. Pedagogy:

### a. Instructional strategies:

माइयूल्स में शामिल पाठों का अध्यापन करते हुए आनुषांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के साथ बहस-मुबाहिसा संचालित किया जाएगा। इन पाठों की अंतरअनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे।

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

Class room and Library

### c. Expertise in AUD faculty or outside

AUD faculty

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

None

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

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

School/Centre proposing the course	SOL
Programme(s)	MA Hindi
Course title	प्रवासी हिंदी साहित्य
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	July 2020
Course coordinator and team	Prof. Satyaketu Sankrit, Prof. Gopal Pradhan

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

अंग्रेजी में स्नातकोत्तर स्तर पर पढ़ाए जाने वाले डायस्पोरा पाठ्यक्रम से इसका सम्बंध है। एम ए स्तर पर यह पाठ्यक्रम हिंदी भाषा में वैश्विक स्तर पर प्रवासियों के साहित्यिक अवदान को रेखांकित करेगा।

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):

45

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

2<sup>st</sup> Semester

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

अम्बेडकर विश्वविद्यालय विद्यार्थियों में स्थानिकता के साथ वैश्विकता का बोध विकसित करने हेतु प्रतिबद्ध है। इस तरह यह पाठ्यक्रम विद्यार्थियों में उनकी अपनी स्थानीयता में वैश्विकता के अनुप्रवेश तथा वैश्विकता में मौजूद स्थानिकता को रेखांकित करने के जरिये विश्वविद्यालय की परिकल्पना से सम्बद्ध है।

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

हिंदी के साहित्यिक भूगोल में नब्बे के बाद जो कुछ एक बदलाव आए, उनमें उसकी वैश्विक पहचान का निर्माण प्रवासी साहित्य के जरिये निर्मित होना प्रमुख है। इससे भाषा, संस्कृति और साहित्य की एक नयी खिड़की खुली, जिससे स्नातकोत्तर स्तर पर विद्यार्थियों का परिचित होना उन्हें विश्व-नागरिक बनने में सहायता प्रदान करेगा।

7. Course Details:

a. Summary:

इस कोर्स के माध्यम से भारत के बाहर हिंदी में लिखे जा रहे साहित्य को समझाने का प्रयास किया जाएगा। भारत एक बहुसांस्कृतिक, बहुभाषिक देश है इसलिए यहाँ का साहित्य भी विभिन्न विमर्शों, परिवेशों और भावनाओं को अभिव्यक्त करता है | प्रवासी साहित्य हिंदी भाषा के वैश्विक पटल पर हो रहे विस्तार एवं चर्चा को समझने की एक दृष्टि भी विकसित करता है | प्रवासी साहित्य भारत से अपनी संस्कृति भाषा और समाज से कटकर जीविका के लिए विदेशों में संघर्ष करते भारतीयों की मनोदशा और आंतरिक पीड़ा को अभिव्यक्त करता है | अपने परिवार और समाज से दूर इन भारतीयों के लिए लेखन अपने एकांत को समाप्त करने का सबसे सशक्त जरिया है | इसके अध्ययन के दो मूल आधार होंगे | पहला आधार तो उन गिरमिटिया मजदूरों के वंशजों के लेखन का है जो अपने समाज से काटकर मॉरिशस, फिजी, सूरीनाम, त्रिनिडाड में आदि स्थानों पर बसा दिये गए | उन गिरमिटिया मजदूरों के दूसरी पीढ़ी जो वहीं पैदा हुई लेकिन अपने पूर्वजों की पीड़ा को भूला नहीं पायी और उस दर्द को कहानी, उपन्यास, कविता आदि माध्यमों में व्यक्त किया | दूसरा आधार, उन भारतीय लोगों का है जो जीविकोपार्जन के लिए एनआरआई के रूप में सुख-सुविधा की चाह विदेशों में बस तो गए

लेकिन जल्द ही उन्हें एहसास हो गयी कि अपनी भाषा, संस्कृति और समाज की संवेदना उनसे छूट रही है लिहाजा उन्होंने लिखना शुरू किया।

### b. Objectives:

पिछले तीस वर्षों में हिंदी साहित्य के क्षितिज का विस्तार प्रवासी साहित्य के बतौर भी हुआ है। यह पाठ्यक्रम स्नातकोत्तर विद्यार्थियों को हिंदी साहित्य के इस विस्तारित मानचित्र को समझनेके लिए तैयार करेगा। प्रवासी साहित्य को हिंदी साहित्य के दायरे में लाने से हिंदी साहित्य के अध्ययन की अब तक चली आरही प्रविधियों में भी किंचित बदलाव की ज़रूरत महसूस हुई है। यह पाठ्यक्रम विद्यार्थियों को इन बदलावों के विश्लेषण में भी सक्षम बनाएगा।

### c. Expected learning outcomes:

1. विद्यार्थियों को भारत के बाहर लिखे जा रहे हिंदी साहित्य और उसकी संरचना से रु-ब-रु कराना।
2. विद्यार्थियों को हिंदी साहित्य के वैश्विक परिदृश्य को समझने की दृष्टि प्रदान करना।
3. हिंदी भाषा के महाशक्ति के रूप में बढ़ते कदम से परिचय कराना।
4. प्रवासी साहित्य की विविध साहित्यिक अभिव्यक्तियों की विद्यार्थियों में समझ विकसित करना।

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

#### माड्यूल-1: प्रवासी साहित्य का संक्षिप्त परिचय

‘भारत में प्रवासी भारतीयों की चर्चा तथा उनके सम्बन्ध में गंभीर चिंतन मनन का शुभारम्भ महात्मा गांधी द्वारा दक्षिण अफ्रिका में व्यतीत किये गये लगभग इक्कीस वर्षों के उस संघर्षमयी जीवन यात्रा से माना जा सकता है जिसने पूरे विश्व का ध्यान अपनी ओर आकृष्ट किया। सही अर्थों में यह भारत के प्रवासी समुदाय से एकात्म स्थापित करने की एक ऐसी आरम्भिक पहल थी जिसने जल्द ही विभिन्न देशों में रहनेवाले गिरमिटिया बने भारतीय मजदूरों में एक नयी संचेतना का संचार किया। उनमें स्वत्व का भाव जागृत कर अपनी संस्कृति एवं भाषा को अक्षुण्ण बनाए रखने का भाव पुष्ट किया। उनकी इसी भावना की अभिव्यक्ति कालान्तर में साहित्य के जिस रूप से हुई उनमें प्रवासी साहित्य के आरम्भिक रूप की तलाश की जा सकती है। हिन्दी के प्रवासी साहित्य की स्थिति अंग्रेजी से तनिक भिन्न है। हिन्दी के आलोचकों ने हिन्दी के प्रवासी साहित्य को जिस तरह के नजरिये से देखना शुरू किया उससे उसे वह गरिमा नहीं मिल पाई

जिसका वह हकदार था| परन्तु विगत तीन दशकों से जिस तरह के काम इसके अंतर्गत हुए हैं उससे वह भारत तथा विदेशों के हिन्दी जगत में एक गंभीर चर्चा के विषय के रूप में उभरकर सामने आया है और हिन्दी के आलोचकों ने इसके लेखन की गंभीरता को भी स्वीकार किया है| हिन्दी के प्रवासी साहित्य का एक अपना वैशिष्ट्य है जो उसकी संवेदना, परिपक्व जीवन दृष्टि और परिवेश में दिखाई पड़ता है| मॉरिशस,फिजी,सूरीनाम आदि देशों में भारतवंशियों की दूसरी-तीसरी पीढ़ी के साहित्य में उनका देश बोलता है जिस पर निश्चित ही भारतीय संस्कृति, दर्शन था मूल्यों का गहरा प्रभाव है| अमेरिका, ब्रिटेन आदि देशों के लेखक पहली पीढ़ी के हैं और इसी कारण उनकी रचनाओं में स्वदेश-विदेश दोनों हैं| इनकी रचनाओं में अमेरिका एवं यूरोप के देशों की सुख-समृद्धि तथा तनाव एवं संघर्ष है और साथ ही स्वदेश की मिट्टी की मधुर स्मृति भी गुंथी हुई है| इस तरह दोनों ही प्रकार के प्रवासी साहित्य में भारत अवस्थित है, चाहे उसकी धर्म-संस्कृति के रूप में चाहे नोस्टेल्लिज्या अथवा अस्तित्व एवं अस्मिता निर्मिती के सूत्र की तलाश के रूप में|भारत के हिन्दी समाज के लिए यह अपेक्षाकृत नई वस्तु है जिसमें नये कथानक और पात्रों के माध्यम से प्रवासी भारतीयों के जीवन संघर्ष को प्रस्तुत किया गया है| हिन्दी के इस प्रवासी साहित्य का संसार अब इतना व्यापक हो चुका है कि उसने अपना एक आकाश बनाने में सफलता हासिल कर ली है| प्रवासी साहित्य आज ऐसे मुकाम पर पहुँच चुका है जहाँ वह हिन्दी साहित्य के व्यापक मानचित्र में उचित एवं सम्मानपूर्ण स्थान का मजबूत दावेदार बन बैठा है|

इधर के दो दशकों में ब्रिटेन में रहने वाले प्रवासी साहित्यकारों ने तेजी से दुनिया भर में अपनी रचनाओं से अपना महत्वपूर्ण स्थान बनाया। ब्रिटेन में हिन्दी लेखन की शुरुआत पत्रकारिता से हुई। आज से लगभग 128 वर्ष पहले वर्ष 1883 में कालाकांकर नरेश राजा रामपाल सिंह के संपादन में पहला हिन्दी अंग्रेजी त्रैमासिक समाचार पत्र हिन्दोस्था न प्रकाशित हुआ। हालांकि आगे चलकर 1884 में इंग्लैण्ड में यह केवल अंग्रेजी में निकलने लगा लेकिन भारत में 1885 से हिन्दी में प्रकाशित होने लगा। इसके बाद हिन्दी प्रचार परिषद, लन्दन के तत्वावधान में वर्ष 1964 में प्रवासिनी त्रैमासिक पत्रिका का प्रकाशन होने लगा। इसका प्रकाशन ज्योति प्रिंटर, 40, स्टार स्ट्रीट, लन्दन से होता था और इसका कार्यालय था- 15, क्रॉच हॉल रोड, लन्दन एन 8 पर। इसके संपादक थे श्री धर्मेन्द्र गौतम और पत्रिका में श्री राधेश्याम सोनी, श्री जगदीश मित्र कौशल, श्री बैरागी, श्री मोहन गुप्त, श्री विनोद पांडे, श्री सत्यदेव प्रिंजा, अबू अब्राहम, कान्ता पटेल आदि का लेखकीय सहयोग होता था।



इसके बाद जून, 1964 में श्री रमेश कुमार सोनी ने मिलाप वीकली पत्र का संपादन और प्रकाशन प्रारंभ किया तथा वर्ष 1966 से इसमें हिन्दी के भी दो पृष्ठ दिए जाने लगे। आपको यह जानकर आश्चर्य होगा कि आठ पृष्ठों का यह साप्ताहिक समाचार पत्र अब भी प्रकाशित होता है और इस प्रकार ब्रिटेन में इसे उर्दू-हिन्दी का सर्वाधिक दीर्घ अवधि तक प्रकाशित होने वाला अखबार कहना उचित ही होगा। श्री जगदीश मित्र कौशल के संपादन में 23 मार्च, 1971 को लन्दन से ही अमरदीप साप्ताहिक का प्रकाशन प्रारंभ हुआ और लगभग 32 वर्ष तक प्रकाशन के बाद यह वर्ष 2003 में बन्द हो गया। अमरदीप साप्ताहिक के महत्व को देखते हुए श्री जगदीश मित्र कौशल को भारतीय उच्चायोग की ओर से पहला आचार्य महावीर प्रसाद द्विवेदी हिन्दी पत्रकारिता सम्मान वर्ष 2006 के लिए दिया गया। पत्रिका चेतक का प्रकाशन भी श्री नरेश भारतीय के संपादन में कुछ समय के लिए हुआ। तत्पश्चात वर्ष 1997 में त्रैमासिक पत्रिका पुरवाई का प्रकाशन, डॉ पदमेश गुप्त के संपादन में शुरू हुआ जो अभी तक जारी है। हिन्दी के लिए पूर्णतः समर्पित इस पत्रिका ने ब्रिटेन के हिन्दी रचनाकारों को एक मंच दिया। इस बीच, भारतीय उच्चायोग की छमाही पत्रिका भारत भवन का प्रकाशन भी शुरू हुआ जो रुक-रुककर जारी है। श्रीमती शैल अग्रवाल ने लेखनी नामक एक मासिक वैब पत्रिका का प्रकाशन भी वर्ष 2008 से प्रारंभ किया है।

साहित्यिक रचनाओं में पहली प्रकाशित रचना डॉ सत्येन्द्र श्रीवास्तव की है मिसेज जोन्से और उनकी वह गली। यह एक लंबी कविता है। इसके बाद डॉ. निखिल कौशिक का काव्य संकलन- तुम लन्दन आना चाहते हो, वर्ष 1987 में प्रकाशित हुआ। सच तो यह है कि ब्रिटेन के प्रवासी रचनाकारों का कुल इतिहास लगभग 30 वर्ष का है जिसमें कि उनकी रचनाएँ पुस्तकाकार प्रकाशित हुई हैं। प्रकाशन की गति से देखें तो ब्रिटेन में हिन्दी साहित्य का भविष्य काफी उज्ज्वल दिखाई देता है। अभी तक ब्रिटेन में कुल 106 काव्य संग्रह, 12 उपन्यास, 06 नाटक एकांकी, 06 निबंध जीवनियाँ, 07 यात्रावृत्त संस्मरण, 36 कहानी संग्रह, इतिहास दर्शन पर 05 ग्रन्थ, शोध हिन्दी शिक्षण विविध ग्रन्थों के रूप में कुल 25 पुस्तकों का प्रकाशन हो चुका है।

ब्रिटेन के प्रमुख रचनाकारों में शामिल हैं- डॉ सत्येन्द्र श्रीवास्तव, श्री प्राण शर्मा, श्रीमती उषा राजे सक्सेना, डॉ कृष्ण कुमार, श्री तेजिन्दर शर्मा, डॉ. कविता वाचकनवी, डॉ निखिल कौशिक, श्री मोहन राणा, श्रीमती दिव्या माथुर, (स्वर्गीय) डॉ गौतम सचदेव, डॉ पद्मेश गुप्ता, श्री महेन्द्र दवेसर दीपक, श्री रमेश पटेल, श्रीमती शैल अग्रवाल, श्री भारतेन्दु विमल, श्रीमती उषा वर्मा, श्रीमती कादम्बरी मेहरा, श्रीमती पुष्पा भार्गव, श्रीमती विद्या मायर, श्रीमती कीर्ति चैधरी, श्रीमती प्रियम्बदा मिश्रा, श्रीमती अरुणा सभरवाल, श्रीमती श्यामा

कुमार, डॉ इन्दिरा आनंद, श्री वेद मित्र मोहला, श्रीमती नीना पॉल, श्री नरेश अरोड़ा, श्रीमती अचला शर्मा, श्रीमती चंचल जैन, श्रीमती स्वर्ण तलवाड़, डॉ. कृष्ण कन्हैया, श्रीमती जय वर्मा, श्री धर्मपाल शर्मा, श्री सुरेन्द्रनाथ लाल, श्री रमेश वैश्या मुरादाबादी, श्री सोहन राही, श्रीमती रमा जोशी, डॉ. श्रीपति उपाध्याय, श्री एस. पी. गुप्ता, श्री जगभूषण खरबन्दा, श्री यश गुप्ता, श्री जे एस नागरा, श्री मंगत भारद्वाज, श्री जगदीश मित्र, श्री रिफत शमीम, श्री इस्माइल चुनारा, श्रीमती तोषी अमृता, श्रीमती राज मोदगिल, श्रीमती उर्मिल भारद्वाज, श्रीमती निर्मल परीजा आदि। पहले माड्यूल में इन्हीं को आधार बनाकर अध्यापन कार्य किया जाएगा.

- सामाजिक-राजनीतिक समस्याओं के प्रति जागरूकता |
- भारतीय संस्कृति और भाषा से रूबरू कराता है |
- नये मूल्यों की स्थापना |
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## माड्यूल -2 प्रवासी साहित्य का कथासाहित्य

प्रवासी हिंदी कथा साहित्य निश्चित रूप से कथानक, शैली और शिल्प की दृष्टिसे भिन्न और विशिष्ट पहचान रखता है। उपर्युक्त देशों में रचित हिंदीसाहित्य स्थानीय परिवेशजनित साहित्य है जिसमें उस देश और काल की स्थितियोंका चित्रण होता है। हर देश में सामाजिक नियम, आचार संहिता, जीवन पद्धति उसदेश की संस्कृति और परंपराओं से बँधे होते हैं। लेखक अपने परिवेश में जनितसमस्याओं, स्त्री-पुरुष संबंधों, वैयक्तिक मनोदशाओं का चित्रण निजी शैलीमें करता है।

विदेशों में रचित हिंदी कथा साहित्य कई अर्थों में भिन्न है। इसमें स्थानीयता के तत्व प्रधान होते हैं, किन्तु मानवीय संवेदनाएँ देश कालकी सीमाओं का अतिक्रमण करते हैं इसीलिए प्रेम, राग, विराग जसई संवेदनाओंकी अभिव्यक्ति प्रवासी साहित्य में उसी प्रकार दिखाई देती है जैसी किसामान्य भारतीय साहित्य में। विदेशी समाज में विदेशी सभ्यता और संस्कृति केमानदंडों के बीच जीवन बिताते हुए भारतीय आचार-विचार, रीति-रिवाज में पलकरबड़े होकर, रोजगार के लिए विदेशों में बसने के उपरांत विदेशी जगत केनीति-नियमों के साथ टकराहट की स्थिति उत्पन्न होती है, जो कि स्वाभाविक है। इन स्थितियों से निबटाकर जीवन में सामंजस्य और संतुलन बनाकर जीवन को सुखीबनाना, एक गंभीर चुनौती है। पश्चिमी सामाजिक परिवेश में स्त्री-पुरुषसंबंधों तथा दाम्पत्य संबंधों की अनिश्चितता बहुचर्चित एवं बहुचित्रित

विषय है। प्रवासी हिंदी कथा साहित्य भी मूल रूप से स्त्री केन्द्रित ही है जोकि स्त्री की सार्वभौमिकता को रेखांकित करता है। प्रवासी कथा साहित्य की एक और विशेषता, स्त्री कथाकारों की बहुलता और प्रधानता है। अमरीका, ब्रिटेन, केनेडा आदि देशों में हिंदी कथा साहित्य के सृजन में भारत की भाँति महिलालेखन महत्वपूर्ण है। इन स्थितियों के साथ प्रवासी रचनाकार भारतीय परिस्थितियों से भी असंपृक्त नहीं रह सकते।

निर्धारित पाठ

कहानी

1. सांकल/ जकिया जुबेरी
2. देह की कीमत/ तेजेंद्र शर्मा
3. वे चार पराठे/ अरुणा सभरवाल
4. थोड़ी देर और/ शैलजा सक्सेना
5. पिंजरा/ नीलम मलकानिया
6. नमस्ते/ पूर्णिमा वर्मन
7. लकीर/ महेंद्र दवेसर

उपन्यास-

1. रामदेव धुरंधर/ 'पथरीला सोना'
2. लाल पसीना/ अभिमन्यु अनत
3. सुषम बेदी/ हवन

माड्यूल -3 प्रवासी कविता : संवेदना और शिल्प

भारतके बाहर आज सारी दुनिया में भारतवंशी फैले हुए हैं. इनके हिंदी रचना कर्म को आज प्रवासी हिंदी साहित्य के रूप में जाना जाता है. यदि अन्य विधाओं को छोड़ भी दें और केवल प्रवासी रचनाकारों की हिंदी कविता पर ही ध्यान दें, तो पता चलता है कि ऐसे कवियों की संख्या सैकड़ों में है. यहाँ हम केवल कुछ कवियों की चुनिंदा कविताओं के अनुशीलन द्वारा उनके मुख्य सरोकारों को रेखांकित करने का प्रयास करेंगे.

निर्धारित पाठ

कविताएँ-

1. आओ न ! बैठो न !/ राज हिरामन (मॉरीशस)
2. अहंकार/ अनीता वर्मा (चीन)
3. शायद एक चाह / अनीता कपूर (अमेरिका)
4. रोशनी की इबारत/गुलशन मधुर (अमेरिका)
5. सब कुछ चाहिए/अनिल पुरोहित (कनाडा)
6. अपनी राह से/ पुष्पिता अवस्थी (नीदरलैंड)
7. खड़िया/ मोहन राणा (ब्रिटेन)
8. यह घड़ी / सत्येन्द्र श्रीवास्तव(ब्रिटेन)

माड्यूल - 4

प्रवासी साहित्य की अन्य विधाएँ

प्रवासी साहित्य भारतीय एवं पाश्चात्य संस्कृति का समन्वय है. कविता, कहानी, उपन्यास के आलावा अन्य साहित्यिक विधाओं में भी रचनाएं लिखी जा रही हैं | इसलिए इस मोड्यूल अन्य साहित्यिक विधाओं जैसे आलोचना, आत्मकथा, रेखाचित्र, संस्मरण, यात्रा वृत्तान्त आदि का अध्ययन किया जाएगा|

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	प्रवासी साहित्य का परिचय	सामाजिक- राजनीतिक समस्याओं के	हिंदी का प्रवासी साहित्य, कमल किशोर गोयनका		

		प्रति जागरूक करना।			
2	प्रवासी साहित्य का परिचय	भारतीय संस्कृति और भाषा से रूबरू कराना।	वर्तमान साहित्य: प्रवासी साहित्य विशेषांक, सम्पादक: कुँवरपाल सिंह		
3	प्रवासी साहित्य का परिचय	नए मूल्यों से परिचित कराना।	उड़ने से पेशतर, महेंद्र भल्ला		25%, टेक होम असाइनमेंट
4	प्रवासी कथा साहित्य	प्रवासी कहानी संसार का परिचय।	<ol style="list-style-type: none"> <li>1. सांकल/ जकिया जुबेरी</li> <li>2. देह की कीमत/ तेजेंद्र शर्मा</li> <li>3. वे चार पराठे/ अरुणा सभरवाल</li> <li>4. थोड़ी देर और/ शैलजा सक्सेना</li> <li>5. पिंजरा/ नीलम मलकानिया</li> <li>6. नमस्ते/ पूर्णिमा वर्मन</li> <li>7. लकीर/ महेंद्र दवेसर</li> </ol>		
5	प्रवासी कथा साहित्य	प्रवासी उपन्यास संसार का परिचय।	1. रामदेव धुरंधर/ 'पथरीला सोना'		

			2. सुषम बेदी/ हवन		
6	प्रवासी कथा साहित्य	प्रवासी उपन्यास संसार का परिचय।	1. लाल पसीना/ अभिमन्यु अनत		25%, क्लास सेमिनार
7	प्रवासी कविता	प्रवासी कविता की सम्वेदना व शिल्प से विद्यार्थियों का परिचय।	1. आओ न! बैठो न!/ राज हिरामन (मॉरीशस) 2. अहंकार/ अनीता वर्मा (चीन) 3. शायद एक चाह / अनीता कपूर (अमेरिका)	प्रतिनिधि कविताएँ, त्रिलोचन, प्रतिनिधि कविताएँ, नागार्जुन	
8	प्रवासी कविता	प्रवासी कविता की सम्वेदना व शिल्प से विद्यार्थियों का परिचय।	1. रोशनी की इबारत/गुलशन मधुर (अमेरिका) 2. सब कुछ चाहिए/अनिल पुरोहित (कनाडा) 3. अपनी राह से/ पुष्पिता अवस्थी (नीदरलैंड)		

9	प्रवासी कविता	प्रवासी कविता की सम्वेदना व शिल्प से विद्यार्थियों का परिचय।	1. खड़िया/ मोहन राणा (ब्रिटेन) 2. यह घड़ी / सत्येन्द्र श्रीवास्तव (ब्रिटेन)		25%, क्लास टेस्ट
10	प्रवासी साहित्य की अन्य विधाएँ	कविता व कथा के अतिरिक्त अन्य विधाओं के प्रति सम्वेदन शील बनाना।	गूँगा इतिहास/ अभिमन्यु अनत		
11	प्रवासी साहित्य की अन्य विधाएँ	कविता व कथा के अतिरिक्त अन्य विधाओं के प्रति सम्वेदन शील बनाना।	देशी चश्मे से लंदन डायरी/ शिखा वाष्णेय		
12	प्रवासी साहित्य की अन्य विधाएँ	कविता व कथा के अतिरिक्त अन्य विधाओं के प्रति सम्वेदन शील बनाना।	चीड़ों पर चाँदनी/ निर्मल वर्मा		25%, क्लास टेस्ट

## 8. Pedagogy:

### a. Instructional strategies:

माड्यूलस में शामिल पाठों का अध्यापन करते हुए आनुषांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के साथ बहस-मुबाहिसा संचालित किया जाएगा। इन पाठों की अंतरअनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे।

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

Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

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

School/Centre proposing the course	SOL
Programme(s)	MA
Course title	हिंदी का आधुनिक कथा-साहित्य
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	CORE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	TBD
Course coordinator and team	HINDI FACULTY

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
 NONE
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 SCHOOL RULES
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**  
 SEMESTER
5. **How does the course link with the vision of AUD?**  
 इस कोर्स में हिंदी कथा साहित्य के जन्म की ऐतिहासिक-सामाजिक परिस्थितियों, विकास-यात्रा, प्रमुख प्रवृत्तियों, विचारधाराओं, कथा-शिल्प आदि से विद्यार्थियों को परिचित कराया जाएगा ताकि वे समाज के विभिन्न पक्षों व आधुनिक समाज की जटिलताओं के प्रति संवेदनशील हो सकें। पाठ्यक्रम में सम्मिलित साहित्यिक कृतियों का उद्देश्य समाज में मामूली, साधारण, संघर्षशील चीजों के साथ साहित्य के संबंध को प्रकट करना होगा ताकि न्यायपूर्ण, आधुनिक व भेदभावहीन समाज की स्थापना के लिए चल रहे प्रयासों के प्रति गंभीरता को सुनिश्चित शिक्षण पद्धति के माध्यम से प्रोत्साहित किया जा सके।
6. **How does the course link with the specific programme(s) where it is being offered?**  
 यह कोर्स हिंदी विषय में स्नातकोत्तर स्तर के अध्यापन तथा स्कूल आफ लेटर्स (SOL) की अंतर्भाषी, अंतरानुशासनिक तथा तुलनात्मक साहित्यिक पद्धति के अनुरूप है। इसमें कथा साहित्य के माध्यम से हिंदी समाज की सामाजिक-ऐतिहासिक बनावट, अस्मितागत समस्याएं, राष्ट्रीय संकट को समाजशास्त्रीय परिप्रेक्ष्य में प्रस्तुत किया जा सकेगा। हिंदी कथा-साहित्य में किस प्रकार हाशिए के वर्गों की अभिव्यक्ति हुई है, इसके बारे में विद्यार्थियों को सजग किया जाएगा। साहित्य में जनजीवन की अभिव्यक्ति व उसकी ऐतिहासिकता के विषय में शिक्षण किया जा सकेगा।
7. **Course Details:**
  - a. **Summary:**

इस कोर्स में विद्यार्थियों को आधुनिक हिंदी कथा साहित्य के दो प्रमुख रूपों यानी आधुनिक कहानी व बीसवीं सदी के प्रमुख उपन्यासों से परिचित कराते हुए उन्हें भारत के विविधतापूर्ण परिवेश व जीवन स्थितियों से जोड़ने का काम होगा। भारत में आधुनिकता का आगमन बहुत जटिल, बहुस्तरीय प्रक्रियाओं पर निर्भर रहा है तथा कथा साहित्य में उनकी विभिन्न प्रकार से अभिव्यक्ति हुई है। साहित्य में आधुनिकता का आधार उपनिवेशवादविरोधी संघर्ष, सामंतवाद का विरोध, जातिगत भेदभाव का विखंडन, साधारण मनुष्य की कथा में स्थापना तथा गद्य के सामाजिक सरोकारों के विकास से जुड़ा हुआ है। गांव के साधारण किसान, नौजवान, बच्चे-बूढ़े, क्रांतिकारी, समाज सुधारक, स्त्रियां, शिक्षक, नौकरीपेशा, कारीगर, मजदूर आदि समाज के सभी वर्गों की जो कथाएं हमारे साहित्य में हैं, उनमें अपने पाठकों की कल्पनाशीलता व संवेदनशीलता को भव्यतम ऊंचाइयों पर पहुंचाने की अपार क्षमता है। यह कथा साहित्य विभिन्न वर्गों की जीवन संबंधी चुनौतियों, संघर्षों, पराजयों व जीवट उत्साह के विस्तृत संसार के प्रति जिज्ञासु बनाएगा तथा उन्हें कालक्रम के अनुसार कथा व उपन्यास के बदलते सरोकारों तथा बदलते ढांचे से अवगत कराएगा। विगत सदी का कथा साहित्य मुक्ति संघर्षों, समाजवादी विचारधारा के प्रसार तथा लोकतांत्रिक चेतना के विस्तार से अभिन्न रूप से जुड़ा हुआ है। नाना प्रकार के पाखंड, विद्रूप, ढोंग व नैतिक गिरावट की कथाएं भी इसमें उपस्थित हैं। खासतौर पर स्वतंत्रता के बाद राष्ट्रनिर्माण की समस्याओं तथा मोहभंग की कथा साहित्य में जो अभिव्यक्ति हुई है, उसे प्रमुखता प्रदान की जाएगी। समाज के प्रति लेखकों के दृष्टिकोण में बदलाव तो आया ही साथ ही लेखक होने की कसौटी व शर्तों में परिवर्तनों को दर्ज किया गया। इस तथ्य को कथा साहित्य को केंद्र में रखकर व्याख्यायित किया जाएगा। पाठ्यक्रम में हिंदी के प्रमुख लेखकों जैसे चंद्रधरशर्मा गुलेरी, जयशंकर प्रसाद, बंग महिला, प्रेमचंद, जैनेंद्र, अज्ञेय, यशपाल, फणीश्वरनाथ रेणु, मोहन राकेश, कमलेश्वर, निर्मल वर्मा, श्रीलाल शुक्ल, अमरकांत, भीष्म साहनी, ऊषा प्रियंवदा, मन्नू भंडारी तथा उदयप्रकाश के साहित्य की प्रतिनिधि रचनाओं को आधार बनाया गया है।

#### **b. Objectives:**

यह कोर्स विद्यार्थियों को साहित्यिक पाठों के ज़रिए सामाजिक यथार्थ का विश्लेषण करने में सक्षम बनाएगा तथा भारतीय समाज की बहुलता, विविधता, गांव-शहर के फर्क, शहरीकरण की जटिलता आदि से विद्यार्थियों को अवगत कराने में अपनी महत्वपूर्ण भूमिका को अदा करेगा। इसके माध्यम से हिंदी के गद्य के विभिन्न रूपों, परिवेशगत आयामों, स्थानीय लक्षणों की सघन पड़ताल करने में विद्यार्थी सक्षम हो सकेगा। गद्य साहित्य के अध्ययन के माध्यम से विद्यार्थियों की रचनात्मक क्षमता, कल्पनाशीलता आदि का विकास करना भी इस कोर्स का प्रधान उद्देश्य रहेगा। कथा साहित्य को जेंडर, स्त्री-प्रश्नों, अस्मितावादी नजरियों, राष्ट्र निर्माण के सवालों तथा विचारधारात्मक दृष्टियों से परखने के लिए भी विद्यार्थियों को प्रशिक्षित किया जा सकेगा।

#### **c. Expected learning outcomes:**

इस कोर्स के माध्यम से विद्यार्थी आधुनिक कथा साहित्य के इतिहास का आलोचनात्मक अध्ययन कर आधुनिक साहित्य की विकास यात्रा के प्रमुख पहलुओं का ज्ञान प्राप्त करेंगे। वे समाज के विविध घटकों, वर्गों, अस्मिताओं, सामाजिक स्तरों आदि के प्रति व्यापक संवेदनशील नजरिया ही नहीं विकसित करेंगे बल्कि वे अपने आगामी शोध व लेखन में इस ज्ञान का प्रयोग कर हिंदी के शोध-

परिदृश्य को समृद्ध करने का कार्य करेंगे। वे ज्ञान, तर्क, वैचारिकी तथा साहित्य के अंतर्संबंधों पर विवेकवादी तरीके से सोचने के लिए स्वयं को तैयार कर सकेंगे।

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

**माड्यूल 1: हिंदी कथा- साहित्य का परिचय**

पाठ्यक्रम का यह आरंभिक खंड आधुनिक हिंदी कथा साहित्य का विस्तृत परिचय प्रदान करेगा। हिंदी में उपन्यास व कहानी के उदय, उसकी विशेषताओं के क्रमिक विकास व प्रमुख लेखकों व उनकी कृतियों का सर्वेक्षणी परिचय देगा। हिंदी साहित्य का विकास औपनिवेशिक स्थितियों, राष्ट्रवादी आंदोलनों, समाज सुधार की चेतना तथा नए मध्यवर्ग के उदय से प्रभावित रहा है। व्यवस्थित लेखन, फुटकर लेखन व छापामार आदि किस्म के लेखन ने कथासाहित्य की नींव रखने का काम किया है। इस खंड में 19वीं सदी के उत्तरार्ध में उत्पन्न परिस्थितियों के आलोक में हिंदी कथा साहित्य के विकास की रूपरेखा से विद्यार्थियों को परिचित कराया जाएगा और साथ ही बीसवीं सदी के विभिन्न चरणों में इस कथा साहित्य की परिवर्तनशील प्रवृत्तियों व विशेषताओं की जानकारी भी प्रदान की जाएगी ताकि वे अगले माड्यूल में, जिसमें हिंदी उपन्यास व हिंदी कहानी का पाठगत अध्ययन होना है, उसे विस्तृत ऐतिहासिक दृष्टिकोण से समझने के लिए स्वयं को तैयार कर सकें। कथासाहित्य की विभिन्न शैलियों खासतौर पर सुधारवादी, रोमांटिक, ऐतिहासिक, राष्ट्रीयता से संबंधित, यथार्थवादी, तिलस्म-फंतासीनुमा, उत्तर आधुनिक व जादुई यथार्थवाद को केंद्र में रखकर भी कथासाहित्य की विभिन्न प्रवृत्तियों का अध्ययन होगा। नवीन कथासाहित्य ने किस प्रकार से नए स्त्री-पुरुष की कल्पना, नई स्त्री की अवधारणा, नए समाज की परिकल्पना व इतिहास-अतीत से संबंधों को विकसित किया, इसका भी परिचय प्रदान किया जाएगा।

1. हिंदी उपन्यास के उदय की ऐतिहासिक परिस्थितियां और उसका विकास
2. हिंदी कहानी के उदय की ऐतिहासिक परिस्थितियां और उसका विकास

**संदर्भ पुस्तकें**

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5. हिंदी कहानी का इतिहास: गोपाल राय, राजकमल प्रकाशन, दिल्ली, 2008
6. हिंदी कहानी का विकास: मधुरेश, राधाकृष्ण प्रकाशन, दिल्ली, 2003
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**माड्यूल 2: हिंदी उपन्यास**

यह माड्यूल हिंदी के प्रधान उपन्यासों के गहन विश्लेषण, विवेचन आदि को संभव बनाने पर आधारित होगा। इन उपन्यासों के सघन पाठ के माध्यम से हिंदी उपन्यास में ग्रामीण जीवन की अभिव्यक्ति, स्वतंत्रता आंदोलन के प्रभाव, व्यक्तिवाद के विकास, सामाजिक समस्याओं की अभिव्यक्ति आदि की दिशा में शिक्षण कार्य को संपन्न किया जा सकेगा। छात्रों के भीतर साहित्यिक संवेदनशीलता को उत्पन्न करते हुए उन्हें उत्तर भारत के समाज की ऐतिहासिकता, घटनाओं-दुर्घटनाओं, हलचलों, उथलपुथल व जड़ताओं से जुड़े विविध प्रश्नों से जोड़ा जा सकेगा। उपन्यासों का एक बड़ा

काम जीवन को महाकाव्यात्मक रूप से प्रस्तुत करना रहा है जिसमें चरित्र किसी विराट यथार्थ की अनुगूँज होते हैं। इसलिए उपन्यासों का पाठ जीवन की सूक्ष्म सचाइयों के साथ-साथ उसकी विशालता की दिशा में भी विद्यार्थियों को सोचने, समझने तथा बहस में शामिल होने के लिए प्रवृत्त करेगा। आधुनिक समाज में जाति, जेंडर, वर्ग व क्षेत्र के सवाल पर संवेदनशीलता को दर्ज किया जा सकता है। साहित्यिक कृतियों के अस्मितावादी, हाशिए की वैचारिकी पर आधारित तथा पर्यावरण के दृष्टिकोण से आधारित पाठों पर विशेष बल दिया जाता है। इसे ध्यान में रखते हुए उपन्यासों की कथा को किसी निश्चित व्याख्या या दृष्टिकोण के अधीन रखने के स्थान पर उन्हें विभिन्न किस्म की संवादी बहसों तथा विमर्श के लिए खोला जाएगा। उपन्यासों के अध्ययन में पाठगत अर्थों की बहुलता से विद्यार्थी को परिचित कराने पर भी विशेष ध्यान रखा जाएगा और वर्तमान सामाजिक परिवेश में उन कथाओं, चरित्रों, शिल्प की प्रासंगिकता को उभारा जा सकेगा। इसमें कुल मिलाकर दस उपन्यास प्रस्तावित किए जा रहे हैं जिनमें शिक्षक व विद्यार्थियों के बीच सहमति से 4 उपन्यासों का चयन किया जाएगा। विभिन्न सत्रों में उपन्यासों की दी गई सूची में से अलग उपन्यास चुनकर उन्हें शिक्षण कार्य के लिए उपयोग किया जाएगा। हिंदी में उपन्यासों की सुधारवादी, आदर्शवादी, मनोविश्लेषणात्मक, यथार्थवादी, ऐतिहासिक उपन्यास, रोमांटिक उपन्यास, आंचलिक उपन्यास की पारंपरिक श्रेणियां रही हैं। इन श्रेणियों की ऐतिहासिकता से अवगत कराते हुए उपन्यास आलोचना के नए सिद्धांतों विशेषकर अस्मितावादी सिद्धांतों, उत्तर औपनिवेशिक सिद्धांतों, विखंडनवादी सिद्धांत, समाजशास्त्रीय पद्धित का भी उपन्यास के विवेचन-विश्लेषण में प्रयोग किया जाएगा।

#### निर्धारित पाठ:

##### (खंड-क)

रंगभूमि (प्रेमचंद)

त्यागपत्र (जैनेंद्र)

शेखर: एक जीवनी, भाग-1 (अज्ञेय)

बाणभट्ट की आत्मकथा (हजारी प्रसाद द्विवेदी)

##### (खंड-ख)

झूठा-सच, भाग-1 (यशपाल)

तमस (भीष्म साहनी)

राग दरबारी (श्रीलाल शुक्ल)

##### (खंड-ग)

मैला आंचल (फणीश्वरनाथ रेणु)

मित्रो मरजानी (कृष्णा सोबती)

महाभोज (मन्नु भंडारी)

#### संदर्भ पुस्तकें

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### माइयूल 3: हिंदी की आधुनिक कहानियां

इस माइयूल में शामिल कहानियों के अध्ययन से बीसवीं सदी की मनुष्यता के समक्ष उत्पन्न सामाजिक-सांस्कृतिक उलझनों व चुनौतियों तथा उसके औदात्य व निकृष्टताओं के विभिन्न पहलुओं का अंतर्दृष्टिपूर्ण मूल्यांकन व समीक्षा संभव हो सकेगी। आधुनिक कहानी ने भारत जैसे कथाप्रधान देश में नई अंतर्वस्तु, शिल्प व भाषा के स्तर पर किस प्रकार के नए प्रयोग किए तथा वे प्रयोग आधुनिकता के प्रोजेक्ट का किस प्रकार अनिवार्य हिस्सा बन रहे थे, इसका विवेचन व विश्लेषण किया जा सकेगा। समाज ने किस प्रकार से राष्ट्रीय स्तर पर विभिन्न त्रासदियों का सामना किया तथा परंपरा से किस प्रकार समाज की बहुपक्षीय मुठभेड़ हो रही थी, इन कहानियों के माध्यम से इसका प्रामाणिक बोध अर्जित किया जा सकेगा। विभिन्न किस्म के घरेलू परिवेश, संस्कृतियां, दिनचर्याएं, आर्थिक मुश्किलें, सम्मान-अपमान के प्रश्न, रोमांटिक भावबोध, जातपात के स्थानीय तनाव, स्त्रीपक्ष इन कथाओं में उपस्थित हैं और कथाओं के पाठ से भारत के सांस्कृतिक-सामाजिक जीवन के विश्वसनीय चित्र उभरकर सामने आएंगे। उपन्यासों के अध्ययन के भांति कहानियों में भी लैंगिक वर्चस्व, जातिगत तनावों, राष्ट्रीयता के संकट तथा वर्गीय विभाजनों की कसौटी पर इन कहानियों का आलोचनात्मक पाठ तैयार किया जा सकेगा। एक ओर समाज में परंपरा जैसी चीज से होने वाले द्वंद्व तथा दूसरी ओर आधुनिकता से विभिन्न किस्म के द्वंद्वों की संवादधर्मी पड़ताल की ओर विद्यार्थियों को उन्मुख किया जा सकेगा।

#### निर्धारित पाठ:

उसने कहा था (चंद्रधर शर्मा गुलेरी)

गुंडा (जयशंकर प्रसाद)

चंद्रदेव से मेरी बातें (राजेंद्र बाला घोष - 'बंग महिला')

कफन (प्रेमचंद)

एक रात (जैनेंद्र)

पर्दा (यशपाल)

रोज (अज्ञेय)

वापसी (ऊषा प्रियंवदा)

अमृतसर आ गया है (भीष्म साहनी)

परिंदे (निर्मल वर्मा)

मलबे का मालिक (मोहन राकेश)

कोसी का घटवार (शेखर जोशी)

हंसा जाई अकेला (मार्कडेय)

राजा निरबंसिया (कमलेश्वर)

जिंदगी और जोंक (अमरकांत)

तीसरी कसम (फणीश्वरनाथ रेणु)

विकलांग श्रद्धा का दौर (हरिशंकर परसाई)

पिता (ज्ञानरंजन)

घुसपैठिए (ओमप्रकाश वाल्मीकि)

मोहनदास (उदयप्रकाश)

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

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	हिंदी उपन्यास के उदय का इतिहास	साहित्य शिक्षण	उपन्यास का उदय- आयन वाट हिंदी उपन्यास का इतिहास- गोपाल राय, हिंदी साहित्य का इतिहास- रामचंद्र	-----	-----

			शुक्ल		
2	आधुनिक हिंदी कहानी का परिचय	साहित्य शिक्षण	हिंदी कहानी का विकास: मधुरेश, हिंदी कहानी का इतिहास: गोपाल राय	-----	-----
3	हिंदी उपन्यास-	साहित्य शिक्षण	निर्धारित पाठ	-----	-----
4	हिंदी उपन्यास-	साहित्य शिक्षण	निर्धारित पाठ	-----	20 percent (after 4 week)- Home Assignment
5	हिंदी उपन्यास-	साहित्य शिक्षण	निर्धारित पाठ	-----	
6	हिंदी उपन्यास-	साहित्य शिक्षण	निर्धारित पाठ	-----	-----
7	हिंदी कहानी- निर्धारित पाठ से	साहित्य शिक्षण	निर्धारित कहानियां	-----	-----
8	हिंदी कहानी- निर्धारित पाठ से	साहित्य शिक्षण	निर्धारित कहानियां	-----	40 percent (After 4 week)- Mid Sem
9	हिंदी कहानी- निर्धारित पाठ से	साहित्य शिक्षण	निर्धारित कहानियां	-----	-----
10	हिंदी कहानी- निर्धारित पाठ से	साहित्य शिक्षण	निर्धारित कहानियां	-----	-----
11	हिंदी कहानी- निर्धारित पाठ से	साहित्य प्रशिक्षण	निर्धारित कहानियां	-----	-----
12	हिंदी कहानी- निर्धारित पाठ से	साहित्य प्रशिक्षण	निर्धारित कहानियां	-----	40 per cent (after 4 week)- End Sem

### **Pedagogy:**

#### f. Instructional strategies:

माइयूल्स में शामिल पाठों का अध्यापन करते हुए इस रचनाओं से जुड़े हुए आनुषांगिक प्रसंगों से विद्यार्थियों को परिचित कराने के लिए कक्षा में पाठ के विश्लेषण के अतिरिक्त बहस-मुबाहिसा भी संचालित किया जाएगा। इन पाठों की अंतरअनुशासनिकता को ध्यान में रखते हुए विश्वविद्यालय में उपलब्ध या बाहर के विद्वानों के अतिथि व्याख्यान भी कराए जाने अपेक्षित होंगे। साहित्यिक कृतियों का संबंध फिल्मों, राजनीति, राष्ट्रीय स्तर की बहसों, कलाओं आदि से भी रहा है और पाठ्यक्रम में सम्मिलित कृतियों को केंद्र में रखकर उसके व्यापक आयामों को भी शिक्षण का अंग बनाया जाएगा। विशिष्ट विद्वानों को विशेष तौर पर आमंत्रित कर कार्यशालाएँ आयोजित करना, फिल्म स्क्रीनिंग, साहित्यिक यात्राओं से उनके भौगोलिक पक्षों का अवलोकन करना आदि भी शिक्षण प्रक्रिया की सततमान प्रविधियां होंगी।

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

NONE



h. Expertise in AUD faculty or outside  
AUD FACULTY

i. 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**

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

School/Centre proposing the course	SOL
Programme(s)	MA
Course title	दिल्ली और साहित्य
Course code	TBD
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	ELECTIVE
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Proposed date of launch	TBD
Course coordinator and team	HINDI FACULTY

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
None
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 School Rule
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):  
Semester
5. How does the course link with the vision of AUD?  
यह पाठ्यक्रम अंबेडकर विश्वविद्यालय के विजन के अनुसार अंतरानुशासनिक और ऐतिहासिक-समाजशास्त्रीय दृष्टिकोण के अनुरूप होगा। इसमें दिल्ली की साहित्यिक संस्कृति से विद्यार्थियों को इस प्रकार से परिचित कराया जाएगा ताकि वे दिल्ली प्रांत से जुड़े रचनाकारों तथा इसकी सांस्कृतिक-साहित्यिक विविधता को आत्मसात करें। दिल्ली के देशकाल को सीमित-संकीर्ण नजरिए से देखने के स्थान पर लेखन संस्कृति के स्तर पर उसकी बहुस्तरीयता तथा बहुपक्षीयता का बोध विकसित कर सकें।
6. How does the course link with the specific programme(s) where it is being offered?  
एम हिंदी के प्रस्तावित पाठ्यक्रमों में समग्र हिंदी साहित्य का पठन-पाठन किया जाएगा। उसकी समग्रता के एक हिस्से में दिल्ली का साहित्य भी शामिल रहता है, लेकिन वह मूल रूप से साहित्य-परंपरा में दिल्ली के अंकन तथा चित्रण पर विशिष्ट रूप से केंद्रित नहीं होता है। इसलिए यह पाठ्यक्रम अनिवार्य कोर्स के रूप में पढ़ाए जाने वाले हिंदी साहित्य के इतिहास से अन्योन्याश्रित संबंध का निर्माण करता है। यह स्वैच्छिक पाठ्यक्रम के रूप में दिल्ली पर ही केंद्रित होने के कारण अधिक विस्तार से हिंदी साहित्य में दिल्ली की उपस्थिति, धर्म-समुदायों की समेकित संस्कृति-परंपरा, महानगरीय समस्याओं तथा विविधताओं से विद्यार्थियों को परिचित कराता है।
7. **Course Details:**
  - a. **Summary:**

इस पाठ्यक्रम का उद्देश्य भारत की राजधानी दिल्ली की विशिष्ट साहित्य-परंपरा, साहित्य लेखन तथा साहित्यिक संस्थानों के इतिहास से अवगत कराना होगा। साहित्य की विभिन्न विधाओं में दिल्ली की उपस्थिति के विविध आयामों के बारे में विश्लेषणात्मक-तुलनात्मक रूपों में अवगत कराया जाएगा इसके माध्यम से विद्यार्थी दिल्ली में भाषिक प्रयोगों, हिंदी में कविता के विकास, बोलियों की समृद्धि, विविध विधाओं के विकास, रंगमंच-पत्रकारिता के उदय आदि को व्यापक इतिहास दृष्टि से समझ सकेंगे। दिल्ली के सार्वजनिक क्षेत्र (Public Sphere) तथा दिल्ली में नागरिक समाज (Civil Society) के उदय व विकास को व्यक्त एवं प्रेरित करने वाले साहित्य से संवाद स्थापित करेंगे। आधुनिक काल में राजनीतिक व समाजशास्त्रीय परिवर्तनों के परिणामस्वरूप साहित्य लेखन व संस्थान-निर्माण के केंद्र में दिल्ली के आने की वस्तुस्थिति के बारे में जानकारी प्राप्त करेंगे।

मुख्य रूप से हिंदी साहित्य काशी, प्रयाग, आगरा, मथुरा, पटना, भोपाल, जयपुर आदि स्थानों पर रचे गए साहित्य से पहचाना जाता रहा है। दिल्ली को भारत का महत्वपूर्ण ऐतिहासिक शहर मानने के बावजूद साहित्य में दिल्ली की छवियों पर अलग से विस्तारपूर्वक विचार व अध्यापन नहीं किया जाता है। हिंदी की बोलियों जैसे ब्रज, अवधी, कुमाउंनी, राजस्थानी, मैथिली, भोजपुरी आदि में रचित साहित्य के बारे में स्नातकोत्तर स्तर के विद्यार्थियों को ज्ञानसंपन्न बनाते समय सहज ही उनके मस्तिष्क में हिंदी साहित्य जगत के भूगोल के बारे में खास तरह का बोध भी उत्पन्न कर दिया जाता है, जिसमें दिल्ली को विशेष जगह नहीं प्राप्त होती। दिल्ली को केवल लेखकों के आप्रवास और प्रवास से जोड़कर देखा व समझा जाता है। मध्यकाल के बाद उर्दू शायरी और अदब में मीर, सौदा, मुसहफी, गालिब, जौक के नाम हैं जिन्होंने दिल्ली की फारसी-उर्दू विरासत को परवान चढ़ाया। दिल्ली और आसपास बोली जाने वाली खड़ी बोली से हिंदी भाषा का मानकीकरण हुआ है। उर्दू तथा पंजाबी भाषाओं के असर से दिल्ली की हिंदी के प्रत्यय, परसर्ग, सर्वनाम, बहुवचन के प्रयोग में भिन्नता है पर दिल्ली का भाषातंत्र खड़ी बोली साहित्य के लोकप्रिय रूपों को विकसित करता रहा है। दिल्ली में 19वीं सदी में रंगमंच तथा पत्रकारिता का विकास हो रहा था। स्वतंत्रता के बाद साहित्य की केंद्र बनती चली गई। दिल्ली की इस विविधतापूर्ण साहित्यिक परंपरा के अध्यापन से दिल्ली के मूल निवासी अथवा यहां पर लंबे समय से बसे व शिक्षा प्राप्ति के लिए आने वाले वर्गों के विद्यार्थियों को महानगरीय संस्कृति से नया समृद्कारी जुड़ाव का अनुभव होगा।

#### **b. Objectives:**

यह कोर्स साहित्य लेखन में दिल्ली के विविध आयामों की अभिव्यक्ति के विश्लेषणात्मक, तुलनात्मक और ऐतिहासिक पद्धति पर आधारित अध्ययन को प्रोत्साहित करेगा। प्रायः यह देखा गया है कि दिल्ली के विद्यार्थी विभिन्न विधाओं, साहित्यिक आंदोलनों, प्रवृत्तियों और साहित्यिक अवधारणाओं में शिक्षित होते हैं, पर दिल्ली की अपनी साहित्यिक-सांस्कृतिक विरासत तथा साहित्य व दिल्ली के परस्पर रिश्तों पर उनका कोई विशेषज्ञतापूर्ण अध्ययन नहीं होता है। यह कोर्स इस विसंगति को दूर करने में सहायक होगा। इसके माध्यम से विद्यार्थी विभिन्न प्रकार के राजनीतिक सत्ता-परिवर्तन, उलटफेर तथा नए शासकों-साम्राज्यों के उत्थान व पतन के बीच सक्रिय साहित्य की परंपरा से परिचित होगा। वह दिल्ली की विविध छवियों को व्यक्त करने वाली रचनाओं का विस्तार से अध्ययन कर सकेगा। दिल्ली को केवल राजनीति या सत्ता का केंद्र माने जाने या दिल्ली को मात्र राजनीतिक इतिहास की तरह प्रस्तुत करने के पूर्वग्रह से अवगत होगा। वह दिल्ली की परंपरागत साहित्यिक समृद्धि, सीमा, संकट तथा साहित्यिक संभावनाओं के ज्ञान से स्वयं को जोड़ सकेगा। यह कोर्स विद्यार्थी को दिल्ली की भौगोलिक संरचना में फैले आधुनिक साहित्यिक, भाषातंत्र, पुरानी भाषा व संस्थाओं, साहित्यिक विवादों तथा दिल्ली की

साहित्यिक छवियों का तुलनात्मक-विवेचनात्मक अध्ययन करने के लिए गंभीरता से प्रोत्साहन प्रदान करेगा।

**c. Expected learning outcomes:**

- .साहित्य परंपरा में दिल्ली के बहुलतापूर्ण चित्रण के प्रति संवेदनशीलता पैदा करना तथा शहरी संस्कृति के बारे में ज्ञानात्मक बोध का विकास।
- .दिल्ली में साहित्य की नई विधाओं जैसे उपन्यास, कविता तथा रंगमंच के नवीन प्रयोगों के बारे में जानकारी।
- .दिल्ली में हिंदी, हिंदुस्तानी, उर्दू भाषाओं के लगातार विकसित होते स्वरूप का अध्ययन। दिल्ली के बहुभाषी चरित्र का ज्ञान विकसित करना।
- .स्वातंत्र्योत्तर भारत में दिल्ली की महानगरीय छवि के विविध रूपों से परिचय।
- .रूढ़िबद्धछवियोंसेपरेजाकरतथादिल्लीकेदेशकालकोसीमित\_संकीर्णनजरिएसेदेखनेकेस्थानपरलेखन\_संस्कृतिकेस्तरपरउसकीबहुस्तरीयतातथाबहुपक्षीयताकाबोधविकसितकरना।

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

### माड्यूल-1

दिल्ली और साहित्य का संबंध दिल्ली में विभिन्न किस्म के भाषिक प्रयोगों के इतिहास के साथ जुड़ा है। उर्दू, पंजाबी, ब्रज, खड़ी बोली के साथ-साथ विभिन्न क्षेत्रीय बोलियों का यहां व्यापक प्रयोग होता है। भारतीय भाषाओं की विविधता को दिल्ली का सार्वजनिक जीवन प्रतिबिंबित करता है। भाषावैज्ञानिक दृष्टि से हिंदी-उर्दू को दो अलग भाषाएं नहीं माना जाता है। दिल्ली में उर्दू साहित्य के विकास का संबंध दिल्ली की सामाजिक-सांस्कृतिक विशेषताओं से अभिन्न रूप से जुड़ा हुआ है। इस माड्यूल में दिल्ली की ऐतिहासिकता, भाषिक इतिहास, भाषा व आव्रजन के संबंध, भाषा व ऐतिहासिक परिवर्तनों के संबंध का समेकित रूप में विश्लेषण किया जाएगा। अध्ययन व अध्यापन की प्रक्रिया में दिल्ली के भाषायी मानचित्र का भाषावैज्ञानिक तथा साहित्यिक दृष्टि से मूल्यांकन किया जाएगा। इस माड्यूल में दिल्ली के इतिहास को पंजाबी व खड़ी बोली आदि भाषाओं की रचनाओं के संदर्भ में प्रस्तुत किया जाएगा। दिल्ली की साहित्यिक संस्कृति जिस प्रकार से हिंदू-मुस्लिम तहजीब के साथ-साथ विभिन्न भाषाओं के मिलेजुले रूप में विकसित हुई है, उसका अध्ययन होगा। दिल्ली की अराजकता व पतन के बीच उर्दू साहित्य का उत्थान हुआ। विभिन्न शैलियों व विधाओं जैसे शहरे-आशोब, कसीदे, कित्तात, मुसल्लस, मुखम्मस आदि का अध्यापन करते हुए उर्दू भाषा की देहलवियत का भी परिचय प्रदान किया जाएगा।

#### दिल्ली का भाषा-जगत व भाषाशास्त्रीय स्वरूप

1. दिल्ली का सांस्कृतिक-साहित्यिक इतिहास: एक परिचय, भाषा और बोलियों का परिचय
2. मध्यकाल में खड़ी बोली का उदय व विकास
3. उर्दू का विकास, देहलवियत और प्रमुख लेखक
4. पंजाबी भाषा, स्थानीय बोलियां और हिंदी: अंतर्संबंध और साझा शहरी जीवन

### माड्यूल-2

इस माड्यूल में देश के इतिहास को प्रभावित करने वाली घटना 1857 के हिंदी साहित्य पर प्रभाव का विशेष अध्ययन होगा। भारत के प्रथम स्वतंत्रता संग्राम का हिंदी साहित्य पर जो प्रभाव पड़ा उसका जातिगत,

लैंगिक, क्षेत्रीय आयामों का अध्यापन किया जाएगा। इसी माइयूल में दिल्ली के आसपास के इलाकों में उपन्यास विधा के जन्म का विवेचन होगा। साथ ही दिल्ली को केंद्र में रखकर विभिन्न विषयों पर रचित उपन्यासों का पाठगत विश्लेषण-विवेचन किया जाएगा। प्रमुख उपन्यासों के साथ ही कहानियां भी सम्मिलित होंगी जो दिल्ली के विविध रूपों तथा एक महानगर के रूप में उसकी चुनौतियों के बारे में विद्यार्थियों को परिचित कराएंगी। अकेलेपन तथा मध्यवर्गीय जीवन की विडंबनाओं पर केंद्रित साहित्य के विषय में परिचित कराया जाएगा। प्रमुख घटनाओं जैसे आपातकाल व 1984 की सांप्रदायिक हिंसा पर केंद्रित साहित्य का सर्वेक्षण प्रस्तुत किया जाएगा। शहर के हाशिए के वर्गों जैसे मिस्त्री-मजदूर, निर्वासित, हिंसा के शिकार, वेश्या, मनोरोगी, भिखारी आदि की साहित्य में उपस्थिति का मूल्यांकन होगा।

## दिल्ली और आधुनिक साहित्य

1. हिंदी साहित्य और 1857

2. उपन्यास साहित्य

परीक्षागुरु (लाला श्रीनिवास दास)

झूठा-सच खंड 2 (यशपाल), दिलोदानिश (कृष्णा सोबती), अंधेरे बंद कमरे (मोहन राकेश), पचपन खंभे लाल दीवारें (ऊषा प्रियंवदा)

3. कहानियों में दिल्ली

काली सलवार (मंटो), खोई हुई दिशाएं व दिल्ली में एक मौत (कमलेश्वर), गंगो का जाया (भीष्म साहनी), दिल्ली की दीवार (उदय प्रकाश)

## माइयूल- 3

हिंदी की आधुनिक कविता में दिल्ली की उपस्थिति, उसकी विविध छवियां, आतंक व संशय से जुड़े मनोविज्ञान की अभिव्यक्ति हिंदी कविता तथा अन्य गद्य विधाओं में निरंतर होती रही है। इस माइयूल में आधुनिक हिंदी कविता में देश की राजधानी व महानगर के रूप में हिंदी कविता पर कैसी छाप डाली, इसका विस्तृत विवेचन-विश्लेषण किया जाएगा। दिल्ली के बाहर से आए रचनाकारों के मन में दिल्ली को लेकर किस प्रकार का संशय व अलगाव बोध रहा, इसका अध्ययन करते हुए प्रवास, विस्थापन, निर्वासन, अवगाव व विडंबना आदि से जुड़ी साहित्यिक प्रतीक शैली व तत्संबंधी अनुभूतिगत विशिष्टताओं से विद्यार्थियों को अवगत कराया जाएगा। वर्ग, लैंगिक स्थिति व जाति के प्रश्न को केंद्र में रखा जाए। इसी खंड में संस्मरण, आत्मकथा, निबंध, नाटक व पत्रलेखन की विधा में व्यक्त दिल्ली के अंतरंग व बहिरंग का भी अध्यापन किया जा सकेगा।

## हिंदी कविता और अन्य गद्य विधाएं

1. कविता: रामधारी सिंह दिनकर की काव्यकृति 'दिल्ली'- नई दिल्ली के प्रति, दिल्ली और मास्को, हक की पुकार, भारत का यह रेशमी नगर।

2. दाराशिकोह (रामविलास शर्मा)

3. कुंभनदास के प्रति तथा जेएनयू में हिंदी (केदारनाथ सिंह)

4. धर्मवीर भारती की व्यंग्य रचना- डाकखाना मेघदूत- शहर दिल्ली

5. राजेंद्र यादव द्वारा संपादित पुस्तक 'अभी दिल्ली दूर है' में भीष्म साहनी, कृष्णा सोबती, रघुवीर सहाय, अजित कुमार, शानी व हंसराज रहबर के दिल्ली संबंधी संस्मरणात्मक आलेख।

6. 'दिल्ली टी हाउस' (संपा- बलदेव वंशी) में संकलित दिल्ली के काफी हाउस से जुड़े संस्मरण।

## माइयूल-4

दिल्ली में देश के दूसरे हिंदी भाषी हिस्सों की तुलना में हिंदी पत्रकारिता का आरंभ में धीमी गति से विकास हुआ। पर धीरे-धीरे कई महत्वपूर्ण पत्र यहीं से प्रकाशित होने लगे। इस माइयूल में दिल्ली को केंद्र में रखकर खड़ी बोली हिंदी की पत्रकारिता के विकास का शिक्षण किया जाएगा। साथ ही रंगमंच पर पौराणिक, देशभक्ति, समाजसुधार के विषयों पर केंद्रित नाटक परंपरा के विकास का अध्यापन किया जाएगा। भारत की राष्ट्रीयता के विभिन्न पक्षों व अंतर्विरोधों पर इन नाटकों के असर का विवेचन होगा। इसी माइयूल में स्वतंत्रता के पश्चात दिल्ली में समाजवादी-नेहरूवादी विचारधारा के प्रभाव, नई साहित्यिक संस्थाओं, पत्र-पत्रिकाओं तथा आंदोलनों के माध्यम से साहित्य की नवीन इबारत लिखे जाने के इतिहास का वस्तुगत अध्यापन होगा।

### दिल्ली: पत्रकारिता, रंगमंच, संस्थाएं

1. दिल्ली में पत्रकारिता का उदय और विकास
2. पारसी रंगमंच, शौकिया रंगमंच, बाल एकांकी और रेडियो नाटक
4. काफी हाउस संस्कृति, नवीन साहित्यांदोलन, साहित्यिक पत्र-पत्रिकाओं का इतिहास
3. स्वतंत्रता के पश्चात दिल्ली में साहित्यिक संस्थाओं की स्थापना का इतिहास

### संदर्भ पाठ/ पुस्तकें

1. हिंदी भाषा और साहित्य के विकास में दिल्ली का योगदान- डा. नगेंद्र (संपादक), हिंदी बुक सेंटर, नई दिल्ली, 1995
2. हिंदी साहित्य का इतिहास- रामचंद्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी, संस्करण-1999
3. अभी दिल्ली दूर है- राजेंद्र यादव (संपादक), प्रवीण प्रकाशन, नई दिल्ली, 1995
4. दिल्ली टी हाउस- बलदेव वंशी (संपादक), नेशनल पब्लिशिंग हाउस, नई दिल्ली, 2009
5. हिंदी हास्य व्यंग्य संकलन- श्रीलाल शुक्ल (संपादक), एनबीटी, नई दिल्ली, 2002
6. उर्दू साहित्य का इतिहास- एहतिशाम हुसैन, लोकभारती प्रकाशन, इलाहाबाद, 1996
7. दीवान-ए-गालिब- अली सरदार जाफरी (संपा), राजकमल प्रकाशन, नई दिल्ली, 2018
8. दीवान-ए-मीर- अली सरदार जाफरी (संपा), राजकमल प्रकाशन, नई दिल्ली, 2018
9. The Last Mushairah of Delhi (English Translation of Delhi ki Aakhiri Shama)-Farhatullah Baig, Orient Longman, Delhi
10. Ghalib: Life, Letters and Ghazals- Ralph Russell OUP, Delhi, 20017
11. हिंदी नाटक, उद्भव और विकास- दशरथ ओझा, राजपाल एंड सन्स, दिल्ली, 2008
12. पारसी हिंदी रंगमंच- लक्ष्मीनारायण लाल, राजपाल एंड सन्स, दिल्ली, 1973
13. परीक्षागुरु- लाला श्रीनिवास दास- अनुरोध प्रकाशन, दिल्ली, 2006
14. दिल्ली- रामधारी सिंह दिनकर, उदयाचल प्रकाशन, पटना, 1954
15. रंग साक्षी- जयदेव तनेजा, तक्षशिला प्रकाशन, दिल्ली, 2015
16. 1857 इतिहास कला साहित्य- मुरलीमनोहर प्रसाद सिंह/चंचल चौहान (संपा), राजकमल प्रकाशन, नई दिल्ली, 2007
17. 1857 के स्वाधीनता संग्राम का हिंदी साहित्य पर प्रभाव- भगवान दास माहौर, कृष्णा ब्रदर्स, अजमेर, 1976
18. झूठा-सच, खंड 2- यशपाल, लोकभारती प्रकाशन, इलाहाबाद, 2010
19. दिलो-दानिश- कृष्णा सोबती, राजकमल प्रकाशन, नई दिल्ली, 2013

- 20.अंधेरे बंद कमरे- मोहन राकेश, राजकमल प्रकाशन, नई दिल्ली, 2008  
 21.रात का रिपोर्टर- निर्मल वर्मा, राजकमल प्रकाशन, नई दिल्ली, 2010  
 22. दिल्ली- खुशवंत सिंह, किताबघर प्रकाशन, नई दिल्ली, 2001  
 23. तारसप्तक- अज्ञेय (संपादक), भारतीय ज्ञानपीठ, नई दिल्ली, 1966

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	दिल्ली के सांस्कृतिक-साहित्यिक इतिहास का परिचय: भाषा और बोली	विरासत की जानकारी	हिंदी भाषा और साहित्य के विकास में दिल्ली का योगदान- डा. नगेंद्र (संपादक), हिंदी साहित्य का इतिहास- रामचंद्र शुक्ल	-----	-----
2	मध्यकाल में खड़ी बोली का उदय और विकास	विरासत की जानकारी	भाषा और समाज- रामविलास शर्मा	-----	-----
3	उर्दू का विकास, देहलवियत, प्रमुख लेखक	दिल्ली में रचित उर्दू साहित्य से परिचय	उर्दू साहित्य का इतिहास- एहतिशाम हुसैन	-----	30 percent (after 3 week)- Home Assignment- 1
4	पंजाबी, हिंदी व स्थानीय बोलियों का अंतःसंबंध	भाषाओं के संबंध में जानकारी देना	भाषा और समाज- रामविलास शर्मा, हिंदी- उद्भव, विकास और रूप- हरदेव बाहरी	-----	
5	हिंदी साहित्य और 1857	प्रथम स्वतंत्रता संग्राम का साहित्यिक परिचय	1857 के स्वाधीनता संग्राम का हिंदी साहित्य पर प्रभाव- भगवान दास माहौर	-----	
6	उपन्यास साहित्य	उपन्यासों में अंकित दिल्ली का परिचय	परीक्षा गुरु, झूठा- सच (2),	-----	--25 percent after 3 week – Home Assignment -2
7	उपन्यास साहित्य	उपन्यासों में अंकित दिल्ली का परिचय	दिलो दानिश, अंधेरे बंद कमरे, पचपन खंभे लाल दीवारें	-----	-----
8	कहानियों में दिल्ली	कथाओं में	पाठ्यक्रम की	-----	

		अंकित दिल्ली का परिचय	कहानियां		
9	कविताएं और दिल्ली	कविताओं में अंकित दिल्ली का परिचय	पाठ्यक्रम की कविताएं	-----	20 percent after 3 week- Mid Sem -3
10	संस्मरणों में दिल्ली, साहित्यिक पत्रकारिता, काफी हाउस संस्कृति	विभिन्न विधाओं में अंकित दिल्ली का परिचय	राजेंद्र यादव- 'अभी दिल्ली दूर है' (राजेंद्र यादव-संपा), दिल्ली टी हाउस (संपा-बलदेव वंशी)	-----	-----
11	रंगमंच, एकांकी, नाटक, साहित्यिक आंदोलन	विभिन्न विधाओं तथा आंदोलनों में अंकित दिल्ली का परिचय	रंग साक्षी- जयदेव तनेजा, हिंदी नाटक, उद्भव और विकास- दशरथ ओझा	-----	-----
12	स्वाधीनता के बाद दिल्ली की साहित्यिक संस्थाएं	दिल्ली के आधुनिक साहित्यिक इतिहास का बोध पैदा करना	हिंदी भाषा और साहित्य के विकास में दिल्ली का योगदान- डा. नगेंद्र (संपादक),	-----	25 per cent (after 3 week)- End Sem Assesment-4

#### 8. Pedagogy:

##### a. Instructional strategies:

क्लासरूम अध्यापन, विशिष्ट व्याख्यान और फिल्म/डाक्यूमेंटरी माध्यम का प्रयोग

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

None

##### c. Expertise in AUD faculty or outside

AUD faculty

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

None

#### 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 (AUD)  
Standing Committee on Academic Programmes (SCAP)  
Minutes of the 53<sup>rd</sup> Meeting held on 23<sup>rd</sup> of March 2021

**The 53<sup>rd</sup> meeting of the Standing Committee on Academic Programmes (SCAP) was held on 23<sup>rd</sup> March 2021 via Google Meet at Committee Room 2, Kashmere Gate Campus.**

The following members were present:

Prof. Anita Ghai	- Member
Prof. Babu P Remesh	- Member
Prof. Dharendra D. Dangwal	- In the Chair
Prof. Kartik Dave	- Member
Prof. Sanjay Kumar Sharma	- Member
Dr. Sunita Singh	- Member
Prof. Sitansu Sekhar Jena	- Member
Prof. Satyaketu Sankrit	- Member

**Regrets:** Prof. Anu Singh Lather, Prof. Bodh Prakash, Mr. Deepan Sivaraman, Prof. Mohammad Sharique Farooqi, Prof. Praveen Singh and Dr. Suresh Babu

**Special Invitees:** Dr. Vaibhav, Dr. Anant Vijay Paliwal, Dr. Nikita Jain and Dr. Mrityunjay Tripathi.

The following agenda items were discussed:

**1. To consider the recommendations of the Board of Studies of School of Letters (SOL) for the following proposed Courses of Second Semester of the MA Hindi programme:**

- i) अस्मिता विमर्श (4 credit- elective)
- ii) आधुनिक हिंदी कविता (4 credit- core)
- iii) प्रवासी हिंदी साहित्य (4 credit- elective)
- iv) साहित्य और दिल्ली(4 credit- elective)
- v) सिनेमा और हिंदी साहित्य (4 credit- elective)
- vi) हिंदी का आधुनिक कथा-साहित्य (4 credit- core)

Hindi faculty of SOL presented the following courses of MA Hindi to be offered in the second semester of MA Hindi programme. There are two core courses and four electives.

- i) **Identity Discourse (अस्मिता विमर्श / *Asmita Vimarsh*):** This is an elective course. This course takes a historical approach to analyse recent literary tendencies of Hindi Literature. It deals with the intellectual and social transformations of the last two-three decades as reflected in Hindi literature. With the disintegration of the Soviet Union there was a rise of neoliberal

economic and social order which displaced the old order. This led to reshaping of old identities which were inspired by the new social movements that emerged at the end of the 1960s. Ideas like post-modernism, post-structuralism, deconstruction, etc. played a crucial role to understand this churning. These intellectual currents have also significantly influenced Hindi literature. This course takes up some of these contemporary ideas and thoughts to comprehend this reshaping and formation of identities. This search for new identities got reflected in the issues raised by Dalit, Afro-American, Black and feminist literature. The course takes up shaping and reshaping of identities of Women, Dalit, Tribal, Disabled and LGBTQ and their representations in Hindi Literature.

- ii) **Modern Hindi Poetry (आधुनिक हिंदी कविता / *Adhunik Hindi Kavita*):** This is a core course. This course deals with rise of modernity in Hindi poetry, which has remained till now an important issue of discussion in Hindi literature. The impact of nationalism was evident in the poetry of Bhartendu and Dwivediyug. Then there was a decisive shift towards Chhayavad. The seeds of Progressive Movement (Pragativad) in poetry can be traced to Chhayavad. The Progressive Writers Association institutionalised the new discourse and interrelationship of individual and society in poetry. Prayogvad called itself poetry of search for new paths. This course will deal with these various phases of growth of Hindi poetry.
- iii) **Diaspora and Hindi Literature (प्रवासी हिंदी साहित्य/ *Pravasi Hindi Sahitya*):** This course deals with the Hindi literature written by Indian diaspora. Diaspora writings bring global perspectives to Hindi literature. This literature is a mirror of pain and mental trauma of Indians who worked and struggled in distant countries in very different cultural contexts. Literature is the best medium of expression for them. This course covers literature created by two set of people: one, by indenture labourers taken to various colonies during colonial rule like Mauritius, Fiji, Surinam, Trinidad, etc. and by their descendants; another, by NRIs who went out recently in search of greener pastures and settled in various western countries. This literature brings diverse issues and concerns to the Hindi literature and this course makes an attempt to understand them.
- iv) **Delhi and Literature (दिल्ली और साहित्य/ *Dilli aur Sahitya*):** AUD is located in Delhi and many of our students are from Delhi. While students are aware of socio-economic and political issues related to Delhi, they are often unaware of rich literary tradition of Delhi. This course address to this lacuna. Delhi is a meeting point for various regional languages like Urdu, Panjabi, Braj and Khadiboli and this is reflected in the Hindi literature that emerged here. Delhi was the main centre of 1857 Rebellion and this inspired many literary works. Delhi was a centre of emergence of journalism and theatre in the 19th century. Slowly it emerged as a crucial place for the growth of Hindi literature. This course will bring out these linkages of Delhi and literature.
- v) **Cinema and Hindi Literature (सिनेमा और हिंदी साहित्य/ *Cinema and Hindi Sahitya*):** This course attempts to understand close relationship between cinema and Hindi literature. Cinema is a powerful and popular medium of entertainment and hence plays a very important role in social awareness and

social transformation. Hindi writers were always associated with writing scripts for cinema. The focus will be on those films which were based on important literary works. Is there any link between an important literary work and a successful popular film? The course will also take up those films which are not based on any literary works but have been able to depict social transformation effectively. This course is an attempt to understand the society through popular cinema. Further, cinema has rich tradition of depicting diversity of Indian cultures. The course will attempt to bring this out.

- vi) **Modern Fiction of Hindi (हिंदीकाआधुनिककथा-साहित्य/ *Hindi Ka Adhunik Katha-Sahitya*):** This course will focus on two main branches of katha-sahitya: modern short stories and novels of the 20th century. Arrival of modernity in India was a complex process and this has been reflected in kathasahitya in a variety of ways. Modernity was expressed in literature through anti-colonial struggle, opposition to feudalism, anti-caste movements, and bringing common man at the centre of the fiction. Katha Sahitya depicts the everyday life of the people in a vivid ways. Various struggles and expanding democratic aspirations are part of the fiction writing. This literature also tells a story of the dreams of nation making and disillusionment associated with this. Works of leading Hindi authors will be discussed in this course.

These six courses were discussed and various suggestions were made. On the course "Identity discourse" there was a suggestion that identity discourse should also be seen through plays and poetry. Some non-english works may also be discussed in this course. Another suggestion was to include issues of identity of physically challenged in this. On "Adhunik Hindi Kavita" one question was when does this *adhunik* start and when does it end? Another observation was that the course is dominated by male poets and very few female poets have got space in the course. There was a suggestion to include the poetry of Anamika for study. Similarly, Manglesh Dabral can be a good addition. Another suggestion was to include poems of Dr. Prem Singh, as a representative voice of the physically challenged.

There were several suggestions on the course "Cinema and Hindi Sahitya". There was a suggestion to include some theoretical works to understand the relationship between cinema and literature. There was also a suggestion to include some films missing from the list like *Shatranj ke khiladi* and *Paheli*. The course can also closely look at how the character of Devdas travels from one film to another. In module three of the course, it is mentioned that the language of cinema is simple compared to literature. It was suggested not to make such a judgment as the two mediums are very different. Works of Ravi Vasudevan and Madhav Prasad can be used in this course for the study of melodrama as a genre in Hindi cinema. And finally, the course can look into how Ramayana and Mahabharata have influenced the characters in different Hindi films over a period of time, say for example, in films like *Kalyug*. The SCAP recommends that all these six courses be placed at the next meeting of the Academic Council for consideration.

(Dhirendra Datt Dangwal)  
Chairperson, SCAP

**AMBEDKAR UNIVERSITY DELHI****School of Vocational Studies****Agenda- for 23<sup>rd</sup> Academic Council meeting**

<b>Item No.</b>	<b>Items</b>	<b>Page No.</b>
1	Confirmation of the Minutes of the 8th BoS held on 28 <sup>th</sup> January 2021	2- 13
2	Approval for revised GEC Structure for all BVoc Programmes	14- 16
3	Approval for revised Programme Structure of BVoc. ECCME and Semester-1 & Semester -2 revised courses	17- 65
4	Approval for Revised Programme Structure of BVoc RM and Semester-1 and Semester-2	66- 121
5	To report the final Programme structure of BVoc Accounting & Finance	122- 128
6	To seek approval related to Student Progression and Promotion Rules applicable to BVoc A & F Programme	129- 134
7	GEC-Revised EPC-I	135- 138
8	GEC-Revised EPC-II	139- 142
9	GEC-Adopting Environment Issues & Concerns (EIC) of SUS & SGA	143- 147
10	GEC- Revised LCSE (Beginners Level)	148-159
11	To report matters related to MOU signed with RAI, SSC (BFSI) and THSC	160

**AMBEDKAR UNIVERSITY DELHI**  
**School of Vocational Studies (SVS)**

**Minutes of the Meeting 8thSVS BOS held on 28 January 2021**

The 8th Meeting of the SVS Board of Studies (BOS) was held on 28 January 2021, using an online mode from 11.30 AM onwards. The following members were present:

Professor Sitansu S Jena Dean, School of Vocational Studies, AUD	Chairperson
Professor VenitaKaul Professor Emeritus, AUD	Member
Dr.Kopal Assistant Professor, SUS, AUD	Member
Mr.Devangshu Dutta Founder and Chief Executive Third Eyesight	Member
Professor GarimaParkash Dean, Vatel Hotel & Tourism Business School, Sushant University	Member
Mr. Akha Kaihrii Mao Associate Professor, SVS, AUD	Member
Mr AnkushRathor Assistant Professor, SVS, AUD	Member
Mr. Nikhil Singh Charak Assistant Professor, SVS, AUD	Member
Ms.Fariha Siddiqui Assistant Professor, SVS, AUD	Member

**Special invite:**

Dr.MonalDewle, Assistant Professor, CELE, AUD, Mr Shwet Pandey, RAI, and Ms Simranjeet Kaur, Research Assistant, SVS.

**Regrets:** Professor MohdShariqueFarooqi, Professor Kartik Dave &Dr.Sunita Singh

At the outset, the Chairperson extended a warm welcome to all the members to the 8th SVS BoS meeting. The Chairperson apprised the members about the inability to convene the Board of Studies meeting in 2020 due to the lockdown and pandemic situation. He also apprised the members the major developments in the school over the last one year which includes admissions for the year 2020-2023, offering of a new BVoc (Accounting & Finance) programme, approval from the UGC for four BVoc programmes, organising webinar and online conferences, setting up of the training kitchen for the students of Tourism and Hospitality, and the appointment of an academic consultant for BVoc in Accounting and Finance etc. He also apprised members regarding the successful completion of semesters using on-line mode of teaching as the campus is

not opened for students. The members were also appraised that the first batch of 68 BVoc graduates have been awarded degrees and 02 awarded Diploma in 9<sup>th</sup> Convocation of the University held on 23<sup>rd</sup> Dec. 2021.

The Programme Coordinators briefed the members about the placements of the outgoing first batch where majority students of Retail Management have received placement offers and those from Tourism and Hospitality and Early Childhood Centre Management and Entrepreneurship have also got placed in the industry or have taken up higher education.

The School also carried out the review of its BVoc programmes after obtaining necessary feedback from stakeholders such as students, faculties, experts and industries etc.

The following agenda items were presented and discussed:

**Item No.01: Confirmation of the 7th Board of Studies meeting minutes.** The members Confirmed the minutes of the 7th SVS BoS meeting held on 25 October 2019.

**Item No. 2: Reporting to Minutes of the GEC Review Committee Meeting.** It was brought to the notice of the members that the SCPVCE & Academic Council of the University recommended that the SVS to undertake review of the BVoc programmes after completing its first cycle of running. The first batch of students of three BVoc programmes such as (i) Tourism & Hospitality, (ii) Retail Management and (iii) Early Childhood Centre Management & Entrepreneurship have passed out in the academic session 2019-20. The School thereafter took the initiatives to review all the above mentioned three programmes. Since all programmes have two components (a) General Education Component (GEC) and (b) Skill Components as per the UGC guidelines, the School organised consultative meeting for GEC courses was held on 24<sup>th</sup> November 2020. The minutes and recommendations of the meeting are placed to the BoS for its consideration. The BoS took note of the recommendations of the GEC review committee.

**Item No. 3: Approval for revised GEC Structure for all BVoc Programmes.**

Mr. Akha K Mao presented the GEC Courses and explained the rationale for the redistribution of course credits i.e., of two and four credits for each course which are in compliance with the credits allocation in other UG programmes offered by different Schools of the University. This will enable SVS to open avenues for students from other programmes to take up GEC courses from across different Schools. The other Schools also offering UG programmes also could opt courses from the SVS as well. However, the overall credit distribution for the GEC Courses in SVS for a semester remains unchanged i.e.12 credits.

The members were also informed about a new 4 credit course titled, "Introduction to Hindi for Business Practice" will be offered to students in BVoc programmes which is in accordance with the suggestion given by the University across different undergraduate programmes.

In order to be better equipped with inter-school credit transfer for the students, the members suggested that the school needs to explore a list of possible electives that the students can take from other Schools and also those that the School can open for other students of the University.

It was informed to the members that in the current situation, the SVS have only a few skeletal faculty strength and it is difficult to develop and offer elective courses. However, once the University is able to recruit more faculties the School will explore developing elective courses for students.

The members suggested changing the name of one of the Semester 6 course titled, “Understanding Corporate Organisation and its culture (HR)” to “Sustainable Development and Role of Corporate Social Responsibility (CSR)”. This was suggested since each vertical will have their own different organisational culture and, therefore, the aspects related to organisational culture should be introduced as part of the Skill courses.

**Current GEC course credits allocation and recommendations of GEC Review Meeting (RM)  
held on 24<sup>th</sup> Nov. 2021 in yellow**

Semester -1			Current Credit	Recommendation of the RM
Sl.No.	Course Code	Course Name		
1	SVS1FC101	English Proficiency Course-I ( Basic Level)	3	4
2	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level	3	4
3	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World: Identity, Society and Power	3	2
4	SVS1FC131	Basic Computer Application and ICT skills.	2	2
<b>Total GEC course credits</b>			<b>12 credits</b>	<b>12</b>

Semester -2			Current Credit	Recommendation of the RM
Sl.No.	Course Code	Course Name		
1	SVS1FC201	English Proficiency - II (Equivalent to Advanced Level)	3	4
2	SVS1FC222	Environment Issues and Concerns (EIC) instead of Environment and Sustainability	2	4
3	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice, Legal Rights/Literacy etc.	3	4 (3+1) Clubbing SCEC+ Legal Literacy
<b>Total GEC course credits</b>			<b>12 credits</b>	<b>12</b>

Semester -3			Current Credit	Recommendation of the RM
Sl.No.	Course Code	Course Name		
1	SVS1FC301	Principles of Economics for Business	3	2
2	SVS1FC333	Financial Literacy	1	2
3	SVS1FC331	Life Competencies of Sustainable Employability- Practitioner Level	3	4



4	SVS1FC341	Foundations of Entrepreneurship & Business Ethics in Practice	1+2= 3	2+2= 4
<b>Total GEC course credits</b>			<b>13 credits</b>	<b>12</b>

**Current GEC course credits allocation and recommendations of GEC Review Meeting (RM)  
held on 24<sup>th</sup> Nov. 2021 in yellow**

<b>Semester -4</b>			<b>Current Credit</b>	<b>Recommendation of the RM</b>
<b>Sl.No.</b>	<b>Course Code</b>	<b>Course Name</b>		
1	SVS1FC402	Hindi for Business Practice	X	4
2	SVS1FC403	Business Communication	3	4
3	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	3	2
4	SVS1FC422	Advanced Computer Application	2	2
<b>Total GEC course credits</b>			<b>11 credits</b>	<b>12</b>

**Semester-5**

<b>Sl.No.</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Current Credit</b>	<b>Recommendation of the RM</b>
1	SVS1FC511	Life Competencies of Sustainable Employability- Expert Level	3	4
2	SVS1FC521	Exploring/Understanding Diversities in India	3	4
3	SVS1FC501	Introduction to Basic French (T&H students)	3	4
4	SVS1FC502	Developing Digital Resources for Business (RM, AF & ECCME students)	New	
<b>Total GEC course credits</b>			<b>12 credits</b>	<b>12</b>

<b>Semester -6</b>			<b>Current Credit</b>	<b>Recommendation of the RM</b>
<b>Sl.No.</b>	<b>Course Code</b>	<b>Course Name</b>		
1	SVS1FC631	Sustainable Development and Role of Corporate Social Responsibility (CSR)	2	2
2	SVS1FC632	Economic Applications for Business	3	2
3	SVS1FC634	Understanding Disability	2	2

4	SVS1FC636	Engaging with Data	4	2
5	SVS1FC635	Developing “Soft Skills” Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating, including Design Thinking	1+1	4 Workshop Combine
<b>Total GEC course credits</b>			<b>12 credits</b>	<b>12</b>

The BoS approved the GEC course structure.

**Item No. 4: Approval for revised Programme Structure of BVoc. ECCME.**

The ECCME Programme structure has been revised by merging workshop courses with theory courses to achieve 2 and 4 credit courses so as to achieve uniformity. The content for these courses has not been compromised upon but simply integrated for better course transaction and facilitation.

In ECCME programme the internship credit is increased from 7credits to 8 credits for each semester in sync with the UGC guidelines. This is again to achieve uniformity with the other programmes offered in SVS and also to ensure about 40% of the curriculum been devoted to practical for skill development.

Professor VenitaKaul suggested that the course titled “Project” can be combined with field based internships to enable students to bridge their theoretical knowledge and apply it into praxis. The suggestion has been accepted by the members. The BoS considered and approved the revised Programme Structure of ECCME skill based courses.

**Bvoc –ECCME**

**Revised Programme Structure, 2021**

<b>Semester – 1</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	<b>SVS1EC101</b>	Early Childhood and Child Care Services in India	2	2
2	<b>SVS1EC102</b>	Child Care, Development and Well Being	4	4
3	<b>SVS1EC103</b>	Care, Health and Nutrition	2	4 ( Combine S.no 5 &6 )
4	<b>SVS1EC104</b>	Self Development and Entrepreneurship	1	X
5	<b>SVS1EC105</b>	Care of the Young Child	1	-
6	<b>SVS1EC106</b>	Health and Nutrition	1	-
7	<b>SVS1EC107</b>	Field-based Internship	7	8
			<b>18</b>	<b>18</b>

<b>Semester – 2</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	<b>SVS1EC201</b>	Play, Learning and Development	2	2 (Combine content of workshop S.no. 7)
2	<b>SVS1EC202</b>	Early Stimulation and Early Intervention	2	2
3	<b>SVS1EC203</b>	Building Partnerships with Parents	2	2
4	<b>SVS1EC204</b>	Child Protection and Child Rights	2	2
5	<b>SVS1EC205</b>	Activity Workshops: A. Play material and activities' B. Storytelling and shared reading	1+1	2 (Combine S.no. 5 & 6)
6	<b>SVS1EC206</b>	Storytelling and Shared Reading	1	-
7	<b>SVS1EC207</b>	Play and Engagement with Children	1	-
8	<b>SVS1EC208</b>	Field-based Internship	7	8
			<b>18</b>	<b>18</b>

<b>Semester – 3</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	<b>SVS1EC301</b>	Promoting Early Language, Literacy and Numeracy	4	4 (Merge content of s.no. 6)
2	<b>SVS1EC302</b>	Planning for Early Childhood Programs	2	4 (Combine 2, 4 & 5)
3	<b>SVS1EC303</b>	Developing Young Children's Creativity	2	2 (Merge content of workshop S.no 4)
4	<b>SVS1EC304</b>	Creativity and Expression in the Early	1	-

		Years		
5	<b>SVS1EC305</b>	Conversations with Young Children	<b>1</b>	X
6	<b>SVS1EC306</b>	Planning Early Language, Literacy and Numeracy Activities	<b>1</b>	-
7	<b>SVS1EC307</b>	SVS1EC315: Field-based Internship	<b>7</b>	8
<b><u>Semester – 4</u></b>				
S.No	Course Code	Course Name	Old credits	Proposed Revision of credits
1	<b>SVS1EC401</b>	Observing Young Children in a Child Care Setting	<b>4</b>	2 (Revise content and shorten it)
2	<b>SVS1EC402</b>	Addressing Diversity and Inclusion in a Day Care Centre	<b>2</b>	4 (Include s.no. 5 and include content t of IECCDS course here)
3	<b>SVS1EC403</b>	Providing Care to School Age Children	<b>2</b>	4 (Combine <u>S.no</u> 6 content and content of Conversations with children workshop will be integrated)
4	<b>SVS1EC404</b>	Developing the 'Professional' Self	<b>1</b>	X
5	<b>SVS1EC405</b>	Planning for an Inclusive Setting	<b>1</b>	-
6	<b>SVS1EC406</b>	Activities for Children in After School Programme	<b>1</b>	-
7	<b>SVS1EC407</b>	Field-based Internship	<b>7</b>	8
			<b>18</b>	18

<b><u>Semester – 5</u></b>				
S.No	Course Code	Course Name	Old credits	Proposed Revision of credits
1	<b>SVS1EC501</b>	Inclusive Early Childhood Centre: Design and Setup	<b>2</b>	2 (Keep only practical designing centre part here)
2	<b>SVS1EC502</b>	Early Childhood Care Services and Systems: Models and Approaches	<b>2</b>	2( Combine content of S. no 6)
3	<b>SVS1EC503</b>	Understanding Children's Social Emotional Worlds	<b>2</b>	4 (Combine <u>S.no</u> 3, 7)
4	<b>SVS1EC504</b>	Marketing of a childcare centre	<b>2</b>	2
5	<b>SVS1EC505</b>	Designing an Inclusive Centre	<b>1</b>	-
6	<b>SVS1EC506</b>	Diverse Early Child Care Models	<b>1</b>	-
7	<b>SVS1EC507</b>	Socio-Emotional Needs in Childhood years	<b>1</b>	-

8	<b>SVS1EC508</b>	Field-based Internship	7	8
			<b>18</b>	18
<b>Semester – 6</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	<b>SVS1EC601</b>	Management of Day care centres	<b>4</b>	4 (Combine the content of Developing Professional self workshop here)
2	<b>SVS1EC602</b>	Financial management of childcare centres	<b>2</b>	2
3	<b>SVS1EC603</b>	Mentoring in a childcare centre	<b>2</b>	2
4	<b>SVS1EC604</b>	Project: Bringing innovations	<b>3</b>	2
5	<b>SVS1EC607</b>	Field-based Internship	<b>7</b>	8
			<b>18</b>	18

The BoS approved the BVoc ECCME course structure

#### **Item No. 5: Approval for revised Programme Structure of BVoc. T&H**

Since the credits assigned for internships in the BVoc (T&H) programme was not uniform across the Job Roles and NSQF levels, the members of the BOS suggested that there needs to be an overall justification of course credits and internships. The members recommended that the credit allocation needs to be mapped out carefully and in sync with the UGC norms.

It was also suggested that the programme explores other avenues of training including disaster management as a subject which is prescribed as per the latest UGC recommendation and the possibility of including on campus training as a part of internship. The members suggested that the T&H programme structure may be reviewed and mapped out carefully with the initial recommendation and the same be brought back to the BOS in its next meeting.

#### **Item No. 6: Approval for revised Programme Structure of BVoc. RM**

The members were informed that before undertaking review of the Retail Management Programme, necessary feedbacks were obtained from students, faculties and industry partners. The revised programme structure as suggested by the Expert Group was presented. The members were also apprised that the Retailors Association of India (RAI) has been partnering with the School and facilitating in arranging the guest faculties from the industries, reviewing curriculum and arranging the internships for students, including the placement. The Program Structure of Retail Management is in compliance with the credit distribution suggested by the University and also in alignment with the NSQF framework.

**Overall Structure of BVoc: Retail Management Programme**

***Year 1: Semester 1: Sales Associate  
(NSQF Level 4: Certificate)***

<b><i>Compulsory Foundation Courses: Skill course Component</i></b>			
<b>Code</b>	<b>Course</b>	<b>Credits</b>	<b>Hours Theory (T) and Practical (P)</b>
SVS1RM101	Introduction to Retail	4	60 (T)
SVS1RM102	Introduction to Retail Sales	4	60 (T)
SVS1RM103	Customer Service and Customer Relationship Management	2	30 (T)
SVS1RM104	On the Job Training-Retail Sales Associate	8	240 (P)
	<b><i>Total Skills Credit by Semester 1</i></b>	<b>18</b>	
	<b><i>Total GEC Credits by Semester 1</i></b>	<b>12</b>	
	<b>Total Credits by Semester 1</b>	<b>30</b>	

***Year 1: Semester 2: Team Leader (NSQF Level 5: Diploma)***

<b>Code</b>	<b>Course</b>	<b>Credits</b>	<b>Hours Theory (T) and Practical (P)</b>
SVS1RM201	Retail Store Operations	4	60 (T)
SVS1RM202	Advance Retail Sales Skills	4	60 (T)
SVS1RM203	Organisation and Team Dynamics	2	30 (T)
SVS1RM204	On the Job Training-Team Leader	8	240 (P)
	<b><i>Total Skill Credits in Semester 2</i></b>	<b>18</b>	
	<b>Total Skill Credits by Year 1</b>	<b>36</b>	
	<b><i>Total GEC Credits in Semester 2</i></b>	<b>12</b>	
	<b><i>Total GEC Credits by Year 1</i></b>	<b>24</b>	
	<b>Total Credits by Year 1</b>	<b>60</b>	

***Year 2: Semesters 3 and 4: Department Manager  
(NSQF Level 6: Advanced Diploma)***

<b>Code</b>	<b>Course</b>	<b>Credits</b>	<b>Hours Theory (T) and Practical (P)</b>
<b>Semester 3 (Skill courses)</b>			
SVS1RM301	Advance Retail Store Operations	4	60 (T)
SVS1RM302	Visual Merchandising	4	60 (T)
SVS1RM303	Introduction to Store Management	2	30 (T)
SVS1RM304	On the Job Training-Department Manager(1)	8	240 (P)
	<b><i>Total Skill Credits in Semester 3</i></b>	<b>18</b>	
	<b><i>Total Skill Credits by Semester 3</i></b>	<b>54</b>	
<b>Semester 4 (Skill courses)</b>			
SVS1RM401	Advance Store Management	4	60 (T)

SVS1RM402	Managing Organisation Dynamics	4	60 (T)
SVS1RM403	Customer Experience Management	2	30 (T)
SVS1RM404	On the Job Training-Department Manager(II)	8	240 (P)
	<b>Total Skill Credits in Semester 4</b>	<b>18</b>	
	<b>Total Skill Credits by Year 2</b>	<b>72</b>	

**Year 3: Semesters 5 and 6: Retail Store Manager  
(NSQF Level 7: BVoc Degree)**

Code	Course	Credits	Hours Theory (T) and Practical (P)
<b>Semester 5 (Skill courses)</b>			
SVS1RM501	Buying and Merchandise Management	4	60 (T)
SVS1RM502	IT Application in Retail	4	60 (T)
SVS1RM503	Process, Compliance, Loss Prevention and Shrinkages	2	30 (T)
SVS1RM504	On the Job Training-Store Manager(I)	8	240 (P)
	<b>Total Skill Credits in Semester 5</b>	<b>18</b>	
	<b>Total Skill Credits by Semester 5</b>	<b>90</b>	
<b>Semester 6 (Skill Courses)</b>			
SVS1RM601	Retail Marketing	4	60 (T)
SVS1RM602	People and Process Management	4	60(T)
SVS1RM603	On the Job Training-Store Manager(II)	8	240 (P)
SVS1RM604	Field Based Project Study	2	30 (T)
	<b>Total Skill Credits in Semester 6</b>	<b>18</b>	
	<b>Total Skill Credits by Semester 6</b>	<b>108</b>	

The BoS approved the BVoc Retail Management course structure

**Item No. 7: To report on the final Programme structure of Accounting and Finance.** The Dean of the School briefed the BOS members about the newly introduced BVoc programme titled, "BVoc. in Accounting and Finance" and appraised the members the updated version of the programme structure, including the internship components, which was already placed earlier to the BoS and had been approved by the SCPVCE and the Academic Council of the University.

**Item No. 8: To seek approval related to Student Progression and Promotion Rules applicable to BVoc A&F Programme.**

The members were informed that the School has already developed the rules for Student Progression and Promotion Rules for its BVoc programmes as offered in 2019. The same was approved by the BoS and Academic Council of the University. Since BVoc Accounting & Finance Programme was not in offered during that point of time, the Student Progression and Promotion Rules had not included the newly launched programme. The members resolved that student progression which was finalised and approved by the BOS in the earlier meetings remains binding for all programmes including those of BVoc in Accounting and Finance.

The BoS approves the Student Progression and Promotion Rules to be applicable to the students of BVoc Accounting and Finance as is applicable to all BVoc programmes in the School.

**Item No. 9-10: GEC Revised EPC 1 and EPC 2**

Dr. Monal Dewle, course team of the EPC Courses took the members through the revised course structure which includes topics such as critical listening, signal phrases, participating in dialogue to strengthen the course on the application level.

The BoS approved the revised course structure of EPC courses.

**Item No. 11: Adopting of SUS & SGA course titled “Environment Concerns and Issues” as part of the UGC recommendation for four credit course at all undergraduate level programmes.**

The School is currently offering a two credit course titled ‘Environment and Sustainability’ However, as per the UGC recommendation it was thought appropriate to adopt the already existing course on “Environment Concerns and Issues” as offered by the SUS and SGA for the BVoc Students too. Members suggested that a module on environmental issues related to various types of pollutions must also be included keeping Delhi as its context.

The BoS approved the adoption of the Environment Issues and Concerns (EIC) course already offered in SUS and SGA.

**Item No. 12: GEC- Revised LCSE (Beginners Level)**

The revised version of the LCSE (Beginners level) course was presented in the BoS. It was brought to the notice of the members that the course has been revised to be a four credit course with some new topics being added including keeping a reflective journal by each student as a part of its assessment. It was also shared to the members that to avoid overlapping and repetition of certain topics the LCSE will be offered as a four credit course in semester-1, 3 and 5 instead of offering three credits in each semester as structured previously under the GEC component..

The BoS approved the revised course structure of LCSE (Beginners Level) course.

**Item No. 13: Approval for the 1st year revised Courses of BVoc. ECCME**

Ms. Fariha Siddiqui, Program Coordinator, ECCME briefed the BOS members about the first year courses and took them through the updated reading lists.

Members suggested that there needs to be an addition of child protection component in along with the care component in the course titled, “Care, health and nutrition”.

The BoS approved the revised 1<sup>st</sup> Year courses of BVoc ECCME.

**Item No. 15: Approval for the 1st year revised Courses of BVoc. RM**

Mr. Nikhil Singh Charak, Program Coordinator, RM briefed the BOS members about the first year courses. The members suggested that the attendance component of the OJT (which is otherwise mandatory) is to be removed and 10 percent weightage is to be added to the Project component, so that the students could submit a tangible outcome of their internship activities in the semester. The members also made some suggestions for some few topics such as-Omnichannel retailing, e-commerce and Customer Relationship Management practical which were incorporated in the revised draft.

The BoS approved the revised 1<sup>st</sup> Year courses of BVoc Retail Management.

**Item No. 16: To report on MOU signed by SVS**

1. The Dean, SVS reported the members that the following three Memorandum of Understand (MoU) signed by the University: MoU was signed with the Retailers Association of India (RAI) on 3<sup>rd</sup> August 2017 for a period of 3 years. The University has



- approved for the renewal of the MoU with RAI for another 3 years term. The MoU document has been send to the Registrar of the University for signing on the document.
2. The School has also signed the MoU with the Banking Financial Services and Insurance (BFSI) Sector Skill Council for 3 years in 2020.
  3. The University has already approved the MoU with the Tourism and Hospitality Skill Council (THSC). The MoU document has been sent to THSC for necessary signing of the document.

The members took note of signing the MOU with the industry bodies and appreciated the initiatives for industry alignment.

Since BVoc Tourism and Hospitality was not taken up for discussion and approval, the members mutually decided that the BOS members will meet once again on **19 February 2021** via online to have a discussion for the T&H programme courses and other agenda points if any.

The meeting ended with a vote of thanks to all the members by Mr Akha Kaihrii Mao on behalf of the School.



(Sitansu S. Jena)  
Dean, SVS & Chairman (BoS)

Agenda No. 2: Approval for revised GEC Structure for all BVoc programmes

**Current GEC course credits allocation and recommendations of GEC Review Meeting (RM) held on 24<sup>th</sup> Nov. 2020 in yellow, BoS 28<sup>th</sup> Jan. 2021 and SCPVCE, 16.3.2021**

**Semester-1**

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Credits
1	SVS1FC101	English Proficiency 101 (Equivalent to Basic Level)	3	SVS1FC101	English Proficiency Course-I ( Basic Level)	4
2	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level 1	3	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level	4
3	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World : Identity, Society and Power	3	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World: Identity, Society and Power	2
4	SVS1FC131	Basics of Computer Applications and ICT Skills	2	SVS1FC131	Basic Computer Application and ICT skills.	2
5	SVS1FC132	Financial Literacy	1	Shifted to Semester-3		-
<b>Total credits</b>			<b>12</b>	<b>Total credits</b>		<b>12</b>

**Semester-2**

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Credits
1	SVS1FC201	English Proficiency (Equivalent to Intermediate Level)	3	SVS1FC201	English Proficiency - II (Equivalent to Advanced Level)	4
2	SVS1FC211	Life Competencies of Sustainable Employability: Beginner Level 2	3	SUS1FC009	Environment Issues and Concerns (EIC) adapted from SUS	4
3	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice: Negotiating Power and Exclusion in the Contemporary World	3	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice, Legal Rights/Literacy etc.	(3+1) 4
4	SVS1FC231	Legal Literacy and Rights Awareness	1	Merged with SVS1FC221		-
5	SVS1FC232	Numerical Application and Principles of Economics for Business	2	X	X	-
<b>Total Credits</b>			<b>12</b>	<b>Total Credits</b>		<b>12</b>

Semester-3

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Credits
1	SVS1FC301	Business Communication 1	3	SVS1FC301	Principles of Economics for Business	2
2	SVS1FC331	Life Competencies of Sustainable Employability: Practitioner Level 1	3	SVS1FC333	Financial Literacy (shifted from Semester-1)	2
3	SVS1FC321	Environment and Sustainability	2	SVS1FC331	Life Competencies of Sustainable Employability-Practitioner Level	4
4	SVS1FC322	Understanding Disability	1	SVS1FC341	Foundations of Entrepreneurship & Business Ethics in Practice	(2+2) 4
5	SVS1FC331	Engaging with Data Analysis and Interpretation	4	Shifted to semester-6		-
<b>Total Credits</b>			<b>13</b>	<b>Total Credits</b>		<b>12</b>

Semester-4

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Credits
1	SVS1FC402	Modern Indian Language: Applied Hindi for Business / Introduction to French-I (T&H)	3	SVS1FC402	Hindi for Business Practice	4
2	SVS1FC411	Life Competencies of Sustainable Employability: Practitioner Level 2	3	SVS1FC403	Business Communication	4
3	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	3	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	2
4	SVS1FC431	Economic Applications for Business	2	SVS1FC422	Advanced Computer Application	2
<b>Total Credits</b>			<b>11</b>	<b>Total Credits</b>		<b>12</b>

Semester-5

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Credits
1	SVS1FC502	Understanding Language Diversity in India /	3	SVS1FC502	Developing Digital Resources for Business (RM, AF & ECCME students)	4
	SVS1FC501	Introduction to French-II (T&H)		SVS1FC501	Introduction to Basic French (T&H students)	
2	SVS1FC511	Life Competencies of Sustainable Employability: Expert Level 1	3	SVS1FC511	Life Competencies of Sustainable Employability: Expert Level	4
3	SVS1FC521	Exploring India and its Diversity	3	SVS1FC521	Exploring India and its Diversity	4
4	SVS1FC531	Business Ethics and Entrepreneurship		Shifted to semester-		-
<b>Total Credits</b>			<b>12</b>	<b>Total Credits</b>		<b>12</b>

Semester-6

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Credits
1	SVS1FC601	Business Communication-II	3	SVS1FC634	Understanding Disability	2
2	SVS1FC611	Life Competencies of Sustainable Employability: Expert Level 2	3	SVS1FC637	Economic Applications for Business	2
3	SVS1FC631	Understanding Corporate organisation &HR	1	SVS1FC631	Understanding Corporate Organisation & its Culture (HR) (includes also CSR)	2
4	SVS1FC632	Understanding Corporate Social Responsibility	1	SVS1FC636	Engaging with Data	2
5	SVS1FC633	Design Thinking	1	Combined with SVS1FC635		-
6	SVS1FC634	Advance Computer Application	2	Shifted to semester-4		-
7	SVS1FC635	Group Discussions, Mock Interviews, Using Social Media for Job Networking, learning to Delegate, Persuading and Negotiating	1	SVS1FC635	Developing "Soft Skills" Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating, including Design Thinking	4 (combined workshops)
<b>Total credits</b>			<b>12</b>	<b>Total credits</b>		<b>12</b>

  
Programme Coordinator

  
Dean of the School

## Agenda NO.3.

### BVoc –ECCME Revised Programme Outline

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

School	School of Vocational Studies
Programme Name	BVoc (Early Childhood Centre Management and Entrepreneurship—ECCME)
Programme Type (Professional/Liberal/Research/ etc.)	Professional
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	UG
Total Credits	180
Proposed date of launch	Monsoon 2021
Programme coordinator and team	Ms Fariha Siddiqui & ECCME expert committee

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify): None
2. Entrance process (test, interview, cut-offs, etc.):  
Test and interview
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30-50 students in a cohort as per UGC Guideline
4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.): Semester long
5. What are the intended aims of the programme?  
The programme aims to develop empowered professionals for the childcare sector by serving to the field as an employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups.
6. How does the programme link with the vision of AUD?  
The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also aspires to prepare informed professionals who will take up their social responsibility and serve the diverse sections of the society. The purpose of this programme is to enable students to demonstrate a comprehensive understanding about early childhood development and care of young children.
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 programmes offered by the School of Vocational Studies are envisaged to explore and develop diverse programmes and courses that would provide students with the required academic and skills components for meaningful employment once they graduate from the programme. The programmes were proposed to enable students to become self-employed, entrepreneurs, creators and generators of job for themselves and for many more educated youth in the society. The BVoc in Early Childhood Centre Management and Entrepreneurship also aims to equip students with the required skills and contribute to the society as empowered early childcare professionals.

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)?

No, the programme doesn't build on or overlap with any other programmes offered in the University. CECED and SES faculty members helped conceptualise the programme at the inception. Currently, SVS collaborates with CECED staff and SES faculty for teaching some of the courses in BVoc ECCME.

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

Being a professional course, Credit weightage of 180 is on the higher side as far other UG Programmes have only 96 Credits.

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

Centre for Early Childhood Education and development provides an in-depth body of work in ECCD field in India. Worldwide this is an established field and offers wide scholarship and academic work.

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

As this is a vocational programme, graduates can work in the Early Childhood field as per different job-roles they have been trained for. They can also venture into entrepreneurship or higher education.

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

Majorly guest faculty from the field transact all the skill courses along with the in-house programme coordinator.

13. Rationale for the nomenclature of the programme

The BVoc ECCME programme draws courses from the discipline of child development, education, health and nutrition and business management. This is an innovative programme in a University space thus the nomenclature of the programmes highlights the amalgamation and uniqueness.

14. **Programme Details:**

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

Research evidence from developmental neurosciences suggests that foundational competencies and substantial amount of brain circuitry is constructed very early in life and these have a lasting impact on the learning and development in the later years (CDC, 2007). However, despite the evidences from neuroscience and economic benefits of investing in young children for their well-being, early childhood continues to be an area of a great concern[2]. Many children still fail to reach their full potential because of inadequate care and early stimulation, poverty, malnutrition, poor health and poor quality early childhood care and education[3].

While research and advocacy across the globe points to the need for greater attention to the early childhood years, the National Early Childhood Care and Education Policy (2013) also points to the need of “holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualized learning opportunities for laying foundation and attaining full potential” (p. 8). It further commits to universal access to quality early childhood education by enhancing capacities and monitoring and supportive supervision.

The Right of Children to Free and Compulsory Education (RtE, 2009) addresses ECE under Section 11 of the Act. It states that,

With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government shall make necessary arrangement for providing free pre-school education for such children. The RtE (2009) while addressing the need for pre-school programmes for children in the age group of 3-6 does not include the age group of birth to three years in its ambit.

The programming context in the country for children for the age group of birth to six years also highlights inequities and gaps in services. Several programmes do exist at the National level such as the Anganwadi/Crèche services by the Integrated Child Development Scheme (ICDS), the Rajiv Gandhi National Crèche Scheme for Working Mothers (2006), crèches under the MGNREGA Act. and so on. While all these programmes aim to provide care and education services for children under the age of six years, etc., these do not address the needs of the growing population in a country like India. On the other hand, also existing in this landscape is the growing sector of NGOs run programmes and especially those managed by private providers. While the National ECCE Policy along with the National Early Childhood Care and Education Curriculum Framework (2013) provides guidelines for services including capacity building for the professionals—there is almost no regulations for the same. Additionally, Delhi’s specificities with regard to diversity, immigration, inequalities across social groups and stratified provisions also highlight challenges of managing programmes for young children.

While the research and the provisioning context in the country point to the need for programmes for young children—especially for birth to six, one also needs to examine the kind of professional programmes that exist for preparing professionals to work with young children. Without a carder of professionals in this area, the goals of “enhancing quality” cannot be accomplished. Given the growing demands for services related to

Early Childhood Care and Education in country like India although, inadequate—programmes do exist for preparation of professionals, especially preschool facilitators (for 3-6 years), e.g., the Preschool Diploma Programme by NCTE. However, programmes for preparation of day care professionals are virtually non-existent. Preparing ECCE and day care professionals has also been historically marginalised within the higher education landscape in India.

Thus, the BVoc in ECCME programme has been conceptualized keeping the need to locate the preparation of day care professionals in the university system as a degree programme. It is not a programme for preparation of preschool teachers. While a day care could have children from ages six months to 11 years, the specific focus in this degree programme would be two-fold—firstly on day care services for children from six months to three years and secondly after school care for children upto elementary. A centre based day care with trained professionals would typically address issues of not just health and safety, but also create an environment that fosters cognitive and social-emotional development.

b. Objectives:

The programme aims to:

- develop comprehensive understanding on early childhood education and management
- understand the developmental needs of children from birth to six years of age
- undertake professional practices related to different job roles in an early childcare settings
- equip with skills needed to become multi-layered professionals for the childcare centres
- develop business plans for running and managing childcare centres
- acquire such professional skills required to become an early childhood entrepreneur

c. Expected learning outcomes:

After completing the programmes, the students will be able to:

- explain the necessity of early childhood education in the context of child development
- identify and narrate developmental needs of children from birth to six years of age
- demonstrate such professional practices required for different job roles in a crèche/day-care settings
- prepare and execute business plans for running and managing crèche/day-care
- demonstrate as trained early childhood care professionals with better understanding on social justice and excellence
- become entrepreneur for providing job opportunities to others in crèche/day-care centres



– work as brand ambassador in the AUD's academic endeavour

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

Skill courses				General education component		
Semester-1						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1EC101	Early Childhood and Child Care Services in India	2	SVS1FC101	English Proficiency Course-I (Basic Level)	4
2	SVS1EC102	Child Care, Development and Well Being	4	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level	4
3	SVS1EC103	Care, Health and Nutrition	4	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World: Identity, Society and Power	2
4	SVS1EC107	Field-based Internship	8	SVS1FC131	Basic Computer Application and ICT skills.	2
			18			12
Semester-2						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1EC201	Play, Learning and Development	2	SVS1FC201	English Proficiency - II (Equivalent to Advanced Level)	4
2	SVS1EC202	Early Stimulation and Early Intervention	2	SVS1FC222	Environment Issues and Concerns (EIC) instead of Environment and Sustainability	4
3	SVS1EC203	Building Partnerships with Parents	2	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice, Legal Rights/Literacy etc.	4
4	SVS1EC204	Child Protection and Child Rights	2			
5	SVS1EC205	Material development and storytelling	2			
6	SVS1EC208	Field-based Internship	8			
			18			12
Semester-3						

S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1EC301	Promoting Early Language, Literacy and Numeracy	4	SVS1FC301	Principles of Economics for Business	2
2	SVS1EC302	Planning for Early Childhood Programs	4	SVS1FC333	Financial Literacy	2
3	SVS1EC303	Developing Young Children's Creativity	2	SVS1FC331	Life Competencies of Sustainable Employability- Practitioner Level	4
4	SVS1EC307	Field-based Internship	8	SVS1FC341	Foundations of Entrepreneurship & Business Ethics in Practice	4
			18			12
<b>Semester-4</b>						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1EC401	Observing Young Children in a Child Care Setting	2	SVS1FC402	Hindi for Business Practice	4
2	SVS1EC402	Addressing Diversity and Inclusion in a Day Care Centre	4	SVS1FC403	Business Communication	4
3	SVS1EC403	Providing Care to School Age Children	4	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	2
4	SVS1EC407	Field-based Internship	8	SVS1FC422	Advanced Computer Application	2
			18			12
<b>Semester-5</b>						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1EC501	Inclusive Early Childhood Centre: Design and Setup	2	SVS1FC511	Life Competencies of Sustainable Employability- Expert Level	4
2	SVS1EC502	Early Childhood Care Services and Systems: Models and Approaches	2	SVS1FC521	Exploring/Understanding Diversities in India	4
3	SVS1EC503	Understanding Children's Social Emotional Worlds	4	SVS1FC501	Introduction to Basic French (T&H students)	4
4	SVS1EC504	Marketing of a childcare centre	2	SVS1FC502	Developing Digital Resources for Business (RM, AF & ECCME students)	
5	SVS1EC508	Field-based Internship	8			

			18			12
Semester-6						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1EC601	Management of Day care centres	4	SVS1FC631	Sustainable Development and Role of Corporate Social Responsibility (CSR)	2
2	SVS1EC602	Financial management of childcare centres	2	SVS1FC632	Economic Applications for Business	2
3	SVS1EC603	Mentoring in a childcare centre	2	SVS1FC634	Understanding Disability	2
4	SVS1EC607	Field-based Internship and Project	10	SVS1FC636	Engaging with Data	2
5				SVS1FC635	Developing "Soft Skills" Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating, including Design Thinking	4
			18			12

**1. Teaching-learning:**

a. Instructional strategies:

The blended approach will be used which will include films, materials and readings from various sources will be used to engage students in the discussions related to child development and wellbeing for young children

b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify): None

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

The field-based component of the programme will help to draw upon the experiences of the students and connect with the conceptual understandings.

*Fankh*

Signature of Programme 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, 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

## BVoc –ECCME Course revisions

Ambedkar University Delhi

Proposal for Launch of a Course

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship—ECCME)
Course title	<b>Early Childhood and Child Care Services In India</b>
Course code	SVS1EC101
Total Credits	(2 credits)
Course type (core/compulsory/ elective/any other – please specify)	Core/ Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2021
Course coordinator and team	Ms Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
This course provides introduction to ‘childhood’ in multiple contexts and focuses on the socio-cultural realities of childhood in India. This course will help students to understand the various factors influencing development of children in varied contexts so that they may be later able to effectively plan early childhood centres as per the developmental and contextual needs of the children. This course will also help students to develop nuanced understanding of the various child care services available for young children in our country.
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): 32
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to prepare informed professionals who will take up their social responsibility and serve the marginalized sections of the society as well. The purpose of this course is to help students develop understandings about childhood across the varied socio-cultural contexts in India and the child care services available. It will help students plan early childhood centre programmes effectively for children with diverse needs.
6. How does the course link with the specific programme(s) where it is being offered? This is a core course in the ECCME vertical of the BVoc programme.
7. Course Details:

a. **Summary:**

This course introduces students to the socio-cultural realities of 'early childhood' and child care services available in our country. The first unit is interdisciplinary drawing upon psychology, biology, anthropology and sociology to describe development of children across socio-cultural contexts to bring forth the idea of multiple 'childhoods'. The unit also emphasizes upon the significance of early years in overall development of children. The second unit provides a broad overview of the status of early childhood care and education in our country introducing the historical perspectives and an account of the changing family dynamics. The varied early child care facilities in our country are introduced in the organized and the largely unorganized sectors. It also describes various government policies and provisions for day care of children and the impact of varied child care contexts on children's overall development.

b. **Objectives:**

The objectives of the course are to help students to:

- understand about 'childhood' as defined across socio-cultural contexts.
- describe multiple factors influencing the development of children across socio-cultural realities and contexts in India.
- be sensitive towards diverse developmental and contextual needs of children.
- To understand the changing family dynamics and prospects associated with day care facilities in our country.
- become familiar with government policies and provisions for child care and variety of child care services available for children in the organized and unorganized sectors in our country.
- discuss the status of training of early childhood care professionals.

c. **Learning outcomes**

*At the end of the course, students will be able to:*

- Define childhood across socio-cultural contexts
- Identify and describe factors influencing the development of children across socio-cultural realities and contexts in India
- Analyse and list diverse developmental and contextual needs of children
- examine family dynamics and child rearing practices in Indian context
- describe policies and provisions for child care services available in organized and unorganized sectors in our country
- define the roles and skill set required by early childcare professionals
- plan and execute training for childcare centre staff
- Analyse the status of training of early childcare professionals training in Indian context

c. Overall structure:

The course is divided into two units. The first unit discusses key concepts such as 'who is a child', 'what is childhood' from historical, anthropological and sociological perspectives. It also describes varied socio-cultural contexts of 'childhood' in India and historical and modern conception of early child care in our country. The second unit focuses on variety of child care settings available for children, issues and prospects of early childhood care facilities and some major government schemes and programmes for child care in our country.

d. **Contents** (brief note on each module; indicative reading list with core and supplementary readings) d. Overall structure (course organisation, rationale of organisation; outline of each module): This course will be divided in three modules:

- i. Module-1: Introduction to 'childhood' and key concepts in child development
- ii. Module-2 Child Care in India

e. Contents (week wise plan with readings):

*Tentative outline*

**Module 1: Introduction to 'childhood' and key concepts in child development**

This module describes 'who is a child' and 'what is childhood' from historical, anthropological, sociological perspectives. Then unit discusses historical and modern conceptions of child care in India and socio-cultural realities of childhood in India.

Mod ule	Topic/Class Activities	Objective	Readings & Assignment due
1.1	<ol style="list-style-type: none"> <li>i) Conceptualisation of a 'child' and childhood</li> <li>ii) Childhood in different cultures</li> </ol>	<ul style="list-style-type: none"> <li>– To understand concept of 'child' and 'childhood' and be sensitive towards diverse developmental and contextual needs of children.</li> <li>– Describe 'childhood' based across socio-cultural contexts.</li> <li>– Identify factors influencing the development of children across socio-cultural realities and</li> </ul>	<p>Maynard, T. &amp; Thomas, N. (2009). (2nd ed.). An introduction to early childhood studies. New Delhi: Sage.</p> <p>Chapter 1 Childhood in different cultures (pp. 9-20).</p> <p>Chapter 2 Childhood through the ages (pp. 21-32).</p> <p>Bajpai, A. (2018). Child rights in India: Law, policy, and practice. Oxford University Press.</p> <p>Chapter 1 Rights of the child</p> <p>Berk, L. E. (2013). Child development. Boston: Pearson Education.</p>

		contexts in India.	Chapter 1 Morrow, V (2011,) 'Understanding children and childhood', Centre for Children and Young People: Background Briefing Series, no. 1. © Centre for Children and Young People, Southern Cross University, Lismore, NSW, Australia.
1.2	i) Historical overview of childcare and early childhood education ii) introduction of ICDS	<ul style="list-style-type: none"> <li>– To understand context and status of ECCD in India</li> <li>– To know the features of ICDS</li> <li>– Understand perspective of ASHA workers</li> </ul>	<p>Anandlakshmy, S. (1998).The cultural context.In M, Swaminathan (Ed.).The first five years: A critical perspective on early childhood care and education in India. (pp. 272-284).New Delhi: Sage.</p> <p><a href="https://www.youtube.com/watch?v=vQGGLgceW0s">https://www.youtube.com/watch?v=vQGGLgceW0s</a></p>
1.3	Access to ECCD	<ul style="list-style-type: none"> <li>– Analyse socio-economic variations in accessing the childcare services</li> </ul>	<p><a href="https://www.youtube.com/watch?v=C6QnU19vkk4">https://www.youtube.com/watch?v=C6QnU19vkk4</a></p> <p>Khalakdina, M. (1979).Early child care in India. London: Gordon&amp; Breach.</p> <p>Chapter 2 Historical overview of child care (pp. 14-18).</p> <p>Chapter 3 Prevailing conceptions regarding the upbringing of the child (pp. 19-32).</p> <p>Ministry of Human Resource and development.(2020). National Policy on education</p> <p>Chapter-1 Early Childhood Care and Education: The Foundation of Learning</p>

*Tentative outline*

**Module 2: Child Care in India**



Given the criticality and the rapid rate of development during the early years, it is imperative that children be provided with adequate care, protection, nutrition and stimulation. Further, with the changing family dynamics, quality child care facilities are necessary. This module will provide an overview of the diverse child care services available in India run by public, private and non-governmental service providers including Anganwadi Centres, Crèches, private preschools, etc. While, various legislations make it mandatory for employers to make provisions for day care, the needs of working women especially in the un-organised sector is not addressed adequately. Further, child care is also largely influenced by the socioeconomic and socio-cultural environments in the households—often also contributing to inequities in provisions.

<b>Module</b>	<b>Topic/Class Activities</b>	<b>Objective</b>	<b>Readings &amp; Assignment due</b>
2.1	i) Provisions for child care	– To become familiar with government policies and provisions for child care and variety of child care services available for children in the organized and unorganized sectors in our country.	<p>Ministry of Women and Child Development.(n.d.).Rajiv Gandhi National Creche Scheme For the Children of Working Mothers. Retrieved from: <a href="http://wcd.nic.in/schemes/rajiv-gandhi-national-creche-scheme-children-working-mothers-0">http://wcd.nic.in/schemes/rajiv-gandhi-national-creche-scheme-children-working-mothers-0</a>;  <a href="http://wcd.nic.in/sites/default/files/Revised%20RGNCSScheme_210515.pdf">http://wcd.nic.in/sites/default/files/Revised%20RGNCSScheme_210515.pdf</a></p> <p>Delhi: Retrieved from <a href="http://wcd.nic.in/sites/default/files/Delhi_0.PDF">http://wcd.nic.in/sites/default/files/Delhi_0.PDF</a></p> <p>Mumbai Mirror. (May 27, 2017). In a First, Guidelines to Regulate Day Care Centres.Retrieved from:  <a href="http://mumbaimirror.indiatimes.com/mumbai/other/in-a-first-guidelines-to-regulate-day-care-centres/articleshow/58863575.cms">http://mumbaimirror.indiatimes.com/mumbai/other/in-a-first-guidelines-to-regulate-day-care-centres/articleshow/58863575.cms</a>            Times of India. (March 31, 2017). National creche policy to bring day care closer to home. Retrieved from <a href="http://timesofindia.indiatimes.com/india/national-creche-policy-to-bring-day-care-closer-to-home/articleshow/57928206.cms">http://timesofindia.indiatimes.com/india/national-creche-policy-to-bring-day-care-closer-to-home/articleshow/57928206.cms</a></p>

			<p>Kaul, V., &amp; Sankar, D. (2009). Early childhood care and education in India. World Bank.</p> <p>Retrieved from:  <a href="http://www.educationforallindia.com/early-childhood-care-and-education-in-india.pdf">http://www.educationforallindia.com/early-childhood-care-and-education-in-india.pdf</a> (some sections can be taught)</p>
2.2	i) Nurturance in home and day care: Issues and challenges	<ul style="list-style-type: none"> <li>- To discuss changing family dynamics and prospects associated with day care facilities in our country.</li> <li>- To analyse socio-economic context of daycares in India</li> <li>- To explore the types of childcare services offered in our context</li> </ul>	<p>Datta, V., &amp; Konantambigi, R. M. (Eds.). (2007). <i>Day Care for Young Children in India: Issues and Prospects</i>. Concept Publishing Company.</p> <p>Chapter 1: Socio-economic context of child care in India by Vandana Prasad</p> <p>Chapter 2: Developmental needs of young children: Home, day care and state linkages by R.M. Konantambigi</p> <p>Chapter 7: Home and day care contexts: Social and cognitive development of children by R.M. Konantambigi</p>
2.3	i) Ensuring equity and quality in Child care	<ul style="list-style-type: none"> <li>- To become familiar with the existing issues and concerns pertaining to child care in India</li> </ul>	<p>Datta, V., &amp; Konantambigi, R. M. (Eds.). (2007). <i>Day Care for Young Children in India: Issues and Prospects</i>. Concept Publishing Company.</p> <p>Chapter-13 Ensuring quality in childcare</p>
2.4	i) Role of Caregiver in Institutional set up	<ul style="list-style-type: none"> <li>- To highlight the role and skill set required for care professionals and status on the existing capacities in Indian context</li> </ul>	<p>Datta, V., &amp; Konantambigi, R. M. (Eds.). (2007). <i>Day Care for Young Children in India: Issues and Prospects</i>. Concept Publishing Company.</p> <p>Chapter-11 Training Personnel for childcare</p>

Assessment			
1.	Interview schedule	Individual	25%
2.	Written assignment	Individual	25%

3.	Attendance and participation	Individual	10%
4.	Term end exam	Individual	40%

8. Pedagogy:

- a. Instructional design: Films and readings from various sources will be used to engage students in the discussions on 'childhood' in multiple socio-cultural contexts and various child care services for children in India.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside: AUD faculty/ Outside AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

*fankh*

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

Ambedkar University, Delhi

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship—ECCME)
Course title	Care, Health and Nutrition
Course code	SVS1EC103
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Core/ Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2021
Course coordinator and team	Ms Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
This course connects with courses related to Childcare Development and Wellbeing and Early Childcare Services in India offered 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): None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):  
32
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to prepare informed professionals who will take up their social responsibility and serve the diverse sections of the society. The purpose of this course is to enable students to understand the health and nutritional needs of young children and provide them with the skills to ensure holistic development and wellbeing related to the same.
6. How does the course link with the specific programme(s) where it is being offered? This is a core course in the ECCME vertical of the BVoc programme.
7. Course Details:
  - a. Summary: The course addresses children's health and wellbeing, factors influencing children's health, nutritional requirements of children for their growth and development, nutrition during illnesses and deficiency disorders, growth monitoring of children and meal planning for children according to their developmental need in early childhood centres. Along health and nutrition requirements, the concept of care and skills to ensure proper care of young children will also be discussed.

- b. Objectives:
- Understand the concept of ‘health’, ‘care’ and ‘wellbeing’ and know the interrelationship between children’s health, nutrition and diseases.
  - Describe various factors which influence children’s health from prenatal period up to middle childhood years including emotional health.
  - Understand the significance of caregiver’s health and wellbeing for child’s optimum development
  - Understand the requirements of children from infancy up till middle childhood years and their specific nutritional requirements..
  - Learn about various aspects of meal planning for children from infancy up till middle childhood years in an inclusive early childhood centre.
  - Know about various government policies and programmes for managing childhood nutritional deficiency disorders.
  - Develop an understanding of skills of child care from infancy up to middle childhood years.
  - Reflect on the varied needs of children in different contexts and develop an understanding of working with them.

c. Expected learning outcomes:

*After completing the course, students will be able to:*

- Describe the concept of ‘health’ ‘care’ and ‘wellbeing’ for children as well as caregiver
- Explain the interrelationship between care, health and nutrition.
- Describe various factors which influence children’s health and wellbeing from prenatal period up to middle childhood years.
- List the significance of caregiver’s wellbeing to work efficiently with children
- Know the nutritional requirements of children and plan healthy meal with available resources
- Modify care routine and meals during common childhood illnesses such as diarrhoea, fever, cold and cough, etc. and also for children with disabilities.
- Explain various government policies and programmes for providing nutrition, care and minimize deficiencies or disorders
- Demonstrate skills to provide everyday care and ensure wellbeing of children

d. Overall structure (course organisation, rationale of organisation; outline of each module): This course will be divided in three modules:

- Module-1: Interrelationship between Care, Health and Nutrition
- Module-2 Health and nutritional needs of mothers and young children
- Module-3 Ensuring ‘care’ and ‘wellbeing’ of children in the early years

e. Contents (week wise plan with readings):

### *Tentative outline*

## **Module 1: Interrelationship Between Care, Health and Nutrition**

This module will begin with the concept of child's 'health', 'nutrition' and 'wellbeing' and various components of health and wellbeing, such as, physical, emotional and social. The factors influencing care, health and wellbeing of children as well as caregivers will be discussed. In addition to health and wellbeing, the interrelationship between food, nutrition, health and disease will be studied in detail. The functions of food, different food groups- energy giving foods, body building foods, protective foods, water and roughage and their functions will be discussed. Common terms such as nutrients, micro nutrients, macro nutrients, malnutrition, over nutrition and balanced diet will be described. The students will also be introduced to varied aspects of meal planning and recommended dietary allowances (RDAs) (ICMR, 2010) for infants and children.

Module	Topic/Class Activities	Objectives	Readings & Assignment due
1.1 (4 hours)	<p>i) Introduction to care, health and nutrition.</p> <p>ii) Relationship of health and nutrition with the wellbeing of children.</p> <p>ii) some common terms like: Nutrients, micro nutrients, macro nutrients, malnutrition, over nutrition and balanced diet</p>	<p>- To develop an understanding of health and nutrition</p> <p>- To interrelate health and nutrition with the well-being of a child</p> <p>- To Explain the terms like: Nutrients, micro nutrients, macro nutrients, malnutrition, over nutrition and balanced diet</p>	<p>Rose, J., Gilbert &amp; Val, R. (2016). <i>Health and well-being in early childhood</i>. New Delhi: Sage</p> <p>Chapter 4: Nutrition in health and wellbeing, pp. 47-55</p> <p>Chadha, R. &amp; Mathur, P. (Ed.).(2015). <i>Nutrition. A Lifecycle Approach</i>. New Delhi: Orient Black Swan</p> <p>Chapter 2 Nutrient Requirements and Recommendations (pp. 15-30).</p> <p><a href="https://wcd.nic.in/sites/default/files/infantandyoungchildfeed.pdf">https://wcd.nic.in/sites/default/files/infantandyoungchildfeed.pdf</a></p> <p><a href="https://novakdjokovicfoundation.org/importance-nutrition-early-childhood-development/">https://novakdjokovicfoundation.org/importance-nutrition-early-childhood-development/</a></p>

1.2 (8 hours)	<p>i) Food and its significance</p> <p>ii) The significance of good nutrition for a child and how it further leads in maintaining good health of a child.</p> <p>iii) Components and factors affecting health and wellbeing of a child: Physical, Emotional and Social Factors</p> <p>iv) The interrelationship between Food, Nutrition, health and disease</p>	<p>– To understand the significance of good nutrition and good health for a child</p> <p>– To develop an interrelationship between food, nutrition and wellbeing</p>	<p>Rose, J., Gilbert &amp; Val, R. (2016). <i>Health and well-being in early childhood</i>. New Delhi: Sage</p> <p>Chapter 5: Attachments and early relationships (pp. 56-70)</p> <p>Chapter 6: Emotional development and regulation (pp. 71-82)</p>
1.3 (8 hours)	<p>i) Functions of Food: Physiological, Social and Psychological.</p> <p>ii) Nutrients in food and their functions:</p> <p>-Macro-nutrients such as Carbohydrate, Protein, Fat</p> <p>-Micro-nutrients such as vitamins and minerals</p> <p>-Others such as water and Fibre</p>	<p>– Relate and develop an understanding of different functions of food.</p> <p>– Explain different nutrients present in food and discuss different functions of each nutrient present in food</p> <p>– Apply understanding of different nutrients present in food and its functions.</p>	<p>Chadha, R. &amp; Mathur, P. (Ed.).(2015). <i>Nutrition. A Lifecycle Approach</i>. New Delhi: Orient Black Swan.</p> <p>Chapter 1 Food, Nutrition and Health (pp. 1-14).</p> <p><a href="https://ergo-plus.com/wp-content/uploads/Types-of-Nutrients.pdf">https://ergo-plus.com/wp-content/uploads/Types-of-Nutrients.pdf</a></p> <p><a href="https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U1L2R2FoodGroupNutrientsAndFunctionsOfTheBody.pdf">https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U1L2R2FoodGroupNutrientsAndFunctionsOfTheBody.pdf</a></p>
1.4 (8 hours)	<p>i) Five Food Groups and its role in diet</p> <p>ii) Food Pyramid</p>	<p>– Classify food into five food groups on the basis of nutrients</p>	<p>Chadha, R. &amp; Mathur, P. (Ed.).(2015). <i>Nutrition. A Lifecycle Approach</i>. New Delhi: Orient Black Swan</p>

iii) RDA and different factors influencing RDA	– Explain the term 'balanced diet' and RDA	Chapter 15 Principles of meal planning (223-236)
iv) Meal Planning and its significance	– State the meaning of 'meal planning' and its importance	
v) Factors affecting Meal Planning	– Discuss and list out the factors influencing meal planning	
vi) Ways of modifying meal	– Define 'therapeutic diet' and its need	
vii) Therapeutic Diet	– understand the types of modification of normal diet	
	– Suggest modifications of a normal diet for people suffering from common diseases.	

### Module 2: Health and nutritional needs of mothers and young children

Growth and development of children during infancy (up till the age of 10 years), their nutritional needs for their optimal health, common cultural beliefs and misconceptions regarding feeding infants, and feeding practices during infancy will be discussed. The benefits of exclusive breastfeeding during first six months of life will be emphasised. Then, foods for different age-groups like weaning foods for infants and toddlers, important aspects to be kept in mind while doing meal planning for young children, precautions while preparing food for them and feeding of children with disabilities will be described. Common nutritional disorders and illnesses during various ages will be discussed in detail with a focus on their symptoms, etiology and management through diet modifications and nutritional supplementation. Students will gain an understanding about appropriate meal planning for children with diverse health statuses in an early childhood centre. They will also learn about growth monitoring of children.

Week	Topic/Class Activities	Outcome	Readings & Assignment due
2.1 (4 hours)	i) Different stages of life span.  ii) Growth and Development : -Definition and	– list the stages of human life span  – Describe the patterns of growth and development and	Chopra, G. (2011). <i>Mother and Child Care: Promoting Health, Preventing Disabilities. Guidebook-1.</i> (3rd ed.). New Delhi: Institute of Home Economics.



	<p>difference between growth &amp; development</p> <p>- Principles of growth and development</p> <p>-Factors affecting growth and development</p> <p>iii) Growth and Development during infancy (up till the age of 2 years)</p>	<p>discuss factors affecting them</p> <p>- Understand the nutritional needs during infancy and benefits of breast feeding.</p>	
2.2 (4 hours)	<p>i. Nutritional needs of infants for their optimal health</p> <p>ii. Feeding practices during infancy</p> <p>iii. Benefits of breastfeeding during first six months of life</p> <p>iv. Introduction to Pre-schoolers and significance of Pre-School Years in Human Life</p> <p>v. Factors affecting children's development during pre-school years</p> <p>vi. Growth and Development of preschoolers</p> <p>vii. Milestones during Pre-school years</p> <p>viii. Nutritional needs of children during preschool years</p> <p>vi) Eating Habits of Pre-Schoolers</p>	<p>- Describe the nutritional requirements of different age groups of children.</p> <p>- Know the strategies to be adopted for developing good eating habits during pre-school years</p>	<p>Chadha, R. &amp; Mathur, P. (Ed.).(2015). <i>Nutrition.A Lifecycle Approach</i>. New Delhi: Orient Black Swan. Chapter 21 Nutrition for preschoolers (pp. 321-332). Chapter 22 Nutrition for school age children (pp. 333-342). Chapter 26 Feeding children with special needs (pp. 379-390).</p> <p><a href="https://www.healthychildren.org/English/ages-stages/preschool/Pages/default.aspx">https://www.healthychildren.org/English/ages-stages/preschool/Pages/default.aspx</a></p> <p><a href="http://dcp-3.org/sites/default/files/chapters/DCP3%20CAHD_Ch%2011.pdf">http://dcp-3.org/sites/default/files/chapters/DCP3%20CAHD_Ch%2011.pdf</a></p> <p><a href="https://www.nhp.gov.in/healthyliving/healthy-diet">https://www.nhp.gov.in/healthyliving/healthy-diet</a></p>
	i) Common cultural beliefs and misconceptions regarding feeding	- Share real life experiences related to misconceptions	<a href="https://www.unicef.org/parenting/food-nutrition/14-myths-about-breastfeeding">https://www.unicef.org/parenting/food-nutrition/14-myths-about-breastfeeding</a>

	<p>infants</p> <p>ii) Introduction to Complementary Feeding or weaning</p> <p>iii) Points to remember during weaning</p> <p>iv) Process and frequency of initiating weaning process</p> <p>v) Characteristics of weaning food</p> <p>vi) Nutritional Requirements for Infants and Toddlers</p> <p>vii) Nutrition Care for Infants and toddlers as per their requirements</p> <p>viii) Feeding Problems among children and ways to solve this</p>	<p>regarding feeding infants and young children</p> <p>– Understand the concept of weaning and its significance</p> <p>– Explain the nutritional requirements of infants and toddlers</p> <p>– Plan meals for young children and feed them</p> <p>– Suggest different ways to take care of requirements of children</p> <p>– Discuss different problems faced during feeding children and ways to solve this</p>	
2.3 (4 hours)	<p>i) Children with disabilities</p> <p>ii) Common Conditions in children with disabilities that influence feeding on the basis of the following: – Nutritional – Medical – Behavioral and others</p> <p>iii) Skills required for developing feeding process</p>	<p>– Know energy requirements at different ages— calories, proteins, fats, minerals and vitamins</p> <p>– Describe nutritional status of children in India and ways of reducing malnutrition</p>	<p>Ghosh, S. (2004). <i>Nutrition and Child Care</i>. (2nd ed.). New Delhi: Jaypee Brothers Medical Publishers (p) Ltd.</p> <p>Chapter 2 Nutritional needs of children (pp 24-40)</p> <p>Ghosh, S. (2004). <i>Nutrition and Child Care</i>. (2nd ed.). New Delhi: Jaypee Brothers Medical Publishers (p) Ltd.</p> <p>Chapter 8 Widespread Malnutrition (pp. 118-134).</p> <p>Check this: <a href="https://www.nhp.gov.in/healthylivi">https://www.nhp.gov.in/healthylivi</a></p>

	<p>iv) Feeding Disorders, its types and impact</p> <p>v) Common Feeding Problems and it's management:</p> <ul style="list-style-type: none"> <li>● Chewing Difficulty</li> <li>● Swallowing Difficulty</li> <li>● Gagging and Choking</li> <li>● Food Intolerance and Allergies</li> </ul> <p>vi) Feeding Children with disabilities and modifying diet accordingly such as:</p> <ul style="list-style-type: none"> <li>● Cerebral Palsy</li> <li>● Down Syndrome</li> <li>● Cleft Lip</li> <li>● Type 1 Diabetes Mellitus</li> <li>● Chronic Kidney Disease</li> <li>● Visual Impairment</li> </ul> <p>vii) Childhood Nutritional Deficiencies and feeding implications such as:</p> <ul style="list-style-type: none"> <li>● Malnutrition</li> <li>● Diarrhoea</li> <li>● Constipation</li> </ul>		<p><a href="#">ng/healthy-nutrition</a></p>
2.4 (8 hours)	<p>i) Growth monitoring of children during preschool age and middle childhood years- BMI</p> <p>ii) Diet modifications for children with disabilities, nutritional</p>	<ul style="list-style-type: none"> <li>- Describe nutrition requirements in illness, disease and disability</li> <li>- Plan meals for children and knows the strategies to feed them</li> </ul>	<p>Ghosh, S.C. (1992). <i>The feeding and care of infants and young children.</i> (6th ed.). New Delhi: Voluntary Health Association of India. Chapter 11 Deficiency diseases (pp. 118-125). Chapter 12 Infections (pp. 126-143).</p>

	deficiencies and illnesses		
	Malnutrition amongst young children in our country and various measures taken by the government	<ul style="list-style-type: none"> <li>– Explain initiatives taken by the Government and NGOs to curb malnutrition and its impact.</li> </ul>	Kishore, J. (1997). <i>National Health programs of India</i> . (7th ed.). New Delhi: Century Publications.
2.5 (4 hours)	<ul style="list-style-type: none"> <li>- Wellbeing of caregivers</li> <li>- Reciprocating care</li> </ul>	<ul style="list-style-type: none"> <li>– To describe health and nutrition with the well-being of a child</li> <li>– Develop an ability in children to reciprocate care</li> </ul>	<p>CPNow Advance Neurorecovery (2017). <i>Wellbeing for Parents and Caregivers</i>: a resource for parents and caregivers who are raising a child, adolescent or young adult with cerebral palsy or another disability Retrieved from <a href="https://cpnowfoundation.org/wp/wp-content/uploads/2018/08/Wellbeing_digital.pdf">https://cpnowfoundation.org/wp/wp-content/uploads/2018/08/Wellbeing_digital.pdf</a></p> <p>Brown.P. (2018) Give and take: Reciprocity Retrieved from: <a href="https://www.earlyyearseducator.co.uk/features/article/give-and-take-reciprocity#:~:text=Children%20learn%20to%20reciprocate%20both,attention%20and%20shared%20problem%20solving.">https://www.earlyyearseducator.co.uk/features/article/give-and-take-reciprocity#:~:text=Children%20learn%20to%20reciprocate%20both,attention%20and%20shared%20problem%20solving.</a></p> <p>Greenspan.S. Reciprocity: A Two-Way Street (n.d).Retrieved from <a href="https://www.scholastic.com/teachers/articles/teaching-content/reciprocity-two-way-street/">https://www.scholastic.com/teachers/articles/teaching-content/reciprocity-two-way-street/</a></p>

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

Week	Topic	Outcome	Readings & Assignment due
3.1(4 hours)	–Child protection and child rights	<ul style="list-style-type: none"> <li>– Familiarize with the rights perspective on childhood</li> <li>–Analyse the status of childcare and child protection in the Indian society</li> </ul>	Oxford Bibliographies: Smith, A. B. and Taylor, N. J. (2017). Children's rights in early childhood education. <a href="http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0178.xml">http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0178.xml</a>
3.2 (8 hours)	<ul style="list-style-type: none"> <li>–Familiarization with caregiver's roles and responsibilities</li> <li>–Responsibilities of the caregivers in the early childhood care settings</li> </ul>	<ul style="list-style-type: none"> <li>– Know the proper ways of: <ul style="list-style-type: none"> <li>o bathing and dressing,</li> <li>o baby massage</li> <li>o skin care and nappy rash,</li> <li>o care of sick babies,</li> <li>o managing teething troubles,</li> <li>o establishing sleep routines</li> <li>o preparation of weaning foods and feeding babies,</li> </ul> </li> <li>– know the ways and maintain records of: <ul style="list-style-type: none"> <li>o Feeding by the baby.</li> <li>o colic and crying, other reasons of crying by babies and ways of soothing them,</li> <li>o urination and pooing by the baby,</li> <li>o tummy troubles of babies- vomiting, reflux, constipation, wind, hiccups and diarrhoea, burping by babies, etc.</li> <li>o vaccines and immunisation of babies</li> </ul> </li> <li>– Use first aid knowledge for the children in case of <ul style="list-style-type: none"> <li>o minor injuries,</li> <li>o accidents,</li> <li>o bone fractures,</li> <li>o animal bites,</li> <li>o breathing difficulties, etc. and resuscitation of children</li> </ul> </li> </ul>	<p>Santosh, S. (2011). <i>Baby &amp; Child Care</i>. Unicorn Books</p> <p>Click, P.M., Parker, J. (2011). <i>Caring for School-Age Children</i>. Cengage Learning. Chapter 1 Caregivers: Who are they (pp 3-14)</p> <p>Stoppard, M. (2008). <i>New Babycare</i>. DK Publishing.</p> <p>Baby Centre. Baby. Retrieved from <a href="https://http://www.babycentre.co.uk/baby">https://http://www.babycentre.co.uk/baby</a></p> <p>Bassett, M. M. (1995). <i>Infant and Child Care Skills</i>. Delmar Publications. 292 p.?</p> <p>Clement, I. Clement (2013). <i>Textbook on First Aid and Emergency Nursing</i>. Jaypee Brothers Publishers</p>

3.2 (8 hours)	Nutritional requirements for different age-groups	<ul style="list-style-type: none"> <li>- Monitoring child's growth by measuring height/weight</li> <li>- understand the growth patterns of children</li> <li>- describe the nutritional requirements as per the need of their body</li> <li>- prepare different recipes for nutritious meal for children</li> <li>- reflect on the nutritional requirements during illness</li> </ul>	<p>Chadha, R. &amp; Mathur, P. (Ed.). (2015). <i>Nutrition. A Lifecycle Approach</i>. New Delhi: Orient Black Swan.</p> <ul style="list-style-type: none"> <li>- Chapter 1 Food, Nutrition and Health (pp. 1-14).</li> <li>- Chapter 2 Nutrient Requirements and Recommendations (pp. 15-30).</li> <li>- Chapter 15 Principles of meal planning (223-236)</li> </ul>
3.3 (4 hours)	Working with parents	<ul style="list-style-type: none"> <li>- Suggest ways to strengthen attachment bond</li> <li>- Describe strategies to enhance social competence of children</li> <li>- Discuss the ways to counsel parents and make them understand significance of care, health and nutrition during early years</li> <li>- Develop centre and home-connect</li> </ul>	<p>Jacalyn, P., Hohmann, M. (2000). <i>Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings</i>. Ypsilanti, MI: High/Scope Educational Research Foundation.</p> <ul style="list-style-type: none"> <li>Chapter 2. Supportive Adult-Child Interactions</li> <li>Chapter 4. Establishing Schedules and Routines for Infants and Toddlers</li> </ul>

Assessment			
1.	Assignment-1	Pair	20%
2.	Assignment-2	Individual	20%
3.	Practical-1	Individual	20%
4.	Attendance and participation	Individual	10%
5.	Term end exam	Individual	30%

9. Pedagogy:

- a. Instructional strategies: To ensure development of relevant skills, resource person from the field will be invited to conduct workshops on a few topics along with videos, materials and readings.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): ECCME lab, Video, Weighing scales and kitchen setup
- c. Expertise in AUD faculty or outside: Outside AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The field-based component of the programme will help to draw upon the experiences of the students, develop skills and connect with the conceptual understandings. Also, experts from Childcare centres and Hospital will be invited

*fanika*

**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:

*Chima*

**Signature of the Dean of the School**

## INTERNSHIP SEMESTER 1 AND MONSOON 1

Ambedkar University Delhi  
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Field-based Internship
Course code	SVS1EC107
Credits	8
Course type (core/compulsory/optional/any other – please specify)	Core/Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon 2021
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The field based internship offered during the semester 2 will connect to the courses “Early Childhood and Child Care Services in India”, “Child Care, Development and Well Being”, “Care, Health and Nutrition” offered in the current semester
2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 32
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to promote equity and social justice with excellence and spread knowledge across all members of the society irrespective of class, creed or caste. It aims to develop informed professionals who would take up their social responsibility and serve diverse sections of the society. The internship in the first semester will be offered under BVoc (Early Childhood Centre management and Entrepreneurship) programme and

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will enable students to engage with young children and take more responsibilities at their field sites as a facilitator.

6. How does the course link with the specific programme(s) where it is being offered? The field-based internship is a core requirement of the ECCME vertical of the BVoc programme.

7. Course Details:

a) **Summary:** The field-based internship will be designed to firstly orient and immerse students in the field sites related to Early Childhood Care and Education (ECCE) to make sense of and reflect upon different experiences in relation to theoretical concepts and principles presented in class. Secondly, it aims to facilitate thinking about the field analytically and initiate the process of action and reflection as entrepreneurs. The internship will engage students with families and communities which could be potential sites for practice. The field experiences will also link with specific courses for a more directed and informed reflection on the field-experiences of students. The purpose of this component is to connect the classroom with the field sites—thus, field mentors will be invited into the classrooms consequently, the classroom instructors will work closely with the field mentors and visit the field sites. This will be necessary for collaboration and also for mentoring students on assignments related to the taught courses.

b) **Objectives:**

The internship will enable students to do the following:

- Understand and support the work of the childcare facilitator at the centre
- Make linkages between understandings of child development and learning, nutrition, play, curriculum, the management of a centre
- Develop observational and interpersonal skills with young children in early childhood centres
- Know the basic care and management skills for children of different age-groups
- Familiarize with different early childhood centres and understand their functioning

c. **Outcomes:**

- Assist the childcare facilitator in conducting activities at the centre
- Build skills of including children from diverse backgrounds in the childcare programme
- Develop techniques of interacting and soothing children
- Examine the needs of diverse children and address them
- Prepare activities for infants, toddlers and older children
- Assist childcare facilitator in establishing routines for infants, toddlers and older children
- Learn skills to engage children in day care
- Develop awareness about aspects of good functioning and management of a childcare centre

d. **Overall structure:** The Internship will be organized throughout the semester. The internship will be organized in a block towards the end of teaching in the semester.

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

Tentative outline

**Internship:** Internships in year aims to prepare students for the facilitator's role.

**Level- I**

The internship in first semester will introduce students to the early childcare sector and students will shadow/assist the facilitator at the centres/organisations.

Module	Topics	Learning outcome(s)	Assignment*
Throughout the internship	Building positive relationships with children	<ul style="list-style-type: none"> <li>- Interacting with children during mealtime/lunch time</li> <li>- Warmly greeting children when they arrive</li> <li>- Addressing the child by his/her name</li> <li>- Supporting children's interaction by providing them opportunity for free play</li> <li>- Attending to child's basic needs (such as toilet, water )</li> <li>- Listening to child's experiences from home</li> </ul>	Observation diary +Viva-voce/Presentation (20%)  Written report of the work done during internship and the role of centre facilitator (20%)
	Providing safe, hygienic and healthy environment	<ul style="list-style-type: none"> <li>- Takes child to wash hands after activities</li> <li>- Serves food to child</li> <li>- Support children during meal time</li> <li>- Support a snack/mealtime, making it enjoyable and interactive</li> <li>- Tidy away resources after activities</li> <li>- Clear away after snack/mealtimes</li> <li>- Keep areas tidy and attractive without needing to be prompted</li> <li>- Settle a baby for a sleep</li> <li>- Support a child in dressing</li> </ul>	Self-assessment workbook (30%)  Participation qualities + Attendance (10%)
	Creating and Providing stimulating environment to children	<ul style="list-style-type: none"> <li>- Prepare displays as per the need</li> <li>- Set-up and maintain activity areas</li> <li>- Prepare resources to engage children</li> </ul>	Field supervisor's feedback (20%)
	Support holistic development of children	<ul style="list-style-type: none"> <li>- Assist the facilitator in all the activities</li> <li>- Conduct a small group activity under the direction of a teacher(Indoor)</li> <li>- Conduct a small group activity under the direction of a teacher(Outdoor)</li> <li>- Conduct a small group activity under the direction of a teacher(Physical/movements)</li> </ul>	
	Support language and literacy with children	<ul style="list-style-type: none"> <li>- Talk to the children during free play time</li> <li>- Recall five-finger play rhymes</li> <li>- Recall five action rhymes</li> <li>- Recall five counting rhymes</li> <li>- Use rhymes with children aged from 3 to 4 years,</li> </ul>	

		<ul style="list-style-type: none"> <li>– Read a story to a small group of children aged from 3 to 4 years</li> <li>– Tell a simple story to a small group using props</li> </ul>	
	Documentation	<ul style="list-style-type: none"> <li>– Reading children’s diary</li> <li>– Record of medicine, if any</li> <li>– Compiling children’s worksheets</li> <li>– Labelling worksheets</li> </ul>	
	Functioning of the centre	c. Understand responsibilities as required for a facilitator and contribute towards the overall functioning of the centre.	

*\* Assessment details of Internship (throughout the semester): Students will be provided with a comprehensive self-assessment workbook before the beginning of the Internship that includes the roles and responsibilities of the facilitator. The same will be provided to the Centre Heads/Supervisors.*

*Students will be working on their observation diaries, written report and self-assessment workbook. Mid-way feedback will be provided. Final submission will be only at the end of the semester.*

*Course co-ordinator will also visit the internship-sites throughout the internship.*

8. Pedagogy:

- a. Instructional design: field based mentorship
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside: AUD faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Linkages will be sought with various organizations that run day care centres

*fankha*

**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.

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

Recommendation of the School of Studies:

Suggestions:

**Signature of the Dean of the School**

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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 Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	<b>Play, Learning and development</b>
Course code	SVS1EC201
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core/Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2022
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
This course builds on the course “Child care, development and wellbeing” offered in Semester 1 of the BVoc (ECCME) programme. While the course “Child care, development and wellbeing” provides an overview of the development of children from infancy to middle childhood years, the course proposed discusses how to observe and assess children’s development and learning. The significance of observing children regularly to assess their development and learning needs, capabilities, interests and provide services in the day care centre accordingly is stressed upon in this course.
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): 32
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course
5. How does the course link with the vision of AUD? The course links with the vision of AUD and the BVoc programme to provide optimal learning environment to children by assessing their growth, development and interests. It will enable students to observe young children and plan their learning accordingly. After taking the course students will be able to understand and conduct activities by which learning of children can be facilitated. They will be able to provide a constructive, engaging, fun filled and optimally stimulating environment

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to the children at the early childhood care centres—many also located in marginalized communities.

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

7. Course Details:

a) Summary: In the past few decades, children's right to play has been recognized worldwide. UNCRC (1989) in its Article 31 states 'Right to Play' as inalienable right of all children. Play contributes significantly to the physical, motor, cognitive and socio-emotional development of children. Hence, it is important for the child care facilitators to understand about play of children, and their role in promoting children's play in the ECCE centres. Hence, this course focuses on the importance of play in the overall development of the children. It also describes various play activities that can be organized by the child care facilitators in the ECCE centres for optimal development of children during early years.

b) Objectives: The specific objectives of the course are to:

- Understand the significance of play in the overall development of children in early years.
- Know relationship between play and development
- Discuss play as an inalienable right of children.
- Explore the role of caregivers in promoting play of children in early years.

c) Outcomes: *After completing the course, students will be able to:*

- Explain the importance of play and variety in the childhood years
- Describe the benefits of play for overall development of children
- Know the therapeutic benefits of play
- Plan and conduct play activities for holistic development of children

d) Overall structure: The course is divided into two units:

- i. Module-1 Role of Play
- ii. Module-2 Role of care giver in supporting play of young children

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

#### *Tentative outline*

#### **Module 1: Role of play**

The module will begin with describing 'what is play' and the different types of play in which children engage from infancy up till middle childhood years. Thereafter, the module discusses about the rights of children to play, and various factors which are causing infringement of this right of

children. The module also describes how play supports children's learning and development in the early years of life.

Module	Topic/Class Activities	Objectives	Readings & Assignment due
1.1	Introduction to play. Functions of play Importance of play in development Theories on play	d. describe the concept of play and its functions in early years	Meggitt, C & Bruce, T. (2015). <i>CACHE Level 3 Child care and education (Early Years Educator)</i> , Hachette: UK. Unit 5 Play and Learning
1.2	Role of play	<ul style="list-style-type: none"> <li>- list the roles of play in the life of young children</li> <li>- summarise how play engages and helps children explore and discover their physical social environment</li> <li>- list don the executive functions of play</li> </ul>	<p>Swaminathan.M.&amp;Daniel.P.(2004) Play activities for child development: <i>A guide to preschool teachers</i>, NBT:India Ch-1 Introduction</p> <p>White.R.The power of play:A research summary on play and learning, Minnesota Children's Museum</p>
1.3	Stages of play Types of play	<ul style="list-style-type: none"> <li>- describe how play develops</li> <li>- outline the stages of play for different age-groups</li> </ul>	<p>Mayesky, M. (2009). Creative activities for young children. Clifton Park, NY: Delmar. Chapter-7</p> <p>Meggitt, C &amp; Bruce, T. (2015). <i>CACHE Level 3 Child care and education (Early years educator)</i>, Hachette: UK. Unit 5 Play and Learning</p> <p>Sheridan, M., Howard, J. &amp; Alderson, D. (2010). Play in early childhood: From birth to sixyears. Routledge, 104 p. Chapter 1 and 2</p> <p>White.R.The power of play:A research summary on play and learning, Minnesota Children's Museum</p>
1.4	Play during different ages: <ul style="list-style-type: none"> <li>● Infancy</li> <li>● early childhood</li> </ul>	<ul style="list-style-type: none"> <li>- describe the types of play</li> <li>- identify how play changes as children grow:</li> </ul>	Lindon, J. (2001). Understanding children's play. Nelson Thornes. Chapter 4 Playing throughout childhood

	<ul style="list-style-type: none"> <li>years</li> <li>middle childhood years</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between free-play and guided play</li> <li>Plan play activities covering all domains: <ul style="list-style-type: none"> <li>Creative play</li> <li>Play with language</li> <li>Play with Music</li> <li>Play with colours</li> </ul> </li> </ul>	<p><a href="http://www.brillbaby.com/after-birth/the-importance-of-play.php">http://www.brillbaby.com/after-birth/the-importance-of-play.php</a></p> <p>Sheridan, M., Howard, J. &amp; Alderson, D. (2010). Play in early childhood: From birth to six years. Routledge, 104 p. Chapter 3</p> <p>Mayesky, M. (2009). <i>Creative activities for young children</i>. Clifton Park, NY: Delmar. Chapter-7</p> <p>Take a look at this:  <a href="https://www.stanfordchildrens.org/en/topic/default?id=infant-play-90-P02238">https://www.stanfordchildrens.org/en/topic/default?id=infant-play-90-P02238</a></p>
1.5	Variations in play	- Identify the factors affecting play choices	<p>Sheridan, M., Howard, J. &amp; Alderson, D. (2010). Play in early childhood: From birth to six years. Routledge, Chapter 5</p> <p>Oke, M., Khattar, A., Pant, P., &amp; Saraswathi, T. S. (1999). A profile of children's play in urban India. <i>Childhood</i>, 6(2), 207-219.</p>
1.6	Rights of children to play and various factors (Barriers to play)	- Evaluate the children's right to play	<p>International Play Association. (2010). <i>Promoting the children's right to play</i>. Retrieved from:  <a href="http://www.childwatch.uio.no/projects/activities/Article31/globalreportsummary-201010.pdf">http://www.childwatch.uio.no/projects/activities/Article31/globalreportsummary-201010.pdf</a></p>
1.7	Learning through play: Play-based pedagogy	<ul style="list-style-type: none"> <li>Explain the significance of play-based pedagogy</li> <li>Use play to provide meaningful learning experience to young children</li> </ul>	<p>Learning through play: Strengthening learning through play in early childhood Education programmes. (2018) The Lego Foundation.  Retrieved from:  <a href="https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf">https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf</a></p>

### Module 2: Role of caregiver in supporting play of children

The module focuses on the role of the caregiver in enhancing play of children in a child care centre, Various play activities that can be organized by the caregiver for optimal physical, cognitive and



language stimulation and for enhancing socio-emotional competencies of children will be discussed in this module.

Week	Topic/Class Activities	Objectives	Readings & Assignment due
2.1	Adult's role in children's play	Understanding the role of caregiver in child's play and how to encourage play: <ul style="list-style-type: none"> <li>- Supporting play</li> <li>- Setting up environment for self-initiated play</li> </ul>	Kaul, V. (1991). <i>Early childhood education programme</i> , New Delhi: NCERT.  Lindon, J. (2001). <i>Understanding children's play</i> . Nelson Thornes. Chapter 8 Adult's role in Children's play
2.2	Active learning and key experiences for infants and toddlers	- Plan play activities and design environment for infants and toddlers	Jacalyn, P., Hohmann, M. (2000). <i>Tender care and early learning: Supporting infants and toddlers in child care settings</i> . Ypsilanti, MI: High/Scope Educational Research Foundation. Chapter 1. Active Learning and Key Experiences for Infants and Toddlers.
2.3	Play activities during different years	- Creation of activity pool for different age groups - Conduct play activities	Swaminathan, M. (n.d.). <i>Play activities for young children</i> . UNICEF Regional Office for South Central Asia. 97p

Assessment			
1.	Assignment-1	Individual	25%
2.	Assignment-2	Individual	25%
3.	Assignment-3 Portfolio	Individual	40%
4.	Class participation	Individual	10%

8. Pedagogy
  - a. Instructional design: films, discussions and insights from field engagement
  - b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
  - c. Expertise in AUD faculty or outside: AUD/Guest
  - d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Reflection on the field will enable students to understand the types of play better and plan for their overall development.

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Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

Suggestions:



**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 Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Material development and storytelling
Course code	SVS1EC205
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core/Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2022
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?  
This course builds on “Child care, development and wellbeing” offered in Semester 1 and “Play, learning and development” offered in semester-2 of the BVoc(ECCME) programme. This course will provide practical ways of engaging children in meaningful ways and ensuring holistic development of children.
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): 32
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course
5. How does the course link with the vision of AUD?The university aspires to promote equity and social justice with excellence. It aims to develop informed professionals who will take up their social responsibility and serve the diverse sections of the society. These workshops will enable students to become sensitive professionals who understand how to engage with children in creative ways.
6. How does the course link with the specific programme(s) where it is being offered? This is a core course in the ECCME vertical of the BVocprogramme.
7. Course Details:
  - a. Summary:  
The workshop will be focused on preparing stimulation and educational materials for young children and ways of using it. The students will be engaged in brainstorming on the needs of

young children (including children with disabilities) as per their reflections from their field attachment and prepare play material/toys for young children. In addition to this, the workshop will also provide students ways of interacting with young children using oral narratives and picture books. This will be done to enable students gain self-confidence and engage in creative thinking. Students will pick up skills in preparing materials such as variety of puppets, educational play materials; sensory stimulating materials, etc. with which infants, toddlers, preschoolers and older children including children with disabilities can play and develop. Experts from field will be invited to share their innovative ideas on making and use of variety of play materials for appropriate stimulation of young children.

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

- Understand the importance of play materials for young children
- Explore children’s literature for different age-groups
- Know the ways to engage children using stories and books
- Understand the age-wise need of material

c. Outcomes:

*After completing the course, students will be able to:*

- Prepare and use materials for enhancing play.
- Use available resources for engaging children and foster development
- Develop skills for different types of story-telling techniques

d. Overall structure: The course has two modules:

Module A: Play material and activities

Module B: Storytelling and Shared reading

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

### Module A: Play material and activities

This module will be focused on preparing stimulation and educational material for young children. The students will be engaged in brainstorming on the needs of young children (including children with disabilities) as per their reflections from their field attachment and prepare play material/toys for young children. This will be done to help students gain self-confidence and engage in creative thinking. Students will pick up skills in preparing materials such as variety of puppets, educational play materials, sensory stimulating materials etc. with which infants, toddlers, preschoolers and older children including children with disabilities can play. Experts from field will be invited to share their innovative ideas on making and use of variety of play materials for appropriate stimulation of young children.

S.No.	Topic	Outcomes	Readings
1.1	Puppets	<ul style="list-style-type: none"> <li>- Making Puppets and using them in stories/rhymes</li> <li>- Make traditional toys</li> </ul>	Centre for Early Childhood Education & Development & CARE India. <i>Baccho ke liye khel aur khilone</i> . New Delhi: CARE India, 20p.
1.2	Educational play material	- develop material for infants and toddlers for overall development like:	Gibbs, M.J. & Miller, L.G. (2015). <i>Making Toys for Infants and Toddlers: Using</i>

		<ul style="list-style-type: none"> <li>- sensory material</li> <li>- material for language development</li> <li>- Material for children with disability</li> </ul>	<p>Ordinary Stuff for Extraordinary Play. Gryphon House, Inc., 160 p.</p> <p>Gibbs, M.J. &amp; Miller, L.G. (2015). Making Toys for Preschool Children: Using Ordinary Stuff for Extraordinary Play. Gryphon House, Inc., 160 p.</p>
1.3	Organising material	<ul style="list-style-type: none"> <li>- Appropriate displaying material (legibility)</li> <li>- Know the ways to organise and store material</li> </ul>	<p>Henriques, J. (2011). Made to Play!: Handmade Toys and Crafts for Growing Imaginations. Shambhala Publications, 207 p.</p>
1.4	Using material	<ul style="list-style-type: none"> <li>- Ways to use material differently for different age-group</li> </ul>	<p>Khanna, S. (1981). Dynamic folk toys. Indian toys based on the simple application of principles of science and technology. Available at: <a href="http://www.arvindguptatoys.com/arvindgupta/dynamicfolktoys.pdf">http://www.arvindguptatoys.com/arvindgupta/dynamicfolktoys.pdf</a></p>

### Module B: Storytelling and shared reading

This module will focus on providing students ways of interacting with young children using oral narratives and picture books. The strategies introduced will enable students to foster oral language development among young children—critical for the early years. Shared reading can be used for young children in order to help develop a relationship with print, oral language and also foster an interactive environment at the early childhood centre. The use of native language and bilingual language use for storytelling and story reading will be emphasized.

#### Tentative outline

Week	Topic	Outcome
1.1	Introduction storytelling and shared reading	<ul style="list-style-type: none"> <li>- Know the significance of storytelling and shared reading in early years</li> </ul>
1.2	Storytelling across cultures and types of stories	<ul style="list-style-type: none"> <li>- Understand the types of stories and ways of narrating to children under three years of age.</li> </ul>
1.3	Storytelling: methods and strategies	<ul style="list-style-type: none"> <li>- Know parameters of selecting books for babies</li> <li>- Demonstrate strategies for engaging young children in books and other language material</li> <li>- Develop skills for reading and sharing read alouds/stories with young children</li> <li>- Making and Telling stories with puppets and other props</li> </ul>

1.4	Pretend reading and Shared reading	<ul style="list-style-type: none"> <li>- Understanding milestones for listening and reading</li> <li>- Differentiate between pretend reading and Shared reading</li> <li>- Understanding concepts about print</li> </ul>
1.5	Creating strategies for using stories with young children	Creating print materials for using with young children
1.6	Storytelling using technology	- Develop skills to conduct story-telling online using digital tools

### Suggested Readings

#### Resources

Children's Literature. E-Books for free online viewing and/or download  
<http://www.e-booksdirectory.com/listing.php?category=158>  
 Children's Literature Comprehensive Database (CICD). <http://www.childrenslit.com/>  
 Association for Library Service to Children.  
<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/index.cfm>.  
 Children's Literature: Digital Librarian: <http://www.digital-librarian.com/childlit.html>  
 Pitara: <http://www.pitara.com/talespin/books.asp>  
 Children's Literature Association: Encouraging high standards of criticism, scholarship, research, and teaching in children's literature. <http://www.childlitassn.org/>  
 Database of Award-winning Children's literature. <http://www.dawcl.com/>  
 Storyline Online. <http://www.storylineonline.net/>  
 Children's Literature. <http://edtech.kennesaw.edu/web/childlit.html>  
 Reading Rockets: <http://www.readingrockets.org/article/reading-tips-parents-toddlers>

#### Readings

Engel, S. (2012). The emergence of storytelling during the first three years. *Edited from the Zero to Three journal (Dec. 1996/Jan. 1997). Zero to Three. National Center for Infants, Toddlers, and Families, nd Web, 2.*

Engel, S. (2016). Storytelling in the first three years. *Zero to Three*. Retrieved from: <https://www.zerotothree.org/resources/1057-storytelling-in-the-first-three-years>

Reading with babies from birth. Retrieved from: [http://raisingchildren.net.au/articles/reading\\_babies.html](http://raisingchildren.net.au/articles/reading_babies.html)

Greene, E. (1996). *Storytelling: Art and Technique: Art and Technique*. ABC-CLIO.

Carger, C. L. (1993). Louie comes to life: Pretend reading with second language emergent readers. *Language Arts, 70(7)*, 542-547.

Nathanson, A. I., & Rasmussen, E. E. (2011). TV viewing compared to book reading and toy playing reduces responsive maternal communication with toddlers and preschoolers. *Human Communication Research, 37(4)*, 465-487.

#### Assessment

1.	Creating and submitting material	Individual	25%
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2.	Maintaining written log of material	Individual	25%
3.	Attendance and participation	Individual	20%
4.	Presentation on 'how a material can be used to enhance play of young children'	Individual	30%

8. Pedagogy

- a. Instructional design: films, discussions and insights from field engagement
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside: AUD/Guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

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**Signature of Course Coordinator(s)**

Note:

1. Modifications on the basis of deliberations in the Board of Studies(or Research Studies Committee in the case of research programmes) have been incorporated and the suggestions by relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal will 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 3<sup>rd</sup> meeting held on 26<sup>th</sup> April 2018 and subsequent consultations with experts have been approved in the present form.

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**Signature of the Dean of the School**

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## INTERNSHIP SEMESTER 2 AND WINTER 1

Ambedkar University Delhi  
Proposal for Launch of a Course

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Field-based Internship
Course code	SVS1EC208
Credits	8
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2022
Course coordinator and team	Fariha Siddiqui and experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The field based internship offered during the semester 2 will connect to the courses “Play, Learning and Development”, “Early Stimulation and Early Intervention”, “ Building Partnerships with Parents”, and “Child Protection and Child Rights” offered in the current semester. It also builds on the Internships offered in the first semester.
2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 32
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to promote equity and social justice with excellence and spread knowledge across all members of the society irrespective of class, creed or caste. It aims to develop informed professionals who would take up their social responsibility and serve diverse sections of the society. The internship in the second year will be offered under BVoc (Early Childhood Centre management and Entrepreneurship) programme and will

enable students to engage with young children and take more responsibilities at their field sites as a supervisor.

6. How does the course link with the specific programme(s) where it is being offered? The field-based internship is a core requirement of the ECCME vertical of the BVoc programme.

7. Course Details:

a) Summary: The field-based Internship in semester-2 will be organized to provide opportunity to students to practice skills in the presence of regular facilitators and initiate activities at the centre with children less than three years of age. Along demonstrating skills, students will be immersed to reflect upon different experiences in relation to theoretical concepts and principles presented in class. Students will be encouraged to collaborate with facilitators and parents to contribute to the overall development of children.

b) Objectives:

The internship will enable students to do the following:

- Understand and support the work of the childcare facilitator at the centre
- Make linkages between understandings of child development and learning, nutrition, play, curriculum, the management of a centre
- Develop observational and interpersonal skills with young children in early childhood centres
- Know the basic care and management skills for children of different age-groups
- Familiarize with different early childhood centres and understand their functioning

c. Outcomes:

- Assist childcare facilitator in conducting activities at the centre
- Build skills of including children from diverse backgrounds in the childcare programme
- Develop the techniques of interacting and soothing children
- Examine the needs of diverse children and addressing them
- Prepare activities for infants, toddlers and older children
- Assist childcare facilitator in establishing routines for infants, toddlers and older children
- Learn skills to engage children in day care
- Develop awareness about aspects of good functioning and management of a childcare centre

d. Overall structure: The Internship will be organized throughout the semester. The internship will be organized in a block.

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

## Course Description

Tentative outline

**Internship:** Internships in semester-2 aims to prepare students for the facilitator's role.

**Level- II**

The internship in second semester will introduce students to the early childcare sector and students will be given opportunity to work directly with children as lead facilitator at the centres/organisations.

Module	Topics	Learning outcome(s)	Assignment*
Throughout the internship	Building positive relationships with children	<ul style="list-style-type: none"> <li>- Interact with children during mealtime/lunch time</li> <li>- Warmly greet children when they arrive</li> <li>- Address the child by his/her name</li> <li>- Support children's interaction by providing them opportunity in free play</li> <li>- Attend child's basic needs (such as toilet, water )</li> <li>- Listen to child's experiences from home</li> </ul>	Observation diary +Viva-voce/Presentation (20%)  Written report of the work done during internship and the role of centre facilitator (20%)
	Providing safe, hygienic and healthy environment	<ul style="list-style-type: none"> <li>- Take child to wash hand after activities</li> <li>- Serve food to child</li> <li>- Supporting children during meal time</li> <li>- Support a snack/mealtime, making it enjoyable and interactive</li> <li>- Tidy away resources after activities</li> <li>- Clear away after snack/mealtimes</li> <li>- Keep areas tidy and attractive without needing to be prompted</li> <li>- Settle a baby for a sleep</li> <li>- Support a child in dressing</li> </ul>	Self-assessment workbook (30%)  Participation qualities + Attendance (10%)  Field supervisor's feedback (20%)
	Creating and providing stimulating environment to children	<ul style="list-style-type: none"> <li>- Preparing displays as per the need</li> <li>- Set-up and maintain activity areas</li> <li>- Preparing resources to engage children</li> </ul>	
	Support holistic development of children	<ul style="list-style-type: none"> <li>- Assisting regular facilitator in all the activities</li> <li>- Conduct a small group activity under the direction of a teacher(Indoor)</li> <li>- Conduct a small group activity under the direction of a teacher(Outdoor)</li> <li>- Conduct a small group activity under the direction of a teacher(Physical/movements)</li> <li>- Plan play activities for children</li> </ul>	
	Supporting	<ul style="list-style-type: none"> <li>- Talk to the children during free play</li> </ul>	

language and literacy with children	time <ul style="list-style-type: none"> <li>– Recall five-finger play rhymes</li> <li>– Recall five action rhymes</li> <li>– Recall five counting rhymes</li> <li>– Use rhymes with children aged from 2 to 4 years,</li> <li>– Read a story to a small group of children aged from 3 to 4 years</li> <li>– Tell a simple story to a small group using props</li> </ul>	
Documentation	<ul style="list-style-type: none"> <li>– Reading children's diary</li> <li>– Record of medicine, if any</li> <li>– Compiling children's worksheets</li> <li>– Labelling worksheets</li> </ul>	
Functioning of the centre	e. Understand responsibilities as required for a facilitator and contribute towards the overall functioning of the centre.	

\* **Assessment details of Internship** (throughout the semester): Students will be provided with a comprehensive self-assessment workbook before the beginning of the Internship that includes the roles and responsibilities of the facilitator. The same will be provided to the Centre Heads/Supervisors.

Students will be working on their observation diaries, written report and self-assessment workbook. Mid-way feedback will be provided. Final submission will be only at the end of the semester.

Course co-ordinator will also visit the internship-sites throughout the internship.

8. Pedagogy:

- a. Instructional design: field based mentorship
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside: AUD/Guest faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Linkages will be sought with various organizations that run day care centres

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Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee

(SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

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

Recommendation of the School of Studies:

Suggestions:



**Signature of the Dean of the School**

# Agenda NO. 4

## Overall Structure of BVoc: Retail Management

### *Year 1: Semester 1: Sales Associate (NSQF Level 4: Certificate)*

<i>Compulsory Foundation Courses: Skill course Component</i>			
<b>Code</b>	<b>Course</b>	<b>Credits</b>	<b>Hours Theory (T) and Practical (P)</b>
SVS1RM101	Introduction to Retail	4	60 (T)
SVS1RM102	Introduction to Retail Sales	4	60 (T)
SVS1RM103	Customer Service and Customer Relationship Management	2	30 (T)
SVS1RM104	On the Job Training-Retail Sales Associate	8	240 (P)
	<b>Total Skills Credit by Semester 1</b>	<b>18</b>	
	<b>Total GEC Credits by Semester 1</b>	<b>12</b>	
	<b>Total Credits by Semester 1</b>	<b>30</b>	

### *Year 1: Semester 2: Team Leader (NSQF Level 5: Diploma)*

<b>Code</b>	<b>Course</b>	<b>Credits</b>	<b>Hours Theory (T) and Practical (P)</b>
SVS1RM201	Retail Store Operations	4	60 (T)
SVS1RM202	Advanced Retail Sales Skills	4	60 (T)
SVS1RM203	Organisation and Team Dynamics	2	30 (T)
SVS1RM204	On the Job Training-Team Leader	8	240 (P)
	<b>Total Skill Credits in Semester 2</b>	<b>18</b>	
	<b>Total Skill Credits by Year 1</b>	<b>36</b>	
	<b>Total GEC Credits in Semester 2</b>	<b>12</b>	
	<b>Total GEC Credits by Year 1</b>	<b>24</b>	
	<b>Total Credits by Year 1</b>	<b>60</b>	

### *Year 2: Semesters 3 and 4: Department Manager (NSQF Level 6: Advanced Diploma)*

<b>Code</b>	<b>Course</b>	<b>Credits</b>	<b>Hours Theory (T) and Practical (P)</b>
<b>Semester 3 (Skill courses)</b>			
SVS1RM301	Advanced Retail Store Operations	4	60 (T)
SVS1RM302	Visual Merchandising	4	60 (T)

SVS1RM303	Introduction to Store Management	2	30 (T)
SVS1RM304	On the Job Training-Department Manager(1)	8	240 (P)
	<b>Total Skill Credits in Semester 3</b>	<b>18</b>	
	<b>Total Skill Credits by Semester 3</b>	<b>54</b>	
<b>Semester 4 (Skill courses)</b>			
SVS1RM401	Advanced Store Management	4	60 (T)
SVS1RM402	Managing Organisation Dynamics	4	60 (T)
SVS1RM403	Customer Experience Management	2	30 (T)
SVS1RM404	On the Job Training-Department Manager(II)	8	240 (P)
	<b>Total Skill Credits in Semester 4</b>	<b>18</b>	
	<b>Total Skill Credits by Year 2</b>	<b>72</b>	

**Year 3: Semesters 5 and 6: Retail Store Manager  
(NSQF Level 7: BVoc Degree)**

Code	Course	Credits	Hours Theory (T) and Practical (P)
<b>Semester 5 (Skill courses)</b>			
SVS1RM501	Buying and Merchandise Management	4	60 (T)
SVS1RM502	IT Application in Retail	4	60 (T)
SVS1RM503	Process, Compliance, Loss Prevention and Shrinkages	2	30 (T)
SVS1RM504	On the Job Training-Store Manager(I)	8	240 (P)
	<b>Total Skill Credits in Semester 5</b>	<b>18</b>	
	<b>Total Skill Credits by Semester 5</b>	<b>90</b>	
<b>Semester 6 (Skill Courses)</b>			
SVS1RM601	Retail Marketing	4	60 (T)
SVS1RM602	People and Process Management	4	60 (T)
SVS1RM603	On the Job Training-Store Manager(II)	8	240 (P)
SVS1RM604	Field Based Project Study	2	30 (T)
	<b>Total Skill Credits in Semester 6</b>	<b>18</b>	
	<b>Total Skill Credits by Semester 6</b>	<b>108</b>	

## SVS, BVoc in Retail Management

### Semester 1: Introduction to Retail

School/ proposing the course	School of Vocational Studies
Programme(s)	B Voc - Retail Management
Course title	Introduction to Retail
Course code	SVS1RM101/Semester 1
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Nikhil Charak and Expert Committee

- 1. Does the course connect to, build on or overlap with any other courses offered in AUD?:** No, it does not build on or overlap with any other courses offered in AUD as it is an independent course by itself.
- 2. Specific requirements on the part of students who can be admitted to this course:**  
The course is based on the defined job role of Retail Sales Associate as per the National Skill Qualification Framework (NSQF) Level-4. Students who have passed class 12<sup>th</sup> will be admitted based on Vocational Aptitude test and Interview.
- 3. No. of students to be admitted:** As per AUD norms.
- 4. Course scheduling:** Monsoon Semester 2021
- 5. How does the course link with the vision of AUD?**  
The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building understanding and acquiring skills to the cause of marginalized groups. Introduction to Retail course is mostly designed to impart the retail skills to the aspiring students



so that they can undertake the job role of sales associate in the Indian retail industry, apart from becoming an entrepreneur in the retail sector by acquiring such skills related to the understanding of the retail scenario.

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

Introduction to Retail is an essential part of BVoc- Retail Management programme which talks about the retail environment in the Indian context. It is an industry-related specialized program. The program is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

**7. Course Details:**

**a. Summary:** The Course will provide an overview of the Retail industry including its prospects in India. Students will be introduced to various aspects of retail- including norms in retail, sales need for effective teamwork. This course is to enable students to gain an insight into the retail industry and its working. It also familiarises the students to types of categories in the retail industry.

**b. Objectives:** The main objectives of the course are:

- To familiarise the students with the retail industry and its various aspects
- To identify the customer's needs for credit facilities.
- To clearly explain to the customer the features and conditions of credit facilities.
- To understand the process of accurately fill in the documents needed to allow the customer to get credit.
- To understand the calm way while dealing with accidents and emergencies.
- To reduce health and safety risks
- To analyze and report risks promptly to the right person, if he/she does not have the authority.
- To understand the opportunities to enhance the level of assistance offered to colleagues.
- To seek assistance when difficulties arise.
- To Identify and display a non-discriminatory attitude in all contacts with customers and other staff members.

The modules have covered the various National Occupational Standards (*National Occupational Standards describe what individuals need to do, know and understand to carry out a particular job role or function*) which are listed below:

- i.To process credit applications for purchases (RASN0114)
- ii.To help keep the store secure (RASN0120)
- iii.To maintain health and safety in a retail store (RASN0122)
- iv.To work effectively in a retail team (RASN0137)

**Note:** For more details on the above NOS and other important details, please refer to

<https://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%20104%20-%20Retail%20Sales%20Associate.pdf>

**c. Expected learning outcomes:**

On completion of the course, the students will be able to: -

- Understand the concept of retail and retailing
- Acquire concepts of e-commerce and technology in retail
- Understand the various aspects of the retail environment.
- Develop understanding about retail economics legal, technological and global aspects in retail.
- Develop an understanding about the different formats of Retail

**d. Overall structure:**

**Module I: Overview of Retail Industry**

This module will explain about the scope and evolution of retail sector globally.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Definition and Scope of Retail Industry and Retailing	1. Understand the concept of retail and retailing	Sinha, P. K. &Uniyal, D. P. (2012). Managing Retail (2nded.).	Levy, M.&Weitz, B. A. (2001). Retailing Management (4th ed.). New Delhi: Tata	Assignment 1 (10%)
1.2	Evolution of Retail Industry	2. Build the understandi			

1.3	Functions of Retailers, Benefits of Retailing, Trends in Retail Industry, E-Commerce, Omni-channel retailing	3. Acquire concepts of e-commerce and technology in retail	ng of functions and benefits of retailing	Oxford University Press Gibson, G. (2008). Retail Management – Functional Principles and Practices (3rded.). Mumbai: JAICO Publishing House	McGraw Hill	
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### Module II: Retail Environment (9hours + 3hours = 12hours)

The second module is focused on the retail industry where students will explore global as well as Indian Retail Scenario

2.1	Global Retail Scenario and Indian Retail Scenario	1. Understand the various aspects of the retail environment. 2. Develop understanding about retail economics legal, technological and global aspects in retail.	Nair, S. (2008). Retail Management (3rd). Mumbai: Himalaya Publishing House. Pooler, J. (2008). Retail Strategies- Understanding Why We Shop. Mumbai: Jaico Publishing House	Thomassen, L., Lincoln, K. & Aconis, A. (2006). Retailization – Brand Survival in the Age of Retailer Power. Kogan Page Publishers	Assignment 2 (10%)
2.2	Prospects of Retailing and Retail Sector in India				
2.3	Retail Economics- Store Related Issues; Contribution of Retail Industry to the Economy				
2.4	Retailing Environment- Legal, Economic and Technological Environment, Global Retail Scenario/Environment, Competitive Environment and Types of Competition				

2.5	Indian Experience in Retailing; Impact of FDI in Indian Context				
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### Module III: Retail Institutions and Formats (13 hours + 3 hours = 16hours)

The third module discusses the Retail Institutions and Formats.

3.1	Retail Organisation and Categories/Formats (refers to the various structures of business)	Develop an understanding about the different formats of Retail	Gibson, G. (2008). Retail Management – Functional Principles and Practices (3rded.). Mumbai: JAICO Publishing House.	Pradhan, S. (2009). Retailing Management – Text and Cases (3rded.). New Delhi: Tata McGraw Hill Education Pvt. Ltd	Assignment 3 (10%)
3.2	Retail Ownership- Retail Formats, Store-Based Formats Non-Store-Based Formats (including E-commerce and understanding review ratings)				
3.3	Services Retailing: Retailing and Consumption				

### Module IV: Health, Safety and Security

The fourth module deals with the Health, Safety and security of the Retail store.

4.1	Health and safety of Staff	1. Build understanding about the health safety and security of retail staff and the retail store	Sinha, P. K. &Uniyal, D. P. (2012). Managing Retail (2nded.). Oxford University Press.	Pradhan, S. (2009). Retailing Management – Text and Cases (3rded.). New Delhi: Tata McGraw Hill Education Pvt. Ltd	Assignment 4 (10%)
4.2	Employees and Customers				
4.3	Ways of Keeping a Store Secure(including Pilferage/shoplifting), Security of the Store				

**Module V: Introduction to Sales (4hours + 2hours = 6hours)**

In the fifth module, some concepts related to sales will be introduced to students.

5.1	Credit Application for Purchase	2. Know about the credit application, sales and ways to maximize sales in retail store	Gibson, G. (2008). Retail Management – Functional Principles and Practices (3rded.). Mumbai: JAICO Publishing House	Bajaj, C., Tulli, R. &Srivastava, N. V. (2010). Retail Management (2nded.). Oxford University Press.	Assignment 5 (10%)
5.2	Sales and the Factors that Influence Sales				
5.3	Maximising Sale of Goods.				

**Module VI: Team Work**

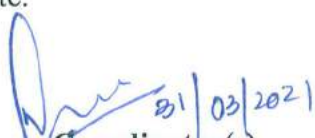
The sixth module deals with the mechanics of teamwork.

6.1	Team Work: Ways of Effectively Working in a Team, Team Building, Supporting the Team, Team Accountability	1. Understand about the team and ways of work effectively in a team. 2. Know about retail finance at a retail store.	Nair, S. (2008). Retail Management (3rded.). Mumbai: Himalaya Publishing House	Pooler, J. (2008). Retail Strategies- Understanding Why We Shop. Mumbai: Jaico Publishing House	Assignment 6 (10%)
6.2	Developing Effective Work Habits; Communication: Team and Customer				
6.3	Etiquettes (The Five Principles of Grooming).Retail Finance at a retail store				

Note: End term exam will be conducted after the completion of the course which will have the weightage of 40%

### 8. Pedagogy:

- a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.



**Signature of Course Coordinator(s)**

Note:

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



**Signature of the Dean of the School**

### Introduction to Retail Sales

School proposing the course	School of Vocational Studies
Programme(s)	B Voc - Retail Management
Course title	Introduction to Retail Sales
Course code	SVS1RM102/ 1st semester
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent course by itself.
2. **Specific requirements on the part of students who can be admitted to this course:**  
The course is based on the defined job role of Retail Sales Associate as per the National Skill Qualification Framework (NSQF) Level-4. Students who have passed class 12th will be admitted based on Vocational Aptitude test and Interview.
3. **No. of students to be admitted: As per AUD norms**
4. **Course scheduling: Monsoon Semester 2021**

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

AUD always emphasised on the importance of promoting equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building understanding and acquiring skills towards retail sales to the cause of marginalized groups. Introduction to Retail Sales course is mostly designed to improve and acquire the retail sales skills in a retail store organisation which would help the aspiring students to undertake the job role of sales associate in the Indian retail industry.

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

Introduction to Retail Sales is an essential part of BVoc- Retail Management programme which talks about retail sales at the store level. It is an industry-related specialized course. The program is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market and make the student job ready for retail sales associate.

### 7.Course Details:

**a.Summary:** This course has been designed for the students who are aware of the basic aspects of Retail Industry. It focuses on ways to demonstrate products to customers, helping them choose the right merchandise, maximise sales and post-sales service support.

**b.Objectives:** The objective of the course 'Introduction to Retail Sales' is to

- To introduce the students to interface with customers in their capacity as Sales Associate.
- To demonstrate in selling and promoting products
- To understand the annual maintenance cost
- To analyse the need of the customers
- To recognise buying signals from customers
- To explain product features and benefits to customers in ways that they understand and find interesting.
- To understand the features and benefits of the products customers have shown an interest in
- To identify promotional opportunities and estimate their potential to increase sales
- To fill in the relevant records fully and accurately.

The modules have covered the various National Occupational Standards (*National Occupational Standards describe what individuals need to do, know and understand to carry out a particular job role or function*) which are listed below:

- i. To demonstrate customers to products (RASN0125)
- ii. To help customers choose the right products (RASN0126)
- iii. To provide specialist support to facilitating customers (RASN0127)
- iv. To maximise sales of goods & services (RASN0128)
- v. To provide personalised sales and post-sales service support (RASN0129)

**Note:** For more details on the above NOS and other important details, please refer to <http://rasci.in/downloads/RASCI%20Qualifications%20Pack%200104%20-%20Sales%20Associate%20Final.pdf>

### c. Learning outcomes:

On completion of the course, the students will be able to: -

- Develop the concepts of the selling process and product presentation
- Acquire understanding about sales opening, sales pitch and sales closing
- Develop understanding towards Demonstration of products and purchase facilitation



- Know about responding to customers towards product features
- Know about the personalise sales and service after-sales support
- Analyze the products features and their benefits

**d. Overall Structure:**

**Module I: Overview of Retail Sales Process**

The first module introduces students different key concepts related to 'retail sales process'.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Selling Process - Introduction to Product and Services, Sales Presentation, Importance of Product Knowledge (products, and services)	1. Develop the concepts of the selling process and product presentation	Pradhan, S. (2011). <i>Retailing Management: Text and cases</i> . Tata McGraw-Hill Education	Vedamani. G. G. (2004). <i>Retail Management: Functional Principles and Practice</i> (2nded.). Jaico Publishing House	Assignment (15%)
1.2	Understanding Customer Profile and Buying Motives	2. Understand customers	Singh, Y. (2007). <i>Dictionary of Retailing</i> . Cyber Tech Publications	Dam, L., & Mishra, K. P. (2017). <i>E-Tailing in India-A Paradigm Shift</i>	
1.3	The Sale Process - Opening the Sale, Types of Approaches, Assisting the Sale	3. Acquire understanding about sales opening, sales pitch and sales closing	Gitomer, J. (2015). <i>The Sales Bible, New Edition: The Ultimate Sales Resource</i> . John Wiley & Sons.	Shopping in the Virtual World. <i>Singha International Business Review</i> , ISSN, 0974-0597.	

1.4	Discovering Customer Needs; During the Sale - Understanding Buying Motives; The Sales Pitch - During the Sales (Handling Various Queries)				
1.5	Closing the Sale; Post-sale Processes; Add-on Sale(This module covers various stages of sales – Pre - During – Post)				
1.6	Thanking and Affirming the Purchase				

## Module II: Product Description and Demonstration

The second module consists of product description and demonstration.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Product and Services - Product Demonstration, Its Importance	Develop understanding towards Demonstration of products and purchase	Sivakumar A. (2007). Retail Marketing (1sted.). New Delhi: Excel	Suresh (SI), K. (2005). Positioning and Repositioning: Perspectives and	Assignment (15%)

	and Aspects	facilitation	Books	Applications, Hyderabad: ICFAI University Press
2.2	Preparing an Area for Demonstration; Knowing the Details/Features and Benefits of the Product		Pradhan, S. (2004). Retailing Management: Text and Cases (3rd Reprint). New Delhi: Tata McGraw Hill Publishing Company Ltd.	
2.3	Various Steps in Product Demonstration; Providing Specialist Support to the Customer			
2.4	Discovering Customer Needs; During the Sale - Understanding Buying Motives; The Sales Pitch - During the Sales (Handling Various Queries)			
2.5	Facilitating Purchases.			

### Module III: Assisting Customers Choose the Right Product

In the third module, students will understand different methods to assist customers in choosing the right products.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
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3.1	Product Features; Responding to Customer Queries	1. To know about responding to customers towards product features	Sivakumar A. (2007). Retail Marketing (1sted.). New Delhi: Excel Books.	Suresh (SI), K. (2005). Positioning and Repositioning: Perspectives and Applications, Hyderabad: ICFAI University Press	Simulation (15%)
3.2	Cross-Selling; Up- Selling; Customer Responses and Acknowledging Customer Buying Decisions	2. Get understanding about customer buying decision and types of selling	Gitomer, J. (2015). The Sales Bible, New Edition: The Ultimate Sales Resource. John Wiley & Sons.		
3.3	Sales Closure; Bill Payment; Addressing Product Replacement; Specialist Product Features				
3.4	Display and Demonstration; Safety and Security of the Store	3. Understand the importance of safety and security of the store.			
3.5	Providing Personalised Sales and Post-Service Support	4. To know about the personalised sales and service after-sales support			

#### Module IV: Maximising Sales

The Fourth module will describe diverse ways to maximise sales.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Product Feature and Benefit Analysis	1. Analyse about the features of the product and their benefits	Singh, Y. (2007). Dictionary of Retailing. Cyber Tech Publications	Gitomer, J. (2015). The Sales Bible, New Edition: The Ultimate Sales Resource. John Wiley & Sons	Assignment (15%)
4.2	Promoting Product and Reporting Promotional Opportunities	2. Build understanding about promoting, reporting and recording products promotion			
4.3	Recording and Evaluating Promotion Result, Practical sessions on Customer Relationship Management.				

Note: End Semester exam weightage is 40%

#### 8. Pedagogy:

- Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopper stop, V Mart, Nallis, Landmark and Lacoste, etc.

Signature of Course Coordinator(s)

21/03/2021

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.



**Signature of the Dean of the School**

## Customer Service and Customer Relationship Management

School/ proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Customer Service and Customer Relationship Management
Course code	SVS1RM103/Semester 1
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Certificate
Proposed date of launch	August 2021
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent course by itself.
2. **Specific requirements on the part of students who can be admitted to this course (Pre-requisites; prior knowledge level; any others – please specify):** The course is based on the defined job role of Retail Sales Associate as per the National Skill Qualification Framework (NSQF) Level-4. Students who have passed class 12th will be admitted based on Vocational Aptitude test and Interview.
3. **No. of students to be admitted:** As per AUD norms.
4. **Course scheduling:** Monsoon Semester-2021
5. **How does the course link with the vision of AUD?**

University is striving on promoting equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building understanding and acquiring skills towards Customer Service and Customer Relationship Management to the cause of marginalized groups. Customer Service and Customer Relationship Management course are mostly designed to improve to understand and acquire the retail skills for our aspiring students so that they can undertake the job role of sales associate in the Indian retail

industry, apart from becoming an entrepreneur in retail sector by acquiring such skills related to the understanding of customer service. Furthermore, this course will also help the students in developing their customer relationship skills.

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

Customer Service and Customer Relationship Management is an essential part of BVoc-Retail Management programme which talks about the importance of customer service and customer relationship management in a retail store level. It is an industry-related specialized course. The course is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

**7. Course Details:**

**a. Summary:** This course will help students to create a positive image of self and organisation in the customer's mind, resolve customer concerns, organise the delivery of reliable service, improve the customer relationship, and to effectively work in a retail organisation.

**b. Objectives** The main objective of this course is to

- To understand the customer-Sales Associate interface.
- To understand how to greet customers respectfully and in a friendly manner
- To identify and confirm customer's expectations.
- To explain how to treat customers courteously and helpfully at all times
- To identify the options for resolving a customer service problem.
- To evaluate, plan, prepare and organise everything that is needed to deliver a variety of services or products to different types of customers.
- To calculate, select and use the best method of communication to meet customers' expectations.
- To discover, select and use the best method of communication to meet customers' expectations.
- To illustrate and respond positively to customer service problems following organisational guidelines
- To interpret and gather feedback from customers that will help identify opportunities for customer service improvement.

The modules have covered the various National Occupational Standards (*National Occupational Standards describe what individuals need to do, know and understand to carry out a particular job role or function*) which are listed below:

- i. To create a positive image of self & organisation in the customer's mind (RASN0130)
- ii. To resolve customer concerns (RASN0132)
- iii. To organise the delivery of reliable service (RASN0133)



- iv. To improve the customer relationship (RASN0134)
- v. To monitor and solve service concerns (RASN0135)
- vi. To promote continuous improvement in service (RASN0136)
- vii. Work effectively in a retail organisation (RASN0138)

**Note:** For more details on the above NOS and other important details, please refer to <http://rasci.in/downloads/RASCI%20Qualifications%20Pack%200104%20-%20Sales%20Associate%20Final.pdf>

**c. Learning Outcomes:**

On completion of the course, the students will be able to: -

- o Develop understanding towards customer's services, services quality and its effectiveness.
- o Understand key features of customer handling, building relationship and delivery of customer services
- o Learn and work on customer feedback recording, responding and providing the optimum level of customer service
- o Know about the organizational customer service framework and standards
- o Know the importance of customer complaint management from a recording of complaint to provide a solution

**d. Overall Structure:**

**Module I: Customer Service**

The first module will focus on Concepts of Customer Service in which students will learn about the characteristics of customer service, customer expectations etc.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Customer Services and Characteristics	1. Develop understanding towards customers services, services quality and its effectiveness.	Cox, R. & Brittain, P. (2006). Retailing: An Introduction (5th ed.). Pearson Education  Kreitner, R., Kinicki, A., & Buelens, M.	Bajaj, C., Tulli, R. & Srivastava, N. V. (2010). Retail Management (2nd ed.). Oxford University Press.	Assignment (10%)
1.2	Service Quality; Customer Expectations				
1.3	Personal Effectiveness for Better Service (Dos and Don'ts).				

			(2002). <i>Organizational behaviour</i> . London, UK: McGraw Hill.		
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**Module II: Creating Positive Image of Organisation**

the second module is on Creating Positive Image of Organisation

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Organization's Image - Understanding Organisational Behaviour and Policies (store specific)	1. To know about the organizational behaviour and policies	Gupta, S. L. (2007). <i>Retail Management: An Indian Perspective Text &amp; Cases</i> . Delhi: Wisdom Publications	Newman, A. J. & Cullen, P. (2007). <i>Retailing: Environment and Operations</i> . Thomas Learning	Assignment (10%)
2.2	Basic Etiquettes; Organisation Specific Customer Handling; Resolving Customer Concern	2. Understand key features of customer handling, building relationship and delivery of customer services	Levy, M., Weitz B. A. & Pandit. A. (2008). <i>Retailing Management (6th Edition)</i> . New Delhi: Tata McGraw Hill Publishing Co Limited		
2.3	Organising the Delivery of Reliable Services; Interpreting Complex Information				

2.4	Building Relationship with Internal and External Customers				
2.5	Working Effectively in the Organisation; Creating and Analysing Database	3. An effective way of working and understanding and handling data			

### Module III: Managing Customer Service

The third module is dedicated to different processes for Managing Customer Service.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Customer Service Issues and Solutions	1. To know about service issues and solution towards problems 2. Learn and work on customer feedback	Mohamed, H. P. & Sagadevan, A. (2003). Customer Relationship Management. Vikas Publishing.  Swift, R. S. (2000). Accelerating	Seth, J. N. & Parvatiyar, A. (1999). Handbook of Relationship Marketing (1sted.). Sage Publications Inc.	Assignment 10%
3.2	Informing and Analysing Actions; Leveraging on Customer Service				
3.3	Customer Feedback - Recording,				

	Responding and Addressing	recording, responding and providing the optimum level of customer service	Customer Relationships: Using CRM and Relationship Technologies (1sted.). Prentice Hall		
3.4	Promoting Continuous Improvement in Customer Service				

#### Module IV: Customer Relationship Management

The fourth module describes the idea of Customer Relationship Management

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Building and Improving Relationship	1. Understand to build and improve customer relationship and meet the customer	Mohamed, H. P. & Sagadevan, A. (2003). Customer Relationship Management. Vikas Publishing	Levy, M., Weitz B. A. & Pandit. A. (2008). Retailing Management (6th Edition). New Delhi: Tata McGraw Hill Publishing	Assignment 10%
4.2	Customer and Organisation Needs; Managing Customer Expectations; Personalised				

	Service and Selling	expectation	&Parvatiyar, A. (1999). Handbook of Relationship Marketing (1sted.). Sage Publications Inc.	Co Limited	
4.3	Meeting Company's Customer Service Standards - Improving Customer Relationship	2. To know about the organizational customer service framework and standards			
4.4	Client Record-Keeping; Developing Relationships				

### Module V: Customer Complaint Management

The fifth module will help students in understanding the problems of customer service and ways to resolve them.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
5.1	Understanding Customer Service Problems: Solution and	To know the importance of customer complaint	Mohamed, H. P. & Sagadevan, A. (2003). Customer	Angadi, A. (2009). A Text-Book of Retailing Management,	Assignment 10%

	Communicating Solution Options	management from a recording of complaint to provide a solution	Relationship Management. Vikas Publishing.	S. Chand Publishing.	
5.2	Resolution of Customer Problems; Monitoring and Solving Customer Concern – Escalation Mechanism.				

Note: End term exam weightage is 40% and Class Participation weightage is 10 %

### 8. Pedagogy:

- Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

Signature of Course Coordinator(s)

 31/03/2021

Note:

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

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.



**Signature of the Dean of the School**

### Sem-1: On the job Training

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	On the Job Training for the Job Role of Retail Sales Associate (minimum 30 days mandatory)
Semester	1
Course code	SVS1RM104
Total Credits	8
Course type	Compulsory Skill Course – Practical
Level	Certificate
Proposed date of launch	MS-2021
Course coordinator and team	Nikhil Charak & External Experts

- 1. Does the course connect to, build on or overlap with any other courses offered in AUD: No**
- 2. Specific requirements on the part of students who can be admitted to this course:** The course/On the Job Training is based on the defined job role of Retail Sales Associate as per the National Skill Qualification Framework (NSQF) Level-4. Students who have passed class 12<sup>th</sup> will be admitted based on Vocational Aptitude test and Interview.
- 3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per AUD norms.
- 4. Course scheduling:** Monsoon Semester 2021
- 5. How does the course link with the vision of AUD?**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely to the cause of marginalised groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. Against this background, this internship will impart practical training to the students to enable them to be job-ready for the retail market and also understands the practical aspects of all the courses such as Introduction to retail, introduction to retail sales and customer service and customer relationship management. On the Job Training would also help students to achieve excellence in the practical aspect of this programme.



The On the Job Training would be stipend based which will certainly help socio-economically disadvantaged segment of the society. Furthermore, this practical based course will help the students to acquire such skills related to the job profile of a Retail Sales Associate in a Retail Store and leading to the certification of Level-4 of NSQF levels, thereby linking education with employment which is one of the missions of AUD.

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

The OJT comprise 8 credits or 240 hours of mandatory On the Job Training for each semester and is assessed through a combination of skills acquired by students and assessed by the relevant Sector Skill Council i.e. RASCI. On the Job Training is mandatory to impart practical knowledge to the students and to provide hands-on experience to the students. From this course, students will be able to correlate the classroom teaching with practical training. Further regular training site visits will be conducted by the Programme head to regularly take the student feedback from the industry as well as the feedback from the students regarding any issues faced by them during the internship. Students will be assessed after the completion of the training in terms of ppt's, Viva and project report. RASCI assessment would also be conducted which is a Government of India, Ministry of Skill Development and Entrepreneurship approved certification for the job role of Retail sales Associate after the completion of the training.

**7. Course Details:** Pre internship orientation will be conducted concerning Do's and Don'ts during the internship, sexual harassment policies of AUD and the industry. It will be a minimum of 30 days of training for the job role of Retail Sales Associate. After the completion of training, assessors from RASCI (Retailers Association of Skill Council of India) would come for the job role assessment and certification. Students would also need to prepare a workbook based on the job role as well as they will need to appear for the OJT assessment (viva voce, ppt and project report) conducted by the school.

a Summary: The Students will go for OJT for 30 days in the block after the completion of theory syllabus of the semester. They will be exposed to the practical aspects of the skills that they learnt during the semester. Students will learn how to supervise and direct the store staff, making staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimizing the store's financial performance and managing safety and security of the store while adhering to the business and store processes

b. Objectives: OJT would help students in developing their practical skills and practical knowledge and would make them industry-ready after the completion of the job role of Retail Sales Associate. The objectives of the OJT are to:-

- Understand the various aspects of the retail environment.
- Develop understanding about retail economics legal, technological and global aspects in retail.

- Selling process and product presentation
- Sales opening, sales pitch and sales closing
- Demonstration of products and purchase facilitation
- Responding customers towards product features
- Personalize sales and service after-sales support
- Analyse about the features of the product and their benefits
- Customers services, services quality and its effectiveness.
- Customer handling, building relationship and delivery of customer services.
- Customer feedback recording, responding and providing the optimum level of customer service
- Organizational customer service framework and standards
- Complaint management from a recording of complain to provide a solution

National Occupational Standards used for the OJT for the Job role of Retail Sales Associate are:

- RAS / N0114 To process credit applications for purchases
- RAS / N0120 To help keep the store secure
- RAS / N0122 To help maintain health and safety
- RAS / N0125 To demonstrate products to customers
- RAS / N0126 To help customers choose the right products
- RAS / N0127 To provide specialist support to customers facilitating purchases
- RAS / N0128 To maximise sales of goods & services
- RAS / N0129 To provide personalised sales & post-sales service support
- RAS / N0130 To create a positive image of self & organisation in the customer mind
- RAS / N0132 To resolve customer concerns
- RAS / N0133 To organise the delivery of reliable service
- RAS / N0134 To improve customer relationship
- RAS / N0135 To monitor and solve service concerns
- RAS / N0136 To promote continuous improvement in service
- RAS / N0137 To work effectively in your team
- RAS / N0138 To work effectively in your organisation

c. Expected Learning outcomes:

After completing this course, the students will be able to:-:

- Understand the concept of retail and retailing
- Acquire concepts of e-commerce and technology in retail
- Understand the various aspects of the retail environment.
- Develop understanding about retail economics legal, technological and global aspects in retail.
- Develop an understanding about the different formats of Retail
- Develop the concepts of selling process and product presentation
- Acquire understanding about sales opening, sales pitch and sales closing
- Develop understanding towards Demonstration of products and purchase facilitation
- Know about responding to customers towards product features
- Know about the personalized sales and service after-sales support

- Analyse about the features of the product and their benefits
- Develop understanding towards customer's services, services quality and its effectiveness.
- Understand key features of customer handling, building relationship and delivery of customer services
- Learn and work on customer feedback recording, responding and providing the optimum level of customer service
- Know about the organizational customer service framework and standards
- Know the importance of customer complaint management from a recording of complaint to provide a solution

d. Overall structure: Course contains a minimum 240 hours of mandatory OJT in any organised retail organization based on the skill courses covered in the semester such as

- Introduction to Retail
- Introduction to Retail sales
- Customer Service and Customer Relationship Management

Note: Industrial Training Site where the student puts into practice the theory of skills that he/she has been studying in course of the on-campus curriculum delivery. Based on his/her experiences at OJT, the student will prepare and submit a report and presentation.

e. Course contents :

During the Internship, Student will be covering the various task such as:

- Develop understanding about retail economics legal, technological and global aspects in retail.
- Selling process and product presentation
- Sales opening, sales pitch and sales closing
- Demonstration of products and purchase facilitation
- Responding customers towards product features
- Personalize sales and service after-sales support
- Analyze the products features and their benefits
- Handling Customers services, services quality and its effectiveness.
- Customer management, building relationship and delivery of customer services
- Customer feedback recording, responding and providing the optimum level of customer service
- Organizational customer service framework and standards
- Complaint management from a recording of complain to provide a solution

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

S.No.	Assessment	Period of Assessment	Weightage
1	OJT Project Report	After OJT	30%
2	OJT Presentation & Viva	After OJT	30%
3	OJT Feedback from the Industry	Throughout the OJT	20%
4	Workbook Assignments	Throughout the OJT	20%
Total			100%

### 8. Pedagogy:

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- e. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- f. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- g. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- h. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

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.

A handwritten signature in blue ink, appearing to read 'C. M. Ma', with a horizontal line underneath the name.

**Signature of the Dean of the School**

## Semester 2

School/Centre proposing the course	School of Vocational Studies (SVS)
Programme(s)	BVoc – Retail Management
Course title	Retail Store Operations
Course code	SVS1RM201 (Semester-2)
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill Course
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Diploma
Proposed date of launch	August 2021
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** No, it does not build on or overlap with any other courses offered in AUD as it is an independent course by itself.
2. **Specific requirements on the part of students who can be admitted to this course:** The course is based on the defined job role of Team Leader as per the National Skill Qualification Framework (NSQF) Level-5. The course is focused on those who have acquired knowledge and skills of Retail Sales Associate (Level-4)
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per AUD norms.
4. **Course scheduling:** Monsoon Semester 2021
5. **How does the course link with the vision of AUD?**

Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups and further to learn people management skills. Introduction to Retail Store Operations course is mostly designed to provide required retail skills related to the supervision of the store and equip the students to undertake the job role of Team Leader in the Indian retail

industry, apart from becoming an entrepreneur in the retail sector by acquiring such skills related to the understanding of store operations.

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

Retail Store Operations is an essential part of BVoc- Retail Management programme which talks about Retail Store Operations. It is an industry-related specialized program. The program is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market. Furthermore, this course is also imparting the skills and knowledge essential for a Team leader in a retail store.

## 7. Course Details:

**a. Summary:** This course aims at imparting the essential skills of operations of a retail store, product display and hygiene as well as the importance of a Sales Associate in the Retail business.

**b. Objectives:** The main objectives of the course are:

- To illustrate the operational and planning aspects of the retail industry.
- To Identify the purpose, content and style of the display.
- To evaluate whether the place you plan to put the display is likely to fulfil the design brief.
- To create new and effective ways of improving the visual effect of displays, within the limits of the design brief, the company's visual design policies and the authority you have.
- To Identify other merchandise and props when those originally specified are not available or not suitable, and agree with your selections with the right person.
- To Verify arrangements for delivery of merchandise and props with the right people, allowing enough time for deliveries to arrive before the display must be installed.
- To comply with health, safety and hygiene requirements and wear the correct personal protective clothing and equipment throughout the process.
- To construct and check products and additional materials and prepare them for use.
- To prepare the display to ensure maximum appeal and to comply with product safety requirements
- To design the requirements for the labelling of products with the relevant people.

The modules have covered the various National Occupational Standards (*National Occupational Standards describe what individuals need to do, know and understand to carry out a particular job role or function*) which are listed below:

- i. To organise the display of products at the store (RASN0146)
- ii. Plan visual merchandise (RASN0139)

**Note:** For more details on the above NOS and other important details, please refer to <http://rasci.in/downloads/RASCI%20Qualifications%20Pack%20105%20-%20Team%20Leader.pdf>

**c. Learning Outcomes:**

**Understand the concept of retail mix, store process and Merchandise handling**

- Demonstration of product display. Planning and arranging product display and Visual Merchandising
- Learn the key functions of sales skills and teamwork
- Learn conflict resolution, etiquettes and relationship
- Develop problem-solving approach, understand health and safety and employee's motivation
- Learn to handle products and hazards materials.

**d. Overall structure:**

**Module I: Introduction to Retail Store Operations**

The first module is on Introduction to Retail Store Operations.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Store Processes; Retail Mix: Introduction, Concept, Relevance and Activities	1. Understand the concept of the retail mix, store process and Merchandise handling.	Gopal R., Manjrekar, P. (2010). Retail Management: An Indian Perspective. New Delhi: Excel Books.	Pradhan, S. (2004). Retailing Management: Text and Cases (3rd Reprint). New Delhi: Tata McGraw Hill Publishing Company Ltd.	Assignment-1 (15%)
1.2	Importance - Pre-store Opening, Store Opening and Closing				
1.3	Store Merchandise Handling; Basics of Visual Merchandising.				

**Module II: Store Hygiene and Product Display**

In the second module students will understand about the Store Hygiene and Product Display.



Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Store Hygiene and Cleanliness	1. Develop an understanding of store hygiene and cleanliness	Singh, Y. (2007). Dictionary of Retailing. Cyber-Tech Publications	Gopal R., Manjrekar, P. (2010). Retail Management: An Indian Perspective. New Delhi: Excel Books	Assignment (15%)
2.2	Organising the Product Display at the Store - Product Labelling, Arranging and Maintaining Products for Display	2. Demonstration of product display.			
2.3	Planning Visual Merchandising.	Planning and arranging product display and Visual Merchandising			

### Module III: Functions and Responsibilities of Sales Associate

Third module consists of Functions and Responsibilities of Sales Associate.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Functions and Skills of Sales Associate; Team Work; Inter-personal Communication among Team	1. Learn the key functions of sales skills and teamwork.	Pradhan, S. (2004). Retailing Management: Text and Cases (3rd Reprint). New Delhi:	Menon, P. & Andrew C. (2016). Retail Store Operations Formulas: Winning Store	Assignment (15%)

	Members;	2. Learn conflict resolution, etiquettes and relationship	Tata McGraw Hill Publishing Company Ltd.	Operations Formulas in Retail. PrakashMenon	
3.2	Conflict Resolution; Etiquettes and Relationship				
3.3	Task Objectives and Completion - Work Instructions; Problem Solving Mechanism; Health and Safety; Employee's Motivation	3. Develop problem-solving approach, understand health and safety and employees motivation			

#### Module IV: Managing Health, Safety and Security

In the fourth module, students learn about the Managing Health, Safety and Security.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Maintaining healthy and Safety; Safe Lifting and Handling of Goods; Hazards	1. Learn to handle products and hazards materials.	Menon, P. & Andrew C. (2016). Retail Store Operations Formulas: Winning Store Operations Formulas in Retail. PrakashMenon.	Pradhan, S. (2004). Retailing Management: Text and Cases (3rd Reprint). New Delhi: Tata McGraw Hill Publishing Company Ltd.	Assignment (15%)
4.2	Reporting Hazards; Safety Concerns and Emergency Medical Plans				
4.3	Evacuation Plans and Employee Health.				

**Note:** End term exam will be conducted after the completion of the course which will have the weightage of 40%

#### **8. Pedagogy:**

- i. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- j. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- k. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- l. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

  
**Signature of Course Coordinator(s)**

**Note:**

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

  
**Signature of the Dean of the School**

### Advance Retail Sales Skills

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc – Retail Management
Course title	Advanced Retail Sales Skills
Course code	SVS1RM202/2 <sup>nd</sup> semester
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Diploma
Proposed date of launch	August 2021
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes, it builds on the 1<sup>st</sup>-semester course i.e. Introduction to Retail sales
2. **Specific requirements on the part of students who can be admitted to this course:**  
The course is based on the defined job role of Team Leader as per the National Skill Qualification Framework (NSQF) Level-5. The course is focused on those who have acquired knowledge and skills of Retail Sales Associate (Level-4)
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per AUD norms.
4. **Course scheduling:** Monsoon Semester 2021
5. **How does the course link with the vision of AUD?**

AUD has a continuous endeavour to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building understanding and acquiring skills towards the cause of marginalized groups. Advance Retail Sales Skills course is mostly designed to improve to understand and acquire the retail skills for our aspiring students so that they can undertake the job role of Team Leader in the Indian retail industry, apart from becoming an entrepreneur in

the retail sector by acquiring such skills related to retail sales in an organised retail environment.

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

Advance Retail Sales Skills an essential part of BVoc- Retail Management programme which talks about Retail sales skills. It is an industry-related, specialized program. The program is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market. This course would also help the students in developing their sales skills as well as customer relationship skills.

**7. Course Details:**

**a. Summary:** This course, Advance Retail Sales, builds-up on the course SVS1RM202 of Semester I and adds to the profile of a Team Leader.

**b. Objectives:** The major objectives of the course are:

- To analyze the sale of products, maintaining the availability of goods for sale to customers, and communication with stakeholders.
- To explain the customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary
- To illustrate the purchase of the display and any relevant requirements and standards and, where necessary, check them with the appropriate authority
- To Respond positively to customer service problems following organisational guidelines
- To Identify repeated customer service problems
- To create the communication mediums inline your instructions and organisation's procedures
- To appraise courteous and helpful behaviour at all times

The modules have covered the various National Occupational Standards (*National Occupational Standards describe what individuals need to do, know and understand to carry out a particular job role or function*) which are listed below:

- i. Process the sale of products (RASN0147)
- ii. Maintain the availability of goods for sale to customers (RASN0148)
- iii. Work effectively in a retail team (RASN0137)
- iv. Monitor and solve customer service problems (RASN0150)
- v. Establish and satisfy customer needs (RASN0140)
- vi. Communicate effectively with stakeholders (RASN0145)

**Note:** For more details on the above NOS and other important details, please refer to <http://rasci.in/downloads/RASCI%20Qualifications%20Pack%200105%20-%20Team%20Leader.pdf>

### c. Learning Outcomes:

On completion of the course, the students will be able to: -

- Understand the types of merchandising, dressing techniques and role of lighting
- Know about the product insights, payments, inventory and processing sales of the product
- Learn performance appraisal and facilitating an effective work environment
- Know about the customers handling, customers complaints, monitoring and solving customers complains
- Learn about body language, feedback assessment and effective communication with stakeholders

### d. Overall structure:

#### Module I: Product and Service Knowledge

Module one describes 'Product and Service Knowledge' in which students will explore different retail markets and types of merchandise.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Retail Markets; Product and Services	1. Understand the types of merchandising, dressing techniques and role of lighting. 2. Know about the visual effects	Vedamani. G. (2004). Retail Management: Functional Principles and Practice (2nd ed.). Jaico Publishing House  Pradhan, S. (2011). <i>Retailing management: Text and cases</i> . Tata McGraw-Hill Education.  Dam, L., & Mishra, K. P. (2017). <i>E-Tailing in India-A</i>	Gitomer, J. (2004). <i>Little Red Book of Selling: 12.5 Principles of Sales Greatness</i> , Bard Press.  Gitomer, J. (2015). <i>The Sales Bible, New Edition: The Ultimate Sales Resource</i> . John Wiley & Sons.	Assignment (15%)
1.2	Types of Merchandising; Dressing Techniques and Role of Lighting				
1.3	Visual Effects; Monitoring and Informing Price Changes; Monitoring and Controlling Wastage (pilferage etc.).				

			Paradigm Shift Shopping in the Virtual World. <i>Sinhgad International Business Review</i> , ISSN, 0974-0597.		
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## Module II: Sales Process and Work Management

Module two deals with the sales process and work management.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Product Insights; Point of Sale Procedures	1. Know about the product insights, payments, inventory and processing sales of the product 2. Understand work allocation and planning. 3. Learn performance appraisal and facilitating effective	Vedamani. G. G. (2004). Retail Management: Functional Principles and Practice (2nd ed.). Jaico Publishing House  Sivakumar A. (2007). Retail Marketing (1st ed.). New Delhi: Excel Books	Pradhan, S. (2004). Retailing Management: Text and Cases (3rd Reprint). New Delhi: Tata McGraw Hill Publishing Company Ltd.	Assignment (15%)
2.2	Modes of Payment; Making an Inventory; Maintaining the Availability of Goods for Sale to Customers; Processing Sales of Products				
2.3	Understanding Work Requirement and Standards; Planning and Allocation of Work; Seeking Clarification and Performance Appraisal,				

	Managing and Facilitating Effective Work Environment.	work environment			
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**Module III: Achieving Customer Satisfaction (10 hours+ 2 hours = 12 hours)**

The third module will help students in understanding customer responses and rapport management with customers.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Assisting Customer in Choosing Products; Understanding Customer Responses; Sales Closures; Rapport Management	1. Understand about the customer assistance and sales closures 2. Know about the customers handling, customers complaints, monitoring and solving customers complains	Vedamani. G. (2004). Retail Management: Functional Principles and Practice (2nded.).Jaico Publishing House  Sivakumar A. (2007). Retail Marketing (1sted.). New Delhi: Excel Books	Rosenbloom, B. (2007). Marketing Channels: A Management View (8thed.). New Delhi: South-western, Div of Thomson.	Assignment (15%)
3.2	Handling Customer Complaints - Monitoring and Solving Customer Service Problems				
3.3	Negotiating with Customers; Addressing Repeated Customer Problems; Securing and Ensuring Customer Loyalty; Establishing and Satisfying Customer Needs				



## Module IV: Effective Communication in Retail

Module four describes the significance of communication in the retail industry.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Significance of Communication Understanding and Following the Organisation's Standards during Communication	1. Understand the significance of communication, and organization's standards.	Gilbert, D. (2003). Retail Marketing Management (2nd ed.). Financial Times Prentice Hall.	Gitomer, J. (2004). Little Red Book of Selling: 12.5 Principles of Sales Greatness, Bard Press.	Assignment (15%)
4.2	Respectful Communication ; Functioning of Various Communication Equipment	2. Learn about body language, feedback assessment and effective communication with stakeholders	Sivakumar A. (2007). Retail Marketing (1st ed.). New Delhi: Excel Books		
4.3	Understanding Body Language; Conflict Management; Understanding and Evaluating Feedback - Post-sales Service and Customer Feedback; Communicating Effectively with Stakeholders.				

Note: End term exam weightage is 40%

**Reading List:**

**8. Pedagogy:**

- a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

  
Signature of Course Coordinator(s)

Note:

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

  
Signature of the Dean of the School

### Organisation and Team Dynamics

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc – Retail Management
Course title	Organisation and Team Dynamics
Course code	SVS1RM203 (Semester-2)
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory Skill
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Diploma
Proposed date of launch	August 2021
Course coordinator and team	Nikhil Charak and Expert Committee

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**  
No, it does not build on or overlap with any other courses offered in AUD as it is an independent programme by itself.
2. **Specific requirements on the part of students who can be admitted to this course:** The course is based on the defined job role of Team Leader as per the National Skill Qualification Framework (NSQF) Level-5. The course is focused on those who have acquired knowledge and skills of Retail Sales Associate (Level-4)
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** As per AUD norms.
4. **Course schedule:** Monsoon Semester 2021
5. **How does the course link with the vision of AUD?**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely towards building understanding and acquiring skills towards the cause of marginalized groups. Organisation and Team Dynamics Skills course are mostly designed to understand the best practices in retail as well as the soft skills required to undertake the job role of Team Leader in the Indian retail

industry, apart from becoming an entrepreneur in the retail sector by acquiring such skills related to the understanding of sales skills.

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

Organisation and Team Dynamics an essential part of BVoc- Retail Management programme which talks about Organisation and Team Dynamics in an organised retail sector as well as about the best practices in the retail organisations. It is an industry-related specialized program. The program is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

**7. Course Details:**

**a. Summary:** The modules in this course are designed to teach the students to work effectively in a team. They cover a range of skills like allocating and checking work in team, understanding and executing the organisation's policies.

**b. Objectives:** The main objectives of the course are:

- To understand the importance of working in a team and interpersonal relations.
- To analyze the sharing of work fairly with colleagues, taking account of your own and others' preferences, skills and time available.
- To explain commitments to colleagues and do what you have promised you will do.
- To Identify the knowledge and skills you will need to achieve your goals.
- To integrate and encourage colleagues to ask you for work-related information or advice that you are likely to be able to provide.
- To appraise the health, safety and security
- To Recognise successful completion of significant pieces of work or work activities by team members and the overall team and update manager
- To monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
- To plan and motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- To recognise and find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.

The modules have covered the various National Occupational Standards (*National Occupational Standards describe what individuals need to do, know and understand to carry out a particular job role or function*) which are listed below:

i. Allocate and check work in your team (RASN0131)

ii. Work effectively in a retail organisation (RASN0138)

**Note:** For more details on the above NOS and other important details, please refer to <http://rasci.in/downloads/RASCI%20Qualifications%20Pack%200105%20-%20Team%20Leader.pdf>

**c. Learning outcomes:**

- Know about the company philosophy, policies and procedure
- Learn effective representation and best practices of the retail industry
- Understand the roles and responsibility of a team leader.
- Learn about personal hygiene and work-life balance.
- Know about work allocation and target setting and meeting the targets

**d. Overall structure:**

**Module I: Organisation Policies and Procedures**

First module consists of Organisation Policies and Procedures

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Understanding Company's Vision and Philosophy/Mission and Values; Understanding Company's Policies and Procedures;	1. Know about the company philosophy, policies and procedure	Pradhan, S. (2004). Retailing Management: Text and Cases (3rd Reprint). New Delhi: Tata McGraw Hill Publishing Company Ltd.  Kreitner, R., Kinicki, A., & Buelens, M. (2002). <i>Organizational behaviour</i> . London, UK: McGraw Hill.	Covey, S. R. (1996). <i>First Things First</i> (Reprinted Edition). Free Press	Assignment (20%)
1.2	Effectively Representing and Communicating Company's Mission/Policies / Procedures	2. Learn effective representation and best practices of the retail industry			
1.3	Best Practices from Retail Industry through Case Studies				

**Module II: Developing and Managing Team Work**

In the second module, students will learn about ways of Developing and Managing Team Work

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Role, Skills and Responsibilities of a Team Leader	1. Understand the roles and responsibility of a team leader. 2. Learn about the personal hygiene and work life balance.	Vedamani. G. G. (2004). Retail Management: Functional Principles and Practice (2nd ed.). Jaico Publishing House.	Covey, S. R. (2013). The 7 Habits of Highly Effective People. India: Simon and Schuster.	Assignment (20%)
2.2	Effective Teamwork; Communication Etiquettes; Managing and Developing Relationships at Workplace				
2.3	Planning and Organising Work; Collaboration; Personal Hygiene; Work-Life Balance.				

### Module III: Target Setting and Achieving Organisation's Goals

The third module is on Target Setting and Achieving Organisation's Goals.

Module	Plan / Theme / Topic	Objective(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Understanding and Becoming Familiar with Organisational Goals and	1. Build understanding about teamwork and	Singh, Y. (2007). Dictionary of Retailing. Cyber-Tech	Covey, S. R. (2013). The 7 Habits of Highly Effective People. India:	Assignment (20%)


	Teamwork	organizational goal	Publications	Simon and Schuster.	
3.2	Organisational Guidelines and Work Instructions; Planning Realistic Targets for Self and Others	2. Know about work allocation and target setting and meeting the targets			
3.3	Work Allocation and Target Setting - Understanding the Targets Set, Monitoring and Mentoring the Process of Meeting the Targets, Moderating and Facilitating the Process of Meeting the Targets.				

Note: End term Assessment: 40%

### 8. Pedagogy:

- Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

Signature of Course Coordinator(s)

 31/03/2021

Note:

- Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing

Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

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



**Signature of the Dean of the School**



### Sem.2: On the Job Training

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	On the Job Training for the Job Role of Team Leader (minimum 30 days mandatory)
Semester	2
Course code	SVS1RM204
Total Credits	8
Course type	Compulsory Skill Course – Practical
Level	Diploma
Proposed date of launch	MS-2021
Course coordinator and team	Nikhil Charak & External Experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes this course/On the Job Training has been built based on previous semester On the Job Training which was based on the job role of Retail Sales Associate.
2. **Specific requirements on the part of students who can be admitted to this course:** The course is based on the defined job role of Team Leader as per the National Skill Qualification Framework (NSQF) Level-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:** Monsoon Semester 2021
5. **How does the course link with the vision of AUD?**

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care, manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, and those employed in the organized sector and also those working in the unorganized sector. Against this background, this OJT will impart practical training to the students to enable them to be job-ready for the retail market and also understands the practical aspects of all the courses such as retail store operations, advanced retail sales skills and organisation and team dynamics. On the Job Training would also help students to achieve excellence in the practical aspect of this programme. The On the Job Training would be stipend based which will certainly help socio-economically disadvantaged segment of the society. This practical based course will help the students to acquire such skills related to the job profile of a Team

Leader in a Retail Store and leading to the certification of Level-5 of NSQF levels, thereby linking education with employment which is one of the missions of AUD.

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

The OJT comprise 8 credits or 240 hours of mandatory On the Job Training for each semester and is assessed through a combination of skills acquired by students and assessed by the relevant Sector Skill Council i.e. RASCI. On the Job Training is mandatory to impart practical knowledge to the students and to provide hands-on experience to the students. From this course, students will be able to correlate the classroom teaching with practical training. Further regular training site visits will be conducted by the Programme head to regularly take the student feedback from the industry as well as the feedback from the students regarding any issues faced by them during the OJT. Students will be assessed after the completion of the training in terms of ppt's, Viva and project report. RASCI assessment would also be conducted which is a Government of India, Ministry of Skill Development and Entrepreneurship approved certification for the job role of Team Leader after the completion of the training.

**7. Course Details:** Pre OJT orientation will be conducted concerning Dos and Don'ts during the OJT, sexual harassment policies of AUD and the industry. It will be a minimum of 30 days of training for the job role of team leader. After the completion of training, assessors from RASCI (Retailers Association of Skill Council of India) would come for the job role assessment and certification. Students would also need to prepare a workbook based on the job role as well as they will need to appear for the OJT assessment (viva voce, ppt and project report) conducted by the school.

a. Summary: The Students of RM go out on OJT for 30 days in the block after the completion of theory syllabus of the semester. They are exposed to the practical aspects of the skills that they learnt in course of the Skill courses over the first half of the Semester. The individual will be responsible for supervising and directing the store staff, making staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes

b. Objectives: OJT would help students in developing their practical skills and practical knowledge and would make them industry-ready after the completion of the job role of team leader. The objectives of the OJT are to:-

- Planning and arranging product display and Visual Merchandising
- Key functions of sales skills and teamwork
- Develop a problem-solving approach,
- Understand health and safety and employee's motivation
- Handle products and hazardous materials.

- Merchandising, dressing techniques and role of lighting
- Learn performance appraisal and facilitating an effective work environment
- Know about the customers handling, customers complaints, monitoring and solving customers complains
- Learn about body language, feedback assessment and effective communication with stakeholders
- Know about the company philosophy, policies and procedure
- Understand the roles and responsibility of a team leader.
- Learn about personal hygiene and work-life balance.

National Occupational Standards used for the OJT for the Job role of Team Leader are:

- RAS / N0146 To organize the display of products at the store
- RAS / N0139 To plan visual merchandising
- RAS / N0140 To establish and satisfy customer needs
- RAS / N0147 To process the sale of products
- RAS / N0148 To maintain the availability of goods for sale to customers
- RAS / N0131 To allocate and check work in your team
- RAS / N0150 To monitor and solve customer service problems
- RAS / N0145 To communicate effectively with stakeholders
- RAS / N0122 To help maintain health and safety
- RAS / N0137 To work effectively in your team
- RAS / N0138 To work effectively in your organisation

c. Expected Learning outcomes:

- Demonstration of product display. Planning and arranging product display and Visual Merchandising
- Learn the key functions of sales skills and teamwork
- Learn conflict resolution, etiquettes and relationship
- Develop problem-solving approach, understand health and safety and employee's motivation
- Learn to handle products and hazards materials.
- Understand the types of merchandising, dressing techniques and role of lighting
- Know about the product insights, payments, inventory and processing sales of the product
- Learn performance appraisal and facilitating an effective work environment
- Know about the customers handling, customers complaints, monitoring and solving customers complains
- Learn about body language, feedback assessment and effective communication with stakeholders
- Know about the company philosophy, policies and procedure
- Learn effective representation and best practices of the retail industry
- Understand the roles and responsibility of a team leader.
- Learn about personal hygiene and work-life balance.
- Know about work allocation and target setting and meeting the targets

After completing this course, the students will be able to:-:

d. Overall structure: Course contains a minimum 240 hours of mandatory industrial OJT in any organised retail organization based on the skill courses covered in the semester such as

- Retail Store Operations
- Advanced Retail Sales Skills
- Organisation and Team Dynamics

Note: Industrial Training Site where the student puts into practice the theory of skills that he/she has been studying in course of the on-campus curriculum delivery. Based on his/her experiences at OJT, the student will prepare and submit a report and presentation.

e. Course contents: During the OJT Student will be covering the various task such as:

- Key functions of sales skills and teamwork
- Develop a problem-solving approach,
- Understand health and safety and employee's motivation
- Handle products and hazards materials.
- Merchandising, dressing techniques and role of lighting
- Learn performance appraisal and facilitating an effective work environment
- Know about the customers handling, customers complaints, monitoring and solving customers complains
- Learn about body language, feedback assessment and effective communication with stakeholders
- Know about the company philosophy, policies and procedure
- Understand the roles and responsibility of a team leader.

Learn about personal hygiene and work-life balance

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

S.No.	Assessment	Period of Assessment	Weightage
1	OJT Project Report	After OJT	30%
2	OJT Presentation & Viva	After OJT	30%
3	OJT Feedback from the Industry	Throughout the OJT	20%
4	Workbook Assignments	Throughout the OJT	20%
<b>Total</b>			<b>100%</b>

## 8. Pedagogy:

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- a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook

- b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste, etc.

 31/03/2021  
**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.

  
**Signature of the Dean of the School**

## Agenda No. 5: To report the Final Programme structure of BVoc Accounting & Finance

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

School	School of Vocational Studies
Programme Name	BVoc (Accounting and Finance)
Programme Type (Professional/Liberal/Research/ etc.)	Professional
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	UG
Total Credits	180
Proposed date of launch	Monsoon 2020
Programme coordinator and team	Dr Asim Ray & Expert committee

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify): 12<sup>th</sup> Class Pass
2. Entrance process (test, interview, cut-offs, etc.): Test and interview
17. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD norms
18. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.): Semester long
19. What are the intended aims of the programme?  
The programme aims to develop empowered professionals for the job roles for Account Assistant, Account Executive and Account Managers as specified through NSQF levels or otherwise for the financial service sectors or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups.
20. How does the programme link with the vision of AUD?  
The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also aspires to prepare informed professionals who will take up their social responsibility and serve the diverse sections of the society. The purpose of this programme is to enable students to demonstrate a comprehensive understanding about Accounting & Finance for the job role of Account Assistant, Account Executive, Account Manager.
21. 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 programmes offered by the School of Vocational Studies are envisaged to explore and develop diverse programmes and courses that would provide students with the required academic and skills components for meaningful employment once they graduate from the programme. The programmes were proposed to enable students to become self-employed, entrepreneurs, creators and generators of job for themselves and for many more

educated youths in the society. The BVoc (Accounting & Finance) in also aims to equip students with the required skills for the job role of Account Assistant, Account Executive, Account Manager and contribute to the society as empowered Finance & Accounts professionals.

22. 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)?

No, the programme doesn't build on or overlap with any other programmes offered in the University. Currently, SVS has signed an M OU for collaborates with BFSI Sector skill council of India.

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

Being a professional course, Credit weightage of 180 is on the higher side as far other UG Programmes B B A in the School of Business Public Policy and Social Entrepreneurship (SBPPSE) have only 134 Credits.

24. Is there a sufficiently defined body of knowledge and literature to support the programme?  
The Institute of Chartered Accountants of India provides an in-depth body of work in Account & Finance field in India. Worldwide this is an established field and offers wide scholarship and academic work.

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

As this is a vocational programme, graduates can work in the Account & Finance field as per different job-roles they have been trained for. They can also venture into entrepreneurship or higher education.

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

Currently there are not enough in house faculty apart from one Academic Consultant who looks after the Academic Co-ordination. The majority of the faculty are invited guest faculty from industry.

27. Rationale for the nomenclature of the programme: The BVoc (A&F) programme draws courses from the discipline of Commerce, Economics, Mathematics, Law, Business management, Political Science, English, Entrepreneurship, Culture This is an innovative programme in a University space which emphasis on hands on skill development and employability skill in A&F thus the nomenclature of the programmes highlights the amalgamation and uniqueness.

**14 Programme Details** Concept (attach concept note, if needed): The School of Vocational Studies (SVS) is currently offering 3 BVoc programmes in (i) Retail Management, (ii) Tourism and Hospitality and (iii) Early Childhood Centre Management and Entrepreneurship at undergraduate level. During the initial discussion of the Task Force of the School, Banking Financial Services and Insurance (BFSI) was also considered as one of the possible sector for SVS to explore and offer BVoc programmes related to Banking, Insurance, Accounting, etc. which have job opportunities for students passing out of these BVoc programmes. There are huge job opportunities and takers in Accounting vertical in Delhi and around the National Capital Territory of Delhi. Accounting is one of the important components of almost every institution, organization, industry, etc. The School has a series of interaction with the Institute of Chartered Accountants of India (ICAI) for theoretical and practical aspects of the BVoc in Accounting programme. Now that the university has better infrastructural provision with the renovation of more classrooms and other facilities at the Karampura campus, BVoc in Accounting & Finance has been initiated to reach

out to more students who are interested in pursue their profession in Accounting&Finance. The SVS has signed a Memorandum of Understanding (MOU) in this direction with the BFSI sector skill council.

#### Salient Features of BVoc in Accounting Finance Degree

The University Grants Commission (UGC) had launched a scheme in February 2014 for skills development based higher education as part of college/university education, leading to Bachelor of Vocation (BVoc.) degree with multiple entry and exit points. This would enable the students completing BVoc to make a meaningful participation in accelerating India's economy by gaining appropriate employment or becoming entrepreneurs.

The curriculum for the programme is a suitable mix of general education and skill development components as per the UGC guidelines for the BVoc programmes. The General Education Component shall have 40 % of the total credits and balance 60% credits will be of Skill Component. The Curriculum for the programme is finalized based on the job roles for which employment opportunities on completion of each level of National Skill Qualification Framework (NSQF) as prescribed by the Govt. of India and for which the National Occupational Standards (NOS) has been specified by the industry bodies. The credit weightage and corresponding Job Roles is presented in the following table:

NSQF Level	Skill Component Credits	General Education Credit	Total Credits Awarded	Duration	Exit Point/Award	Job Roles (Indicative )
5	36	24	80	Two Semesters (1 <sup>st</sup> Year )	Diploma	Accounts Assistant
6	72	48	120	Four Semesters (2 <sup>nd</sup> Year )	Advanced-Diploma	Account Executive
7	108	72	180	Six Semester (3 <sup>rd</sup> Year)	BVoc Degree	Accounts Manager

The programme has judicious mix of organising both classroom based teaching learning practices and compulsory industry internships in each semester. The programme has multi-entry and multi-exit options. The students will be given certificates on completion of each levels, if intend to exit, both by the University and by the industry body on assessment.

#### Objectives of the Programme: The objectives of the Programme are as below:

- To prepare students to enhance employment opportunities as per the requirement of the industries in the Financial Services Sector.
- To integrate NSQF Levels with higher education through identified Job Roles and thereby making the students job-ready for industries.
- To organise such learning experiences with judicious mix of Skills related to Profession (Job Roles) and Education for Citizenship
- To create a flexible pathway for multiple entry and multiple exit in the programme.
- To fill the gaps between the skills possessed by the youth and skills required by the industry related to financial services.

#### Programme Outcome: The outcomes of the Programme are listed as below



- To develop such competencies required for job roles for Account Assistant, Account Executive and Account Managers as specified through NSQF levels or otherwise for the financial service sectors.
- To provide such understanding amongst students in view of the demands from the industry to work in a cohesive environment and leading from the front.
- To develop such entrepreneurial skills for ensuring to work in a competitive environment for supporting financial service sector.
- To imbibe in the students with such entrepreneurial skills for setting up of their own business house related to financial serve sector.
- To demonstrate such qualities of a graduate to become a responsible citizen of the country and developing a comprehensive understanding on the contemporary business environment.  To appreciate socio-economic scenario of the country and contribute to the economic development of the nation.

Overall structure (programme template with course organisation, course titles, credits, etc

Skill courses				General education component		
Semester-1						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1AF101	Introduction to Accounting	4	SVS1FC101	English Proficiency 101 (Equivalent to Basic Level	3
2	SVS1AF102	Fundamentals of Business Laws	2	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level 1	3
3	SVS1AF103	Basics of Business Economics	4	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World : Identity, Society and Power	3
4	SVS1AF104	Internship- Accounts Assistant (I) (related to understanding accounting system, procedure & process)	8	SVS1FC131	Basics of Computer Applications and ICT Skills	2
5				SVS1FC132	Financial Literacy	1
			18			12
Semester-2						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1AF201	Basics of Auditing and Assurance	4	SVS1FC201	English Proficiency (Equivalent to Intermediate Level)	3
2	SVS1AF202	Cost and Management Accounting	4	SVS1FC211	Life Competencies of Sustainable Employability: Beginner Level 2	3
3	SVS1AF203	Business Mathematics,	2	SVS1FC221	Social Connections and Engaged Citizenship	3

		Logical Reasoning and Statistics			(SCEC): Democracy, Rights & Social Justice: Negotiating Power and Exclusion in the Contemporary World	
4	SVS1AF204	Internship- Accounts Assistant (II) (related to reconciliation of cash/ financial accounts; maintaining ledger; preparing MIS, etc.)	8	SVS1FC231	Legal Literacy and Rights Awareness	1
5				SVS1FC232	Numerical Application and Principles of Economics for Business	2
6			18			12

**Semester-3**

S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1AF301	Accounts Payable	4	SVS1FC301	Business Communication 1	3
2	SVS1AF302	Goods & Services Tax & Filing of Returns	2	SVS1FC331	Life Competencies of Sustainable Employability: Practitioner Level 1	3
3	SVS1AF303	Accounts Receivable	4	SVS1FC321	Environment and Sustainability	2
4	SVS1AF304	Industrial Internship (Related to Payable, Receivable & GST)	8	SVS1FC322	Understanding Disability	1
			18	SVS1FC331	Engaging with Data Analysis and Interpretation	4
			18			13

**Semester-4**

S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1AF401	Payroll Function & Management	4			
2	SVS1AF402	Managing Statutory Compliances	2	SVS1FC402	Modern Indian Language: Applied Hindi for Business	3
3	SVS1AF403	Corporate and Other Laws	4	SVS1FC411	Life Competencies of Sustainable Employability: Practitioner Level 2	3
4	SVS1AF404	Industrial Internship (related to management of Payroll & Statutory Compliances)	8	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	3

			18	SVS1FC431	Economic Applications for Business	2
			18			11
<b>Semester-5</b>						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1AF501	Process of recording, Reporting & Reconciliation	4	SVS1FC502	Understanding Language Diversity in India	3
2	SVS1AF502	Taxation -Income Tax law	4	SVS1FC511	Life Competencies of Sustainable Employability: Expert Level 1	3
3	SVS1AF503	Corporate Accounting	2	SVS1FC521	Exploring India and its Diversity	3
4	SVS1AF504	Industrial Internship (related to recording reporting & Corporate Accounting)	8	SVS1FC531	Business Ethics and Entrepreneurship	3
5			18			12
<b>Semester-6</b>						
S.No	Course Code	Course Name	Credits	Course Code	Course Name	Credits
1	SVS1AF601	Financial Modelling	4	SVS1FC601	Business Communication-II	3
2	SVS1AF602	E-Commerce	2	SVS1FC611	Life Competencies of Sustainable Employability: Expert Level 2	3
3	SVS1AF603	Financial Management	2	SVS1FC631	Understanding Corporate organisation &HR	1
4	SVS1AF 604	Final Project	2	SVS1FC632	Understanding Corporate Social Responsibility	1
5	SVS1AF605	Industrial Internship (related to e-commerce and financial modelling)	8	SVS1FC633	Design Thinking	1
				SVS1FC634	Advance Computer Application	2
				SVS1FC635	Group Discussions, Mock Interviews, Using Social Media for Job Networking, learning to Delegate, Persuading and Negotiating	1
			18			12

15 Teaching-learning:

- a. Instructional Strategies- Blended approach will be used which will include texts, case studies, worksheets, movies/YouTube clips, self-learning assignments, simulation, role plays, Hand Notes, Practical Training and use of software such as Tally, Busy, Quick book Software workbooks etc.
- b. Special needs: Dedicated computer lab facilities with the required software and internship arrangement with Accounting and Finance firms.
- c. Linkages with external agencies –BFSI Sector Skill Council of India.

Asim Ray

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

Note:

28. 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.
29. 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**

**Agenda No.6: To seek approval related to Student Progression and Promotion Rules applicable to BVoc A& F Programme**

**Student Promotion and Progression Policy for BVoc Accounting and Finance Programme**

The School of Vocational Studies (SVS) had comprehensive guidelines for three initial BVoc Programmes offered by the School. From the academic session 2020-21 a new BVoc programme on Accounting & Finance has been launched by the School and the teaching learning process for 1<sup>st</sup> Semester has already started. It is, therefore, proposed by the School to extend the same provision of Promotion and Progression Rule as applicable to other BVoc programmes. The details of the Rules are presented to the SCPVCE for consideration and approval please.

The Rules for student promotion and progression defined in this document will apply to all students enrolled in the **BVoc Accounting and Finance Programme**

**1. Rules for Promotion:**

- a. It is mandatory that if a student decides to exit at any duly specified level [namely Certificate, Diploma, Advanced Diploma or Degree] s/he must have to secure the minimum passing grade of C+ (C Plus) in all the required theory courses at that level (skill courses and GEC) and a passing grade of B- (B Minus) in OJT
- b. **Not passing the On the job Training (OJT) will be considered as having failed the semester, and will not be promoted to the next semester even if the student have passed all other courses, including the first semester<sup>i</sup>.** A student must complete the mandatory days/hours of the OJT and secure the minimum passing grade of B- (B Minus) in each semester (or wherever applicable) in order to be promoted to the next level or to successfully exit at any of the levels in the BVoc programme.
- c. For students who are not able to complete the mandatory OJT during the prescribed duration of the semester, some additional days would be permitted during the vacation to complete it. For example during the Monsoon semester students will be permitted to complete the OJT till the 31<sup>st</sup> of December. Likewise, in the Winter semester students will be permitted to complete the OJT by 30<sup>th</sup> of June. After these dates no extension would be permitted in the semester, unless there was a delay in starting the OJT due to unavoidable circumstances. In such cases the School may extend the dates as decided by the School. Failing to complete the OJT even after the extension will be considered as Failed. Student(s) who failed the OJT will have to spend an idle semester/semester break and complete the mandatory OJT to be eligible for promotion to the next level.

d. Considering the heavy credits each semester in BVoc programmes, students will be allowed to carry forward 6 credits of the courses (skill theory and GEC combined) to the next semester.

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

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

Programme	Semester 1 to Semester 2	Minimum passing credits in both skill theory courses and GEC combined in Semester 1
BVoc Accounting and Finance	Semester 1 to Semester 2	16 credits

**II. Promotion from semester 2 to semester 3:** To be promoted from Year 1 to Year 2 or Semester 2 to Semester 3, a student must have passed the skill practical/ and the IT component and should have secured the following minimum credits in the theory courses (skill courses and GEC) in Semester 2 of Year 1.

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

Programme	Semester 2 to Semester 3	Minimum passing credits in both skill theory courses and GEC combined in Semester 2
BVoc Accounting and Finance	Semester 2 to Semester 3	16 credits

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

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

Programme	Semester 3 to Semester 4	Minimum passing credits in both skill theory courses and GEC combined in Semester 3
BVoc Accounting and Finance	Semester 3 to Semester 4	16 credits

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

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

Programme	Semester 4 to Semester 5	Minimum passing credits in both skill theory courses and GEC combined Semester 4
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BVoc Accounting and Finance	Semester 4 to Semester 5	16 credits
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- I. Promotion from semester 5 to semester 6 (NSQF level-7):** To be promoted from Semester 5 to Semester 6, a student must have passed all the required IT of semester 5 and should have secured the following minimum credits in the theory courses (skill courses and GEC) in Semester 5 of Year 3.

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

Programme	Semester 5 to Semester 6	Minimum passing credits in both skill theory courses and GEC combined Semester 4
BVoc Accounting and Finance	Semester 5 to Semester 6	16 credits

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

## 2. Partial Repeat

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

## 3. Attendance requirement and Grade Cuts

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

- There will be **one grade cut** in a course(s) for those students whose attendance is less than 75%/but have 65% of attendance.

- b. There will be **two grade cuts** in a course(s) for those student(s) whose attendance is below 65%
- c. Those whose attendance is less than 50% attendance will not be promoted irrespective of their grades in the course(s).
- d. There will be some relaxation in case of medical exigencies. However, medical concession will not exceed more than 1/3<sup>rd</sup> of the total classes conducted in a particular course in the semester. Application for concession of attendance on medical ground will have to be submitted to the concerned Programme Manager within 15 days of joining the class with all relevant medical documents in support of the concession.
- e. For any other exigency related to shortage of the minimum attendance requirement, the School will consider on case to case basis.

#### 4. **Carry forward of credits to the next semester**

In addition to the already stated condition for promotion, the school may allow a student as a special case to carry forward up to 8 credits worth of the courses with less than the minimum passing grade of C+ (C Plus) in the skill/ GEC theory courses from one semester to the next semester provided they fulfil the minimum attendance requirement of 75%. For this a student does not need to attend the classes of those course(s) but take the regular assessments/assignments/tests as and whenever the course(s) are offered.

#### 5. **Failure**

In case a student is unable to secure the minimum credits as shown in the tables of promotion in each semester/year (including the Practical), even after the PR assessment in theory courses, s/he will have to repeat the same course(s) in the next cycle whenever that/those particular course(s) is/are offered. A student will not be promoted to the next semester/level if s/he has more than 4/8 credits of courses in which s/he is not able to score the minimum grade of C+ (C plus).

#### 6. **Cumulative Grade Point Average Requirement**

The minimum CGA required for successful completion of all programmes in SVS is 4 (C Plus) in all the Theory Courses and 5 (B-) in the OJT component.

#### 7. **Multiple Entry**

As per the UGC guidelines the BVoc programmes will offer students the possibilities of multiple entries at various levels. These multiple entries will be at the Diploma, Advanced-Diploma and for BVoc degree level. Entry at various levels will be provided on two criteria: (i) The first criteria will be based on examination/test of Recognition of Prior Learning (RPL) for those without a recognised certification. (ii) The second criteria are for



those candidates who already have a formal Certificate / Diploma / Advanced Diploma from a recognised institution in the same vertical. At each of the entry level at Diploma/Advanced Diploma or degree level, a total of 15% seats will be kept in addition to the sanction seats for availing the Multi-Entry scheme. However, the final decision to offer or not to offer this possibility at each semester will be with the School depending on availability of the required infrastructure for all the admitted students.

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

A student can apply for improving his/her course grades. This is applicable for those Theory course(s) only in which a student has passed the course(s). A maximum up to 1/8<sup>th</sup> of the total Theory courses can be improved whenever those courses are offered. The later grades will be accepted irrespective of whether it increases or decreases. A student will have to submit all the assessments and tests/exams that are conducted by the teacher. However, for improving the course Grades, no attendance is required.

This provision is not there for Workshop courses/Practical/OJT courses credits.

**9. Span Period**

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

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

**10. Rules for Exit.**

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

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

(b). To exit from the BVocprogramme after the second semester with a **Diploma**, a student must have secured the minimum passing grade of C+ (C Plus) in all the required

theory courses at that level (skill courses and GEC) and the passing grade of B- (B Minus) in OJT, thereby securing the required total of 60 credits.

(c). To exit from the BVocprogramme after the fourth semester with an **Advanced-Diploma**, a student must have secured the minimum passing grade of C+ (C Plus) in all the required theory courses at that level (skill courses and GEC) and the passing grade of B- (B Minus) in OJT, thereby securing the required total of 120 credits.

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

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

*Asein Ray*

Programme Coordinator

*Chima*

Dean of the School

## Agenda No.7: GEC-Revised EPC-I

### Ambedkar University Delhi Proposal for Revision of Course

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B. Voc.: General Education Component
Course title	<b>English Proficiency Course I</b>
Course code	<b>EPC I (SVS1FC001)</b>
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Foundation Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2021
Course coordinator and team	Dr.MonalDewle, Dr. Krishna Dixit and Prof.AmolPadwad

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

This English for Proficiency course (EPC) course is similar to EPC courses offered to BA students of School of Undergraduate Studies (SUS) and School of Global Affairs (SGA). Though all courses have similar objectives and outcomes and are vertically integrated in their respective disciplines, they differ in their focus and may highlight different aspects to different extent.

**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):**

Standard cohort size

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

Semesters 1: Semester long

**a. Learning Outcomes:**

It is expected that upon completion of this course, the students will:

- be able to independently handle basic academic content with appropriate competence in reading, writing, listening and speaking skills
- have enhanced their ability of critical thinking and problem solving
- have enhanced various study skills
- be able to participate in various kinds of communication situations with appropriate socio-linguistic competence

**b. Overall structure:**

Proficiency in English language is an important skill for students in the 21<sup>st</sup> Century from the perspectives of education as well as employment opportunities. It has become increasingly challenging for students or individuals to find access to higher paying employment opportunities without some proficiency in English language. This course is aimed at developing, improving, and encouraging English proficiency of the students. It is also important to prepare students with requisite competence not only to deal with their higher studies, much of which will be through English, but also to build a base for future entrepreneurial or employment prospects which crucially depend on the knowledge and competence of English. Therefore, this course focuses on the four basic skills of listening, reading, writing and speaking, while enrichment of grammar and vocabulary knowledge will be integrated in the teaching of these skills.

**c. Course contents detailed in week-wise format (tentative) / module-wise format:**

Module	Plan/ Theme/ Topic	Objectives
1	<p><b><i>Study Skills</i></b></p> <ul style="list-style-type: none"> <li>• Locating information and assessing relevance</li> <li>• Sources of information</li> <li>• Managing your study</li> <li>• Plagiarism</li> <li>• Introducing domain-relevant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Raise awareness about various study skills necessary to be an effective learner</li> <li>• Develop skills of searching, locating and assessing information</li> <li>• Develop awareness about norms and conventions of dealing with academic texts</li> <li>• Build vocabulary related to the vertical of the students</li> </ul>
2	<p><b><i>Listening and Speaking Skills</i></b></p> <ul style="list-style-type: none"> <li>• Listening for specific information</li> <li>• Listening for global comprehension</li> <li>• Critical listening and interpreting               <ul style="list-style-type: none"> <li>○ Identifying topic and purpose</li> <li>○ Identifying main ideas and details</li> <li>○ Stance and attitude</li> </ul> </li> <li>• Formal and informal spoken language</li> <li>• Signposting, markers, organisation of oral texts</li> <li>• Participating in dialogues/ conversations (telephonic, group discussions, debates, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ability to listening effectively and efficiently for various purposes</li> <li>• Develop ability to use of contextual clues to infer meanings</li> <li>• Build capacity to follow the structure and organisation of oral texts</li> <li>• Enhance capacity to understand organisation of oral texts, inter-relationships of ideas and stance and attitude of the speaker</li> <li>• Enhance the capacity to use various communication strategies to effectively participate in group and pair interactions</li> <li>• Develop competence to understand and make arguments and counterarguments</li> </ul>

3	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Types of reading</li> <li>• Improving reading efficiency</li> <li>• Skimming and scanning</li> <li>• Reading domain-specific texts</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the ability to use various sub-skills of reading in accordance with the types of text and the purposes of reading</li> <li>• Improve reading efficiency and a reasonable balance of speed and comprehension</li> <li>• Build ability to use contextual clues to infer meanings</li> <li>• Understand the structures and organisation of domain-specific texts</li> </ul>
4	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Organizing a paragraph <ul style="list-style-type: none"> <li>○ Topic sentences</li> <li>○ Development of idea</li> <li>○ Linkers</li> </ul> </li> <li>• Writing simple texts <ul style="list-style-type: none"> <li>○ Introductions and conclusions</li> <li>○ Paragraph organisation</li> <li>○ Development of ideas</li> </ul> </li> <li>• Drafting and revising</li> <li>• Proof-reading &amp; editing</li> <li>• Constructing domain-specific texts</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ability to write paragraphs with appropriate structures</li> <li>• Build ability to produce coherent and unified paragraphs using different coherence devices</li> <li>• Develop ability to compose larger texts building on paragraph writing skills</li> <li>• Understand editorial practices and conventions and develop basic editing skills</li> <li>• Develop awareness about and ability to compose domain-specific texts as feasible</li> </ul>

**Assessment Details with weights:** (No single assessment can be of more than 40%)

1. Assessments on first 2 units → 25%
2. Assessments on remaining 2 units → 25%
3. End-Semester Exam → 30%
4. Mid-semester → 20%

**Assessments on the units may include some of the following:**

- Class work
- Mini project
- Home assignment
- Quiz and/or Class test
- Worksheets
- Simulation/ Practical (eg. poster presentation, role play, skit, oral presentation)
- Language software engagement (LSRW)

**Recommended Books:**

Bailey, S. (2015). *Academic Writing for International Students of Business*. Routledge.

Folse, K., Muchmore-Vokoun, A. and Solomon, E. V. (2020). *Great Writing 1: Great Sentences for Great Paragraphs*. National Geographic Learning.

Folse, K., Muchmore-Vokoun, A. and Solomon, E. V. (2020). *Great Writing 2: Great Paragraphs*. National Geographic Learning.

Folse, K. (2014). *Great Writing Foundations*. National Geographic Learning.

Grussendorf, M. (2007). *English for Presentation*. Oxford University Press.

Gude, K., Duckworth, M. and Rogers, L. 2013. *Cambridge English Proficiency Master Class*. Cambridge University Press.

Leech, G. and Svartvik, J. (2000). *A Communicative Grammar of English*. Longman.

Mahanand, A. and Kumar, A. (2016). *Learning to Learn: Study Skills in English*. Viva Books.

Mahanand, A. (2012). *English for Academic and Professional Skills*. Tata McGraw Hill Education.

Murphy, R. (2017). *Essential English Grammar*. Cambridge University Press.

Tickoo, C. and Sasikumar, J. (2011). *Writing with a Purpose*. Oxford University Press.

Wallace, Michael. (2004). (2 ed). *Study Skills in English*. Cambridge University Press.

**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**

## Agenda No.8: GEC-Revised EPC-II

### Ambedkar University Delhi Proposal for Revision of Course

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B. Voc.: General Education Component
Course title	<b>English Proficiency Course II</b>
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Foundation Course
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2022
Course coordinator and team	Dr.MonalDewle, Dr. Krishna Dixit and Prof.AmolPadwad

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

This English for Proficiency course (EPC) course is similar to EPC courses offered to BA students of School of Undergraduate Studies (SUS) and School of Global Affairs (SGA). Though all courses have similar objectives and outcomes and are vertically integrated in their respective disciplines, they differ in their focus and may highlight different aspects to different extent. This course builds on the EPC I course offered in the Semester 1 and offers skills development at an advanced level.

#### **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 EPC I course.

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

Standard cohort size

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

Semesters 2: Semester long

#### **d. Learning Outcomes:**

It is expected that upon completion of this course, the students will:

- be able to independently handle academic content with more critical and analytical abilities in listening, speaking, reading and writing
- be able to critically assess and respond to oral and written texts
- have enhanced various advanced study skills
- have developed greater awareness of and ability of using appropriate norms and conventions of formal written and oral communication
- be able to effectively construct oral and written communication of a sustained nature of different types

**b. Overall structure:**

Proficiency in English language is an important skill for students in the 21<sup>st</sup> Century from the perspectives of education as well as employment opportunities. It has become increasingly challenging for students or individuals to find access to higher paying employment opportunities without some proficiency in English language. This course is aimed at developing, improving, and encouraging English proficiency of the students. It is also important to prepare students with requisite competence not only to deal with their higher studies, much of which will be through English, but also to build a base for future entrepreneurial or employment prospects which crucially depend on the knowledge and competence of English. This course builds on the basic ground covered in the EPC I course and focuses on developing competence of using higher level, more complex and more domain-specific language.

**c. Course contents detailed in week-wise format (tentative) / module-wise format:**

Module	Plan/ Theme/ Topic	Objectives:
1	<p><b><i>Study Skills</i></b></p> <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Note making</li> <li>• Summarizing</li> <li>• Paraphrasing</li> <li>• Citation and referencing</li> <li>• Plagiarism</li> <li>• Introducing domain-relevant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Develop important study skills like note making and taking, summarising and paraphrasing as aids to effective learning</li> <li>• Raise awareness about ethical and formal norms and conventions of text construction</li> <li>• Enrich domain-relevant language with ability to use it appropriately in communication</li> </ul>
2	<p><b><i>Listening and Speaking Skills</i></b></p> <ul style="list-style-type: none"> <li>• Critical listening and interpreting               <ul style="list-style-type: none"> <li>○ Identifying topic and purpose</li> <li>○ Identifying main ideas and details</li> <li>○ Stance and attitude</li> </ul> </li> <li>• Formal and informal spoken language</li> <li>• Presenting information or description</li> <li>• Participating in dialogues/ conversations (telephonic, group discussions, debates, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ability to critically understand and analyse oral texts including identification of the speaker's attitude and stance</li> <li>• Develop ability to follow the structure and organisation of oral texts and understand the inter-relationship of ideas</li> <li>• Develop ability to present ideas and arguments in coherent and organised oral presentations</li> <li>• Develop ability to use various communication strategies to participate in group and pair interactions</li> </ul>



3	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Inference skills</li> <li>● Critical reading <ul style="list-style-type: none"> <li>○ Author's view, stance and attitude</li> <li>○ Interpreting</li> <li>○ Identifying main ideas and details</li> <li>○ Understanding and comparing arguments</li> </ul> </li> <li>● Reading domain-specific texts</li> </ul>	<ul style="list-style-type: none"> <li>● Develop capacity to critically analyse and interpret written texts</li> <li>● Develop ability to use contextual clues for inferences, interpretations and analysis</li> <li>● Develop ability to follow the organisation of ideas and the structure of texts</li> <li>● Build capacity to analyse texts to understand the author's point of view, attitude and stance</li> </ul>
4	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Elements of writing - advanced texts (II) <ul style="list-style-type: none"> <li>○ Arguments and discussion</li> <li>○ Cause and effect</li> <li>○ Cohesion</li> <li>○ Comparison</li> <li>○ Definitions</li> <li>○ Generalisation</li> <li>○ Illustration</li> </ul> </li> <li>● Writing by combining sources</li> <li>● Drafting and revising</li> <li>● Proof-reading &amp; editing</li> <li>● Constructing domain-specific texts</li> </ul>	<ul style="list-style-type: none"> <li>● Raise awareness about different types of texts and their organisational patterns</li> <li>● Develop ability to write coherent, well-organised and effective written texts of different types</li> <li>● Build capacity to compare, contrast and synthesise information from different texts to write combined written presentations</li> <li>● Develop ability to write with appropriate norms, conventions and mechanics of writing for the domain</li> <li>● Enhance editing skills</li> </ul>

**Assessment Details:** (No single assessment can be of more than 40%)

- |                                       |     |
|---------------------------------------|-----|
| 5. Assessments on first 2 units →     | 25% |
| 6. Assessments on remaining 2 units → | 25% |
| 7. End-Semester Exam →                | 30% |
| 8. Mid-semester Exam →                | 20% |

**Assessments on units may include some of the following:**

- Class work
- Mini project
- Home assignment
- Quiz and/or Class test
- Worksheets
- Simulation/ Practical (eg. poster presentation, role play, skit, oral presentation)
- Language software engagement (LSRW)

**Recommended Books:**

Bailey, S. (2015). *Academic Writing for International Students of Business*. Routledge.

Folse, K., Muchmore-Vokoun, A. and Solomon, E. V. (2020). *Great Writing 1: Great Sentences for Great Paragraphs*. National Geographic Learning.

Folse, K., Muchmore-Vokoun, A. and Solomon, E. V. (2020). *Great Writing 2: Great Paragraphs*. National Geographic Learning.

- Folse, K. (2014). *Great Writing Foundations*. National Geographic Learning.
- Grussendorf, M. (2007). *English for Presentation*. Oxford University Press.
- Gude, K., Duckworth, M. and Rogers, L. 2013. *Cambridge English Proficiency Master Class*. Cambridge University Press.
- Leech, G. and Svartvik, J. (2000). *A Communicative Grammar of English*. Longman.
- Mahanand, A. and Kumar, A. (2016). *Learning to Learn: Study Skills in English*. Viva Books.
- Mahanand, A. (2012). *English for Academic and Professional Skills*. Tata McGraw Hill Education.
- Murphy, R. (2017). *Essential English Grammar*. Cambridge University Press.
- Tickoo, C. and Sasikumar, J. (2011). *Writing with a Purpose*. Oxford University Press.
- Wallace, Michael. (2004). (2 ed). *Study Skills in English*. Cambridge University Press.

**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**

## **Agenda No. 9: GEC-Adopting Environment Issues & Concerns (EIC) of SUS & SGA**

**School Name: School of Undergraduate Studies**

**Ambedkar University Delhi**

### **Course Outline**

**Time Slot- 4 hours/week (2 hours/class)**

**Course Code:** *SUS1FC009* **Title:** Environmental Issues and Challenges (EIC)

**Type of Course:** Compulsory foundation

**Cohort for which it is compulsory:** Undergraduate/BVoc

**Cohort for which it is elective:** None

**No of Credits:** 4

**Semester and Year Offered:** 3<sup>rd</sup> and 4<sup>th</sup> semester (2<sup>nd</sup> year): Offered in the 2<sup>nd</sup> Semester in BVoc, SVS.

**Course Coordinator and Team:** Dr.SumanaDatta; Dr. Swati Shresth; &Dr.Pulak Das (in SVS, BVoc Mr Akha K Mao )

**Email of course coordinator:** [sumana@aud.ac.in](mailto:sumana@aud.ac.in)/[swatishresth@aud.ac.in](mailto:swatishresth@aud.ac.in)/[pulak@aud.ac.in](mailto:pulak@aud.ac.in)  
**(In SVS, Bvoc akha@aud.ac.in)**

**Pre-requisites:** None

#### **Aim:**

The aim of the course is to introduce students to the concept and importance of various ecosystems; to highlight contemporary issues related to degradation of natural resource bases and un-sustainable development/consumption patterns, and their impacts on health, climate and society across socio-economic hierarchies.

#### **Course Outcomes:**

On successful completion of this course students will be:

1. able to value nature and its multiple components, and appreciate nature as a dynamic system with interdependent components
2. able to understand the impacts of ongoing economic model, lifestyle and personal choices on the environment
3. able to contribute as informed citizens to public discourses on common environmental issues

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

In consonance the syllabus proposed by the University Grant Commission the course has been structured to present an interdisciplinary perspective on environment and ecosystems highlighting contemporary concerns on water, agriculture, forests & biodiversity and climate systems as, also on population, health and justice.

#### **Unit 1. Introduction to environmental studies**

In the introduction, the multidisciplinary nature of 'environment' will be problematised – that there are multiple meanings of environment, multiple ways of seeing it, multiple ways of diagnosing the 'environmental problem' and hence different solution, multiple ways of balancing between environment and development, and influence of humans on environment. The unit will also briefly discuss the evolution of the concept and scope of sustainable development and sustainable consumption.

## **Unit 2. Ecosystems**

This unit introduces the concept and types of ecosystems, their functions (ecosystem services) and interdependence especially in Indian context. The module also covers important national and international policies, treaties and politics of ecosystems management including Payment for Ecosystem services, Millennium Ecosystem Services, Convention of Biological Diversity, CITES, Ramsar Convention etc. Special emphasis will be given to explain student the social and economic importance of various ecosystems for specific socio-economic groups; top-down and bottom up conservation policies; and how these impact on equity across class, caste and other social hierarchies with reference to different ecosystems like forests, grasslands and wetlands.

## **Unit 3. Biodiversity Conservation**

This module will introduce students to the concept of biodiversity, biodiversity resources of India (biodiversity hotspots), and endangered and endemic species. The unit will also discuss briefly the threats to biodiversity from habitat loss, poaching, and unsustainable lifestyle/consumerism. Human-wildlife conflict, State-led conservation, community driven conservation, restoration ecology, international and national laws, policies and Institutions of Conservation.

## **Unit 4. Renewable and Non-renewable Natural Resources: uses and abuses**

This unit introduces the students to an important challenge in today's world- to manage a limited and fast depleting resource such as land, water & energy. It will focus on the use of land and water, and agricultural diversity over time and space. The unit also presents the exchange and understanding of food and its associated politics leading it to serious cases of Hunger and Malnutrition. Various factors reflecting the impact of the growth of population and urbanisation. The unit discusses the above issues threadbare through case studies to show that there are difficult choices/trade-offs involved in dealing with these seemingly simple issues, and also how our own lifestyle choices are directly connected with the larger issues of pollution, conservation, environmental damage, diseases, poverty, etc.

## **Unit 5. Environmental Pollution**

This unit discuss issues related to environmental pollution (air, water, soil, noise, thermal and radioactive). Students will also be exposed to the problem of waste management including the problem of solid waste management in urban areas, dispersal of industrial wastes into water bodies etc. Some success stories and innovative solutions on waste management will also be presented. For example, introduction of CNG vehicles in Delhi to mitigate vehicular pollution.

## **Unit 6. Environmental policy and practice: Climate change policy**

This module introduces the impact of human civilization on environment, and thereby the place of humans in nature and to what extent have they been able to influence change. This unit will discuss these issues through the case of Climate Change. This will include a brief overview of climate change and its various manifestations such as ozone layer depletion, acid rain and global warming; climate change mitigation and adaptation policies, politics and programmes from Kyoto Protocol to Paris Climate Agreement. This will also deliver briefly India's role in international climate discourse and India's action plan for climate mitigation and adaptation.

### **Unit 7. Environmental Justice and Movements**

This unit provides students an understanding of injustices in resource sharing. It further discusses the theoretical understanding on the third world environmentalism through a case of Chipko movement, and issue of resettlement and rehabilitation through the case study of Narmada BachaoAndolan.

### **Unit 8. Field Visits**

Two types of field visits will be undertaken by the students. The university organises visit to an area with environmental significance, for example, a natural farm in NCR to give them understanding on practices and feasibility of natural farming as an alternative to industrial/HIV agriculture or to Asola Bhatti Wildlife Sanctuary to see varieties of butterflies. In addition to these organised field trip, students visit local biodiversity parks, wetland reclamation sites, ridges, waste dumping sites, *baolis* as part of their project works.

#### **Assessment Details with weights:**

1. Continuous assessment comprising class test, book reading and class participation (40%)
2. Mid semester examination (30%)
3. End semester project work in group and presentation (30%)

#### **Reading List:**

1. Lele, S (2006), 'Thinking about ecological sustainability', Seminar, 564.
2. Marten, G. (2001), Human Ecology: Basic Concepts for Sustainable Development, Earthscan [Chapters 1, 5, 6 & 9]
3. McNeill, John R. (2000) Something New Under the Sun: En Environmental History of the Twentieth Century.
4. Rangarajan, M (edited) (2007) Introduction in Environmental Issues in India: A Reader. Pearson p xxi- xxvii
5. Aggarwal A and Saberwal V (2007) South Asian Pastoralism: The Environmental Question. in Environmental Issues in India, A Reader ed. Mahesh Rangarajan, Pearson Longman
6. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
7. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press
8. GopalBrij (undated) Wetland Conservation for Biodiversity and Ecosystem Services. Policy Brief National Institute of Ecology, Delhi

9. IGNOU & WWF (2015) Panchayats Extension to Scheduled Areas (PESA) Act, 1996 in National Environmental Law and Policy. Pp 19-37.
10. IGNOU & WWF (2015) The Scheduled Tribes and Other Traditional Forest Dwellers Act, 2006 in National Environmental Law and Policy. Pp 38-55
11. Odum, E. P., Odum, H.T. & Andrews, J. (1971) Fundamentals of Ecology. Philadelphia: Saunders
12. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
13. Groom, Martha J., Gary K. Meffe and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006
14. Savyasaachi (1994), 'The Tiger and the Honey-bee', Seminar 423: 30-35.
15. Cheryl Colopy, *Dirty, Sacred Rivers: Confronting South Asia's Water Crisis*, Delhi, 2012 (chapters 3, 15 and 16).
16. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
17. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29--64). Zed Books.
18. Mishra, Anupam (1993). *AbhiBhiKhareHaiTalaab*
19. Paul Robbins et al., *Environment and Society*, 2010 (Chapter 13: Bottled Water)
20. Praveen Singh (2006), 'Bridging the Ganga Action Plan: Monitoring failure at Kanpur', *Economic and Political Weekly*, February 18, pp. 590-592.
21. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
22. Environmental Chemistry, (Unit 14) (<http://ncert.nic.in/ncerts/l/kech207.pdf>)
23. Pollution of air and water, (Chapter 18) (<http://ncert.nic.in/ncerts/l/hesc118.pdf>)
24. Environmental Issues (Chapter 16) (<http://ncert.nic.in/NCERTS/l/lebo116.pdf>)
25. Pepper, I. L., Gerb, C. P. & Brusseau, M.L. (2011). Environmental and Pollution Science. Academic Press.
26. CSE (2017) Environmental Reader for Universities: selected chapters. Centre of Science & Environment. Delhi
27. Patwardhan A (2007) Global warming in India in Rangarajan, M (edited) (2007) Introduction in Environmental Issues in India: A Reader. Pearson. pp 550-558
28. Dubash, Navroz K. (2009) Climate Politics in India. Policy Brief. Centre for Policy Research. New Delhi
29. Baviskar, Amita (2006), 'Red in Tooth and Claw? Looking for Class in Struggles over Nature' in Raka Ray & Mary F. Katzenstein (eds.), *Social Movements in India: Poverty, Power and Politics*, OUP, 2006.
30. Gadgil, M., & Guha, R. (2008). 'Ecological Conflict and the Environmental Movement in India' in Mahesh Rangarajan (ed.). *Environmental Issues in India: A reader*, New Delhi: Dorling Kindersley Pvt. Ltd. (pp.385-428)

#### ADDITIONAL REFERENCE:


In addition to reading materials, a series of documentaries are used to strengthen students' understanding on various environmental issues.

1. Documentary: *Who Killed the Honey Bee?* BBC 4 documentary

[https://www.youtube.com/watch?v=EEY9tcZS\\_eY&t=40s](https://www.youtube.com/watch?v=EEY9tcZS_eY&t=40s)

2. Documentary: Forest Rights: Jung, Jungle, Aur Jangle Ke Logon Ka by Purabi Bose  
<https://www.youtube.com/watch?v=D9DeJeLwGhY>
3. Documentary: Rolgol, A documentary from Kutch by Karan DilipWorah.  
<https://www.youtube.com/watch?v=eiDCqroau1g>
4. Selected portions- Suttie, J. M.; Reynolds, S. G.; C. Batello. 2005. Grasslands of the world. Rome: FAO
5. Documentary: Call of Life (mass extinction)  
<https://www.youtube.com/watch?v=NIMfAtAoYXg>
6. The Broken Food system in India (Oxfam documentary, 13 minutes).
7. Deolalikar, A. (2012). 'A national Shame: Hunger and Malnutrition in India'. Retrieved from [http://www.ideasforindia.in/article.aspx?article\\_id=8](http://www.ideasforindia.in/article.aspx?article_id=8)
8. Documentary: FLOW: For the Love of Water  
<https://www.youtube.com/watch?v=RkdIIIfArWqo>
9. Documentary: Hunting Down Water  
<https://www.youtube.com/watch?v=bT53jCywbr8>
10. Documentary: Modern Day problem of small scale farmers in India  
<https://www.youtube.com/watch?v=NIMfAtAoYXg&t=137s>
11. Documentary: Food Inc  
<https://www.youtube.com/watch?v=smk2xq2I3Ig>
12. Documentary: Drowned Out  
<https://www.youtube.com/watch?v=ICnSsK-ZHTg>
13. Documentary: 11<sup>th</sup> Hour
14. Documentary: An Inconvenient Sequel: Truth to Power  
[https://www.youtube.com/watch?v=tXUY4B0\\_eRo](https://www.youtube.com/watch?v=tXUY4B0_eRo)
15. Documentary (Waste management: India's need of the hour)  
(<https://www.youtube.com/watch?v=7KyLHrxYtc4>)

Documentary (Waste management - Garbage to Gold, An initiative by UNICEF)  
([https://www.youtube.com/watch?v=yFBw\\_qxbOLo&t=796s](https://www.youtube.com/watch?v=yFBw_qxbOLo&t=796s))



Programme Co-coordinator



Dean of the School

## Agenda No.10: GEC-Revised Life Competencies and Sustainable Employability

### (LCSE: Beginners Level)

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

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc
Course title	Life Competencies for Sustainable Employability: Beginners Level
Course code	SVS1FC111: (Semester-1)
Credits	4 (60 hours)
Course type (core/compulsory/optional/any other – please specify)	Foundation Course Monsoon Semester-2021
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	BVoc/UG
Course coordinator and team	Akha K Mao (CC) with Expert committee

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

The course does not consciously or systematically build on or overlap with other courses in AUD but given the liberal arts and social science orientation of the course, there may be connections to aspects taught in other courses e.g. Gender Studies, social sciences courses under the School of Undergraduate Studies and some units being undertaken in the MA Education/ECCE Programmes. However, the objectives, pedagogy and direction of the sessions will be different.

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

There are no specific requirements or pre-requisites for joining the course. Initially the course is open for the students enrolled in BVoc Programme but it is hope that with the provision of credit transfer at AUD, students from other school of AUD will be able to opt for this course too after the pilot launch.

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

Number of students will be based on the size of the cohort admitted to the SVS Bachelor of Vocation (BVoc) Programme



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

Monsoon Semester long course for Retail Management, Early Childhood Centre Management & Entrepreneurship and Accounting & Finance. The students of Tourism and Hospitality will be on campus every day till end of October when they will go for On-Job-Training; and return around first week of November.

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

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

AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens communication skills, promotes a deeper understanding of self and provides academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives.

The '*Abilities Beyond Skills*' Course takes forward this vision and its goals. It seeks to develop an intellectual disposition in the students through situated cognition and informed debates so that they are equipped to learn, understand and reflect on all issues in logical, multi-disciplinary yet sensitive, creative ways and evolve into socially responsible, mature citizens who value diversity and difference.

**7. Course Details: Beginners 1 (Semester 1)**

**a. Summary:**

This course has been designed to bridge the gap between expectations of employers and potential employees and equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities.

Values, attitudes and behaviours are the core of the curriculum. Modules are designed to help build meta-capacities in potential employees including aspiration building, ownership, ability to learn, empathy and creating and interpreting reality.

Effective decision making and behaviours are input modules that help make the potential employee an efficient, effective, happy and preferred by the employer. It has sessions on enhancing productivity, goal setting, project management, decision making, discipline, customer orientation, empathy, health and well-being, positive relationships, handling cultural transitions, resolve conflicts, teamwork, wholesome leadership skills, congruency between inside and outside.

Alignment to social realities further takes the potential employees a step further and helps to build a socially responsible perspective in them such that they appreciate and respect diversity including gender, caste etc. Thus, the effort is to build an agency in the young people/potential

employees such that they can lead self-directed lives and are able to respond to emerging needs of a changed environment.

**b. Objectives:**

After completing the course, students will be able to:

- Analyse their needs, build their aspirations, identify the values and attitudes behind their patterns that are stopping them and inspire them to put effort to strengthen their capacities using simple tools.
- Build understanding and develop meta-capacities of effective decision making, goal setting, project management that helps them to lead towards reach the potential to become efficient, effective, happy and preferred employee by the employer.

Curriculum goals of ABS

- Bridge the gap between expectations of potential employers and employees.
- Equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities.

**c. Overall structure:**

The 'Abilities Beyond Skills' ABS is a life competencies curriculum. The course is divided into 11 units/ modules for the first semester. Each module will have different number of sessions. Each session will be planned for 2 hours (approx.) to transact the content topic. The number of sessions will be inclusive of in-built assessment time and presentations by students in the semester.

Table 1: Overview of Life Competencies for Sustainable Employability (Semesters 1)

<i>S.No.</i>	<i>Name of the Module/Unit</i>
	<i>Semester 1: Beginners 1</i>
1	Introduction
2	Maintaining a Reflective Journal Part1
3	Exploring Self
4	Aspiration Building
5	Decision Making
6	Taking Ownership
7	Efficient Employee Part 1
8	Maintaining a Reflective Journal Part 2
9	Learnability (Learning-Ability) Part 1

10	Leadership 1
11	Happy Employee Part 1

**d. Contents:**

The course is composed of the following 11 modules:

Module	Plan / Theme / Topic	Objective(s)	Readings/references
1.1	<b>Introduction</b>	This unit will introduce students to the course, its significance and application in their life.	
1.2	<b>Setting the context</b>	Through experiential learning this unit will be able to help the students to establish three pivotal learning events from their own life and listen/relate to their co-participants' life journeys and to establish ground rules for the workshop and broad framework of the curriculum	
2	<b>Maintaining a Reflective Journal: 1</b> This unit is ongoing composite activity in which students will keep a 'reflection diary', where they can start with easy way like just narrating experiences, their own personal journey.	This will help the students to assess themselves from the point where their journey starts; towards the end of the journey they will have a significant document that is self-explanatory of their personal movement and growth as well as learning experiences.	
3	<b>Exploring Self.</b> This unit is focused on helping the students to familiarizing with the concepts of self-exploration and self-awareness through 'River of Life' activity.	As they explore the self-part moving forward this unit helps the students to understand their personality types and how their behaviour takes form. This holistic approach helps the students to establish interconnectedness with not only their mental and emotional self but also with their physical and psychosocial self which drives who you are.	Online MBTI personality test <a href="https://www.16personalities.com/free-personality-test">https://www.16personalities.com/free-personality-test</a>  About MBTI personality types  <a href="https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1">https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1</a>  How does MBTI inform

3.1	<b>River of Life</b>	This unit is focused on helping the students to identify and share the dreams, aspiration, strengths, weaknesses and pains along with self-exploration and self-awareness through 'River of Life' activity.	different aspects of our life: Pravah document: 1. MBTI_Reference Material
3.2	<b>Understanding my personality types</b>	By the end of the session, the participants will be able to - Understand their personality types and how their behaviour takes shapes around people.	
3.3	<b>Interconnectedness</b>	This unit will build understanding different parts of being- physical, mental, emotional, and psychological- which constitute who you are and their interconnectedness	
4	<b>Aspiration Building</b> This unit is a stepping stone to build an idea of aspiration. The journey starts where students actually understand the need that 'Why do I need to aspire?' While establishing the need to aspire it's important to figure out the specific needs on which basis aspirations are formed.	To understand this session builds the understanding of 'What are my needs?' through Maslow's theory. Based on need analysis aspirations are to be identified, articulated and validated in alignment with realities and an action plan in order to align themselves closer to their aspirations is to be created by students in this unit.	About Maslow's Heirarchy <a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a>  Butterfly circus movie: <a href="https://www.youtube.com/watch?v=KbkTZ7li8Vs">https://www.youtube.com/watch?v=KbkTZ7li8Vs</a>  Chasing your dreams <a href="https://www.youtube.com/watch?v=sKvMxZ284AA">https://www.youtube.com/watch?v=sKvMxZ284AA</a>
4.1	<b>Why do I need to aspire?</b>	By the end of the session, the participants will be able to- - Explain the importance of having aspirations to be able to take charge of their lives - Discuss the importance of efforts for fulfilling their aspirations - Analyse how other people in their community have been able to take charge of their lives.	

4.2	<b>What are my needs?</b>	By the end of the session, the participants will be able to- - Explain Maslow's hierarchy of needs - Identify and categorize their needs in the Maslow framework - Distinguish between need driven and greed driven aspirations	
4.3	<b>Aspiration building</b>	By the end of the session, the participants will be able to- - Explain that aspirations are not magically fulfilled. It takes efforts to fulfil one's aspirations - Articulate their aspirations and analyse how they can fulfil them	
4.4	<b>Where Am I? Discontent with 'is'</b>	By the end of the session, the participants will be able to- - Analyse where they are with respect to their dreams/aspirations - Make an action plan in order to align them closer to their aspirations	
5.	<b>Decision Making</b>	Through this unit, students will be able to understand the concept of values based decision making. Values-based decision-making starts with identifying the values that are most important to you, at work and at home, and understanding the beliefs that support these values, as well as identifying the behaviours that demonstrate that you are living these values. What you are trying to do is to bring your values to the fore and give them a more important role in your decision-making. Essentially, when you use values in this way, your values become your needs, and your needs are your motivation. You begin to operate your organization through your values rather than through your beliefs. When you use your values for decision-making it brings your organization closer to your mission and builds your authenticity as an employee. Students will learn this through VAB (Value, attitude, behaviour) triangle tool.	About VAB triangle and value prioritization Pravah Document: 2. Value Prioritization_ Reference Material

5.1	<b>Decision-Making: Value Prioritization</b>	By the end of the session, the participants will be able to- - Identify the values that are important to them. - Elaborate the interplay between these values and our decision making. - Explain the concept of value ranking and how it impacts our stances in conflict situations	
5.2	<b>Decision-Making: VAB Triangle</b>	By the end of the session, the participants will be able to- - Articulate the need for respecting others' decisions and stances in a conflict. It is our value ranking that guide our decisions and attitudes which is then reflected in our behaviours - VAB triangle	
6	<b>Taking Ownership</b>	By the end of this module students will be able to understand the importance of taking equal and 100% responsibility for their key life decisions and analyse how much ownership they are taking while taking charge for responsibility to reach at their aspirations.	
6.1	<b>Taking 100% responsibility</b>	By the end of the session, the participants will be able to- - Understand the importance of taking equal responsibility for their decisions in their life. - Analyze how much responsibility they are taking while seeking to take decisions in their life.	Are you taking 100% responsibility? <a href="https://www.youtube.com/watch?v=m3JNfEZAM-w">https://www.youtube.com/watch?v=m3JNfEZAM-w</a>  The Importance of a Promise   Amanda Messer   TEDxWVU <a href="https://www.youtube.com/watch?v=Dj44m664_3I">https://www.youtube.com/watch?v=Dj44m664_3I</a>
6.2	<b>Inspiration to reach my potential (Taking ownership)</b>	By the end of the session, the participants will be able to- - Build nuance understanding and articulate how they will take responsibility for fulfilling their aspirations.	Honouring Commitments <a href="https://www.mapconsulting.com/blog/leadership-and-management/honor-your-commitments">https://www.mapconsulting.com/blog/leadership-and-management/honor-your-commitments</a>

7	<b>Efficient Employee Part 1</b>	One can't expect employees to be efficient if they don't have a focused goal to aim for. Through this unit goal setting and time management will be understood and practiced by the students. Students will be able to understand importance of goal setting and set PSMART (performance, specific, measurable, attainable, realistic goals with timelines) short term and long term goals for themselves. Linking to goal setting it's important to efficiently manage the time; students will also be able to understand time management through Stephen Covey's time matrix tool.	<p>How to Set Goals - SMART Goal Setting and Achieving <a href="https://www.youtube.com/watch?v=Mt0sq8MVAU4">https://www.youtube.com/watch?v=Mt0sq8MVAU4</a></p> <p>What are SMART goals: <a href="https://www.mindtools.com/pages/article/newsm698.htm">https://www.mindtools.com/pages/article/newsm698.htm</a></p> <p>Understanding time management through Steven Covey's model</p> <p><a href="https://www.time-management-success.com/time-management-matrix.html">https://www.time-management-success.com/time-management-matrix.html</a></p> <p><a href="http://www.planetofsuccess.com/blog/2015/stephen-coveys-time-management-matrix-explained/">http://www.planetofsuccess.com/blog/2015/stephen-coveys-time-management-matrix-explained/</a></p>
7.1	<b>Goal Setting</b>	By the end of the session, the participants will be able to- -Identify goal setting as the key link in achieving their aspirations -Identify and explain the chief factors that influence goal achievement - Set PSMART short term and long term goals for themselves	<p>Understanding Steven Covey's time management quadrants: <a href="https://www.youtube.com/watch?v=9XL2oRoAii8">https://www.youtube.com/watch?v=9XL2oRoAii8</a></p>
7.2	<b>Time Management</b>	By the end of the session, the participants will be able to- -Analyse how effectively or ineffectively they have been managing their time vis-à-vis their work and life. - Analyse Stephen Covey's 4 Quadrant principles and distinguish between urgent and important activities and the importance of the latter for self-development. - Apply it for self in order to prioritise important activities over urgent ones.	
8	<b>Maintaining a Reflective Journal 2</b>	Its ongoing part of module 2, through this module, students will be able to develop capacities and skills for effective journal making along with self-assessment of their journey thus far	

9	<b>Learnability (Learning-Ability) Part 1</b>	Through this unit, students will be able to understand learning gaps and patterns though which they operate and find out their own learning gaps. To continue the lifelong learning journey it's important to understand importance of seeking, receiving and handling of feedback.	
9.1	<b>Invisible Maze</b>	By the end of the session, the participants will be able to- -Articulate the need for learning by observation the for taking initiative Draw out learning from their daily experiences	Learning from Mistakes <a href="https://effectivelearninglab.com/learn-from-mistakes/">https://effectivelearninglab.com/learn-from-mistakes/</a>  <a href="https://www.youtube.com/watch?v=3E6ab2zAYIs">https://www.youtube.com/watch?v=3E6ab2zAYIs</a>
9.2	<b>Seeking Feedback</b>	By the end of the session, the participants will be able to- -Develop nuanced understanding and behaviour of openness towards constructive feedback and will also develop ability to proactively take feedback as a learning exercise	Seeking feedback - 6 tips of seeking feedback <a href="https://www.youtube.com/watch?v=7e7DfHik0MU">https://www.youtube.com/watch?v=7e7DfHik0MU</a>  How to get the feedback you need <a href="https://hbr.org/2015/05/how-to-get-the-feedback-you-need">https://hbr.org/2015/05/how-to-get-the-feedback-you-need</a>
10	<b>Leadership-1: Wholesome Leadership</b>	By the end of the session, the participants will be able to:  - Define a 'wholesome leader' as one who succeeds in tasks and takes people along. - Identify the challenges that can be faced when working in teams by the leader - Articulate strategies for overcoming the challenges	Inclusive leadership <a href="https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one">https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one</a>  <a href="https://deloitte.wsj.com/cio/2016/05/04/6-characteristics-of-inclusive-leaders/">https://deloitte.wsj.com/cio/2016/05/04/6-characteristics-of-inclusive-leaders/</a>  Ethical leadership <a href="https://www.youtube.com/watch?v=3ygNKNaMv4c&amp;feature=emb_logo">https://www.youtube.com/watch?v=3ygNKNaMv4c&amp;feature=emb_logo</a>  <a href="https://business.tutsplus.com/tutorials/what-is-ethical-leadership--cms-31780">https://business.tutsplus.com/tutorials/what-is-ethical-leadership--cms-31780</a>  <b>Documentary- Bad Boy Billionaires: India on Netflix</b>
11	<b>Happy Employee Part-1:</b>		Creating my own vision of Good health <a href="https://www.lifeworks.com/gl">https://www.lifeworks.com/gl</a>



11.1	<b>Vision of good health</b>	By the end of the session, the participants will be able to - Develop a vision for good health by identifying the factors to recognize good health. - Asses their own health status by applying the Body Mass Index chart. - Develop a plan for maintaining good health.	<a href="http://obal/newsletter-content/my-health-and-wellness-vision-statement/#">obal/newsletter-content/my-health-and-wellness-vision-statement/#</a>  Health Assessment: Pravah Document: 3. General Health Questionnaire 1 Pravah Document: 4. General Health Questionnaire 2
11.2	<b>Challenges to Good Health and Occupational Health, Workplace Safety</b>	By the end of the session, the participants will be able to - Identify and list occupation specific hazards and challenges that may affect health - Discuss precautions and good health behaviors for workplaces - Plan and present what safety measures they can take for their chosen occupation	Hazard, Risk & Safety - Understanding Risk Assessment, Management and Perception <a href="https://www.youtube.com/watch?v=PZmNZi8bon8">https://www.youtube.com/watch?v=PZmNZi8bon8</a>  Types of Occupational Hazards <a href="https://www.highspeedtrainin.g.co.uk/hub/hazards-in-the-workplace/">https://www.highspeedtrainin.g.co.uk/hub/hazards-in-the-workplace/</a>  Tips for workplace safety <a href="https://www.youtube.com/watch?v=4bkr5lpKGUM">https://www.youtube.com/watch?v=4bkr5lpKGUM</a>

**Pedagogy:**

**a. Instructional design**

Another unique aspect of the curriculum is that it moves away from lecture based methodology and uses experiential methods. This means creating experiences within the classroom where the potential employees draw on their real-life experiences to understand and relate to the topic of the session and learn new frameworks and content. Role-plays, simulations, story-telling, learn-a-gizers, videos, group work, self-assessment, simple inventories and action projects are some of the methods used. Faculty manual has already been developed and that will be used as broad guidelines to organise the sessions.

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

Since the sessions are delivered in a workshop mode, they are usually done in a group in a circular setting. For that what we need is a classroom devoid of chairs and tables. Floor seating would be ideal otherwise a carpet on the floor will also work.

Apart from that, general stationary including but not limited to chart paper, flip charts, sketch pens, permanent markers, post its (4 colours), scissor, stapler, tape, A4 sheets (white and coloured), clear bags for the students, would be needed. Not all the things will be required for the all the sessions.

Since the delivery will also include video clips, a projector and speaker will also be needed.

**c. Expertise in AUD faculty or outside**

AUD and SVS faculty along with Guest Faculty will be engaged to deliver the course as the course would be offered to all the BVoc programmes.

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

None that are needed for the course.

**2. Assessment structure (modes and frequency of assessments)**

The General Education Component is assessed by the University in accordance with its own policy.

- SVS follows AUD's policy of continuous assessment.
- SVS follows the AUD policy wherein no single assessment will account for more than 40 per cent.
- It will be undertaken to test the student's acquisition of skills and application.

S. No.	Assessment	Assessment Mode	Weightage
1	Assessment 1	Reflective Journal	20%
2	Assessment 2	Individual Assignment	20%
3	Assessment 3	Group Work	20%
4	Assessment 4	End Term Assessment	20%
5	Assessment 5	Class participation	20%

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

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The proposal was discussed by the Board of Studies in its .....<sup>8<sup>th</sup></sup>.....meeting held on.....<sup>28<sup>th</sup> Jan. 2021</sup>.....and has been approved in the present form.

  
**Signature of the Dean of the School**

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**Agenda No. 1): To report matters related to MOU signed with RAI, SSC (BFSI) and THSC**

The school of Vocational Studies (SVS) has been conscious of the need for constant collaborations and interactions with various stakeholders including the industries, the sector skill councils and other educational institutions. Thus even before the BVoc programmes were launched in 2017, the School has been in constant dialogues with the National skill Development Corporation (NSDC), the various Sector Skill Councils, related Industries (The Leela Hotel, Radisson Blu, etc.), Retailers Association of India (RAI), Educational Institutions offering Skill and Vocational education programmes at the Higher Education level such TISS, Mumbai, PSSIVCE, Bhopal, etc.

The UGC has issued guidelines that educational institutions offering skill and vocational programmes should sign MoU with the relevant Sector Skill Councils and industry partners. The School Of Vocational Studies also acknowledged the need to sign MOUs for necessary collaborations to enhance the overall quality of the BVoc programmes in the School. MoUs are required to get industry experts as guest faculty and to give the best and latest exposure to the students, sharing of ideas, new inputs to the curricula design, for better linkages with the industry for students to be given industry internship/On the Job Training and also for the final placements of the students once they take an exit at a particular exit level or finally graduate from the programme.

Keeping the above requirement the School has signed the following MoUs with the approval of the University.

1. MoU was signed with the Retailers Association of India (RAI) on 3<sup>rd</sup> August 2017 for a period of 3 years. The University has approved for the renewal of the MoU with RAI for another 3 years term. The MoU document has been send to the Registrar of the University for signing on the document.
2. The School has also signed the MoU with the Banking Financial Services and Insurance (BFSI) Sector Skill Council for 3 years in 2020.
3. The University has already approved the MoU with the Tourism and Hospitality Skill Council (THSC). The MoU document has been sent to THSC for necessary signing of the document.

SVS is also currently exploring the possibility of signing a MoU with the Health Sector Skill Council so as the have a formal partnership for the BVoc programme in Early Childhood Centre Management and Entrepreneurship (ECCME). The School is already in consultations with members of the representative of the Health Sector Skill Council even while designing various courses currently in offer.

The School will continue to explore and develop collaborations and exchange programmes with various institutions/organisations as and when required to enhance the quality of the various programmes offered in the School.

  
Dean of School

## Ambedkar University Delhi

### Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)

#### Minutes of the 16<sup>th</sup> Meeting held on March 16, 2021 Google Meet, Committee Room 2 Kashmere Gate Campus.

The 16<sup>th</sup> Meeting of the SCPVCE was held on March 16, 2021 online via Google Meet, Committee Room 2 Kashmere Gate Campus

The following members were present:

Prof. Anita Ghai	Member
Dr. Anushka Singh	Member (on behalf of Dean SLGC)
Prof. Babu P. Remesh	Member
Prof. Mohammad Sharique Farooqi	Member
Dr. Manish Jain	Member
Prof. Rukmini Sen	Member
Prof. Sitansu Sekhar Jena	Chairperson
Dr. Sunita Singh	Convenor
Prof. Sanjay Kumar Sharma	Member

**Regrets:** Prof. Amol Padwad (Director CELE), Prof. Anup Dhar (Director CDP), Prof. Kartik Dave (Dean SBPPSE) and Prof. Rachana Johri (Director CPCR)

**Special Invitee:** Mr. Akha Kaihrii Mao, Dr. Ankush Rathor, Ms. Fariha Siddiqui, Mr. Nikhil Singh Charak and Dr. Asim Ray

The following agenda items were discussed:

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

- i. To discuss the revised GEC Structure for all BVoc Programmes
- ii. To discuss the revised Programme Structure of BVoc Early Childhood Centre Management and Entrepreneurship
- iii. To discuss the revised Programme Structure of BVoc Retail Management
- iv. To note/discuss the final Programme structure of BVoc Accounting & Finance
- v. To discuss about the Student Progression and Promotion Rules applicable to BVoc Accounting & Finance

- vi. To discuss GEC-Revised EPC-I
- vii. To discuss GEC-Revised EPC-II
- viii. To discuss - GEC-Adopting Environment Issues & Concerns (EIC) of SUS & SGA
- ix. To discuss - GEC- Revised LCSE (Beginners Level)
- x. To discuss - 1st year revised Courses of BVoc ECCME
- xi. To discuss - 1st year revised Courses of BVoc RM
- xii. To note the matters related to MOU signed with RAI, SSC (BFSI) and THSC

- i. To discuss the revised GEC Structure for all BVoc Programmes:** After running the BVoc programme for 3 years, the school has felt the need to review the programme structure and the distribution of the credits keeping in mind the following:
- The UGC recommendations as per the BVoc guidelines
  - NEP 2020 has emphasized promoting vocational courses across all educational programmes.
  - Feedback from students and faculty teaching in the BVoc programmes has indicated the need to make the programme more cohesive by integrating some courses.
  - The courses in GEC ranged from 1-4 credits earlier. The course credits have been now changed to 2 and 4 credits along with the change in the content of the course. This makes it in accordance (equivalent) with that of other programmes across the University. This will enable students from other Schools and Programmes to take up some BVoc courses, as part of skill development course, if they wish to.
  - New courses on ‘Hindi for Business Practice’ ‘Developing Digital Resources for Business’ (for Tourism & Hospitality, RM, ECCME and AF) have been introduced in the programme uniformly.

The old and the revised programme structure are included in Annexure 1.

*Some of the discussions were:*

- Since workshops and theory courses have been imagined to be blended—it would be enriching for students if real life situations were brought in in the pedagogy. This will enable students to not only examine issues at a conceptual level—but also build a deeper understanding with engagement or action.
- A blended pedagogy would be helpful in building understanding of citizenship for example, an authoritarian versus democratic, gendered, social-structural aspects of citizenship and so on. Other issues that may be helpful to address would be how does one address the question of vocation related to citizenship? Who takes skill courses? How does it shape our ideas of citizenship?
- When dealing with questions of digital—it would be helpful to go beyond just learning the skills of ‘to do’. This critical examination would enable students to connect across courses. When the courses are developed—some of these ideas could be taken into consideration.

*After due deliberations, the SCPVCE resolved to recommend the revised GEC Structure for all BVoc Programmes to be placed at the next meeting of the Academic Council for consideration.*

- ii. To discuss the revised Programme Structure of BVoc Early Centre Childhood Management and Entrepreneurship:** The credits restructuring for the vertical on ECCME were discussed. The changes in the credit weightage were highlighted in the presentation.
- The programme structure of the ECCME vertical was revised based on feedback from students, teachers and experts to ensure that the structure is aligned with other courses across the university. This will allow students from other programmes to take courses of ECCME.
  - The ECCME vertical had approximately 6-8 courses in each semester. The change in structure has mainly involved reallocation of credits so that the content is not compromised.
  - The internship credit has been increased from 7 to 8 credits for each semester following the UGC guidelines. This is again to achieve uniformity with the other programmes offered in SVS and also to ensure that about 40% of the curriculum been devoted to practical for skill development.

The old and the revised programme structure are included in Annexure 2.

*After due deliberations, the SCPVCE resolved to recommend the revised structure for Early Childhood Centre Management and Entrepreneurship to be placed at the next meeting of the Academic Council for consideration.*

- iii. To discuss the revised Programme Structure of BVoc Retail Management:** The programme structure for RM already included courses that were 2 and 4 credits, with 8 credits for the internship—aligned with the National Skill Qualification Framework and the UGC credit weightage. The associated levels are also in accordance with NSQF. Not many changes were necessary for this vertical. However, some recent trends in retail skills have been updated as per the observations of the industry experts in the courses.

*Some of the discussions were:*

- The members suggested clarifying if the terminology of two of the courses would be ‘Advance’ or ‘Advanced’.

The programme structure is included in Annexure 3.

*After due deliberations, the SCPVCE resolved to recommend the structure for Retail Management to be placed at the next meeting of the Academic Council for consideration.*

**iv. To note/discuss the final Programme structure of BVoc Accounting & Finance:** This programme was launched in Monsoon 2020. It has three job roles for three years—Accounts Assistant, Account Executive and Accounts Manager. The project and internship components have been detailed out. The final programme structure as per the defined job roles and national occupation standard as worked out by the industries was presented. It is included in Annexure 4.

*After due deliberations, the SCPVCE resolved to recommend the Programme Structure for BVoc Accounting and Finance to be placed at the next meeting of the Academic Council for consideration.*

**v. To discuss about the Student Progression and Promotion Rules applicable to BVoc Accounting & Finance:** The School of Vocational Studies (SVS) has comprehensive guidelines for the three initial BVoc Programmes offered by the School. These guidelines have been approved by the Academic Council. From the academic session 2020-21 SVS has introduced a new BVoc programme on Accounting & Finance. It was proposed by the School to extend the same provision of Promotion and Progression Rule to BVoc Accounting and Finance as applicable to other BVoc programmes.

*After due deliberations, the SCPVCE resolved to recommend the ‘Student Progression and Promotion Rules applicable to BVoc Accounting & Finance’ to be placed at the next meeting of the Academic Council for consideration.*

**vi. To discuss GEC-Revised EPC-I:** This course is aimed at developing, improving, and encouraging English proficiency of the students. The objective is to prepare students with requisite competence not only to deal with their higher studies, but also to build a base for future entrepreneurial or employment prospects which crucially depend on the knowledge and competence of English. This course focuses on the four basic skills of listening, reading, writing and speaking. Enrichment of grammar and vocabulary knowledge will be integrated in the teaching of these skills.

**vii. To discuss GEC-Revised EPC-II:** This course is aimed at developing, improving, and encouraging English proficiency of students. The objective is to prepare students with requisite competence not only to deal with their higher studies, but also to build a base for future entrepreneurial or employment prospects which crucially depend on the knowledge and competence of English. This course builds on the basic ground covered in the EPC I course and focuses on developing competence for using higher level, more complex and more domain-specific language.

*The following were the discussions and recommendations by the SCPVCE:*



- EPC I and II: The two courses are to be taught at different levels in a progressive manner, the objectives and assessment for both levels are different. However, the reading list for both courses is the same. Members suggested that the reading list could be examined for the two different levels.
- It might be helpful to think of ‘communication’ and not just listening and speaking.
- Some readings that include reading of classic literature might be enriching for students—especially Indian authors in English.

**viii. To discuss - GEC-Adopting Environment Issues & Concerns (EIC) of SUS & SGA (4 Credits):** The aim of the course is to introduce students to the concept and importance of various ecosystems; to highlight contemporary issues related to degradation of natural resource bases and un-sustainable development/consumption patterns, and their impacts on health, climate and society across socio-economic hierarchies. *This course has already been approved by the Academic Council for UG programmes at AUD.*

*After due deliberations, the SCPVCE resolved to recommend the courses on EPC-I, EPC-II and ‘Environment Issues & Concerns (EIC)’ of SUS & SGA for BVoc programmes to be placed at the next meeting of the Academic Council for consideration.*

**ix. To discuss - GEC- Revised LCSE (Beginners Level):** This course has been designed to bridge the gap between expectations of employers and potential employees and equip potential employees with leadership values, attitudes, behaviors and decision-making capacities. The modules are designed to build meta-capacities in potential employees including aspiration building, ownership, ability to learn, empathy and creating and interpreting reality. The effort is to create an agency in the young individuals/potential employees to enable them to lead self-directed lives and respond to emerging needs of a changed environment.

*The following were the discussions and recommendations by the SCPVCE:*

- A lecture by Professor Sanjay Srivastava (on you tube) on aspirations might be insightful for students; he examines the importance of skill education and also presents a critique that might be useful for the course. With respect to leadership, some talks by Kamala Bhasin might be helpful. It will enable students to engage with the larger development sector as they also connect with the larger social realities.

*After due deliberations, the SCPVCE resolved to recommend the GEC revised LCSE course (Beginner Level) to be placed at the next meeting of the Academic Council for consideration.*

- x. **To discuss - 1st year revised Courses of BVoc Early Childhood Centre Management and Entrepreneurship:** The restructuring of courses has been outlined in Annexure 2. The revised components of the courses were highlighted in the presentation:
- a. **Early Childhood and Child Care Services in India (2 credits):** This course introduces students to the socio-cultural realities of ‘early childhood’ and child care services available in our country. The varied early child care facilities in our country are introduced in the organized and the largely unorganized sectors. It also describes various government policies and provisions for day care of children and the impact of varied child care contexts on children’s overall development.
  - b. **Care, Health and Nutrition (4 credits):** The course addresses children’s health and wellbeing. It will focus on factors influencing children’s health, nutritional requirements of children for their growth and development, nutrition during illnesses and deficiency disorders, growth monitoring of children and meal planning for children according to their developmental need in early childhood centres. In addition to health and nutrition requirements, the concept of care and skills to ensure proper care of young children will also be discussed.
  - c. **Field-based Internship (8 credits):** The field-based internship has been designed to orient and immerse students in the field sites related to Early Childhood Care and Education (ECCE) to make sense of and reflect upon different experiences in relation to theoretical concepts and principles presented in class. It will facilitate thinking about the field analytically and initiate the process of action and reflection as entrepreneurs. The internship will engage students with families and communities which could be potential sites for practice.
  - d. **Play, Learning and Development (2 credits):** This course focuses on the importance of play in the overall development of the children. It also describes various play activities that can be organized by the child care facilitators in the ECCE centres for optimal development of children during early years. Play contributes significantly to the physical, motor, cognitive and socio-emotional development of children. Hence, it is important for the child care facilitators to understand about play of children, and their role in promoting children’s play in the ECCE centres.
  - e. **Activity Workshops (2-credits)** (Workshop A: Play material and activities; Workshop B: Storytelling and Shared reading): The workshop will focus on preparing stimulation and educational materials for young children and discuss ways of using it. The students will be engaged in brainstorming on the needs of young children (including children with disabilities) from their field attachment reflections

and prepare play material/toys for young children. The workshop will also provide students ways of interacting with young children using oral narratives and picture books. This will be done to enable students gain self-confidence and engage in creative thinking. Students will be engaged in hands on preparation of materials such as puppets, educational play materials, sensory stimulating materials, and so on. These materials could be used by infants, toddlers, preschoolers and older children including children with disabilities for play and development. Experts from field will be invited to share their innovative ideas on making and use of play materials for appropriate stimulation of young children.

*The following were the discussions and recommendations by the SCPVCE:*

- The course on *Care, Health and Nutrition* predominantly focuses on physical health and uses a clinical perspective of health. It might be helpful to think of mental and emotional health of the mothers and this would also connect with the discussion with the caregivers. The reciprocity of care also needs to be introduced as interdependence. In the Indian system, the ASHA workers are engaged in prenatal and antenatal care. It would be insightful to listen to the perspectives of the healthcare workers. These would give students a well-rounded understanding of aspects of care and health.
- The title “Activity Workshop” may be revised to reflect the content of the workshops included.

*After due deliberations, the SCPVCE resolved to recommend the revised courses for Early Childhood Centre Management and Entrepreneurship to be placed at the next meeting of the Academic Council for consideration.*

- xi. To discuss - 1st year revised Courses of BVoc Retail Management:** The RM courses have already been approved by the Academic Council. The courses have been designed to address the National Occupational Standards. All changes made in the courses were highlighted in the presentation.
  - a. **Introduction to Retail (4 Credits):** The course will provide an overview of the Retail industry including its prospects in India. Students will be introduced to various aspects of retail- including norms in retail, sales need for effective teamwork and so on. This purpose of this course is to enable students to gain an insight into the retail industry and its working. It also familiarizes the students to the different types of categories in the retail industry.
  - b. **Introduction to Retail Sales (4 Credits):** This course has been designed for the students who are aware of the basic aspects of Retail Industry. It focuses on ways to

demonstrate products to customers, helping them to choose the right merchandise, maximize sales and post-sales service support.

- c. **Customer Service and Customer Relationship Management (2 Credits):** This course will help students to create a positive image of self and organisation in the customer's mind, resolve customer concerns, organise the delivery of reliable service, improve the customer relationship, and to effectively work in a retail organisation.
- d. **On the Job Training for the Job Role of Retail Sales Associate (8 Credits):** The OJT will acquaint students with the practical aspects of the skills that they have learnt during the semester. Students will learn how to supervise and direct the store staff, make staffing decisions, ensure product availability, maintain visual merchandising standards, ensure customer satisfaction, optimize the store's financial performance and manage safety and security of the store while adhering to the business and store processes.
- e. **Retail Store Operations (4 Credits):** This course aims at providing essential skills of operations of a retail store, product display and hygiene. It illustrates the operational and planning aspects of the retail industry. It also addresses the significance of a Sales Associate in the Retail business.
- f. **Advance Retail Sales Skills (4 Credits):** The course aims to analyze the sale of products, maintain the availability of goods for sale to customers, and communicate with stakeholders. It will enable students to create communication mediums in line with instructions and organisation's procedures.
- g. **Organisation and Team Dynamics (2 Credits):** The modules in this course are designed to teach the students to work effectively in a team. They cover a range of skills such as, allocating and checking work in team, understanding and executing the organisation's policies and so on.
- h. **On the Job Training for the Job Role of Team Leader (8 Credits):** In the OJT, students are exposed to the practical aspects of the skills they have learnt in the skill courses over the first half of the Semester. The role of the individual in the OJT is to be responsible for supervising and directing the store staff, making staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimising the store's financial performance and managing safety and security of the store while adhering to the business and store processes.

*After due deliberations, the SCPVCE resolved to recommend the 1<sup>st</sup> year revised courses for Retail Management to be placed at the next meeting of the Academic Council for consideration.*


**xii. To note the matters related to MOU signed with RAI, SSC (BFSI) and THSC:**

The School of Vocational Studies has been in the process of exploring collaborations in order to enhance the overall quality of the BVoc programmes in the School. MoUs are required to get industry experts as guest faculty, share ideas for curricula design, and in turn create better linkages with the industry for students to be given industry internship/On the Job Training and also for final placements. The School has signed the following MoUs with the approval of the University.

1. With the Retailers Association of India (RAI) on 3<sup>rd</sup> August 2017 for a period of 3 years. The University has approved for the renewal of the MoU with RAI for another 3 years term.
2. The School has also signed the MoU with the Banking Financial Services and Insurance (BFSI) Sector Skill Council for 3 years in 2020.
3. The University has already approved the MoU with the Tourism and Hospitality Skill Council (THSC). The MoU document has been sent to THSC for necessary signing of the document.

*This was a reporting item for the SCPVCE members.*

(Sunita Singh)  
Convenor, SCPVCE

  
(Sitansu Sekhar Jena)  
Chair, SCPVCE

## Annexure 1

### Current GEC course credits allocation and proposed allocation of credits

#### Semester-1

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Revised Credits
1	SVS1FC101	English Proficiency 101 (Equivalent to Basic Level)	3	SVS1FC101	English Proficiency Course-I ( Basic Level)	4
2	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level 1	3	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level	4
3	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World : Identity, Society and Power	3	SVS1FC121	Social Connections and Engaged Citizenship (SCEC): My Place in the World: Identity, Society and Power	2
4	SVS1FC131	Basics of Computer Applications and ICT Skills	2	SVS1FC131	Basic Computer Application and ICT skills.	2
5	SVS1FC132	Financial Literacy	1	Shifted to Semester-3		-
<b>Total credits</b>			12	<b>Total credits</b>		<b>12</b>

#### Semester-2

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Revised Credits
1	SVS1FC201	English Proficiency (Equivalent to Intermediate Level)	3	SVS1FC201	English Proficiency - II (Equivalent to Advanced Level)	4
2	SVS1FC211	Life Competencies of Sustainable Employability: Beginner Level 2	3	SUS1FC009	Environment Issues and Concerns (EIC) adapted from SUS	4
3	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice: Negotiating Power and Exclusion in the Contemporary World	3	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice, Legal Rights/Literacy etc.	(3+1) 4
4	SVS1FC231	Legal Literacy and Rights Awareness	1	Merged with SVS1FC221		-
5	SVS1FC232	Numerical Application and Principles of Economics for Business	2	X	X	-
<b>Total Credits</b>			12	<b>Total Credits</b>		<b>12</b>

### Semester-3

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Revised Credits
1	SVS1FC301	Business Communication 1	3	SVS1FC301	Principles of Economics for Business	2
2	SVS1FC331	Life Competencies of Sustainable Employability: Practitioner Level 1	3	SVS1FC333	Financial Literacy (shifted from Semester-1)	2
3	SVS1FC321	Environment and Sustainability	2	SVS1FC331	Life Competencies of Sustainable Employability-Practitioner Level	4
4	SVS1FC322	Understanding Disability	1	SVS1FC341	Foundations of Entrepreneurship & Business Ethics in Practice	(2+2) 4
5	SVS1FC331	Engaging with Data Analysis and Interpretation	4	Shifted to semester-6		-
<b>Total Credits</b>			<b>13</b>	<b>Total Credits</b>		<b>12</b>

### Semester-4

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Revised Credits
1	SVS1FC402	Modern Indian Language: Applied Hindi for Business / Introduction to French-I (T&H)	3	SVS1FC402	Hindi for Business Practice	4
2	SVS1FC411	Life Competencies of Sustainable Employability: Practitioner Level 2	3	SVS1FC403	Business Communication	4
3	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	3	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	2
4	SVS1FC431	Economic Applications for Business	2	SVS1FC422	Advanced Computer Application	2
<b>Total Credits</b>			<b>11</b>	<b>Total Credits</b>		<b>12</b>

### Semester-5

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Revised Credits
1	SVS1FC502	Understanding Language Diversity in India /	3	SVS1FC502	Developing Digital Resources for Business (RM, AF & ECCME students)	4
	SVS1FC501	Introduction to French-II (T&H)		SVS1FC501	Introduction to Basic French (T&H students)	
2	SVS1FC511	Life Competencies of Sustainable Employability: Expert Level 1	3	SVS1FC511	Life Competencies of Sustainable Employability: Expert Level	4
3	SVS1FC521	Exploring India and its	3	SVS1FC521	Exploring India and its	4

		Diversity		1	Diversity	
4	SVS1FC531	Business Ethics and Entrepreneurship	3	Shifted to semester-3		-
<b>Total Credits</b>			12	<b>Total Credits</b>		<b>12</b>

#### Semester-6

Current status				Review Committee recommendation		
Sl. No.	Course code	Course name	Credits	Course code	Course name	Revised Credits
1	SVS1FC601	Business Communication-II	3	SVS1FC634	Understanding Disability	2
2	SVS1FC611	Life Competencies of Sustainable Employability: Expert Level 2	3	SVS1FC637	Economic Applications for Business	2
3	SVS1FC631	Understanding Corporate organisation &HR	1	SVS1FC631	Understanding Corporate Organisation & its Culture (HR) (includes also CSR)	2
4	SVS1FC632	Understanding Corporate Social Responsibility	1	SVS1FC636	Engaging with Data	2
5	SVS1FC633	Design Thinking	1	Combined with SVS1FC635		-
6	SVS1FC634	Advance Computer Application	2	Shifted to semester-4		-
7	SVS1FC635	Group Discussions, Mock Interviews, Using Social Media for Job Networking, learning to Delegate, Persuading and Negotiating	1	SVS1FC635	Developing “Soft Skills” Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating, including Design Thinking	4 (combined workshops)
<b>Total credits</b>			<b>12</b>	<b>Total credits</b>		<b>12</b>



## Annexure 2

### BVoc –Early Centre Childhood Management and Entrepreneurship

#### Revised Programme Structure, 2021

<b>Semester – 1</b>				
S.No	Course Code	Course Name	Old credits	Proposed Revision of credits
1	SVS1EC101	Early Childhood and Child Care Services in India	2	2
2	SVS1EC102	Child Care, Development and Well Being	4	4
3	SVS1EC103	Care, Health and Nutrition	2	<b>4 (Combine S. no 5 &amp; 6)</b>
4	SVS1EC104	Self Development and Entrepreneurship	1	<b>X</b>
5	SVS1EC105	Care of the Young Child	1	-
6	SVS1EC106	Health and Nutrition	1	-
7	SVS1EC107	Field-based Internship	7	<b>8</b>
			18	<b>18</b>
<b>Semester – 2</b>				
S.No	Course Code	Course Name	Old credits	Proposed Revision of credits
1	SVS1EC201	Play, Learning and Development	2	<b>2 (Combine content of workshop S.no. 7)</b>
2	SVS1EC202	Early Stimulation and Early Intervention	2	2
3	SVS1EC203	Building Partnerships with Parents	2	2
4	SVS1EC204	Child Protection and Child Rights	2	2
5	SVS1EC205	Activity Workshops: A. Play material and activities' B. Storytelling and shared reading	1+1	<b>2 (Combine S. no. 5 &amp; 6)</b>
6	SVS1EC206	Storytelling and Shared Reading	1	-
7	SVS1EC207	Play and Engagement with Children	1	-
8	SVS1EC208	Field-based Internship	7	<b>8</b>
			18	<b>18</b>

<b>Semester – 3</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	SVS1EC301	Promoting Early Language, Literacy and Numeracy	4	<b>4 (Merge content of s.no. 6)</b>
2	SVS1EC302	Planning for Early Childhood Programs	2	<b>4 (Combine 2, 4 &amp; 5)</b>
3	SVS1EC303	Developing Young Children’s Creativity	2	<b>2 (Merge content of workshop S.no 4)</b>
4	SVS1EC304	Creativity and Expression in the Early Years	1	-
5	SVS1EC305	Conversations with Young Children	1	<b>X</b>
6	SVS1EC306	Planning Early Language, Literacy and Numeracy Activities	1	-
7	SVS1EC307	SVS1EC315: Field-based Internship	7	<b>8</b>
<b>Semester – 4</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	SVS1EC401	Observing Young Children in a Child Care Setting	4	<b>2 (Revise content and shorten it)</b>
2	SVS1EC402	Addressing Diversity and Inclusion in a Day Care Centre	2	<b>4 (Include s.no. 5 and include content t of IECCDS course here)</b>
3	SVS1EC403	Providing Care to School Age Children	2	<b>4 (Combine S.no 6 content and content of Conversations with children workshop will be integrated)</b>
4	SVS1EC404	Developing the ‘Professional’ Self	1	<b>X</b>
5	SVS1EC405	Planning for an Inclusive Setting	1	-
6	SVS1EC406	Activities for Children in After School Programme	1	-
7	SVS1EC407	Field-based Internship	7	<b>8</b>
			18	<b>18</b>

<b>Semester – 5</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	SVS1EC501	Inclusive Early Childhood Centre: Design and Setup	2	<b>2 (Keep only practical designing centre part here)</b>
2	SVS1EC502	Early Childhood Care Services and Systems: Models and Approaches	2	<b>2 (Combine content of S. no 6)</b>
3	SVS1EC503	Understanding Children’s Social Emotional Worlds	2	<b>4 (Combine S. no 3, 7)</b>
4	SVS1EC504	Marketing of a childcare centre	2	<b>2</b>
5	SVS1EC505	Designing an Inclusive Centre	1	<b>-</b>
6	SVS1EC506	Diverse Early Child Care Models	1	<b>-</b>
7	SVS1EC507	Socio-Emotional Needs in Childhood years	1	<b>-</b>
8	SVS1EC508	Field-based Internship	7	<b>8</b>
			<b>18</b>	<b>18</b>
<b>Semester – 6</b>				
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Old credits</b>	<b>Proposed Revision of credits</b>
1	SVS1EC601	Management of Day care centres	4	<b>4 (Combine the content of Developing Professional self workshop here)</b>
2	SVS1EC602	Financial management of childcare centres	2	<b>2</b>
3	SVS1EC603	Mentoring in a childcare centre	2	<b>2</b>
4	SVS1EC604	Project: Bringing innovations	3	<b>2</b>
5	SVS1EC607	Field-based Internship	7	<b>8</b>
			<b>18</b>	<b>18</b>

### Annexure 3

#### Overall Structure of BVoc: Retail Management Programme

##### Year 1: Semester 1: Sales Associate

##### (NSQF Level 4: Certificate)

##### Skill Course structure

<i>Compulsory Foundation Courses: Skill course Component</i>			
Code	Course	Credits	Hours Theory (T) and Practical (P)
SVS1RM101	Introduction to Retail	4	60 (T)
SVS1RM102	Introduction to Retail Sales	4	60 (T)
SVS1RM103	Customer Service and Customer Relationship Management	2	30 (T)
SVS1RM104	On the Job Training-Retail Sales Associate	8	240 (P)
	<b><i>Total Skills Credit by Semester 1</i></b>	<b>18</b>	
	<b><i>Total GEC Credits by Semester 1</i></b>	<b>12</b>	
	<b>Total Credits by Semester 1</b>	<b>30</b>	

##### Year 1: Semester 2: Team Leader (NSQF Level 5: Diploma)

Code	Course	Credits	Hours Theory (T) and Practical (P)
SVS1RM201	Retail Store Operations	4	60 (T)
SVS1RM202	Advance Retail Sales Skills	4	60 (T)
SVS1RM203	Organisation and Team Dynamics	2	30 (T)
SVS1RM204	On the Job Training-Team Leader	8	240 (P)
	<b><i>Total Skill Credits in Semester 2</i></b>	<b>18</b>	
	<b>Total Skill Credits by Year 1</b>	<b>36</b>	
	<b><i>Total GEC Credits in Semester 2</i></b>	<b>12</b>	
	<b><i>Total GEC Credits by Year 1</i></b>	<b>24</b>	
	<b><i>Total Credits by Year 1</i></b>	<b>60</b>	

##### Year 2: Semesters 3 and 4: Department Manager

##### (NSQF Level 6: Advanced Diploma)

Code	Course	Credits	Hours Theory (T) and Practical (P)
<b>Semester 3 (Skill courses)</b>			
SVS1RM301	Advance Retail Store Operations	4	60 (T)
SVS1RM302	Visual Merchandising	4	60 (T)
SVS1RM303	Introduction to Store Management	2	30 (T)
SVS1RM304	On the Job Training-Department Manager(1)	8	240 (P)
	<b><i>Total Skill Credits in Semester 3</i></b>	<b>18</b>	
	<b><i>Total Skill Credits by Semester 3</i></b>	<b>54</b>	

<b>Semester 4 (Skill courses)</b>			
SVS1RM401	Advance Store Management	4	60 (T)
SVS1RM402	Managing Organisation Dynamics	4	60 (T)
SVS1RM403	Customer Experience Management	2	30 (T)
SVS1RM404	On the Job Training-Department Manager(II)	8	240 (P)
	<b>Total Skill Credits in Semester 4</b>	<b>18</b>	
	<b>Total Skill Credits by Year 2</b>	<b>72</b>	

**Year 3: Semesters 5 and 6: Retail Store Manager  
(NSQF Level 7: BVoc Degree)**

<b>Code</b>	<b>Course</b>	<b>Credits</b>	<b>Hours Theory (T) and Practical (P)</b>
<b>Semester 5 (Skill courses)</b>			
SVS1RM501	Buying and Merchandise Management	4	60 (T)
SVS1RM502	IT Application in Retail	4	60 (T)
SVS1RM503	Process, Compliance, Loss Prevention and Shrinkages	2	30 (T)
SVS1RM504	On the Job Training-Store Manager(I)	8	240 (P)
	<b>Total Skill Credits in Semester 5</b>	<b>18</b>	
	<b>Total Skill Credits by Semester 5</b>	<b>90</b>	
<b>Semester 6 (Skill Courses)</b>			
SVS1RM601	Retail Marketing	4	60 (T)
SVS1RM602	People and Process Management	4	60(T)
SVS1RM603	On the Job Training-Store Manager(II)	8	240 (P)
SVS1RM604	Field Based Project Study	2	30 (T)
	<b>Total Skill Credits in Semester 6</b>	<b>18</b>	
	<b>Total Skill Credits by Semester 6</b>	<b>108</b>	

## Annexure 4

### Accounting and Finance

<b>Skill courses</b>			
<b>Semester-1</b>			
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
1	SVS1AF101	Introduction to Accounting	4
2	SVS1AF102	Fundamentals of Business Laws	2
3	SVS1AF103	Basics of Business Economics	4
4	SVS1AF104	Internship- Accounts Assistant (I) (related to understanding accounting system, procedure & process)	8
			18
<b>Semester-2</b>			
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
1	SVS1AF201	Basics of Auditing and Assurance	4
2	SVS1AF202	Cost and Management Accounting	4
3	SVS1AF203	Business Mathematics, Logical Reasoning and Statistics	2
4	SVS1AF204	Internship- Accounts Assistant (II) (related to reconciliation of cash/ financial accounts; maintaining ledger; preparing MIS, etc.)	8
			18
<b>Semester-3</b>			
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
1	SVS1AF301	<b>Accounts Payable</b>	4
2	SVS1AF302	Goods & Services Tax & Filing of Returns	2
3	SVS1AF303	Accounts Receivable	4
4	SVS1AF304	Industrial Internship (Related to Payable, Receivable & GST)	8
			18
			18
<b>Semester-4</b>			
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
1	SVS1AF401	Payroll Function & Management	4

2	<b>SVS1AF402</b>	Managing Statutory Compliances	2
3	<b>SVS1AF403</b>	Corporate and Other Laws	4
4	<b>SVS1AF404</b>	Industrial Internship (related to management of Payroll & Statutory Compliances)	8
			18
<b>Semester-5</b>			
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
1	SVS1AF501	Process of recording, Reporting & Reconciliation	4
2	<b>SVS1AF502</b>	Taxation -Income Tax law	4
3	<b>SVS1AF503</b>	Corporate Accounting	2
4	<b>SVS1AF504</b>	Industrial Internship (related to recording reporting & Corporate Accounting)	8
5			18
<b>Semester-6</b>			
<b>S.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
1	<b>SVS1AF601</b>	Financial Modelling	4
2	<b>SVS1AF602</b>	E-Commerce	2
3	<b>SVS1AF603</b>	Financial Management	2
4	<b>SVS1AF 604</b>	Final Project	2
5	<b>SVS1AF605</b>	Industrial Internship (related to e-commerce and financial modelling)	8
			18

**MoU**  
**AGREEMENT**

This Agreement is signed on 4 August 2020

BY

AND

BETWEEN

**Ambedkar University Delhi**, referred to as “AUD” having its headquarters at Lothian Road, Kashmere Gate, Delhi-110 006, represented through Registrar which expression unless repugnant to the context or the meaning thereof shall include its permitted assignees and successors of the FIRST PARTY.

AND

**Retailers Association of India**, 111/112, Ascot Centre, near Hotel ITC Grand Maratha, Sahar Road, Andheri (E) Mumbai 400 099, referred to as “**RAI**”, represented through its CEO Kumar Rajagopalan which expression includes its successors in office and permitted assignees of the SECOND PARTY.

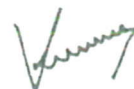
**WHEREAS** AUD is established by Government of the NCT of Delhi through an Act of the State Legislature,

**WHEREAS** the “**RAI**” has been registered as section 8 company under the Companies Act 2013, being the unified voice of Indian retailers aims at uplifting the standards of overall retailing in the country.

**WHEREAS** both the above parties with the idea of ushering in the organized retail revolution in India by uplifting the standards of overall retailing in the country, are ready and willing to contribute to the development of academic programmes for the purpose of producing trained manpower in the field of retail industry. For this purpose, both the above parties have deliberated, negotiated and have agreed as under:

**(1) Objectives-**

- (i) To develop such strategy plan for promoting BVoc (Retail Management) programme for skill development in AUD with the direct involvement of industries by involving Retailer Association Of India (RAI), a body promoted by the Retail Industries in the country. Thus, facilitating and promoting the growth of the Indian retail industry and the growth of the economy.





- (ii) To draw such resource support from the retail industries with the help of RAI in the context of designing, developing and execution of BVoc. (Retail Management) programme of AUD.
- (iii) To penetrate employment opportunities for the students of AUD in the Retail Industries with the involvement and facilitation through RAI.
- (iv) To achieve the broader programme objectives of BVoc programme of AUD in the context of achieving objectives of SVS.

**Admission criteria for BVoc:** Essential qualification for admission will be 10 +2 pass (as Decided by AUD).

- (i) **Internship Period:** Students of BVoc in Retail Management are required to complete internship for a period as per the requirement of BVoc Program.
- (ii) **Stipend during Internship:** “Members of RAI” to offer a monthly stipend to the students during the period of internship. Actual amount is to be decided in consultation with the industry.

## 2. Responsibilities of AUD

AUD, in consultation with RAI and its member organizations will design, develop, revise and deliver the syllabus of the academic programme.

- (i) AUD will admit, evaluate and provide certificates to the successful graduates at different exit points.
- (ii) AUD will pay to **RAI**, a lump sum amount of 2,50,000 Lakhs (Two Lakhs Fifty Thousand) per semester per batch for a batch size of maximum of 50 students for providing necessary professional support for the tasks related to design & development of retail curriculum, effective implementation of industry supported activities such as organising On the Job training with stipend support for the students, providing placement assistance etc. AUD to pay the said amount to RAI within 45 days from the completion of the admission. Every payment to ‘RAI’ by AUD will be made by way of an “at par” Cheque / Demand Draft drawn in favour of “Retailers Association of India” payable at Mumbai
- (iii) Honorarium will be paid directly by AUD to the faculty engaged in teaching the Skill based courses at the AUD campus as per the norms of the university.
- (iv) Ensure that the students will spend a minimum duration of industry interface in member organizations of “**RAI**” as per the design of the course. Discipline and punctuality has to be maintained at the retail workplace.



*[Handwritten signature]*

*[Handwritten signature]*

(v) Ensure that the name of **RAI** appears prominently on all promotional materials including Brochures, Website, HTML mailers, Advertisements etc.

(vi) AUD to bare all expenses for any invitation to RAI to attend expert committee meeting at AUD.

**3. Responsibilities of "RAI":**

(i) RAI, in consultation with AUD and member organizations of RAI will support in designing, developing, undertake revision of curriculum from time to time and provide such technical support for effective delivery and execution of the industry component of the curriculum related to retail programme.

(ii) RAI will identify retailers who will participate in the Industry interface (On Job Training) and ensure its time bound execution as per the programme schedule for each semester.

(iii) RAI will co-ordinate in organising Industry interface (On Job Training with stipend) to all students of BVoc Retail Management programme in its member organizations

(iv) RAI will identify and provide the list of resource faculties to AUD to teach the skill based courses & skill components of BVoc in Retail Management as per the AUD and UGC norm.

(v) RAI will **connect** with Sector Skill Council for term end assessment of skill-based courses (**optional**). The cost towards such assessment will be paid to the SSC directly by the AUD.

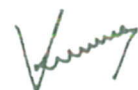
(vi) For OJT "RAI" will create workbook for imparting knowledge without charging any fee.

(vii) RAI will assist with placement support for the students on successful completion of every exit level of the BVoc programme.

**4. Assessment and Evaluation**

AUD shall conduct assessment of each learner for the said academic programme following the norms and procedures of the University as laid down by its statute for General Education Component courses, whereas for the Skill courses – Sector Skill Council or a third party assessors will be undertaken with direct involvement of faculty of AUD.

**5. Certification**



AUD will issue Certificate to all successful graduates of the said academic programme at different exit points, under its bonafide signature. A separate certificate will also be issued by the SSC on the Skill Component of the programme (optional)

#### 6. **Validity and Termination**

This Agreement would come into force on the date of signing by authorized signatories representing both parties respectively (i.e. 4<sup>th</sup> August 2020). The agreement is valid for 3 years from the date of signing by authorized signatories. The agreement may be reviewed on mutually agreeable terms, as and when required. If this agreement is terminated for any reason, the responsibilities of both the parties shall continue till the last admitted batch of the students complete the programme.

#### 7. **Jurisdiction**

In the event of any dispute arising between the two parties, only jurisdiction will be the Courts of Delhi/New Delhi.

#### 8. **Force Majeure**

Neither AUD nor "**RAI**" shall be liable to each other or to their students for failing or delay in the performance of any of its obligations under this Agreement to the extent such failure or delay is caused by riots, civil commotions, war, hostilities between nations, government laws, orders or regulations, embargos, actions by the government or any agency thereof, acts of God, storms, fires, accidents, strikes, sabotages, explosions, Pandemic or other similar or different contingencies beyond the reasonable control of the respective parties.

#### 9. **Matters not provided in**

If any doubt arises as to the interpretation of the provisions of this agreement or as to matters not provided therein, parties to this agreement shall consult with each other at each instance and resolve such doubts in good faith.

#### 10. **Representations and warranties**

The Parties hereby represent and warrant to each other:

- (i) that it is duly established and existing under the laws of jurisdiction stated against its name in this Agreement and has the power and authority to sign this Agreement and implement the Project agreed to herein.
- (ii) that it has the requisite legal power and authority to enter into this Agreement, perform and comply with its duties and obligations under this Agreement and the Project.



- (iii) that this Agreement constitutes legal, valid and binding obligations enforceable against it in accordance with the terms hereof:
- (iv) that the execution, delivery and performance of this Agreement have been duly authorized by all requisite actions and will not constitute a violation of (i) any statute, judgement, order, decree or regulation of any court, Governmental Instrumentality or arbitral tribunal applicable or relating to itself, its assets or its functions or (ii) any other documents or to the best of its knowledge any indenture, contract or agreement to which it is a party or by which it may be bound.
- (v) that there are no actions, suits or proceedings pending or, to the best knowledge threatened against it before any court, Governmental Instrumentality or arbitral tribunal that restrain it from performing its duties and obligations under this Agreement; and
- (vi) that no representation or warranty made herein contains any untrue statement.

**11. Payments**

Every payment to "**RAI**" by AUD will be made by way of an "at par" Cheque/Demand Draft drawn in favour of "Retailers Association of India" payable at Mumbai within a month after the commencement of each semester.

**12. Notices**

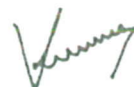
Any notice, approval, consent and or other notification required or permitted to be given hereunder shall be in writing in English and shall be personally delivered, or transmitted by registered post with postage fully paid or transmitted by fax to the address specified below or to such other addresses as may, from time to time be given by each party to the other party in writing and in the manner herein before provided to:

**AUD**                      **Dr Nitin Malik**  
**Registrar, AUD**  
Lothian Road, Kashmere Gate  
Delhi-110006

**RAI**                        **Kumar Rajagopalan**  
**Retailers Association of India**  
111/112, Ascot Centre, Next to Hotel Le Royal Meridien, Sahar  
Road, Sahar, Andheri (E), Mumbai- 400 099.







**13. Further Acts and Assurances**

Each of the parties agrees to execute and deliver all such further instruments and to do and perform all such further acts and things, as shall be necessary and required to carry out the provisions of this Agreement and to consummate the transactions contemplated hereby.

**14. No Partnership**

Nothing in this Agreement shall be deemed to constitute or create an association, trust, partnership or joint venture between the Parties nor constitute any Party the agent of any other Party for any purpose.

**15. Applicable Law**

The Agreement shall be governed, construed and enforced in accordance with the laws of India.

**16. Headings**

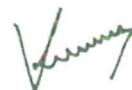
The headings used in this Agreement are inserted for convenience reference only and shall not affect the interpretation of the respective clauses and paragraphs of this Agreement.

**17. Interpretation**

- (i) This Agreement has been executed in the English language only and only this English language shall be the controlling language for interpretation thereof. No translation, if any, of this Agreement into another language shall be of any force or effect in the interpretations of this Agreement or in determination of the intent of either of the Parties hereto.
- (ii) This Agreement has been executed in two parts. Each of the parts is to be treated as original and primary evidence of the understanding arrived at between the Parties.
- (iii) This Agreement together with the Schedule constitutes the whole and only agreement as on the date hereof between the parties with respect to the subject matter described herein.
- (iv) Except to what has been saved in this Agreement, this Agreement supersedes and extinguishes any prior drafts, agreements, undertakings, understandings, representations, warranties, promises, assurances and arrangements of any nature whatsoever, whether or not in writing relating thereto.

**18. Amendment**

No amendment or change hereof or addition hereto shall be effective or binding on either of the parties hereto unless set forth in writing and executed by the respective duly authorized representatives of each of the parties hereto.




In witness whereas the parties hereto have unto set their hands to this Agreement on the date, month and the year written above.

Signed on the -----

On behalf of Ambedkar University Delhi

On behalf of the "RAI" Partner

  
Dr Nitin Malik  
Registrar, AUD


Kumar Rajagopalan  
CEO, RAI

  
कलसचिव / Registrar  
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली  
Witness Ambedkar University Delhi  
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006  
Lothian Road, Kashmere Gate, Delhi-110006  
Name website...www.aud.ac.in


Witness

Designation.....

Name : Lawrence Fernandes

Address.....

Designation : Director Retail Learning  
& Membership

  
Prof. Sitansu Sekhar Jena  
Dean, SVS

Address : 111/112, Ascot Centre,  
Sahar Road, Andheri East, Mumbai –  
400099.

## Memorandum of Understanding

This ("MOU") is made and entered into this day of 21.01.2020 at Delhi by and between the parties:

Tourism and Hospitality Skill Council (THSC), a Society registered under the Societies Registration Act, 1860 having its Registered Office at Confederation of Indian Industry, The Mantosh Sondhi Centre, 23, Institutional Area, Lodi Road, New Delhi- 110003, and Corporate office at #404/407, 4th Floor, Mercantile House, KG Marg, Connaught Place, New Delhi which expression, unless otherwise repugnant to the context and meaning thereof, shall mean and include its successors or successors in interest and assigns and represented by its authorized representative Mr. Rajan Bahadur, of the FIRST PARTY.

AND

M/s Dr B R Ambedkar University Delhi, referred as "AUD" having its headquarter at Lothian Roan Kashmere Gate , Delhi -110006 , represented through Registrar which expression unless repugnant to the context or the meaning thereof shall include its permitted assignees and successors of the of the SECOND PARTY .

The THSC and Dr B R Ambedkar University Delhi ( AUD) are hereinafter individually referred to as "Party" and collectively as "Parties".

THSC is a Sector Skill Council for the Tourism & Hospitality Sector functioning under the aegis of National Skill Development Corporation (NSDC) supported by leading Industry players in India with an aim to create an eco-system for quality vocation education in Tourism & Hospitality Sector and allied sector. It aims to meet the entire value chain's requirements of trained manpower (in both quantity and quality terms) across all levels on a sustained and evolving basis. Formed with the motive of "by the industry for the industry" and will cater to all the sub sectors of the Industry, namely, Hotels, Tour Operators, Food Service Restaurants, Facilities Management and Cruise Liners.

The School of Vocational Studies (SVS), AUD offers B.Voc. and other courses, as registered with UGC and/or other authorities, to its students/candidates.

WHEREAS Second Party seeks to incorporate and apply the certification of "Skill India" under the aegis of NSDC rules and regulations, to the candidates qualifying from its Institution/University.

AND WHEREAS the first party agrees to certify the candidates of the Second Party under the "Skill India" programme as mandated by the NSDC.

### NOW THEREFORE, THESE PRESENTS WITNESSES AS FOLLOWS:

#### 1. Term of the MOU

- a) The MOU shall begin from the date of its execution by the parties hereto.

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School of Vocational Studies  
Ambedkar University Delhi  
Karampura Campus  
New Delhi-110015



- b) This MOU shall continue in full force and effect up to 3 years from the date of signing i.e. up to 20.01.2024..... Both Parties can mutually decide to further extend the MOU if they wish to continue their alliance further by an extension agreement in writing.

## 2. Roles and Responsibilities of the Second Party: -

The Second Party shall apply, incorporate and align the mandated standards of training and assessments as per the express requirements of THSC in the B.Voc. Courses Conducted by it, by incorporating the necessary National Occupational Standards (NOS) and Qualification Packs (QPs), as per following: -

- a) the second party shall merge the contents of QP's in its curriculum for covering the Skill Component in the B.Voc. Course material.
- b) the second party shall incorporate upto 4 (four) QP's in the semesters of the B.Voc. Course.
- c) the Training for the afore mentioned QP's shall be conducted by such trainers who are qualified under "Training of Trainers" (ToT) programme recognised by the THSC.
- d) the Assessment of the "Skill Component" of the B.Voc. Course shall be conducted by the THSC through its own assessors sent for the purpose to the premises of the second party.
- e) the size of batch of student for the purpose shall be at least 15 (fifteen),but shall not exceed 50 (fifty) as per UGC approval, the details of which shall be communicated by the second party to the first party at least 2 (two) weeks prior to the assessment due.
- f) the second party shall upload the data of the batch of candidates in the "Skill Grid" website of the THSC for the purpose of placement assistance.
- g) the second party shall incorporate all changes/ amendments in the aforesaid QP's/NOS, as pronounced by various authorities from time to time.
- h) the second party shall consider and incorporate the advice of the first party for defining the suggested books to be used for preparation by the candidates of B.Voc.
- i) the second party shall allow inspections by the first party, or its authorised agent, as and when required by the latter.
- j) the second party shall apply the required logo and branding of "THSC" and "Skill India" as per the requirement of the second party per the applicable rules and regulations prevailing from time to time for the purpose.

## 3. Role and Responsibilities of THSC:

- a) THSC shall certify the candidates of second party under "Skill India" programmes, subject to their successful completion of the applicable National Occupational Standards (NOS)/Qualification Packs (QPs).

  
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School of Vocational Studies  
Ambedkar University Delhi  
Arampura Campus  
New Delhi-110015

2







- b) the first party shall support and guide the second party for incorporating the QPs and NOS in the B.Voc. courses conducted by the latter.
- c) the first party shall provide the mark sheet to each candidate after the completion of Assessment process.
- d) the first party shall allow the use of branding and logo of "THSC" and "Skill India" by the second party, as per the prevailing guidelines of the NSDC or other applicable authority.

#### 4. Parties Shall

- a) Not use other party's Intellectual Property unless such other party consents to such use.
- b) Not do anything which in the reasonable opinion of the other party is or will be harmful to the reputation of the other party.
- c) Keep each other informed of any matters relevant to the overall functioning.
- d) Share their expertise or any other information which would be of mutual benefit.

#### 5. Financial Terms and Conditions

- (a) In consideration for the certification and other services, the Second Party shall pay following to the First Party: -

S.No.	Particulars	Proposed Price Rate
(i)	For Assessment	As per the prevailing rates * subject to change as per NSDC/Ministry notification

- (b) The second party shall pay the aforesaid consideration in advance to the first party at the time of communication of the batch details, within the meaning of point(c) of clause 2 of this MoU, by the second party.

#### 6. Termination

- a) Either party may terminate this MOU by mutual MOU by giving 3 (three) months' notice or by notice in writing served on other
- b) Save as otherwise set out in this MOU, the termination of this MOU howsoever arising is without prejudice to the rights, duties and liabilities of either party accrued prior to termination.

#### 7. Confidentiality

- a) Each party hereto agrees with the other:
  - To keep information in strict confidence and secrecy;
  - Not to use the information save for complying with its obligations under this MOU.

  
 Dean  
 School of Vocational Studies  
 Anbedkar University Delhi  
 Karampura Campus  
 New Delhi-110015

*Handwritten signature*



- Not to disclose the same to a third party other than the party's professional advisers and such employees of the other party. On a need to know basis as per requirements of this MOU, who are under a similar duty to protect confidential information or any third party having a legal right to obtain disclosure thereof.
- b) The restrictions contained in above clause shall apply to both the parties during the term of and for (one) year after the termination of this MOU but shall cease to apply to information or knowledge which:
- Has in its entirety become public knowledge otherwise than through any unauthorised disclosure or other breach of such restriction;
  - The other party has consented in writing to the same being disclosed;
  - Is or has been independently developed by the other party without reference to or use of the confidential information.

### 8. Dispute Resolution

Any disputes and differences whatsoever arising under or in connection with this Agreement which could not be settled by parties through negotiations, after the period of thirty (30) working days from the service of the notice, shall be finally settled by arbitration in accordance with the Arbitration and Conciliation Act, 1996. The parties will make reference for a sole arbitrator to be appointed by the parties in consultation with each other. The place of arbitration shall be at New Delhi.

IN WITNESS WHEREOF, this MOU has been executed as of the first above-mentioned.

Signed on the \_\_\_\_\_

For and on behalf of

Tourism and Hospitality Skill Council,



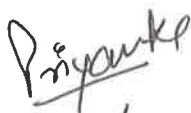
Name: Mr. Rajan Bahadur

Designation: Chief Executive Officer

Date: 21.01.2021

Office Seal/Stamp:

Witness Signature



Name and Address # 404/407, Merchantile House, K. G. Marg, Connaught Place New Delhi - 110001.

For and on behalf of

Dr B R Ambedkar University Delhi



Name: Dr Nitin Malik

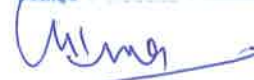
Designation: Registrar

Date:



Office Seal/Stamp: Lothian Road, Kashmir Gate, Delhi-110006

Witness Signature



Name and Address Prof. Sitanam S. Sena Dean, SVS.

Dean  
School of Vocational Studies  
Ambedkar University Delhi  
Lothian Road, Kashmir Gate  
New Delhi-110006



**Tourism & Hospitality Skill Council**

**Training Partners Affiliation**  
**(College)**

**Application Form**

Application for- Affiliation

1. Type of Institute : Public Univeristy , Govt of NCT of Delhi
2. Name of the Institution : Dr. B R Ambedkar University Delhi (AUD)
3. Has your Institute implemented any government funded or sponsored skill development Programme during the last 2 years : Yes

**Section 1: Institution and Management Profile and Organizational Governance**

1. Name/s and contact detail of the Institute Director/s:  
Name Prof (Dr) Sitansu Sekhar Jena Designation: Professor & Dean  
Phone 011-28160107 Mobile: +91- 9910075392  
Fax \_\_\_\_\_ Email : ssjena@aud.ac.in
2. Name/s and contact detail of the SPOC:  
Name Praveen Nayak Designation: OA,SVS  
Phone 011-28160119 Mobile: +91 - 9958380700  
Fax \_\_\_\_\_ Email : pknyak@aud.ac.in
3. Name/s of Promoters- Govt of NCT of Delhi
4. Contact Details of the Institute (Headquarters/Corporate office) : Postal Address Dr. BR Ambedkar University Delhi  
Lothian Road, Kashmere Gate, Delhi -110006  
Phone 011- 23863740 /43  
Fax: +91-11-23863742  
Email: svs@aud.ac.in  
Web-address: www.aud.ac.in
5. Year of Establishment : 2008

## Section 2: Infrastructure Requirement

6. Provide the availability of aspects related to the Infrastructure:

Aspect	Details	Remarks
Building Own/Rented/ On Lease	Own	Govt propoerty
Area of Institute Premises		Multiple campus
Size of classrooms	...20x15.... Sq. ft per class Room	Approx
Number of classrooms	8	
Numbers of Labs	3	
Safe drinking water (Yes/No)	Yes	
Power backup (Yes/No)	Yes	
Separate toilet for Boys and Girls (yes / no)	Yes	
Provision of transport facility, if applicable (Yes / No)	No	
Common Room Arrangement (Yes/ No)	Yes	

7. Library details:

a. Total number of Books related to the trade:

Technical: As per University Library

Non-Technical: As per University Library

Total: \_\_\_\_\_

b. Number of Magazine: As per University Library

c. Number of Dailies (newspapers):

8. Details of the Teaching Staff as per Job-roles covered in given format

Name	Designation	Education Qualification	Training Certificate	Industry Experience	Academic Experience	Regular / Visiting	Job-roles covered by the Teaching Staff
Sitanshu S Jena	Professor & Dean	Phd.	GEC	10 Years	20 Years	Regular	GEC
Akha Kaihrii Mao	Associate Professor	PHD, Mphil, , MA	GEC	3 Years	10 Years	Regular	GEC
Ankush Rathor	Asst. Professor	PHD, Mphil, MBA	Master Trainer, Hospitality Operations	5 Years	10 Years	Regular	F&B Services, Tour Manager,

							Catering Manager
Nikhil Singh Charak	Asst. Professor	PHD, MA (Tourism)	Front Office	2 Years	5 Years	Regular	F&B Services, Tour Manager, Catering Manager

9. Administrative Support Staff

Staff	Permanent	Temporary/part time	Total
Office Manager			NIL
Office Staff		Temporary	2
Lab Attendants			NIL
Accountant			NIL
Support Staff		Temporary	1
Others			

**Section 3: Placement Methodology:**

10. Placement MoU with Hotels/Restaurants/Tour Operators etc.: **Not Available**

11. If yes, Please give details -

12. Average placement record of last three years

S. No.	Year	Number of placements	Remarks
	NIL		

13. Type of Job Role applying for:

S.No	Job Role	Proposed Number of Students
1	F&B Service Steward	50 (Maximum*)
2	MICE	50
3	Tour Manager	50
4	Asst Catering Manager	50

\*As per the UGC approval.

### Declaration of Authenticity

I Prof (Dr) Sitansu Sekhar Jena In my capacity as Dean, School of Vocational Studies (SVS) declare that all the information provided in this application form for affiliation with THSC is accurate and up to date.

Name: Prof (Dr) Sitansu Sekhar Jena

Signature with stamp: \_\_\_\_\_



Date: \_\_\_\_\_

01/12/2020

Place: NEW DELHI

Dean  
School of Vocational Studies  
Ambedkar University Delhi  
Karampura Campus  
New Delhi-110015





**Dr. B.R. AMBEDKAR UNIVERSITY DELHI**  
Lothian Road, Kashmere Gate  
Delhi-110006

*And*



**BFSI Sector Skill Council of India, Mumbai**  
25<sup>th</sup> Floor, P.J. Tower, Dalal Street, Fort,  
Mumbai 400001, Maharashtra, India

*On*

**Collaborative Venture on Skill Development of Students of  
Dr. B.R. Ambedkar University Delhi**

Date: 26<sup>th</sup> June 2020

## Memorandum of Understanding

This Memorandum of Understanding (MoU) made and entered into on this 26<sup>th</sup> Day of June 2020 by and between the following two entities collectively referred to as "Parties" and each referred to individually as "Party".

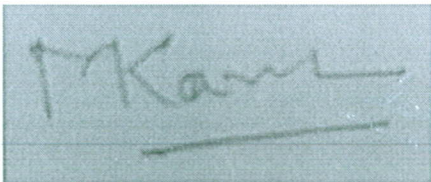
**Dr. B.R. Ambedkar University Delhi (hereinafter referred to as "AUD")**, represented by the **Registrar**, Ambedkar University Delhi, Kashmere Gate Campus, Delhi (hereinafter referred to as "AUD" which expression shall unless repugnant to the context or meaning thereof, include its successor in office and permitted assigns) on the **FIRST PART**

AND

**BFSI Sector Skill Council of India, Mumbai** Section 8 company registered under the Companies Act, 2013 having its registered office at the 25<sup>th</sup> Floor, P.J. Tower, Dalal Street, Fort, Mumbai 400001, Maharashtra, India represented by its **COO** (hereinafter referred to as "**BFSISSC**" which expression shall, where the context so admits, be deemed to include its successors, executors and administrators of the **SECOND PART**

**WHEREAS AUD** would be taking preliminary steps for designing, developing and execution of the Certificate, Diploma, Advance Diploma, Bachelors in Vocational Education (BVoc) and Post-Graduation programmes based on the National Skill Qualification Framework (NSQF) Levels which would aim to enhance the employability of students of School of Vocational Studies (SVS) of AUD by equipping them with Industry / Business relevant skills.

AND **WHEREAS, BFSISSC** through its Education & Skill Development initiatives will work closely with its members and Industry Associations to help improve the quality of the employable skills of students of AUD and suggest such skill development programmes relevant to the industries from time to time based on the job opportunities available from time to time. In this regard, the BFSISSC will collaborate for initiating programmes of short, medium and long-term courses based on the specified Job Roles to meet this objective including student assessment.



By this MoU, the parties here to have decided to cooperate, collaborate and further agree as under:

## 1. Objectives

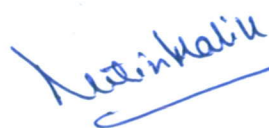
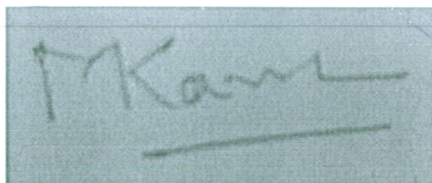
The objectives of this MoU are -

- (i) To collaborate in offering the B Voc. (Accounting & Finance) programme and any other skill development programmes as to be offered by the AUD in the line of the UGC guidelines for B Voc programme;
- (ii) To draw academic resource support with the help of BFSISSC in the context of designing, developing and execution of B Voc. (Accounting & Finance) programme and other skill development programmes of AUD;
- (iii) To explore and develop strategy plan for placement of students of in the programmes of SVS in the relevant industries with facilitation support from BFSISSC;
- (iv) To develop such strategy plan to achieve the objectives of skill development programmes of SVS in the context of achieving broader objectives of the School and BFSISSC; and
- (v) To issue certification after assessment by the AUD and BFSISSC for B Voc. (Accounting & Finance) programme as well other skill development programmes.

**2. Scope of Collaboration:** Now it is hereby mutually agreed upon by both the parties to this MoU and binds themselves to the terms and conditions enumerated in succeeding paragraphs:

### (i) Responsibilities of AUD

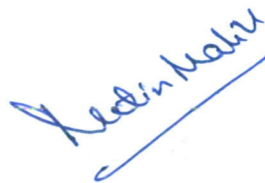
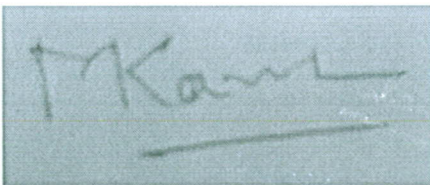
- 2.1.1 AUD will take the lead to design, develop, revise and deliver the syllabus of the B Voc. (Accounting & Finance) programme as well as other short term skill development programmes in the BFSI sector.
- 2.1.2 Appoint expert committees to design and develop the programme and obtain necessary approval from its statutory authorities from time to time and suggest suitable changes.
- 2.1.3 Develop such mechanisms on monitoring of the programmes and obtain feedback from the stakeholders regarding usefulness of the programme.
- 2.1.4 AUD will admit, evaluate and provide certificates to the successful graduates at different exit points as per the UGC guidelines.



- 2.1.5 AUD will pay honorarium to the faculty directly as per its norms to be engaged from the local industries for teaching the skill based courses at the AUD campus.
- 2.1.6 AUD will develop such strategy for facilitating the minimum duration of internship for students as per the design of the course.
- 2.1.7 AUD will bear all expenses for any invitation to the BFSISSC to attend expert committee meeting at AUD.
- 2.1.8 To mobilize students for industry internship as required for the programme.
- 2.1.9 To develop such mechanism for promotional support so as to publicize the initiative for skill development and to facilitate mobilization of trainees.
- 2.1.10 AUD will engage with BFSISSC for term end assessment of skill-based courses as third party as per the provision in the UGC guidelines. The cost towards such assessment will be paid to the BFSISSC directly by the AUD.

**(ii) Responsibilities of BFSISSC**

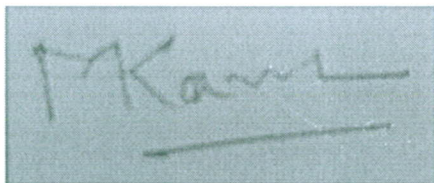
- 2.2.1 BFSISSC will provide necessary academic support in designing and developing curriculum and facilitate revision thereof from time to time as per the contemporary needs of the industries and provide such technical support for effective delivery and execution of the curriculum related to B Voc. (Accounting & Finance) and other skill development programmes in this sector.
- 2.2.2 To assist the University (AUD) in aligning the curriculum with the identified BFSI qualification packs and national occupational standards for BVoc Course Curriculum related to BFSI sector or any other skill development programmes.
- 2.2.3 To facilitate training of trainers and help in provisioning of Master Trainers from the industry, as on required basis.
- 2.2.4 Facilitate AUD in organizing on the job training (OJT), with/without stipend, in its network of industries to students of B. Voc. (A&F) programme as well as other skill development programmes.



- 2.2.5 Facilitate in identifying and providing the list of resource faculties to AUD to teach the skill based courses & skill components of B. Voc. (Accounting & Finance) programme as per the AUD and UGC norms.
- 2.2.6 Assist AUD in preparation of outline of workbook for imparting knowledge and OJT/internship component of skill training programmes.
- 2.2.7 Conduct third party assessment as mandated under the BVoc programme of the UGC and such other short term skill development programmes and issue certification.
- 2.2.8 Facilitate placement activities for students on completion of the programmes as specified under the job roles.

### 3. Financials:

1. While the AUD will raise fees from the students for admission to the programmes as per its rule, the BFSISSC will facilitate in arranging internship/on-the-job training on a best effort basis, from the relevant industries for which some workable stipend could be worked out from the industries for students on mutually agreeable terms. The BFSISSC will have no financial implication for designing, developing and execution of any skill training programmes. The University will bear all expenses for curriculum development, its transaction and assessment, including third party assessment, for different job roles. Since the University functions under the control of Govt. of NCT of Delhi, all rules and regulations applicable to students to pursue education will also apply here.
2. AUD agrees to pay assessment fees to BFSISSC on per candidate basis for the third party assessment as to be decided by the UGC from time to time. In case any candidate needs to be a re-assessed; the reassessment fee as per the admissible rate shall be paid to BFSISSC by AUD.
3. Such assessment / reassessment fees shall be paid in advance by AUD to SSC within 15 days of raising of invoice. BFSI SSC will undertake the assessment within one month from the date of payment of the amount.



**4. Duration/ Term of the MoU:**

- a) MoU shall be valid for **THREE YEARS** from the date of it's entering into and may be mutually extended from time to time in writing by the parties unless terminated earlier.
- b) This Memorandum of Understanding is a document of good faith and implementation of the MoU would be reviewed on a six-monthly basis by both the parties.

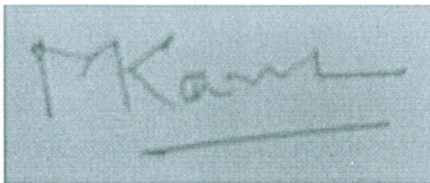
**5. Changes / Amendment:**

No change can be made to this MoU without written consent and duly signed by all parties. Additions, deletions and/or alterations to this MoU may be affected with the written agreement of all the parties to this MoU concerning the changes. Documents containing such additions, deletions and/or alterations and signed by all parties shall form addendum to this MoU and be deemed to be part of this MoU.

**6. Termination:**

The parties can terminate this MoU after serving 3 (three) months' notice in writing if there is failure/ breach of understanding or default by either party other than on force majeure grounds. At the time of termination neither party shall be liable to other hereunder or in relation veto for more than the fees paid, including the amounts invoiced but not yet paid.

The termination of this Agreement shall be without prejudice to the accrued rights and obligations of the Parties and all such accrued rights and obligations shall remain in full force and effect and be enforceable notwithstanding such expiry or termination.



**7. Confidentiality:**

“Confidentiality” is defined as information that is closely held and is not already in the public domain or subsequently disclosed or brought into either party’s domain by any of either party’s staff currently employed or who has left.

BFSISSC & its implementing agencies may independently sign non-disclosure agreements which are consistent with the confidentiality and non-disclosure clauses under this MOU.

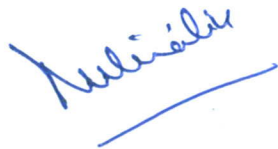
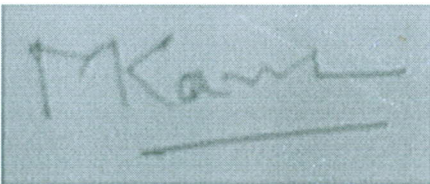
Each party shall not disclose to any 3rd party any confidential information shared under this MOU to any 3rd party under any circumstances whatsoever, except with prior written approval of the other Party.

This confidentiality obligation shall survive for a period of 24 months after the termination of this Agreement. Should such information be required to be disclosed by the disclosing party under any laws, rules or regulations or pursuant to the order or direction, of any Court, authority, tribunal or forum, government or regulatory body to whose supervisory authority the receiving Party is subject; then in any such event, the disclosing Party shall give to the other Party notice in writing as soon as practicable of any disclosure, and the receiving Party shall use its best effort to obtain assurance that the disclosed information will be accorded confidential treatment.

**8. Ownership of Materials/No Warranty:**

Both the parties shall retain their rights, title and interest to its Confidential Information. No license under any trademark, patent or copyright, or application for same which are now or thereafter may be obtained by each party is either granted or implied by the disclosure of Confidential Information. Confidential Information is provided “as is” with all faults.

It is hereby agreed between the parties that the Copyright for training materials developed jointly under this agreement shall be owned by AUD and BFSISSC jointly with unlimited non-commercial usage rights.



**9. Return of Confidential Information:**

Upon completion of the business relationship between the parties, receiving party and its representatives shall promptly return to the disclosing party all copies of Confidential Information, if disclosing party so requests, in its possession including, without limitation, all copies of any analyses, compilations, studies or other documents prepared by disclosing party or its representatives containing or reflecting any Confidential Information. The receiving party shall certify in writing that it and its representatives have returned all such information to disclosing party.

**10. Settlement of dispute and jurisdiction:**

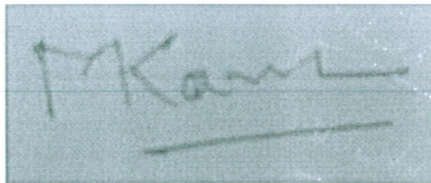
In the event a dispute or difference arises in connection with the interpretation or implementation of this Agreement, the Parties to the dispute shall attempt in the first instance to amicably resolve such dispute through mutual consultations. If the dispute is not resolved within 30 (thirty) days from the date of commencement of discussions or such longer period as the Parties agree in writing, then a Party may refer the dispute to arbitration.

The Parties shall submit all disputes and differences howsoever arising out of or in connection with this Agreement to arbitration by 1 (one) arbitrator mutually appointed by the Parties hereto failing which, the arbitrator shall be appointed as per the provisions of the Arbitration and Conciliation Act, 1996 and all matters in the arbitration shall be governed by the Arbitration and Conciliation Act, 1996.

The place of arbitration shall be in Delhi , India and the language to be used in the arbitration proceedings shall be English. The award of the arbitration proceedings will be final and binding on both Parties to the Agreement.

**11. Costs:**

Each Party shall bear its own legal costs, fees and expenses incurred by it incidental to the negotiation, preparation, execution and delivery of this Agreement including legal costs, fees and expenses relating to each Party's counsel, accountants and experts.





**12. Governing Law:**

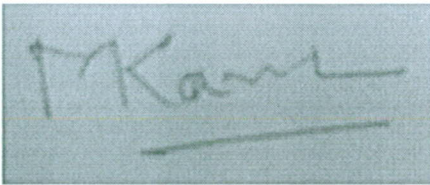
This MOU shall be governed by and construed and interpreted in accordance with the laws of India and subject to the exclusive jurisdiction of the Courts in Mumbai.

**13. Indemnity:**

Each party shall indemnify, defend, protect, hold harmless and release the other party, its officers, agents and employees, from and against any and all claims, loss, proceedings, damages, causes of action, liability, costs or expense arising from or in connection with or caused by any act, false commitment, omission or negligence of the party.

**14. Force Majeure:**

Neither Party shall be liable for any failure or delay in the performance of its obligations under this arrangement to the extent such failure or delay or both is caused, directly or indirectly, without fault by such Party, by any reason beyond its reasonable control, including but not limited to, by fire, flood, explosion, earthquake, elements of nature, drought or bad weather, lightning or acts of God, acts of state, strikes, acts of war (whether declared or not), hostilities, terrorism, riots, civil disorders or commotion, lockouts, pandemic, industrial disputes, lockdown, rebellions or revolutions, blockages; quarantines, embargoes and other similar governmental action (each a "Force Majeure Event"). Any Party so delayed in its performance will immediately notify the other by telephone or by the most timely means otherwise available (to be confirmed in writing within ten (10) Business Days of the inception of such delay) and describe in reasonable detail the circumstances causing such delay with relevant documentary supporting. However, the Party claiming such event shall take all necessary steps to mitigate the delay so caused in spite of such Force Majeure Event. This provision shall become effective only if the Party failing to perform notifies the other party within a reasonable time of the extent and nature of the Force Majeure Event, limits delay in performance to that required by the Event, and takes all reasonable steps to minimize damages and resume performance. AUD shall not excuse its contractual obligations in view of any of the circumstances stated above.



### 15. Intellectual Property Rights

Nothing contained herein shall authorize the Parties to use, apply, invade or in any manner exploit or infringe the intellectual property rights of the other Party without prior written consent of such Party and the usage shall be in compliance with this MoU. In addition, the Parties undertake not to infringe the intellectual property rights of any third party.

Neither Party shall use (except as otherwise provided herein) or infringe on the other Party's intellectual property rights at any point of time. Both the Parties further undertake to help each other on a best effort basis in case of infringement by a third party of either Party's intellectual property rights.

### 16. Notices

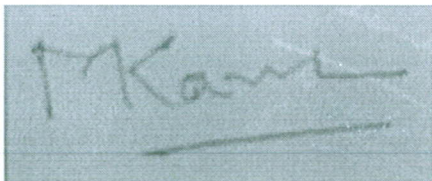
Each party hereby designates and appoints below its representative with overall responsibility for implementing this Memorandum. The Parties may, by written notice to the other Party, designate additional or different persons as points of contact but the Parties expect to have only one person at a time designated as the person with overall responsibility for all activities undertaken pursuant to this Memorandum.

#### For AUD

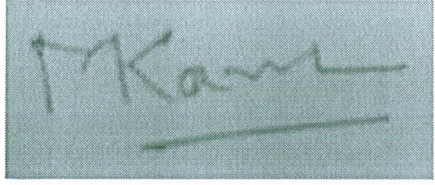






Name: Prof. SitansuSekhar Jena  
Designation: Dean, School of Vocational Studies  
Ambedkar University Delhi  
Shivaji Marg, Karampura  
New Delhi-110015

#### For BFSISSC:

Name: Mr. Meghdoot Karnik  
Designation: COO  
Address: 25<sup>th</sup> Floor, P.J. Tower, Dalal Street, Fort,  
Mumbai 400001, Maharashtra, India



IN WITNESS WHEREOF all the parties hereto set their hands and signed the Memorandum of Understanding on the \_\_\_\_\_ and year 2020.

For BFSI Sector Skill Council of India	For AmbedkarUniversity Delhi
 <p><b>Meghdoot Karnik</b> COO BFSI Sector Skill Council of India</p> <p>Witness:</p> <p>1.  Soumya Ranjan</p>	 <p><b>Dr Nitin Malik</b> Registrar AmbedkarUniversity Delhi</p>  <p>कुलसचिव / Registrar डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली Dr. B. R. Ambedkar University Delhi लक्ष्मियान रोड, कश्मीरी गेट, दिल्ली-110006 Lokhan Road, Kashmir Gate, Delhi-110006 वेबसाइट / website : www.aud.ac.in</p> <p>Witness:</p> <p>1.  26/06/2020</p>
<p>2.  Harshal Thore</p>	<p>2. </p>

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The Association  
of Commonwealth  
Universities

## The Association of Commonwealth Universities

The ACU is a membership organisation with 500+ members across more than 50 countries. Established over 100 years ago, the ACU was the world's first international university network, but it represents the future and the world's youngest populations.

ACU exists to **champion** the work of Commonwealth universities, to **support** them in building the capacity to serve current and future generations, and to **convene** members internationally for what our founders described as 'common action in the common interest'.

As the representative body for higher education in the Commonwealth, the ACU's membership reflects the breadth and diversity of the Commonwealth itself

### What we do for our members

#### A network for collaboration and sharing of best practice

Being part of the ACU brings institutions into a network of like-minded organisations whose aim is to build and forge sustainable, mutually beneficial international partnerships. Our membership reflects the vibrancy and diversity of the higher education landscape.

#### ACU Member Communities for professional staff

The ACU Member Communities connect colleagues working in two key areas of university activity:  
Human Resources in HE  
Supporting Research

These special interest groups bring university staff across the Commonwealth together to share their experiences, explore new approaches and forge new partnerships. They receive a **quarterly newsletter** as well as the opportunity to apply for **bursaries to attend conferences** of particular relevance to their area of interest. Each community has a steering committee made up of member representatives and plan their own events.

#### Fellowships and grants

Scholarships and bursaries are essential to supporting mobility of students and staff. As well as administering the UK Government's main grants and fellowship schemes, including Chevening, Commonwealth Scholarships (in the UK) and Marshall Scholarships. We also run our own scholarships and grants for our members, available to staff and students. These include:

##### ACU Fellowships

ACU Fellowships promote collaboration between ACU member universities, providing funding for academic and professional staff to undertake research or training in other Commonwealth countries.



The Association  
of Commonwealth  
Universities

# Appendix-10

## INVOICE

Dr. B.R. Ambedkar University  
Lothian Road Kashmere Gate

Delhi 110006  
India

**Invoice Date:**  
November 10, 2020  
**Invoice Number:**  
INV\_2071  
**PO Number:**

The Association of Commonwealth Universities  
Woburn House  
20-24 Tavistock Square  
London WC1H 9HF  
United Kingdom  
+44 (0)20 7380 6700  
kudzai.muronzi@acu.ac.uk

Description	Quantity	Unit Price	VAT	Amount GBP
ACU Membership (non-UK)	1	£ 1,277.00	No VAT	£ 1,277.00
			Sub Total	£ 1,277.00
			TOTAL NO VAT	£ 0.00
			<b>TOTAL GBP</b>	<b>£ 1,277.00</b>

**DUE DATE: December 10, 2020**

**Customer:** Dr. B.R. Ambedkar  
University  
**Invoice Number:** INV\_2071

**Amount Due:** £ 1,277.00  
**Due Date:** December 10, 2020

The Association's bank details are:

Bank: **National Westminster Bank Plc, Tavistock Square**  
Account Number: **36254207**  
Sort Code: **60-80-07**  
Swift Code: **NWBKGB2L**  
IBAN: **GB96NWBK60800736254207**

**Please quote invoice number in your payment reference**

Founded 1913  
Patron: HRH The Duchess of Sussex  
Registered charity number 314137 VAT Registration No. 195 9141 72

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

<b>School/Centre proposing the course</b>	School of Business, Public Policy and Social Entrepreneurship
<b>Programme(s)</b>	MBA (IEV)
<b>Course title</b>	Skill Based Programme I
<b>Course code</b>	SBP2EV080
<b>Credits</b>	1
<b>Course type (core/compulsory/optional/any other – please specify)</b>	Workshop/ Seminar (Outside Classroom Learning)
<b>Level (Predoctoral/MA/PG Diploma/Certificate/UG)</b>	MBA
<b>Course coordinator and team</b>	Prof Mohammad Sharique Farooqi

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

No such courses are being offered at AUD

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):

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

24Hours in Workshop/ Seminar Mode

5. Proposed date of launch:

January 2021

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

Given the vision of AUD, to foster a culture of innovation and an entrepreneurial mind-set, the course attempts to lay down related practices that are essential for start-ups and early stage enterprises intended to work in any given area.

7. **Course Details:**

**A. Summary**

The course will cover three main aspects namely; Design Thinking, Technology and Innovation and Opportunity Mapping. Each subject shall be dealt separately

through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies.

The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum.

Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

## **B. Objectives**

The course will help students to:

1. Understand concept of design thinking, appreciate how technology may be used to leverage innovation and develop skills related to identifying opportunities for useful intervention and value development.
2. Appreciate various focus areas and processes necessary for any kind of innovation.
3. Get to know a few success stories where the above concepts have been meaningfully used in a commercial/ entrepreneurial context.

## **C. Expected Learning Outcomes**

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

1. Explain the concept and process of design thinking, identify ways in which technology is used towards better innovation and undertake viable opportunity mapping.
2. Begin to apply design thinking at relevant occasions, identify points for desirable innovation and problem solving and scan technological paradigms for better solution finding to given challenges.

## **D. Overall structure:**

### **Workshop/ Seminar I (8 Hours; over 2-3 days): Design Thinking**

Design thinking is emerging as one of the accepted methods for meaningful innovation especially in contexts related to business and entrepreneurship. It is also seen as a more inclusive and simplified way that could be learnt and practiced almost by anyone without the need of any technical background or expertise.

This will include introduction to the fundamentals of design thinking including various steps to the process of useful innovation. A learning by doing approach shall be adopted to initiate building a practical skill to use design thinking wherever required.



### **Workshop/ Seminar II (12 Hours; over 2-3 days): Technology and Innovation**

Use and integration of technology in any new idea is essential for bringing greater viability, scale and efficiency especially in all business and entrepreneurial contexts. At several occasions innovations in technology itself presents radically new solutions to existing problems and thus opportunities for business and enterprise building.

The unit shall collate and share interesting examples from the entrepreneurial world where technology has been instrumental towards new value creation and business and thus provide a foundation to imagine such application in future endeavors for the students.

### **Workshop/ Seminar III (8 Hours; over 2-3 days): Opportunity Mapping**

Most often, it is assumed that new ideas originate from a genius mind in a mysterious and unexplained manner. Such an outlook has made many young entrepreneurs ignore hard realities and move on with more fanciful and dreamy propositions that are hard to sustain the tests of viability and actual desirability in the market.

This unit intends to emphasize innovation based on discovering and identifying real needs and problems of people and how such an approach is fundamental to better business and building competitive advantage in the marketplace.

Based on selected examples, the students shall be encouraged to develop a practical ability towards identifying relevant problems where there is greater desirability for solution finding among a given focus group of people.

## **8. Suggested Readings**

- Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. United States: HarperCollins e-books.
- Mootee, I. (2013). Design Thinking for Strategic Innovation: What They Can't Teach You at Business Or Design School. United States: Wiley.
- Lokitz, J., Solomon, L. K., Pijl, P. [. (2016). Design a Better Business: New Tools, Skills, and Mindset for Strategy and Innovation. Germany: Wiley.

## **9. Pedagogy:**

### **a. Instructional Design:**

Practical, Interactive and based on group work, discussions and feedback.

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

None

**c. Expertise in AUD faculty or outside**

The Course would require external faculty from particular domains included in the contents.

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

Institutional Incubators and Accelerators, Startups and Established Enterprises

**10. Assessment structure (modes and frequency of assessments)**

i Proactive Participation and Engagement in the Activities of Workshop/  
Seminar – 25%

ii Self Reflection Paper after completion of each of the three Workshops  
(25% for each) – 75%

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

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

**Signature of the Dean of the School**

**Ambedkar University Delhi**

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

<b>School/Centre proposing the course</b>	School of Business, Public Policy and Social Entrepreneurship
<b>Programme(s)</b>	MBA (IEV)
<b>Course title</b>	Skill Based Programme II
<b>Course code</b>	SBP2EV082
<b>Credits</b>	1
<b>Course type (core/compulsory/optional/any other – please specify)</b>	Workshop/ Seminar (Outside Classroom Learning)
<b>Level (Predoctoral/MA/PG Diploma/Certificate/UG)</b>	MBA
<b>Course coordinator and team</b>	Dr Kalindi Maheshwari

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

No such courses are being offered at AUD

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):**

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

24 Hours in Workshop/ Seminar Mode

5. **Proposed date of launch:**

January 2021

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

Given the vision of AUD to foster a culture of innovation and an entrepreneurial mind-set, the course attempts to lay down related practices that are essential for start-ups and early stage enterprises intended to work in any given area.

## **7. Course Details:**

### **A. Summary**

The course will cover three main aspects namely; Visual Thinking, Data Visualization and Representation, and Blue Ocean Strategy. Each subject shall be dealt with separately through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies.

The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum.

Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.

### **B. Objectives**

The course will help students to

1. Understand concept of visual thinking to solve complex problems
2. Appreciate Data Visualisation and Representation techniques
3. Get to know about Blue Ocean Strategy

### **C. Expected Learning Outcomes**

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

1. Use communicate strategies more clearly by visualising key takeaways
2. Give presentations that stand out and simplify complex systems using visualisations
3. Customise their message to different audiences and learn how to use tools to create their pitching material

### **D. Overall structure:**

#### **Workshop/ Seminar I (8 Hours; over 2-4 days): Visual Thinking**

Visual thinking encompasses a variety of techniques for representing ideas using words and symbols. These diagrams appeal to both the right and left sides of the brain, allowing them to convey both meaning and context. Words are often imprecise and open to interpretation by the audience, which often clouds the problem definition and solution-finding processes. Transferring this information to paper in a more symbolic form helps to make these pieces – and the relationships between them – more understandable. As a result, teams can often develop better and faster solutions using visual thinking techniques.

Therefore such techniques can be used to communicate information faster and with greater impact to today's post-literate audiences. This has become an essential skill

for aspiring entrepreneurs who need to engage with a variety of audiences both internally and externally to the organisation.

### **Workshop/ Seminar II (8 Hours; over 2-4 days): Data Visualization and Representation**

This workshop builds on the primary idea of visual thinking which the participants have been introduced to in the first workshop and takes it a step further. Data visualization is the graphical representation of information and data. By using visual elements like charts, graphs, and maps, data visualization tools provide an accessible way to see and understand trends, outliers, and patterns in data.

In the world of Big Data, data visualization tools and technologies are essential to analyse massive amounts of information and make data-driven decisions. Such a tool will be handy when the participants are introduced to courses such as product design and development, which count on basic understanding of product markets and use the tools of market research for better product and service customization and customer mapping.

### **Workshop/ Seminar III (8 Hours; over 2-3 days): Blue Ocean Strategy**

Blue ocean strategy is the simultaneous pursuit of differentiation and low cost to open up a new market space and create new demand. It is about creating and capturing uncontested market space, thereby making the competition irrelevant. It is based on the view that market boundaries and industry structure are not a given and can be reconstructed by the actions and beliefs of industry players.

Blue ocean strategy is contrasted with red ocean strategy which looks at competition in existing markets. Given this programme on Entrepreneurship, the emphasis through the blue ocean strategy is on new industries where there are ample opportunities for both new demand and rapid, uncontested growth.

## **8. Suggested Readings**

- Brand, W. (2017). Visual Thinking: Empowering People and Organisations through Visual Collaboration. BIS Publishers. UK.
- Vora, S. (2019). The Power of Data Storytelling. Sage Publications India Pvt. Ltd.
- Kim (2015). Blue Ocean Strategy: How to Create Uncontested Market Space and Make the Competition Irrelevant. Harvard Business Press.

## **9. Pedagogy:**

### **a. Instructional Design:**

Practical, Interactive and based on group work, discussions and feedback.

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

None

- c. **Expertise in AUD faculty or outside**

The Course would require external faculty from particular domains included in the contents.

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

Institutional Incubators and Accelerators, Startups and Established Enterprises

**10. Assessment structure (modes and frequency of assessments)**

- i. Proactive Participation and Engagement in the Activities of Workshop/ Seminar – 25%
- ii. Self Reflection Paper after completion of each of the three Workshops (25% for each) – 75%

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

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

**Signature of the Dean of the School**

**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	SBPPSE
Programme(s)	MBA (IEV)
Course title	Entrepreneurial Leadership and Organisation Building
Course code	SBP2EV064
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Dr. Kalindi Maheshwari

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

A core course on Leadership and Change is offered in the MBA programme at SPBBPE. This course on Entrepreneurial Leadership and Organisation Building however, is specifically designed for the IEV programme because it takes into account leadership from the perspective of a growing entrepreneur who needs to slowly build a team and an organization as a distinct and independent entity which has a separate identity beyond the entrepreneur. This is different from teaching leadership from a managerial perspective for big companies where ownership is clearly distinguished from management.

**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):**

As per the approved cohort size

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

Half a semester course in the second semester

**5. Proposed date of launch:**

April 2021

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

AUD is keen on increasing access to both education and opportunity through the programmes being offered by SBPPSE and supplementary resources being provided by the incubation centre. To this end, the new programme on Innovation, Entrepreneurship and Venture Development (IEV) is intent on ensuring that candidates are able to become independent wealth creators with the objective of creating both social value and providing creative and innovative solutions to pressing social and economic concerns. By providing an adequate platform for knowledge pursuits and venture development, this programme and this course in particular empowers the potential entrepreneur to learn the task of organization creation and building for future growth to ensure stability and longevity.

7. **Course Details:**

**a. Summary:**

This is a core course for post graduate students of MBA (IEV). With this course the participants will be introduced to the fundamental elements of leadership in the specific context of a new growing organization which is evolving. The course will expose participants to the theories, concepts, and practices related to successful leadership and the essential task of leading the founding team to smoothly hand over the reins to an independent management team which is capable of running a growing organization which is looking to scale up operations.

**b. Objectives**

This course aims to develop an understanding of the need for good and sound leadership in a growing entity which is looking to become an organization. The challenges of leading an entrepreneurial venture are specific and exclusive to the nature of the organization which often starts with a very small team which has to be ambidextrous. Expertise and education is required to handle the demands of a growing organization which eventually needs to be resourced to handle a scaled up level of operations through an extended team with clearly defined roles and responsibilities.

**c. Expected learning outcome:**

After the completion of this course the students should be able to:

1. Understand the demands of entrepreneurial leadership
2. Identify the different styles and characteristics of entrepreneurial leadership



3. Through self-awareness be able to build leadership capabilities and realise that they are core building blocks for setting up a successful organisation
4. To be able to understand the challenges of successful transition from the founding team to professional management

**d. Overall structure:**

The 2 credit course will be transacted in 12 sessions of 2 hours, with 4 hours of classroom interaction in a week.

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

**Unit 1: Fundamentals of Entrepreneurial Leadership (EL) (6 hours)**

This unit will introduce the participant to the fundamental concepts and theories of Entrepreneurial Leadership including its definition. By introducing the history of EL, the context of EL will be able to be better understood along with its specific challenges.

Core Readings:

- Chapter 1.3-1.4 from core text Kumar (2012)
- Chapter 9 from core text Greenberg (2011)
- Chapter 6 from core text Mastrangelo (2015)
- Chapter 4 from core text Mosey (2017)

**Unit 2: Understanding EL (4 hours)**

The unit will use notable examples of EL to help the participant understand the complexities of EL. They will also be introduced to the qualities, characteristics and attributes of the entrepreneurial leader. Cognitive ambidexterity is the hallmark of the entrepreneurial leader.

Core Readings:

- Chapter 1.6 and 1.8 from core text Kumar (2012)
- Chapter 1 from core text Greenberg (2011)

**Unit 3: Leadership Styles and Self Analysis (8 hours)**

This unit will introduce the participants to the key leadership styles in practice and encourage them to be an entrepreneurial leader. Through considered self study, the participants will be encouraged to build entrepreneurial thinking and devise their EL strategy with emphasis on SEER considerations.

Core Readings:

- Chapter 3 and 4 from core text Chopra and Meindl (2019)
- Chapter 2 from core text Mosey (2017)
- Chapter 4 and 8 from core text Greenberg (2011)
- Chapter 7 and 8 from core text Mastrangelo (2015)

**Unit 4: Handling transition and organisation building (6 hours)**

This unit will cover discussions on planning the transition for an evolving entity which is scaling up operations to become a sound organisation. The challenges of handing over management and hand over of responsibilities from the founding team to a professional management will be highlighted. Resourcing with the right people and team building is essential for long term sustainability of the organisation led by an Entrepreneurial Leader to ensure a future beyond their personality.

Core Readings:

- Chapter 1.5 from core text Kumar (2012)
- Chapter 1 and 5 from core text Mosey (2017)
- Chapter 5 from core text Mastrangelo (2015)

**8. Suggested readings (Additional references (books/articles) shall be added according to need).**

**Core texts:**

- i. Mastrangelo, A. (2015). *Entrepreneurial Leadership: A Practical Guide to Generating New Business*. United States: ABC-CLIO.
- ii. Kumar, A. (2012). *Entrepreneurship: Creating and Leading an Entrepreneurial Organization*. India: Pearson Education India.
- iii. Mosey, S., Noke, H., Kirkham, P. (2017). *Building an Entrepreneurial Organisation*. United Kingdom: Taylor & Francis.
- iv. Greenberg, D., McKone-Sweet, K., and Wilson, H. J. (2011). *The New Entrepreneurial Leader: Developing Leaders Who Shape Social and Economic Opportunity*. Ukraine: Berrett-Koehler Publishers.

**9. Pedagogy:**

a. Instructional design:

Teaching pedagogy for this course combines lecture, in class exercises, case studies, and guest speakers. Experiential learning will be encouraged through conceptualization of project work. There will be individual written assignments, team assignments, discussion and formal presentations by the students to assess their learning.

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

Classroom with projector and writing board, sound system and access to computers for students with Microsoft office installed

- c. Expertise in AUD faculty or outside: ---
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

**10. Assessment structure (modes and frequency of assessments)**

<b>Component</b>	<b>Weightage</b>
Mid term	30%
Case analysis	20%
End term	30%
Group Project	20%

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

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

**Signature of the Dean of the School**

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

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

School/Centre proposing the course	SBPPSE
Programme(s)	MBA (IEV)
Course title	Operations and Supply Chain Management
Course code	SBP2EV065
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Dr. Anshu Gupta

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

This is a fundamental course on Operations and Supply Chain Management (O&SCM). A core course on operations management and an elective course in supply chain management is offered in the MBA programme at SPBBPE. This course will cover elements of both of these courses and will be tailored specifically for the MBA (IEV) students with respect to the O&SCM for new ventures.

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):**

As per the approved cohort size

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

Slot I- Semester II

5. **Proposed date of launch:**

April 2021

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

Operations and supply chain management is one of the fundamental functions of any organization. Apart from businesses, Government, educational institutes and non-profit organizations, it is also important within societal settings, including disaster relief operations and other kinds of emergencies. It covers both manufacturing and service industries, involving the functions of sourcing, materials management, operations planning, logistics, demand forecasting, order fulfillment, and more. The discipline is devoted to improving decision making – within and between organizations and encompass the bulk of most organizations with the largest portions of assets, working capital and human resources. It is important for Entrepreneurs and managers of new ventures to gain understanding of this discipline as in the modern business environment it is the supply chains that compete with each other rather than businesses and, effective operation management is pivotal for operational efficiency.

## **7. Course Details:**

### **a. Summary:**

This is a core course for post graduate students of MBA (IEV). With this course the participants will be introduced to the fundamental elements of operations and supply chain management. The course will expose participants to the concepts, principles, problems and practices related to design, analysis and improvement of operational and supply chain capabilities, and apply them to a broad range of application domains and industries.

### **b. Objectives**

This course aims to develop an understanding of the operations and supply chain management discipline, and its role in achieving competitive advantage for any organization. Concepts and issues related to planning, design and management of processes and activities required to transform resources into goods and services within and between organizations will be discussed. The course will also focus on developing an appreciation for the interaction of operations and supply chain management with other management functions in the organizations.

### **c. Expected learning outcome:**

After the completion of this course the students should be able to:

1. To discuss functions of operations management, and interaction between O&SCM with other business functions.
2. To discuss and analyse issues related to O&SCM strategy and drivers, and process selection, planning and design.
3. Discuss the fundamentals of sourcing, inventory management and supplier relationship management.

4. Describe components and characteristics of a demand forecasting and apply basic demand forecasting models.

**d. Overall structure:**

The two credit course will be transacted in 12 sessions of 2 hours, with 4 hours of classroom interaction in a week. The course is designed in 8 units. Following are the details of the units

S. No.	Module	Duration (hours)
Unit 1	Introduction to operations and supply chain management	2
Unit 2	Operations and supply chain strategy	2
Unit 3	Operations and Supply Chain Drivers and Distribution Networks	2
Unit 4	Production Systems	4
Unit 5	Facility Planning	4
Unit 6	Demand Forecasting	4
Unit 7	Inventory Management	3
Unit 8	Supplier Selection and Relationship Management	3
	Total	24

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

**Unit 1: Introduction to operations and supply chain management (2 hours)**

This unit will introduce the participant to functions of O&SCM, scope of activities under operations and supply chain, flows in O&SCM, transformation processes, difference with respect to manufacturing and services, historical evolution and present trends.

**Core Readings:**

- Chapter 1 from core text Chopra and Meindl (2019)
- Chapter 1 from core text Min (2015)

**Unit 2: Operations and supply chain strategy (2 hours)**

The unit will cover strategic planning for operations and supply chains, core competencies, order winners and order qualifiers, positioning the firm – competing on cost, speed, quality and flexibility, strategic planning process.

Core Readings:

- Chapter 2 from core text Chopra and Meindl (2019)
- Chapter 2 from core text Min (2015)
- Chapter 1 from core text Russell and Taylor (2015)

Case Study: Supply chain strategy at TCL multimedia, Ivey Publishing

### **Unit 3: Operations and Supply Chain Drivers and Distribution Networks (2 hours)**

This unit will introduce the participants to the primary and secondary drivers of operations and supply chain performance including – facilities, inventory, transportation, information, sourcing and pricing; role of distribution in the supply chains and design options for a distribution network.

Core Readings:

- Chapter 3 and 4 from core text Chopra and Meindl (2019)

Case Study: Seven Eleven Japan, Kellogg School of Management

### **Unit 4: Production Systems (4 hours)**

This unit will cover discussions on planning premises in process design – push and pull processes, MTS, MTO, and ATO, process planning – mass, continuous, batch and job-shop production, productivity and performance, economics and diseconomies of scale.

Core Readings:

- Chapter 6 from core text Russell and Taylor (2015)

Video Case: Coopers Bakery

### **Unit 5: Facility Planning (4 hours)**

Types of facilities, facility location decisions, multi criteria location analysis, facility layout decisions, layout types – product, process, cellular, fixed location, office and warehouse layouts.

Core Readings:

- Chapter 7 and supplement 7 from core text Russell and Taylor (2015)

## **Unit 6: Demand Forecasting (4 hours)**

This unit will cover role of forecasting, components and characteristics of a forecast, basic demand forecasting models, and measures of forecasting errors.

### **Core Readings:**

- Chapter 7 from core text Chopra and Meindl (2019)
- Chapter 4 from core text Min (2015)

Case Study: Chinese pharmaceuticals (HK) limited: effective forecasting for optimal inventory management, HBS

## **Unit 7: Inventory Management (3 hours)**

This unit will cover the elements of Inventory Management – types of inventory, costs of inventory, bullwhip effect, inventory classification models, and inventory management systems – continuous and periodic review, basic economic order quantity model.

### **Core Readings:**

- Chapter 10 and 11 from core text Chopra and Meindl (2019)
- Chapter 5 from core text Min (2015)

Additional Reading: Lee, H. L., Padmanabhan, V., & Whang, S. (1997). The bullwhip effect in supply chains. MIT Sloan management review, 38(3), 93.

## **Unit 8: Supplier Selection and Relationship Management (3 hours)**

Role of sourcing, in-house or outsource decisions, managing relations with suppliers, types of relations, total cost of ownership

### **Core Readings:**

- Chapter 15 from core text Chopra and Meindl (2019)
- Chapter 8 from core text Min (2015)

Case Study: Liker, J. K., & Choi, T. Y. (2004). Building deep supplier relationships. *Harvard business review*

Additional Reading: Wagner, S. M., & Boutellier, R. (2002). Capabilities for managing a portfolio of supplier relationships. *Business Horizons*, 45(6), 79-79.



**8. Suggested readings (Additional references (books/articles) shall be added according to need).**

**Core texts:**

- i. Chopra, S., and Meindl, P. (2019). Supply Chain Management: Strategy, Planning and Operation. 7<sup>th</sup> Edition, Pearson Education.
- ii. Min, H. (2015). The Essentials of Supply Chain Management: New Business Concepts and Applications. FT Press.
- iii. Russell, R.S. and Taylor B.W. (2015), Operations Management, 8<sup>th</sup> Edition, Wiley India Pvt. Ltd

**Additional readings:**

- i. Bowersox, D.J., Closs, D.J., Cooper, M.B. and Bowersox, J.C. (2018). Supply Chain Logistics Management. 4<sup>th</sup> Edition, McGraw Hill Education.
- ii. Handfield R.B., Monczka, R.M., Giunipero, L.C. and Patterson, J.L. (2012). Sourcing and Supply Chain Management. 5<sup>th</sup> Edition, Cengage Learning
- iii. Lee, W. B. (2012). Creating Entrepreneurial Supply Chains: A Guide for Innovation and Growth. J. Ross Publishing.
- iv. Levi, D.S., Kaminsky, P., Levi, E.S., and Shankar, R. (2019). Designing and Managing the Supply Chain: Concepts, Strategies, and Case Studies. 3<sup>rd</sup> Edition, Tata McGraw Hill.
- v. Mahadevan B. (2015), Operations Management: Theory and Practice, 3<sup>rd</sup> Pearson Education

**9. Pedagogy:**

a. Instructional design:

Teaching pedagogy for this course combines lecture, in class exercises, case studies, simulations, use of Microsoft excel for data analysis and guest speakers. There will be individual written assignments, team assignments, discussion and formal presentations by the students to assess their learning.

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

Classroom with projector and writing board, sound system and access to computers for students with Microsoft office installed

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

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

**10. Assessment structure (modes and frequency of assessments)**

Component	Weightage
Mid term	40%

Presentations and assignment	20%
End term	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 .....meeting held on.....and has been approved in the present form.

**Signature of the Dean of the School**

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

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

School/Centre proposing the course	SBPPSE
Programme(s)	MBA (IEV)
Course title	Product Design and Development
Course code	SBP2EV072
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Dr. KalindiMaheshwari

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

This course specifically addresses product design and development from an entrepreneurship and venture management perspective and therefore is unique. It builds on the understanding developed throughout the first semester. The School of Design offers other design focused courses but none that looks at product design specifically.

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

Basic understanding of creativity, market and customer expectations.

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

As per the approved cohort size

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

Slot I in Semester II- year I

**5. Proposed date of launch:**

April 2021

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

AUD is focused on empowerment through education. Through the MBA IEV programme, a practice based approach has been adopted which seeks to nurture the development of entrepreneurs. The programme is guided by the AICTE principles which are keen on using the programme years to ready the entrepreneur to launch their product or service in the market on graduation from the programme. Towards this end, this course is sought to be fundamentally enabling, allowing the potential student entrepreneur to start envisioning their innovation.

## 7. **Course Details:**

### **a. Summary:**

This is a core course for post graduate students of MBA (IEV). With this course the participants will be introduced to the fundamental elements of product design and development. The course will expose participants to the need, procedure, problems and practices related to design of products and services and apply them to a broad range of application domains and industries.

### **b. Objectives**

The focus of this course on Product Design and Development and its integration with marketing, design, and manufacturing functions of the firm in creating a new product.

### **c. Expected learning outcome:**

After the completion of this course the students should be able to:

1. Be competent with a set of tools and methods for product design and development.
2. Show confidence in their own abilities to create a new product.
3. Build awareness of the role of multiple functions in creating a new product (e.g. marketing, finance, industrial design, engineering, production).
4. Develop the ability to coordinate multiple, interdisciplinary tasks in order to achieve a common objective.
5. Reinforce specific knowledge from other courses through practice and reflection in an action-oriented setting.
6. Develop enhanced team working skills.

### **d. Overall structure:**

The two credit course will be transacted in 12 sessions of 2 hours. The course is designed in 5 units.

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

#### **Unit 1: Introduction to the basics of product design (4 hours)**

This unit will introduce the participant to the concept of the product with details on product design and product management. Understanding will be built on the product life cycle and its implications for product design and improvement.

**Core Readings:**

- Slack, L. (2010). What is Product Design? Switzerland: RotoVision.
- Tichkiewitch, S., Niemann, J. (2009). Design of Sustainable Product Life Cycles. Germany: Springer Berlin Heidelberg.

## **Unit 2: Basics of Product Conception (4 hours)**

The unit will cover Product Conception and Strategy built on the strong base of relevant market research. Product ideation will be elaborated and analysed. Thereafter the second stage of Concept creation and selection will be discussed. This then leads up to prototype development.

**Core Readings:**

- Morris, R. (2009). The Fundamentals of Product Design. Switzerland: Bloomsbury Academic.
- Wenzel, A. M. (2012). The Entrepreneur's Guide to Market Research. United States: ABC-CLIO.
- Entrepreneurship: Development Tendencies and Empirical Approach. (2018). Croatia: IntechOpen.

## **Unit 3: The Design process (10 hours)**

This unit will introduce the participants to the core of the module- the design process. Design thinking will be used to understand relevant concepts like user experience and agile product development. The importance of Physical and Cognitive Ergonomics and Quality Function Deployment will be demonstrated.

**Core Readings:**

- Prettenthaler, M., Heufler, G., Lanz, M. (2020). Design Basics: From Ideas to Products. Germany: Arthur Niggli Verlag.

## **Unit 4: Product Launch (4 hours)**

This unit will cover the Product Launch including the importance of Branding and getting the pricing right. It is imperative that the prospective entrepreneur is able to monetise their innovation by using the appropriate launch strategy

**Core Readings:**

- Duffy, S. (2014). Launch! The Critical 90 Days from Idea to Market. United Kingdom: Little, Brown Book Group.

- Aulet, B. (2013). *Disciplined Entrepreneurship: 24 Steps to a Successful Startup*. Germany: Wiley.

### **Unit 5: Marketing Strategies (2 hours)**

In the last segment the participant is introduced to the Marketing strategies that they need to bear in mind with issues of Segmentation. One of the marketing mediums like digital marketing is discussed.

#### **Core Readings:**

- Crane, F. G. (2012). *Marketing for entrepreneurs: Concepts and applications for new ventures*. Sage Publications.
- Ruzzier, M. K., Ruzzier, M., & Hisrich, R. D. (2013). *Marketing for entrepreneurs and SMEs: A global perspective*. Edward Elgar Publishing.

### **8. Suggested readings (Additional references (books/articles) shall be added according to need).**

Core texts:

- Bessant, J., & Tidd, J. (2007). *Innovation and entrepreneurship*. John Wiley & Sons.
- Min, H. (2015). *Entrepreneurship: Development Tendencies and Empirical Approach*. (2018). Croatia: IntechOpen.
- Crane, F. G. (2012). *Marketing for entrepreneurs: Concepts and applications for new ventures*. Sage Publications.
- Nijssen, E. J. (2014). *Entrepreneurial Marketing: An Effectual Approach*. United Kingdom: Taylor & Francis.
- Prettenthaler, M., Heufler, G., Lanz, M. (2020). *Design Basics: From Ideas to Products*. Germany: Arthur Niggli Verlag.

### **9. Pedagogy:**

#### **a. Instructional design:**

Teaching pedagogy for this course combines lecture, in class exercises, case studies, project study and guest speakers. There will be individual written assignments, team assignments, discussion and formal presentations by the students to assess their learning.

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

Classroom with projector and writing board, sound system and access to computers for students with Microsoft office installed

#### **c. Expertise in AUD faculty or outside: ---**

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

**10. Assessment structure (modes and frequency of assessments)**

<b>Component</b>	<b>Weightage</b>
Mid term	30%
Presentations and assignment	30%
End term	30%
Class participation	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 .....meeting held on.....and has been approved in the present form.

**Signature of the Dean of the School**

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

<b>School/Centre proposing the course</b>	School of Business, Public Policy and Social Entrepreneurship
<b>Programme(s)</b>	MBA (IEV)
<b>Course title</b>	Skill Based Programme III
<b>Course code</b>	SBP2EV084
<b>Credits</b>	2
<b>Course type (core/compulsory/optional/any other – please specify)</b>	Workshop/ Seminar (Outside Classroom Learning)
<b>Level (Predoctoral/MA/PG Diploma/Certificate/UG)</b>	MBA
<b>Course coordinator and team</b>	Dr Kalindi Maheshwari

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

No such courses are being offered at AUD

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

None

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

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

24 Hours in Workshop/ Seminar Mode

**15. Proposed date of launch:**

January 2021

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



Given the vision of AUD to foster a culture of innovation and an entrepreneurial mind-set, the course attempts to lay down related practices that are essential for start-ups and early stage enterprises intended to work in any given area.

**Course Details:**

**E. Summary**

*The course will cover three main aspects namely; Lean Startup Method, Incubation/ Acceleration Services for Startups and Community Capacity Building for Social Innovation and Enterprise Development. Each subject shall be dealt with separately through conducting a workshop/ seminar and would encourage the participants to engage with active learning, interactions and exposure to real-life case studies.*

*The course is a part of the Outside Classroom Learning Component of the programme and would feature engagement at several junctures with different themes already identified and mentioned in the curriculum.*

*Each given theme of the course is expected to build a desirable trait felt as a necessary part of entrepreneurial training and thus helping participants to be more realistic and application oriented in their respective journeys.*

**F. Objectives**

The course will help students to

1. Discover early on the viability of their business model
2. Understand the incubation services available and how to access them
3. Discover their social responsibility and appreciate how community capacity building can be facilitated through social innovation and enterprise development

**E. Expected Learning Outcomes**

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

1. Take a step forward towards a viable business model which is socially responsible if possible
2. Have the requisite knowledge to access incubation services and centres

**F. Overall structure:**

**Workshop/ Seminar I (8 Hours; over 2-4 days): Lean Start- up**

**Method**

The Lean Startup provides a scientific approach to creating and managing startups and to get a desired product to the customers' hands faster. The Lean Startup method teaches you how to drive a startup-how to steer, when to turn, and when to persevere-and grow a business with maximum acceleration. It is a principled approach to new product development.

Too many start-ups begin with an idea for a product that they think people want. They then spend months, sometimes years, perfecting that product without ever showing the product, even in a very rudimentary form, to the prospective customer. When they fail to reach broad uptake from customers, it is often because they never spoke to prospective customers and determined whether or not the product was interesting. When customers ultimately communicate, through their indifference, that they don't care about the idea, the startup fails.

### **Workshop/ Seminar II (8 Hours; over 2-4 days): Incubation/ Acceleration Services for Startups**

This workshop builds on the knowledge shared during the course' start up environment' in India and seeks to share input on the currently available incubation services and centres which prospective entrepreneurs can access and which are suitable to their individual business ideas.

### **Workshop/ Seminar III (8 Hours; over 2-3 days): Community Capacity Building for Social Innovation and Enterprise Development**

Entrepreneurship can make an important contribution to sustainable development by driving economic growth, promoting productive capacity, employment and decent work to eradicate poverty. By helping to improve social conditions and contributing to addressing environmental challenges, as well as engendering inclusive outcomes for disadvantaged groups, including the poor, women and youth, entrepreneurs can be socially responsible. By studying examples of how building local productive capacities by promoting entrepreneurship in inclusive and sustainable value chains through skills-upgrading programmes and other initiatives can help, candidates will be better informed and positioned to adapt their business ideas for social change and demonstrate their social and ecological responsibility.

### **Readings**

- Ries, E. (2017). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. United States: Currency.

- Lean Startup: How to Apply the Lean Startup Methodology to Innovate, Accelerate, and Create Successful Businesses. (2020). (n.p.): SD Publishing LLC.
- Capacity Building in Developing and Emerging Countries: From Mindset Transformation to Promoting Entrepreneurship and Diaspora Involvement. (2019). Germany: Springer International Publishing.
- United Nations Conference on Trade and Development. UNCTAD annual report, 2015 (Entrepreneurship for productive capacity building). New York :United Nations.

**Pedagogy:**

**e. Instructional Design:**

Practical, Interactive and based on group work, discussions and feedback.

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

None

**g. Expertise in AUD faculty or outside**

The Course would require external faculty from particular domains included in the contents.

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

Institutional Incubators and Accelerators, Startups and Established Enterprises

**17. Assessment structure (modes and frequency of assessments)**

- i. Proactive Participation and Engagement in the Activities of Workshop/ Seminar – 25%
- ii. Self Reflection Paper after completion of each of the three Workshops (25% for each) – 75%

**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 .....meeting held on.....and has been approved in the present form.

**Signature of the Dean of the School**

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

School/Centre proposing the course	School of Business, Public Policy and Social Entrepreneurship
Programme(s)	MBA in Innovation, Entrepreneurship and Venture Development
Course title	Capstone Project III
Course code	SBP2EV085
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	PG
Course coordinator and team	Prof M.S. Farooqi

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

This course is the third Capstone Project of the MBA – IEV programme. The project is conducted in a student led learning mode that includes undertaking of a specific task within the given theme, by individual students in an independent manner. The project mode emphasises a learning by doing methodology and is most often situated around a challenge that is expected to be addressed by the student with appropriate research and understanding of related subject matter, analysis of the information gathered, drawing of conclusions to suggest an action plan and ideation of alternative directions towards recommending a viable solution in the given context.

The Capstone III Project builds on Capstone II project of the MBA IEV as well as overlaps with the courses ‘Innovation and Entrepreneurship’ of MBA programme, SBPPSE and ‘Social Entrepreneurship and New Economies’ MDes programme, Social Design, SoD 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)**

Successful completion of Capstone Project II

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

As per the Cohort Size of the Programme

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

7 Weeks in Project Mode

**5. Proposed date of launch:**

April 2021

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

The primary objective of a project oriented course is to inspire and motivate a student to take responsibility and ownership of his/ her own learning and development. This is achieved through extending sufficient freedom complemented by close mentoring and monitoring of a student's work and progress by providing critical feedback and observations by subject experts as well as peers.

The Capstone Project III, focuses on enabling an attitude to keep exploring alternatives to solve a given problem and thus developing a creative mind-set. Further, the project emphasizes on bringing the learning of a student together in a manner that it becomes actionable and application oriented. Though the larger context of application is business and venture development, the key emphasis on bridging theoretical understanding with practice, deeply aligns the project with the broader vision of AUD as well as the concerned programme having the objective to train competent professionals who would create newer opportunities for themselves and others.

It is expected that undertaking the project would motivate students to become action oriented and build an ability to rationalize their thought process to find productive and relevant application of the knowledge gained.

**7. Course Details:**

**a. Summary**

The project would focus on preparing a quick pilot or prototype based on the conceptual business proposition developed by each student in Capstone II. The

project is expected to push a student towards making their respective ideas more concrete, seek customer feedback on the field, validate their value proposition and thus identify their particular roadmap to execute a business model. The project is also expected to be complementary to the components of ‘Outside Classroom Learning’ and ‘Action Learning’ courses that are meant to provide inputs for setting-up and running of an enterprise through appropriate field exposure.

#### **b. Objectives**

- i. To understand the idea of a Minimum Viable Product.
- ii. To develop an ability to visualize and build a prototype or run a pilot based on particular Value Proposition.
- iii. To learn to take feedback and use the same to further refine and validate the Value Proposition and the Business Model developed earlier.

#### **c. Expected Learning Outcomes**

On the successful completion of the project (course) students would be able to:

1. Understanding of the concept of Minimum Viable Product and ability to develop the same.
2. Ability to visualize and develop a quick prototype or a pilot based on a given Value Proposition.
3. Understanding the criticality of customer feedback and using the same to validate and build a conceptual Value Proposition.

#### **d. Overall structure**

##### **Unit 1 (1 Week): Minimum Viable Product**

This unit focuses on the concept of the minimum viable product and integrates the previous learning developed through modules like lean startup methodology and Capstone II to help prepare a roadmap for the future modules which will focus on real development of the envisaged product/service.

##### **Unit 2 (2 Weeks): Quick Prototyping and Piloting Techniques**

Students will be introduced to various prototyping and piloting techniques, which will extend the learning from the product design and development course as well as introduce specific piloting techniques which will be a gateway to the action learning segment in the next slot and its focus on customer feedback. By familiarising themselves with the variety of methods,

students will be able to equip themselves with superior knowledge that can be the lynchpin for sound decision making in business development

### **Unit 3 (2 Weeks): Prototype and Pilot Development**

This time is devoted to the practical aspects of prototype development leading to the visualisation and metamorphosis of physical product. It will also be used to firm up the pilot protocol based on the specifics of the product. Much of the time will be spent in the design studio, with a trial and error method trying to get the prototype ready.

### **Unit 3 (2 Weeks): Feedback Integration and Value Proposition Validation**

This is critical time in this unit because it emphasises the value of continuous engagement with market and customer expectations and how to feed this feedback towards successful product development. This has also been emphasized in previous modules and deliverables. Through continuous testing and market/ customer validation, the final value proposition will be developed and sought to be validated.

### **Readings:**

1. Bland, D. J., Osterwalder, A. (2019). *Testing Business Ideas: A Field Guide for Rapid Experimentation*. United Kingdom: Wiley.
2. Watkinson, M. (2017). *The Grid: The Decision-making Tool for Every Business (Including Yours)*. United Kingdom: Random House.
3. Kumar, V. (2012). *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization*. United Kingdom: Wiley.

## **8. Pedagogy:**

### **a. Instructional strategies:**

Learning by doing is the primary approach to followed for the project (course) and shall be guided by the following references:

- Individual specific inputs and mentoring.
- Continuous process of bridging theory and practice at all levels.
- Practical and field-based learning.
- Continuous monitoring and feedback from faculty, experts and peers.

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



Co-working space like a studio, where students have independent working stations together with spaces for interaction and sharing of ideas with peers and experts.

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

Close linkages with external agencies including business enterprises, companies and startups as well as other organizations involved in training and supporting young entrepreneurs and enterprises.

#### 9. Assessment structure (modes and frequency of assessments)

	Parameters	Assessment 1	Assessment 2	Assessment 3	Weightage
1	Conceptual Understanding				20%
2	Extent of Research				20%
3	Field Work/ Engagement				20%
4	Synthesis and Articulation				20%
5	Final Output				20%
	<b>Total</b>	30	30	40	<b>100</b>

The mode of assessment shall be a jury comprising internal faculty/ external experts, where each student will be expected to present his/ her work and learning outcomes at different stages of the project.

#### 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 6<sup>th</sup> meeting on 21<sup>st</sup> May 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)

<b>School/Centre proposing the course</b>	School of Business, Public Policy and Social Entrepreneurship
<b>Programme(s)</b>	MBA (IEV)
<b>Course title</b>	Action Learning Segment
<b>Course code</b>	SBP2EV086
<b>Credits</b>	8
<b>Course type (core/compulsory/optional/any other – please specify)</b>	Workshop/ Seminar (Outside Classroom Learning)
<b>Level (Predoctoral/MA/PG Diploma/Certificate/UG)</b>	MBA
<b>Course coordinator and team</b>	Dr Kalindi Maheshwari

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

This course is based on summer internship course in MBA program, which facilitates students to explore practical aspects of management functions. However, this course is imagined differently to provide industry insights to budding entrepreneurs.

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

No

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

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

8 weeks in the summer

**22. Proposed date of launch:**

April 2021

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

Given the vision of AUD to foster a culture of innovation and an entrepreneurial mind-set with a focus on experiential learning, this course attempts to demonstrate and experientially learn related practices that are essential for start-ups and early stage enterprises intended to work in any given area.

## **Course Details:**

### **G. Summary**

*The course is envisioned as a Start-up/Incubation Residency Learning Program through a Summer Internship with Company/ Start-up.*

### **H. Objectives**

The course will help students to get real time exposure to how start-ups operate by closely engaging with both their micro and macro environment. This practical experience will allow them to apply their classroom learning to real life problem and use this understanding to sharpen both their technical/ managerial and conceptual skills which will equip them to be better positioned in the second year with respect to the development of their business model.

### **G. Expected Learning Outcomes**

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

1. Understanding Market and Customer Research
2. Develop skills and understanding for their own BusinessModel

Validation

3. Appreciate Organization Building requirements and skills
4. Be able to comprehend the complexities of Fund and Resource

Mobilization

### **H. Overall structure:**

Students will be associated with a Start- up or a young company and be assigned a faculty and industry mentor. During the course of the internship they will be required to maintain a weekly log of their learning and record the tasks assigned, tasks completed and their learning from the same including challenges faced if any.

They will also be invited for a mid term review (to ensure progress) and have a final report submission and presentation. The report may be of any of the below mentioned formats like a Management case study; In – depth study of a particular aspect or function; Sectoral analysis. The purpose of the report is to document and demonstrate their intense and focussed learning through the opportunities provided by this action learning segment.

They will also need to furnish an internship completion certificate from the organisation as well as a get a feedback and evaluation form completed from their supervisor/ industry mentor.

## Readings

- McGill, I., Brockbank, A. (2003). The Action Learning Handbook: Powerful Techniques for Education, Professional Development and Training. United Kingdom: Taylor & Francis.
- Revans, R. (2012). ABC of Action Learning. United Kingdom: Ashgate Publishing Limited.
- Pedlar, Mike (2016). Action Learning in Practice. (2016). United Kingdom: Taylor & Francis.

## Pedagogy:

### i. Instructional Design:

Experiential and action learning

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

None

### k. Expertise in AUD faculty or outside

The Course would require industry mentors from particular domains specific to the student subject area

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

Institutional Incubators and Accelerators, Startups and Established Enterprises

## 24. Assessment structure (modes and frequency of assessments)

Weekly logs	10%
Progress and midterm review	10%
Industry mentor feedback	20%
Faculty mentor feedback	15%
Report	20%
Presentation and Viva	25%

**Signature of Course Coordinator(s)**

Note:

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

Recommendation of the School of Studies:

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

**Signature of the Dean of the School**

**AMBEDKAR UNIVERSITY DELHI**  
**School of Vocational Studies (SVS)**

**Minutes of the Meeting 9th SVS BOS held on 19 February 2021**

The 9th Meeting of the SVS Board of Studies (BOS) was held on 19<sup>th</sup> February 2021, using an online mode from 11:00AM onwards. The following members were present:

Professor Sitansu S Jena Dean, School of Vocational Studies, AUD	Chairperson
Professor Mohd Sharique Farooqi Dean, School of Design	Member
Professor Kartik Dave Dean, School of Business policy and entrepreneurship	Member
Dr. Sunita Singh Dean, School of Educational Studies	Member
Mr. Devangshu Dutta Founder and Chief Executive Third Eyesight	Member
Professor Garima Parkash Dean, Vatel Hotel & Tourism Business School, Sushant University	Member
Mr. Akha Kaihrii Mao Associate Professor, SVS, AUD	Member
Mr Ankush Rathor Assistant Professor, SVS, AUD	Member
Mr. Nikhil Singh Charak Assistant Professor, SVS, AUD	Member
Ms. Fariha Siddiqui Assistant Professor, SVS, AUD	Member

Special invite:

Dr. Asim Ray, Consultant (Academic) & Programme Coordinator, BVoc in A&F and Ms Simranjeet Kaur, Research Assistant, SVS.

Regrets: Professor Venita Kaul and Dr. Kopal

At the outset, the Chairperson extended a warm welcome to all the members to the 9th SVS BoS meeting.

The following agenda items were discussed:

**Item No.01: Confirmation of the 8th Board of Studies meeting minutes.** The members Confirmed the minutes of the 8th SVS BoS meeting held on 28 January 2021.

**Item No.02: To report in shifting of GEC courses between semesters.** The members approved the shifting of a two credit course titled Advanced Computer Application course semester- 4 and in its place the course on 'Understanding Disability' which is also of two credits has been shifted to semester- 6.

**Item No.03: To seek approval for revised Programme Structure of BVoc T&H.** Mr. Ankush Rathore, Programme Coordinator, T&H presented the revised internship credits to the members. It has brought to the kind notice of the members that the internship credits have been increased from 5 credits to 8 credits. This is to achieve uniformity with the other programmes offered in SVS and also to ensure about 40% of the curriculum has been devoted to practical for skill development.

**Item No.04: To seek approval for the 1st year revised Courses of BVoc. T&H.** Mr. Ankush Rathor presented the year one T&H courses to the members which have been designed in compliance with the NOS standards.

The members suggested working out on the overlaps in the courses titled Service Quality and Hygiene Standards and Service Quality gaps and ensuring that there is no repetition in content and readings.

Dr. Sunita Singh suggested renaming one of the Module 4 of the course titled Food and Beverage services from Fond Farewell to Warm Farewell.

The members also pointed out to include a few more readings for one of the topics in the module named 'Philosophy of Indian Food' in the course titled Food and Beverage Services.

Dr. Kartik Dave made a suggestion to move the module on Service Quality Gaps in the course titled Understanding customers from the second semester to the first semester.

The members also suggested renaming a Semester 2 course titled Understanding Customers to Serving the Customers.



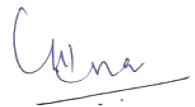
**Item No.05: To seek approval for issuing of Certificate/Diploma and Advanced-Diploma to students on earning the required minimum number of credits.** The BOS members took a decision that the students can be issued a Certificate/Diploma and Advanced Diploma upon completion of the minimum number of credits as and when they take the exit from the programme. The request for the same has to be made by the student and the certificate will be issued by the AES Division.

**Item No.06: To seek approval for 3rd party (external) assessment fees to be paid by individual students on failing to clear in the first attempt.** The School of Vocational Studies conducts a third party (external) assessment of the students at every job role for which the University pays a fee in advance to the third party (external) assessor. However, it was decided that if a student fails in the assessment in the first attempt, the fees for re-assessment will be borne by the student and not the University. For this the University needs to work out the mechanism for collecting the required fee from the students. The members recommended communicating this decision to the students through the Student faculty meetings.

**Item No.07: To seek approval for the 2nd year Courses of BVoc A&F.** The BOS Members suggested Dr. Asim Ray, Consultant (Academic) co-ordinating BVoc in A&F to keep coherence in the course content and teaching hours. The courses hence should be planned in such a way that the content can be transacted effectively within the given duration assigned to the course through different modules and thus a few readings can be reduced from the courses. It was suggested that thematic concept within the modules need to be clubbed to reduce the teaching load. The members however approved the overall content of the courses presented.

The BoS also suggested that since BVoc A&F programme is practice based programme, the computer lab may be loaded with required software for facilitation of the practice based activities.

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



(Sitansu S. Jena)  
Chairperson, BoS